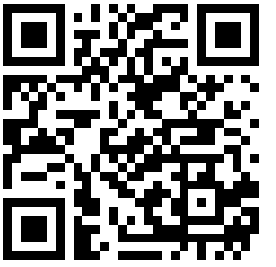
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VOL. IV

Margaret Haley's BULLETIN

NO. 1

Chicago, Ill. 28 September 18, 1926

Education

In all ages there are minds that think of education instinctively as a means of making one class more useful to another, and this was naturally the fashionable view at the time of the Industrial Revolution. But amid the gross inequalities of the age, the other view of education as a spiritual force, serving a master purpose and not merely the convenience or profit of a system, was not without its spokesman. To such minds education is the means of making a man or a woman freer, of enabling the poorest person, in St. Augustine's phrase, to carry within him his own fate. The vision of a vast world of ideas and knowledge from which nobody is an exile or an outlaw, excites the sense for fellowship with a passionate and infinite hope. (Page 259.)

From "The Rise of Modern Industry"
By J. L. and Barbara Hammond, 1926

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MARGARET HALEY'S BULLETIN

VOL. 4. No. 1 September 18, 1926 Page 3

In Which a Mother Speaks Her Mind

Official Organ of Cleveland Schools Denounces the Platoon School

Probably the most piquant paragraph yet written about the far and ill famed platoon school which has been foisted upon the Chicago public, comes from an irate parent.

A teacher in a Chicago school overtook two mothers walking in the vicinity of a recently platooned school. They were talking excitedly and the teacher inquired the reason.

"What's the matter with the school?" inquired one mother heatedly and then answered her own question. "It's no good. These 'spitoon' schools are no good. The children are fluttering and flitting everywhere and have no place to sit. It's no good, I tell you, these 'spitoon' schools."

And as if saying amen to her bald condemnation "School Topics," the "Official Publication of the Cleveland Public Schools, Issued Fortnightly by the Board of Education" has the following to say regarding platoon schools, in its April 27, 1926, issue:

An English educator when asked her impression of our American schools replied:

"They are pretty poor as schools, but they are wonderful factories. Great numbers of children are housed under one roof, the curriculum is well worked out, the wheels move smoothly, but real education begins when a child is left in a quiet atmosphere long enough to think."

Some of us well remember the time when every teacher had a schedule similar to this: 9:00-9:40 arithmetic; 9:41-10:05 reading, 10:06-10:10 game.

What a grave mistake it was to be teaching arithmetic at 9:41! How we welcomed the day when a more flexible program was not only permitted but urged.

CHILD'S GROWTH BEST MEASURE

Now, one interest grows out of another and the child rather than the subject is the basis of the day's program. There is no feeling that the day is broken up into small units of unrelated work, but the day's work is the unit and is measured in terms of the growth that Johnnie and Mary have made.

Johnnie tackles a problem he needs to solve, and keeps at it until it is finished; James is courteous under trying circumstances; Susie has established one more habit in studying spelling; Frank reads a book outside of school and tells you he enjoyed it.

What victories! It is no longer a question of "Did I teach well that particular arithmetic, geography or history lesson?" but rather "Has there been growth in each child because of his day in school?"

AN OUTGROWN PROGRAM

Is not the platoon school with its large number of children and clock-like regularity of movement from class to class just the fixed program which has been out-grown in Cleveland and cast off—we hoped, forever? Our schools cannot be satisfactory until we make provision for every boy and every girl in them; until every teacher realizes that she is teaching individuals. * * *

It is not enough to study a child at stated intervals but his growth must be noted at every step and the needed direction given when the occasion arises. It is a task that requires rare insight and skill of the highest type that the teaching art can produce.

According to reports from Cleveland platoon schools, teachers are meeting from three hundred to six hundred children a day. Has any teacher the time and energy to analyze every one of such a group and find his individual needs? Can she know the peculiarities, the weakness, the strength of every child? Can she see the growth in every child from day to day, or has she met just so many classes in literature or science?

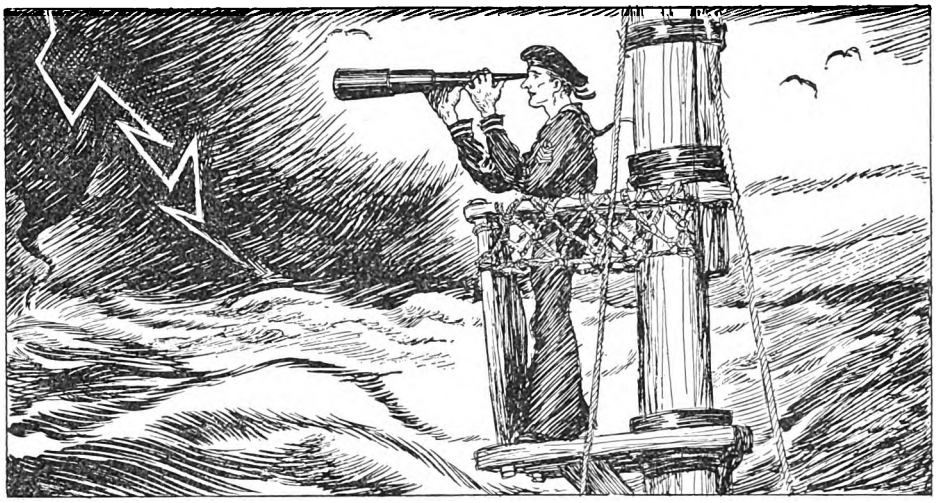
No teacher has one child long enough to know him or to be able to help him as she should. Most conscientious teachers find it difficult to know really forty children and the cry has been for smaller groups. What teacher is equal to the responsibility of three hundred!

The teacher in the platoon schools will have to be a specialist in her subject, we are told. Why not give all teachers more training in the art of teaching children? We have too many teaching "subjects" now. When we come to the last analysis the personality of the teacher and her philosophy of teaching are the vital factors.

We Americans live a restless, discontented, overstimulated life. Great numbers of our people have no normal home life. As a nation, we have developed no characteristic handicraft. Lacking resourcefulness in the use of leisure time, we scurry about in search of excitement and variety of stimulation. Knowing ourselves too little or too well we derive little satisfaction in cultivating our own acquaintance. While so much time and effort have gone into research along the lines of the saving of school rooms and equipment, has anything been done to find the effect of days of hourly change upon the nervous systems of children?

Be Sure to Register October 2.

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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, seeing 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.

—Reprinted from The Bulletin of September 18, 1925

To the Teachers of Chicago:

It is fitting to reprint here from the first September Bulletin of last year the original "From the Masthead by the Lookout" and the stirring words of Victor Olander which inspired it. "From the Masthead by the Lookout" has appeared in every subsequent issue of the Bulletin over the report "To the Teachers of Chicago," as a pledge that "The Lookout" would faithfully keep the watch and, seeing breakers ahead, would truthfully and without fear or favor, report it to those on deck. Read again that invigorating message from Mr. Olander. Like a breath from the sea it came to the bewildered teachers of Chicago assembled in mass meeting at the Studebaker Theatre at the opening of school on September 11, 1925.

The teachers of Chicago had left their school rooms in June, 1925, for a much needed vacation, knowing that the then new Board of Education had, on May 22, rescinded the double-headed Salary-Schedule-Tax-Rate-Increase resolution adopted on April 27 by the then retiring Board. This resolution provided for a so-called salary increase predicated on the submission by the City Council and adoption by the voters of a tax rate increase for the Educational Fund.

On returning to their school rooms in September, 1925, each teacher was given a pamphlet, purporting to come from the Chicago Principals' Club, containing a preprint of that portion of the Superintendent's Annual Report, for the year ending June 30, 1925, devoted to the proposed new salary schedule. Following is an excerpt from one paragraph of the preprint:

"Funds are available.

*** * * The secretary of our finance committee showed our ability to inaugurate the schedules on September 1. After a searching scrutiny of his computations we adopted them. No refutation of his estimates has been offered. The ability of the Board to find the necessary funds is thus established.**

The teachers, confused and bewildered, had come to the Studebaker Theatre on September 11, last year, to hear from Trustee English, Victor Olander, John Fitzpatrick, and the writer of this report, the facts about the condition of the educational fund and the so-

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called salary increase, as they had found them and reported them to the Mayor on September 4. Their report was printed in full in the September 18, 1925, Bulletin.

Mr. English presented a financial statement from the auditor of the Board of Education, showing that if the proposed salary schedule was inaugurated in September, 1925, neither that proposed salary schedule nor the present schedules could be maintained through the year 1926 without increasing either the tax for the Educational Fund or the assessed valuation of property. Mr. English said:

"Now the Board of Education has sent out figures from its auditor. Others have sent out figures, until there is such a confusing array of figures we don't know which is correct, but the only ones we can look at and take with any degree of certainty are the figures that are furnished by the Auditor of the Board. * * * The Educational Fund of the City of Chicago is not in a position today to take care of this salary schedule."

The President of the Principals' Club attempted to stampede the teachers and force them to vote on that salary schedule on the 24th of last September "without discussion." That fell down. From that time on the campaign has been on in full force to get the parents to stampede the City Council into placing the tax rate increase on the ballot, first at the primary in April, later at the coming election in November.

The teachers find conditions as bewildering this September as those they faced last September.

The communications and newspaper articles printed in this Bulletin show:

(1) That President Ellicott on February 18, 1926, presented a financial statement to the Council Committee on Schools, Fire and Civil Service showing that the Board would have a SURPLUS of $3,000,000 in the Educational Fund on January 1, 1927.

(2) That Mayor Dever, on August 3, 1926, told the Joint Tax Committee of the Board of Education and the City Council that the Board would have a DEFICIT of $3,500,000 in that fund on January 1, 1927.

(3) That the Chicago Teachers' Federation on September 15, 1926, sent a communication to the Mayor and City Council showing from official sources that there would be a SURPLUS of $4,500,000 in that fund on January 1, 1927. This is a half million dollars more than the Board carried over in the Educational Fund from December 31, 1925, to January 1, 1926.

(4) That on September 10, 1926, the Loop Lands and Buildings were appraised by the City Council's appraisers at One Billion Two Hundred Sixty-Eight Million Dollars and assessed by the Board of Assessors and Board of Review at less than 25 per cent of that amount.

(5) That on September 10, 1926, the Board of Education, or some members of the Board (names unknown) met in an informal, secret conference (of which there is no record in the official Proceedings of the Board) and ordered drastic cuts in vital school activities of the Chicago public school children.

The facts shown in the communications and newspaper clippings printed in this Bulletin, taken together with other known facts, seems to warrant these conclusions:

First—That "hope of reward," through the so-called salary increase, failed last fall and again this spring to stampede the teachers into urging the City Council to place the tax-rate increase on the ballot.

Second—That the actual cuts which have already been made in the vital activities of children, and which have aroused justifiable fears of cuts in the salaries of teachers, have not been made on account of a shortage in the Educational Fund for the remainder of the calendar year 1926, nor on account of an anticipated shortage in that fund for ANY PART of the school year 1926-1927. There is no shortage now, there will be none this school year.

Third—That the effect (if not the purpose) of continuing this campaign to force the tax rate increase on the ballot may be to defeat the program of the City Council and Board of Education to obtain the revenue needed for the schools and the City by means of equitable assessments of property.

Again in September, 1926, as in September, 1925, teachers and parents are asking: "What are the facts about the condition of the Educational Fund of the Board of Education?"

But there is this difference between then and now: Last fall that question was before no official body for investigation and finding. This fall it is before the Committee on Schools, Fire and Civil Service of the City Council. It was referred to that committee by the City Council at its meeting on September 15. For the peace of mind of parents, teachers and children, it is sincerely hoped that an official announcement of the actual facts may be made by that committee in the very near future.

Margaret A. Haley

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City Council Adjourns Without Ordering Tax Rate Increase on Ballot

Teachers' Federation Active in Opposing Movement to Raise Tax Rate

The story of the steps taken during vacation by the Chicago Teachers' Federation through its business representative, Miss Margaret Haley, to prevent the City Council from being stampeded, through misinformation, from voting to place the proposition to increase the educational tax rate on the November ballot, is perhaps best told in the correspondence between Miss Haley and Mayor Dever during August, and the communication from the Chicago Teachers' Federation by Miss Haley to Mayor Dever and the City Council on September 15.

By means of the communications printed below, Miss Haley sought to present to Mayor Dever and the City Council the true status of the educational fund as shown by the records.

The executive committee of the Chicago Principals' Club, through its president, Mr. D. J. Beeby, sent a resolution to the Mayor and City Council urging the placing of the tax rate increase proposition on the November ballot. That resolution, presented at the City Council meeting on September 15 (the last until after election) was referred to the Committee on Schools, Fire and Civil Service.

A communication to the Mayor and City Council from the Chicago Teachers' Federation signed by Miss Haley pointing out a balance of more than four and a half million dollars in the educational fund December 31, 1926, as borne out by statements from the office of the city treasurer, the city comptroller and from the business manager of the Board of Education, was presented by Alderman Nelson at the request of the Federation, at the City Council meeting September 15 and was also referred to the Committee on Schools, Fires and Civil Service of the Council. An early hearing on these communications, which follow, is expected.

Letter to Mayor Dever

August 5, 1926.

Hon. William E. Dever,
Mayor, City of Chicago,
Chicago, Illinois.
Dear Mayor Dever:

After you left the public hearing in the City Council Chamber on Tuesday, August 3, held by the Joint Tax Committee of the City Council and the Board of Education for the discussion of the report on appraisal of loop lands, and just before the adjournment of that meeting, I called to the attention of the Joint Committee the discrepancy between the statement you made at that hearing in regard to the condition of the finances of the Board of Education, and the statement in regard to those finances made on June 10 last at the meeting at the Union League Club by the former Chairman and present member of the Finance Committee of the Board of Education, Mr. Julius F. Smietanka, who is also a member of the Joint Tax Committee but was not present Tuesday.

Herewith is a copy of the Bulletin containing the Resolution adopted by the City Council on June 16 last in which Mr. Smietanka's statement in regard to the Board's finances appears. A copy of this Bulletin was called to every teacher in the system before the close of the schools in June. While you and the President of the Board of Education were both present at the Union League Club meeting at which Mr. Smietkana made this statement, I do not remember whether you remained to hear Mr. Smietanka's talk or left before he began, but the President of the Board was present when you made the statement to the meeting last Tuesday.

In your statement Tuesday, which was printed in the newspapers, you said that on January 1, 1927, the Board of Education would face a deficit of three and one-half million dollars. According to Mr. Smietkana's statement, referred to above, the Board will not face that condition of finances until the beginning of 1928.

In calling the discrepancy between these two statements to the attention of the Joint Committee Tuesday, I asked that the Committee undertake at once to clear up the confusion caused by these two conflicting statements.

I also requested that the Committee present at the next hearing some definite, authoritative information, including an opinion from the Corporation Counsel, in regard to the date of filing (with the Board of Review) complaints against under assessment of property, in order to clear up the confusion in regard to that matter, and the Secretary of the Finance Committee was instructed to report to the meeting to be held on the next day, Wednesday.

Just before the adjournment of the meeting on Wednesday, August 4th, the Secretary of the Finance Committee presented an oral report in regard to the filing but no opinion of the Corporation Counsel's office on that subject.

No report was presented in regard to the question of the discrepancy in the two statements in regard to the finances of the Board of Education. The presiding officer ruled that discussion on that matter was out of order at that meeting, but the three members of the Joint Committee present at the meeting Wednesday agreed to hold a meeting and later announced that this meeting would be held on Friday, August 6, to consider all these matters, provided a quorum would be present. I am informed that the Secretary of the Finance Committee has been instructed to call this meeting.

When these matters were being discussed on Wednes-

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day I stated that on last Friday I was informed that the real estate books of the Board of Assessors had been delivered to the Board of Review and that Mr. Barrett, Chairman of the Board of Review, had announced that the Board of Review would allow no complaints filed after August 1st.

I also stated on Wednesday that I was advised that simply delivering a complaint to the Secretary of the Board of Review did not constitute filing that complaint before that Board; that it was necessary for the Board of Review at a formal meeting to direct the Secretary to receive the complaint and file it, and for that Board then and there to fix a definite date for a hearing on that complaint, and to notify the owners of the property involved of the date of such hearing. Not until these formalities were completed was the complaint properly filed.

After the meeting on Tuesday I called on the Secretary of the Finance Committee and explained fully to him how I knew these formalities were necessary for proper filing of complaints with the Board of Review. I explained to him that when the attorney for the Board of Education in November, 1924, delivered to the Secretary of the Board of Review the complaint in regard to the assessment of the stockyards real estate I was advised by the then Secretary of the Board of Review that such delivery did not constitute a proper filing of that complaint. As a result of this advice Mr. Ashton brought that complaint before the Board of Review in open session and the Board directed its Secretary to file the stockyards complaint. The Board then and there fixed the time for the hearing on that complaint and directed the Secretary to notify the owners of the stockyards property, which he did. There was a hearing on that complaint on the date fixed.

It is important to know NOW whether or not it is true as reported that the Board of Review will hear no complaints filed after August 1st. It is important to know NOW whether or not the necessary formalities in regard to filing have been complied with in the case of the 300 or more complaints against under assessment of real estate which the newspapers reported were filed last Saturday with the Board of Review by the Board of Education and the City Council. If your statement of last Tuesday of the condition of the Board's finances instead of Mr. Smietanka's is correct, this matter of filing and hearing these complaints becomes one of still more serious importance to the teachers and the schools.

If definite, authentic, official assurance is given that the Board of Education will not be confronted with this deficit until the date named by Mr. Smietanka, the beginning of 1928, the question of whether the Board of Review will or will not hear the complaints of the city and the Board of Education prior to the quadrennial assessment of 1927, would not be so serious because a sufficient increase in the quadrennial assessment would be effective in time to relieve the situation.

Whatever the facts in this entire situation, they should be faced NOW and avoid a repetition of a situation that will at least appear to warrant another attempt to stampede the City Council into voting to place on the ballot, either this fall or next spring, the proposition to increase the tax rate for educational purposes.

We earnestly hope that a quorum may be present at the meeting on Friday, August 6, and that all these questions may be cleared up by definite, authentic, official information.

Sincerely yours,
MARGARET A. HALEY.

Letter from Mayor Dever

OFFICE OF THE MAYOR
CITY OF CHICAGO

August 6, 1926.

Miss Margaret A. Haley,
Chicago Teachers' Federation,
127 N. Dearborn Street,
Chicago, Illinois.

My Dear Miss Haley:

I am in receipt of your letter of August 5, 1926.

I know nothing about the discrepancy in statements made by Mr. Smietanka, myself and others with reference to a certain deficit in the Educational Fund of the Board of Education. My information comes directly from Col. Ellicott and is to the effect that a deficit will exist on January 1, 1927.

Certainly I know nothing about any assumed statement on the part of Mr. Hornstein or any other person connected with the Corporation Counsel's Office to the effect that the information that they are trying to get from the Board of Review would not be available for immediate use; my purpose is to make it available at the earliest possible moment in the hope that we may get relief in the year 1927. Certainly I know nothing about Mr. Barrett's statement that the Board of Review would allow no complaints filed after August 1, 1926. My general knowledge of this subject is that complaints cannot in the regular process be filed or acted upon prior to that date. That is the usual time the Board of Review begins its work, August 1st. Hence I take it that the present is the proper time for filing complaints with the Board.

I suppose you know whether the statement of Mr. Smietanka is correct. If any error was committed by me I should be glad to acknowledge it. In any event, I should think that you would be able to determine whether Mr. Smietanka or myself may be mistaken. It is quite possible that I misunderstood Col. Ellicott, but my recollection is that he said to me that a deficit would exist, as I said, January 1, 1927.

We are going to do all that we possibly can do to get these valuations on the books at this time. I agree with you that the matter might not be so critical if Mr. Smietanka be correct. Nevertheless, our corporate need for increased revenue is very critical at this moment.

Yours very truly,
(Signed) WILLIAM E. DEVER,
Mayor.

Reply to Mayor Dever's Letter

August 20, 1926.

Hon. William E. Dever,
Mayor, City of Chicago,
Chicago, Illinois.

Dear Mayor Dever:

I received your letter of August 6 in reply to my letter of August 5 in which I pointed out the discrepancy between the statement you made on August 3 to the Joint Tax Committee that the Board of Education would have a deficit of $3,500,000 on January 1, 1927, and the statement Mr. Smietanka made at the Union League Club on June 10 last, that a shortage would exist in the Board's funds at the beginning of the year 1928. Both your statement and Mr. Smietanka's were published in the Chicago newspapers at the time they were made.

In your letter you say that your information came directly from Col. Ellicott and that your recollection is

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that he told you that a deficit would exist, as you said, January 1, 1927. You also say that it is quite possible that you misunderstood Col. Ellicott and that if an error was committed by you you would be glad to acknowledge it.

I am sure that your statement that there will be a deficit of $3,500,000 on January 1, 1927, is an error.

I think you must have misunderstood Mr. Ellicott because on February 18 of this year Mr. Ellicott told the Schools Committee of the City Council that on December 31, 1926, the Board would have $2,341,000 of unusued borrowing power in the Educational Fund to carry over to January, 1927. This statement of Mr. Ellicott will be found on page 228 of the enclosed copy of my Bulletin of February 27. It is printed from the stenographic report of that February 18 meeting of the Council Committee on Schools.

Mr. Ellicott presented to that meeting of the Council Committee a five-page typewritten financial statement which shows $2,341,000 of unused borrowing power in the Educational Fund on December 31, 1926, and in addition thereto shows a free surplus of $611,616 in that fund on December 31, 1926, to be carried over to January, 1927.

Therefore, there is a discrepancy of $6,452,616 between the statement as to the condition of the Board's Educational fund on January 1, 1927, as shown by Mr. Ellicott's statement of February 18 to the Council Committee on Schools, and your statement of August 3 to the Joint Tax Committee of the City Council and the Board of Education.

In your letter you say that you suppose I know whether the statement of Mr. Smietanka is correct. You also say that in any event you should think that I should be able to determine whether Mr. Smietanka or you may be mistaken.

I have carefully checked this financial statement, presented by Mr. Ellicott to the Council Committee on February 18, with the Budget of the Board of Education for 1926. This budget was adopted on January 27, and is printed in the proceedings of that date. It is NOW available for public inspection, though it was NOT available at the time Mr. Ellicott presented this financial statement to the Council Committee. I have also checked up the financial statement of the Auditor of the Board of Education which Mr. John A. English presented to the meeting of teachers at the Studebaker theatre on September 11, 1925.

From my investigation I am convinced that your statement of August 3 that there will be a deficit of $3,500,000 is erroneous; and that Mr. Ellicott's statement to the Council Committee is correct — namely, that the Board will have $2,341,000 of unused borrowing power in the educational fund, and in addition thereto, a free surplus of $611,616 on December 31, 1926, to carry over to January 1, 1927.

At that Council Committee meeting on February 18, after Mr. Ellicott told the Committee there would be $2,341,000 of unused borrowing power in the Educational Fund January 1, 1927, the aldermen and representatives of the Board of Education present at that meeting mutually agreed that the City Council could meet the first week in January, 1927, and pass the Board of Education tax levy ordinance for 1927; and that from and after the day that tax levy ordinance is passed the Board can begin at once to borrow against the anticipated revenue to be secured from that 1927 tax levy; and that it can continue to borrow up to 75 per cent of that anticipated revenue.

Excerpts from the stenographic report of this discussion are printed on page 235 of the enclosed Bulletin of February 27, 1926.

The Board of Education has two pay days for teachers for the month of January, one for the first two weeks in January and the second one for the last two weeks. The first pay day is on Friday of the third week in January and the estimate for salaries in the 1926 budget shows that the Board needs approximately $1,600,000 in the Educational Fund with which to meet that pay roll, and a similar amount for the second pay day which comes at the end of the first week in February.

Mr. Ellicott's statement shows that the Board will enter the month of January, 1927, with ample funds to pay the first pay roll in January. If the City Council passes the Board's 1927 levy ordinance early in January, as agreed, or any time before the first week of February, the Board will have available in the Educational Fund borrowing power equal to 75 per cent of the anticipated revenue from that 1927 tax levy.

In order that the Council may be able to pass the Board's tax levy ordinance at the earliest date possible in January, the Board should pass its Tax Levy Resolution not later than December, as it has frequently done in the past, and promptly certify that action to the City Council.

Your statement of August 3 to the Joint Tax Committee of the Board of Education and the City Council, and published in the newspapers, that the Board of Education will face a deficit of $3,500,000 on January 1, 1927, may have furnished the excuse for the official communication of August 13 from the Superintendent of Schools, giving notice that "drastic economies must be planned for the immediate future," and directing the heads of departments to prepare "to help make cuts."

President Ellicott's statement to the Council Committee last February 18 shows that with the prompt action by the City Council next January, as agreed, these cuts are unnecessary.

Failure to correct your statement of August 3 may be used as an excuse for one more attempt to stampede the City Council and cause it, through fear of crippling the schools, to vote to put on the ballot at the November election the proposition to increase the tax rate for the educational fund instead of continuing its program to secure needed revenue through equitable assessments of property.

The opening statement of the Superintendent's communication of August 13 referred to above reads:

> "I can not find anyone who believes that the tax revision is going to give the schools enough money to run on their present basis."

In connection with what is referred to in the quotation above as "the tax revision," I wish to call your attention to some important facts not shown in the Board's 1926 Budget because they were not publicly known at the time that Budget was adopted on January 27 last, but which are shown in the typewritten financial statement that President Ellicott presented to the Council Committee on February 18:

> No. 1. The assessed valuation of property in Chicago for 1925 was increased $85,646,279 over the assessed value for 1924, or an increase of more than $171,000,000 full value.

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No. 2. The estimated revenue for the Educational Fund for the year 1926 was thereby increased $1,454,568.

No. 3. This increased revenue increased by 75 per cent of this amount, or $1,090,926, the Board's unused borrowing power in this fund that was carried over from 1925 to 1926.

No. 4. "The excess of appropriation over resources, or deficit of the fund," on Dec. 31, 1926, of "842,984.00" shown in the educational fund in the 1926 budget, was changed by this increased assessment of 1925 into a free surplus amounting to $611,616.00 to be carried over from 1926 to 1927.

President Ellicott, in referring to that increased assessment in 1925 over 1924, told the City Council that it was due to the efforts of the City Council, Board of Education, firemen and teachers. (See page 227 Bulletin enclosed.)

In regard to the increase which it is hoped and expected the Board's and Council's program of equitable assessments may bring about in the assessment of 1926 over that of 1925, the enclosed article from the Chicago Tribune of August 19 shows that the City and the Board of Education, on August 18, filed with the Board of Review a second batch of 500 complaints of which 41 pieces of real estate listed in the Tribune article showed the Board of Review's value to be $6,787,336, and the City's appraisal showed a value of $34,504,843.

Referring to the complaints filed and to be filed by the Board of Education and the City Council and the expectations regarding the 1926 assessment as a result, the Tribune article states:

"It is hoped by city officials that the complaints will add from $100,000,000 to $500,000,000 in taxable valuations."

In view of the above facts and these further facts: (1) that the year 1927 is a quadrennial year; (2) that the assessing boards have full power in 1927 to make an entirely new assessment on the real estate of the entire city and county; (3) that such assessment should produce the needed revenue for the schools and for other purposes, thus making an increase in the educational tax rate unnecessary; it is very important that all conflicting statements as to the resources of the Board of Education should be cleared up, and cleared up now, in order that there may be no confusion in the public mind to be used as an excuse for injuring the schools by unnecessary curtailments or interfering with the program of the Board of Education and the City Council to secure the necessary revenue for all public purposes by equitable assessment of property instead of by increasing the tax rate for educational fund.

If you find, as I have here represented, that your statement of August 3 is in error, I am sure that you will see that the correction is made at the earliest possible moment and that the correction is given as wide publicity as your original statement.

I assure you of the hearty support of the Chicago Teachers' Federation in furthering to the extent of our power the program of the Board of Education and the City Council to secure the needed revenue for the schools and other needs of our city through equitable assessment of property instead of through increased tax rates, and of our appreciation of this opportunity to present this matter to you. Yours sincerely,

(Signed) MARGARET A. HALEY.

Superintendent's Bulletin

SUBJECT: ECONOMIES. August 13, 1926.

The Superintendent of Schools writes as follows:

"I can not find any one who believes that the tax revision is going to give the schools enough money to run on their present basis. I have never known any school system to be as badly off for funds as we are. There isn't any doubt in my mind but that drastic economies must be planned for the immediate future. We should expect an early meeting of the Chairman of the Committee on School Administration, the chairman of the Committee on Finance, the Secretary of the committee, the Auditor and the President, to be told the estimated amount of savings which must immediately be prepared for. Mr. Henry, Secretary of the Finance Committee, will prepare the figures showing the expense of some of our specialties; domestic science, manual training, drawing, weaving, etc. Instead of selecting one line of activity for elimination and thereby arousing all the different clubs, societies and interests that can be enlisted to protect it under the allegation that it is being singled out for attack, we must advertise the whole group of curtailments, and, as is the plan, fully signify that we see the educational good in each one of these subjects, that we regret having to cut anything anywhere but that, in the straitened condition of the funds we must make decided sacrifices.

"Will you therefore take up with your physical instructors, vocational advisers, and all special bureaus the announcement of curtailments necessary and let them know that what you need is not arguments for the maintenance of their specialties (we are convinced of their value), but what we need is help to make the cuts, because, as you very well know, if we go before the people with a request for increased funds and if the organizations charged with keeping down tax raises are able to show weaving classes with three or four children, cooking classes fussing with fudge and other wastes, one or two such striking cases may be played up to most disastrous results.

"This is the most important thing that has come before you in many moons. Please get busy."

* * *

[EDITOR'S NOTE.—The above bulletin is referred to here on Page 20 and in Mr. Bogan's Notice printed below. It was delivered to the Mayor on August 23.]

Bogan's Notice of Cuts

(See Bulletin Above)

My Dear Mr. ———: September 9, 1926.

A bulletin has been received from Superintendent McAndrew which urges that special consideration be given to a whole group of curtailments in order that sufficient money may be saved in the Educational Fund to maintain our schools for the present year. No one line of school activity has been selected for elimination, but a general retrenchment is being made to meet this contingency.

The following are some of the economies for the ——— High School, which you are requested to put into effect immediately:

1. Consolidate classes in Mechanical Drawing so that each teacher will instruct eight classes per day of thirty-five pupils each.

2. Consolidate classes in Woodworking, Forge, Foundry, Machine Practice, Printing and Electricity, so that each teacher will instruct four double period classes of twenty-five pupils each.

3. Postpone installation of Auto Shop until other shop classes have been built up to the standard set.

4. Eliminate Pottery, Stagecraft, Jewelry and Arts

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craft. Be prepared to have these equipments transferred to a junior high school.

Please inform me as to how many teachers may be released through the above changes; can these teachers be used in other departments, or will they become supernumeraries subject to transfer?

Very truly yours, (Signed) W. J. BOGAN,
Ass't Sup't of Schools.

Communication to Mayor and City Council

(Referred to Committee on Schools, Fire and Civil Service)

September 14, 1926.

The Honorable, the Mayor, and
The City Council,
City of Chicago.

The information concerning the condition of the Educational Fund of the Board of Education, herein contained, is based on data from authentic and official sources. It is submitted in reply to the communication from the President of the Chicago Principals' Club under date of September 2, 1926, in which appears the statement that "Bankruptcy faces the schools unless immediate financial relief is granted."

The information herein contained shows that the Board of Education can run the schools for the four months from September to January on the same basis as they were run from January to June of this year and that the Board will have $4,500,000 left in the Educational Fund to carry over to January 1, 1927.

A resolution adopted by the Board of Directors of the Chicago Principals' Club on September 2, 1926, was ordered sent "to the Mayor, the Clerk of the City Council, each Alderman, the Board of Education, newspapers, Parent Teachers' Associations and to other civic organizations." The last paragraph of the resolution states that "The crisis in school affairs is so great that if the assessment plan has not produced the needed revenue by approximately September 15, 1926, the City Council is urged immediately to authorize a November, 1926, educational fund tax levy referendum."

The President of the Board of Education, Mr. Edward B. Ellicott on February 18, 1926, presented to the City Council Committee on Schools, Fire and Civil Service, a financial statement showing that the Board of Education will carry over to January 1, 1927, approximately $3,000,000 of borrowing power and free surplus in the educational fund. This statement of President Ellicott is confirmed by the following official documents:

(1) The report of the Business Manager of the Board of Education, Mr. John E. Byrnes, (Report No. 15463), presented to the Board at its meeting last Wednesday, September 8, showing the total Appropriations and the total Expenditures of the Board of Education for the seven months from Jan. 1 to July 31, 1926.

(2) A statement from the City Treasurer's office on September 13, 1926, confirmed in the City Comptroller's office on September 14, showing: (a) the unused borrowing power in the Educational Fund on September 14, on account of tax anticipation warrants against the 1926 tax levy; and (b) the balance of taxes due under the 1925 tax levy for the Educational Fund after allowing 10 per cent for loss and cost of collection and after deducting all tax anticipation warrants issued against the 1925 tax levy, and all interest thereon.

(3) A memorandum from the Business Manager of the Board of Education on September 14, 1926, showing, in addition to above: (a) the amount due the Educational Fund on September 14 from the State Treasurer from the State appropriations for delinquents, deaf and blind, and crippled children; and (b) the amount of rental from School Fund Lands (which can be used only to pay teachers' salaries), paid on August 7, 1926, and due on November 7, 1926.

The documents referred to above in paragraphs numbered (1), (2) and (3), show that to run the schools for the four months from September 1 to December 31, 1926:

(a) The Board's balance in the appropriation from the Educational Fund on July 31, 1926, as shown by Mr. Byrnes' Report (No. 15463) was $17,602,034

(b) The City Treasurer's report of September 13, and Mr. Byrnes' memorandum of September 14, taken together show a total available in the Educational Fund, Sept. 14 to Dec. 31, 1926..... $20,261,607

(c) The estimated amount needed in the Educational Fund to run the schools the four months from September 1 to December 31, 1926, (on the same basis of cost to that Fund as the Byrnes' Report No. 15463 shows the schools were run for the seven months ending July 31, 1926), will be..... $15,959,062

(d) Estimated balance left in the Education Fund on December 31, 1926..... $ 4,502,545

The following position was taken by the City Council Committee on Schools, Fire and Civil Service at its meeting on February 18, 1926, and agreed to by representatives of the Board of Education then and there present:

(1) That the City Council could pass its tax levy ordinance early in January, 1927, and immediately thereafter could authorize the issuance of tax anticipation warrants against the 1927 tax levy for the Educational Fund of the Board of Education;

(2) That, immediately thereafter, the borrowing power of the Board of Education on tax anticipation warrants against the 1927 tax levy for the Educational Fund would begin before the borrowing power on tax anticipation warrants against the 1926 tax levy would be exhausted.

Acting Corporation Counsel Hornstein, at an informal conference on September 13, 1926, gave an informal

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opinion confirming the power of the City Council to pass its appropriation ordinance early in January, 1927, (as early as January 3, he said), and to pass its tax levy ordinance 10 days thereafter.

The following statement shows how the above estimate was obtained:

EXPENDITURES

Total actual expenditures from the Educational Fund for the seven months from Jan. 1 to July 31, 1926, as shown on Page 5 of Business Manager Byrnes' Report of Sept. 8, 1926, which includes $770,000 of interest on 1925 tax anticipation warrants which City Treasurer's statement of Sept. 13 shows will not recur in the last four months of 1926	$24,558,595
Deduct interest as per above	770,000
Estimated net expenditures from Educational Fund for first seven months of 1926, exclusive of interest on tax warrants	23,788,595
Estimated expenditures on same basis for last four months of 1926	15,859,062

ESTIMATED REVENUE OF EDUCATIONAL FUND
Available September 1 to December 31, 1926

Shown by report from City Treasurer's office:		
Unused borrowing power	$13,276,973	
Balance 1925 taxes	6,058,242	
Shown by Business Manager's Memorandum:		
Rental of school fund lands	$576,000	
Appropriation due from State Treasurer	450,392	
	$1,026,392	
Estimated total revenue		20,361,607
Estimated total expenditures		15,859,062
Balance December 31, 1926		$ 4,502,545

Respectfully submitted,
THE CHICAGO TEACHERS' FEDERATION,
By MARGARET A. HALEY,
Business Representative.

The Proposed Tax Amendment

Why Teachers Should Recommend and Vote for it November 2

[Editor's Note: The Chicago Teachers' Federation has endorsed the tax amendment to the Constitution to be voted on by the people of Illinois, November 2. By request of The Bulletin management, Mr. Robert C. Moore, Secretary of the Illinois State Teachers' Association, has written an article on the amendment for this issue of The Bulletin. Mr. Moore has stated not only the position of the State Teachers' Association and the Chicago Division of that Association, but also the position of the Chicago Teachers' Federation.]

By R. C. Moore
Secretary Illinois State Teachers' Association

Our present tax system has broken down and is a failure. Practically everybody admits this fact and condemns our present tax laws and their faulty administration.

The antiquated tax provision in the present Constitution is not adapted to present economic conditions. Its fundamental principle is the general property tax on a uniform ad valorem basis, which is fairly applicable to uniform property; but great changes have taken place in the forms of property since the present provision was adopted in 1870, 56 years ago, and the provision requiring uniformity is now a serious limitation. Many other states have adopted more modern methods of taxation,—and so should Illinois.

The Legislature pleads inability to remedy our tax laws because of the binding limitations in the present Constitution.

The proposed amendment in itself makes no change in the tax laws; but it does remove some of the limitations on the legislature and will permit more freedom in tax legislation.

To be ratified the amendment must receive a majority of all votes cast at the general election on November 2. Therefore, we should vote for it and get our friends to do the same, since a failure to vote the "little ballot" counts the same as a vote against the amendment.

The liberal support of schools depends upon having just, equitable and enforceable tax laws. The present laws are inequitable and are not enforced. Let us give the legislature power to improve them.

The teachers have long advocated the amendment of the tax article of the Constitution. While this one may not be just what we want in some of its details, it goes a long step in the right direction and will enable the legislature to work out a better tax system than we now have.

The amendment passed the House by a vote of 137 to 2, and the Senate 44 to 1. Several legislators voted for it at our request. Let us stand by our friends. It is opposed by the Illinois Association of Commerce, and by the Illinois Manufacturers Association according to statements by secretary John M. Glenn. It is endorsed by the Illinois State Teachers' Association, the Illinois Agricultural Association, the Illinois State Federation of Labor, and other organizations friendly to us.

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Statement of Appropriations and Expenditures

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	Appropriations
Personal Service:	
A. Teachers Salaries (Regular Day Sch)	31,305,859.25
A. Teachers Salaries (Spec. Activities)	1,153,020.00
A. Salaries (Civil Service)	4,620,787.00
B. Fees and Compensations	50,190.00
	37,129,856.25
Service Other than Personal:	
C. Communication and Transportation	297,026.00
D. Garage	9,818.00
E. Printing	51,100.00
F. Advertising	500.00
G. Gas and Electricity	375,460.00
H. Special and Miscellaneous	61,762.00
	795,666.00
Supplies:	
J. Educational	1,015,073.06
K. Free Text Books	953,569.00
L. Fuel	1,139,575.00
M. School Plant Supplies	124,211.00
	3,232,428.06
Equipment:	
O. Educational Equipment	90,161.00

(The Figures on this and the opposite page are to be read across the two pages)

The tables above and on the opposite page are photographic reproductions from the report of the Business Manager of the Board of Education, Mr. John E. Byrnes, (Report 15463) presented to the Board on September 8, 1926. The report shows the appropriations and expenditures of the Board of Education from January 1st to July 31st, 1926. It is referred to here on page 10.

Federation Inquires Into Study of Pension Matters Being Made by City Council Commission

Asks Mayor for Information Regarding Scope of Commission

In an effort to discover whether or not the Chicago Teachers' Pension Fund and their pension law is to be included in a study of pension matters being made by the Pension Commission, the Chicago Teachers' Federation at its meeting Saturday, Sept. 18, 1926, directed the president to send an inquiry to the Mayor.

Following is the letter sent to Mayor Dever:

September 18, 1926.

Honorable William E. Dever,
Mayor, City of Chicago,
City Hall, Chicago.

Dear Mayor Dever:—

The Chicago Teachers' Federation at its Regular Meeting on September 18, 1926, directed the President to make another inquiry to ascertain if possible whether or not it is the intention to include the Chicago Teachers' Pension Fund and their Pension Law in the report of the Pension Commission authorized by the City Council on May 13, 1925, and appointed by the Mayor on May 20, 1925, with power "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 inquiry was ordered today on account of the following recommendation which was presented to the Pension Commission on August 19, 1926, by the Actuary, Mr. H. L. Rietz:

"* * * * that the fund for firemen and the fund for teachers be put on a reserve and allocation basis," and,

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January 1st to July 31st, 1926

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Authorized Transfers	Total Appropriation	Expenditures	Balance
274,068.66	31,579,927.91	18,965,974.05	12,613,953.86
3,700.00	1,156,720.00	515,577.99	641,142.01
52,363.00	4,673,150.00	2,656,996.78	2,016,153.22
200.00	50,390.00	17,990.07	32,399.93
330,331.66	37,460,187.91	22,156,538.89	15,303,649.02
7,150.00	304,176.00	174,634.89	129,541.11
	9,818.00	2,796.17	7,021.83
935.00	52,035.00	20,400.02	31,634.98
	500.00	48.81	451.19
	375,460.00	310,103.92	65,356.08
759.00	62,521.00	29,977.04	32,543.96
8,844.00	804,510.00	537,960.85	266,549.15
33,815.00	1,048,888.06	433,756.68	615,131.38
122.00	953,691.00	553,601.68	400,089.32
2,750.00	1,142,325.00	697,231.61	445,093.39
2,104.00	126,315.00	68,728.03	57,586.97
38,791.00	3,271,219.06	1,753,318.00	1,517,901.06
4,834.25	94,995.25	17,782.02	77,213.23

The report shows that the total appropriation in the Educational Fund was $42,160,639.31. The total expenditures from that fund from January 1 to July 31, 1926, was $24,558,595.14. The unexpended balance on July 31, was $17,602,034.17.

"that a plan of unified administration of the pension funds of Chicago be adopted."

In reply to the Federation's letter of inquiry under date of February 27, 1926, you stated in your letter of March 13 that you had referred that letter to the Corporation Counsel and you quoted the following from a communication you had received from him:

"With reference to the letter of Mary M. Abbe, which you referred to this office, inquiring whether or not the Chicago Teachers' Pension and Retirement Fund is one of the funds to be investigated by the Pension Commission which the City Council authorized and directed the Mayor to appoint. Alderman Albert, Chairman, and several individual members of the Commission, inform us that they do not contemplate any investigation of the Chicago Teachers' Pension and Retirement Fund and are of the opinion that the jurisdiction of the Commission does not extend to said fund."

While the quotation from the letter from the Corporation Counsel contains only the opinion of the Chairman and several unnamed individual members of the Commission, the teachers relied upon the assurance that the jurisdiction of the Pension Commission did not extend to the Teachers' Pension Fund and their Pension Law, and especially as the Commission made no objection to the following statement made at the meeting of the Pension Commission on May 17, 1926, by the representative on the Commission from the Municipal Employees' Pension Board, Mr. John P. Dillon:

"My opinion is that this Board is not empowered with authority to investigate the Pension Fund concerning the teachers of Chicago. They are working for an organization which is not a part of the corporation of the City of Chicago—they are working for the school district of Chicago. So I take it that our authority from the City Council does not empower us to go into the matter of teachers' pensions."

The fact that the pension boards of the policemen, firemen and municipal employees are all represented on the Commission and that the Teachers' Pension Board is not represented on that Commission, tended to confirm the opinion of the members of the Commission as reported in the above quotation from the Corporation Counsel's letter to you.

In order that the teachers may be fully and reliably informed on this question of vital interest to the twelve thousand contributors to the Chicago Teachers' Pension Fund, this request for information is respectfully submitted.

The Pension Commission meets on Monday, September 20, at 3 P. M., when the Actuary's Report and Recommendations will be before the Commission.

Very sincerely yours,
(Signed) MARY M. ABBE,
President.

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CHICAGO DAILY JOURNAL, FRIDAY, SEPTEMBER 10, 1926

ASK BIG BOOST IN LOOP TAXES

REPORT BARES SHORTAGE IN APPRAISALS

Real estate in the loop is undervalued more than $600,000,000.

Its fair full cash value is more than double the amount fixed in 1925 for taxation purposes by the board of review.

The board valued the real estate in the district at $602,890,380.

Its fair cash value is approximately $1,268,000,000, as estimated by the Manufacturers' Appraisal company in a report made today to the joint tax equalization committee of the city council and the board of education.

Forms Basis of Complaint

The greater part of the report reached the committee with the ba[illegible] before the day is over. It is to form the basis for complaints against insufficient valuations of loop holdings, which the committee will file with the board of review on Saturday as part of its drive for equalization of tax valuations, increase of revenue from taxation and ultimate reduction of the tax rate.

The company's report, which covers approximately 2,500 holdings in the district bounded on the east by the lake, on the north and west by the river and on the south by Roosevelt road, fixes the values uniformly at more than double the amount established by the board of review. The average increase is about 110 per cent.

Members of the tax equalization committee of the city council, who are also members of the body's finance committee and as such thoroughly familiar with the precarious financial condition in which the city finds itself year after year, were elated over the findings in the report.

Do Not Hope for Agreement

Although none of them dared to hope that the board of review will agree in full with the demands of the city for increases in loop valuations, based on the Manufacturers' Appraisal company's report, they were quite confident that the showing the city will make will have a salutary effect and will lead to substantial increases in loop valuations and, as a result, in revenues from taxation for city and school purposes.

Assessments based on loop valuations established in the report, they pointed out, would increase the revenue from the downtown district for city and school purposes from $18,120,000 to $38,076,000. The city which now derives $8,538,000 for corporate purposes from the district, would obtain $11,688,000.

Increase Would Accomplish Much

This increase of more than $3,000,000, aldermen explained, would take care of the salary increases for the police and fire departments, the members of which have been promised a boost of $300 a year, of the clerical force and of a large number of underpaid city employes, such as health officers in schools, which for years have been clamoring for better pay, but which always have been put off with promises for the future. There would be enough left to add $500,000 to the street cleaning fund and restore the regular street cleaning service.

The educational fund of the school board would obtain $12,145,000 instead of the $8,780,000 it derives at present from the loop taxes, and the danger of the proposed increase of $1 in the tax rate for this fund would be greatly reduced, while the income of the building fund would be boosted from $3,010,000 to $6,325,000.

Herald & Examiner
Sept 11 - 1926

POVERTY HALTS SCHOOL PLANS

Survey Indicates Acute Shortage of Funds for Necessary Work.

An acute shortage of funds for the scheduled work of Chicago public schools was indicated late yesterday at the close of an exhaustive survey of comparative finances as against appropriations held in a closed session of the Board of Education and board of superintendents.

"The schools will remain at a standstill; no progress can be made unless new financial life blood is infused into the organization," Superintendent William McAndrew declared as he left the meeting.

No part of the program could be sacrificed, he said later, adding that the existing shortage of 435 rooms in high schools would be covered by the 1926-1927 building plans.

No figures on the potential cuts in expenses were revealed by members of the Board of Education.

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Chicago Journal, Sept. 11, 1926

THREATEN TO CUT SALARIES OF TEACHERS

School Board Members Confer on Necessity of Retrenching Under Budget

Problems of retrenchment all along the line on the educational budget of the public schools, including the possibility of cutting teachers' salaries, were before a conference of members of the board of education and heads of departments in the office of Supt. McAndrew.

The board is confronted with the necessity of making heavy retrenchments to make ends meet, with its present revenue, according to Mr. McAndrew.

Lunch Price Threatened

"We have under consideration the question of cuts in every activity of the educational department—penny lunches, manual training, household arts, and teachers' salaries," said Mr. McAndrew. "The board of education, however, I believe, regards the salaries as the last that should be cut. In New York you can't cut teachers' salaries. They are fixed by statute.

"The question of getting more money by increase of valuations of taxable property or increase of the tax rate for educational purposes cannot be considered at this conference. We may consider only what we have, but what we may get."

The educational budget of the schools this year is $42,000,000. Of this, $32,000,000 was raised by direct taxation. Other sources of income include rentals and income from school fund, totaling about $1,000,000, and the state fund and state appropriations. Officials in the business department say that the board by the end of this year will have reached the end of its borrowing power.

Seek More Revenue

Meanwhile, there are on foot two measures to obtain more money, so that retrenchments which may be hurtful to the system may not be necessary. One is the work of the joint committee of the board and the city council to effect an increase of property valuations for taxing purposes; the other is a move started by the board to put on the ballot at the November election a proposition for increasing the tax rate from $1.92 to $2.92 for each $100 of assessed valuation.

Chicago American, Sept. 11, 1926

DENY SHORTAGE OF CASH WILL CURB SCHOOLS

President Edward B. Ellicott of the board of education today denied a series of sensational rumors to the effect that there is to be drastic curtailment of essential school activities, including the possibility of closing down the entire school system for a month or more, in order to meet impending deficiencies in school funds.

Reports that the board would be unable to meet its payrolls in December, and that a $2,500,000 shortage would force a condition of chaos, apparently came, Col. Ellicott said, as the result of a meeting held yesterday during which a policy of retrenchment was discussed.

"But this policy," said the board head, "was in line with what we have been discussing for months. We are endeavoring to cut out those things in the school system which do the least good and encumber it with unnecessary financial burdens.

"There will not be," Mr. Ellicott said, "any shutting off of the penny lunch system in the schools, nor will any other phase of meritorious and essential activity be curtailed.

CUT IN SALARIES OF TEACHERS NOT BEING PLANNED

Budget of the Schools This Year Amounts to $42,000,000.

Public school teachers' salaries seemed safe from any cut now or in the near future today after an all-afternoon "retrenchment conference" by heads of the school administration and members of the board of education yesterday.

Expenses of the school system are mounting and executives are seeking to pare down expenses to the minimum and at the same time increase revenue.

But no reduction of teachers' salaries was discussed, it was said today at Superintendent McAndrews' office. And it is not probable these wages will be cut.

The schools are approaching the limit of their borrowing power, and, besides increasing revenue thru revaluation of real estate for taxing purposes, a move has been started to put on the November ballot a proposition of increasing the tax rate from $1.92 to $2.92 for each $100 assessed valuation.

Howard News, Sept. 16, 1926

SENN LOSES SHOP COURSES

To Transfer Equipment To Junior High Schools

Despite the heated protest registered by business men and residents of Edgewater at a special meeting called at the Sovereign hotel several weeks ago, the board of education is preparing to inaugurate the new economy policy destined to eliminate shop courses at Senn high school and compelling parents desirous of having their children secure a technical education to send them to distant technical schools.

Petitions protesting the discontinuance of technical courses at Senn have not been widely distributed or signed, in the opinion of Benjamin B. Buck, Senn high school principal. Business men and their associations as well as interested citizens have failed to bring sufficient influence to bear upon the board of education.

Following are some of the economies which Principal Buck has been requested to put into effect immediately: Consolidate classes in mechanical drawing so that each teacher will instruct eight classes per day of 35 pupils each. Consolidate classes in woodworking, forge, foundry, machine practice, printing and electricity, so that each teacher will instruct four double period classes of 25 pupils each, postpone installation of auto classes until other classes have been built up to standard, eliminate pottery, stagecraft, jewelry and arts craft.

The communication from the board also requests that the principal be prepared to have all equipment transferred to a junior high school, and to list the teachers who may be released through the changes.

Eliminate 50 Teaching Jobs to Cut Costs

Saving of more than $100,000 to the public schools by the elimination of fifty teachers' positions in the high schools was announced in the office of Supt. McAndrews today.

These teachers, however, are not to be removed from the payroll, Mr. McAndrew said. They will continue in their present positions temporarily and will be put at the head of the assignment list to be given other assignments as vacancies occur.

This means a check on the normal increase of the teaching force. In line with the policy of retrenchment adopted by school officials, Supt. McAndrew sent a bulletin to the principals, asking them if there were any positions in their schools that could be dispensed with. The replies received supplied information that led to the order abolishing fifty positions.

Chicago Post, Sept. 11, 1926

Chicago Journal, Sept. 13, 1926

Newspaper Clippings Give Graphic Picture of Cause and Effect

In First Column, Tribune Prints Story of Under Assessment—Last, Story of School Economies

Photographic Reproduction

CHICAGO DAILY TRIBUNE: SATURDAY, SEPTEMBER 11, 1926.

LOOP DISTRICT'S REALTY RATED AT $1,268,000,000

Council Appraisers Finish —Hearings to Start.

Loop and directly adjoining property should be valued for tax purposes, at $1,268,000,000, according to a report made yesterday by the Manufacturers' Appraisal company. Based on the report, some 2,000 tax complaints are to be filed with the board of review by attorneys for the joint equalization committee of the city council and the board of education.

Figures used as a basis for the complaints were turned over to the committee yesterday by the appraisal company, which just completed valuations on all land and buildings in the district bounded by the lake, the river, and Roosevelt road. In 1925 the board of review valued the property in question at $602,890,380.

Following is a list of some of the important properties in the loop, their addresses, and the valuations. The first figure in each instance is the appraisal company's valuation and the second that of the board of review:

	M. A.	B. R.
MICHIGAN AVENUE.		
London Guar. Bldg.—342-60 N. Mich...	$ 4,806,115	797,520
Tower Bldg.—2-8 N. Michigan	3,393,428	1,652,950
Chicago A. Assn.—10-16 S. Michigan.	2,139,059	1,419,716
Univ. Club Bldg.—36-40 S. Michigan...	1,968,935	959,763
Illinois Ath. Club—110-14 S. Michigan.	2,186,387	1,219,584
Peoples Gas, Light & Coke Co. Bldg.—120-38 S. Mich...	9,870,831	6,901,125
Railway Exch. Bldg.—222-38 S. Mich..	7,433,519	3,845,053
Straus Bldg.—300-16 S. Michigan	11,202,335	2,716,000
Chicago Club—400-06 S. Michigan.....	2,197,787	1,308,036
Harvester Bldg.—600-06 S. Michigan...	2,648,450	1,364,242
Blackstone Hotel.—632-40 S. Michigan	3,420,879	1,791,276
Standard Oil Bldg.—900-1006 S. Mich.	4,891,333	2,277,846
WELLS STREET.		
Ins. Exch. Bldg.—301-21 S. Wells...	8,612,581	4,160,000
Marshall Field Wholesale Bldg.—200-18 S. Wells	4,527,526	2,776,422
STATE STREET.		
The Chicago theater, 171-175 N. State.	3,664,930	848,324
Capitol building—151-165 N. State.....	4,780,741	1,009,690
State-Lake Theater building—174-96 N. State	5,272,583	2,780,545
Hillman's department store, 26-30 N. State	5,823,115	3,888,930
Carson, Pirie, Scott building, 1-29 S. State	9,712,843	5,650,476
Palmer House, 101-125 S. State	19,007,865	7,048,502
The Fair, 126-144 S. State	7,510,011	4,632,502
The Fair, 123-141 S. Dearborn	5,481,451	3,181,723
Davis Store, 301-341 S. State	17,902,740	9,925,222
DEARBORN STREET.		
Harris & Selwyn theaters — 170-80 N. Dearborn	3,612,456	890,974
Woods theater—150-66 N. Dearborn...	1,720,202	1,100,220
Apollo theater—133-49 N. Dearborn..	1,926,532	904,060
Hamilton club—14-26 S. Dearborn.....	2,220,638	1,093,014
National City Bank Bldg. — 101-07 S. Dearborn	1,919,645	1,277,573
Marquette Bldg.—132-48 S. Dearborn	4,599,611	3,006,562
Great Northern hotel — 229-43 S. Dearborn	3,002,945	2,001,600
Union League club—61-69 W. Jackson.	3,201,467	852,718
Transportation Bldg.—600-30 S. Dearborn	3,299,628	1,437,460
CLARK STREET.		
Ashland Block, 151-65 N. Clark.....	2,039,783	1,126,760
Planters Hotel and Adelphi theater, 9-19 N. Clark.....	1,900,958	918,246
Morrison hotel, 1-11 S. Clark	12,176,485	4,823,594
Edison Bldg., 125-41 S. Clark	9,692,670	4,793,320
Sherman House, 150-68 N. Clark.	5,450,284	2,365,800
Standard Trust Bldg., 140-48 S. Clark	3,141,784	2,073,596
LA SALLE STREET.		
Chamber of Commerce—27-43 N. La Salle.	3,516,950	2,276,642
Northern Trust Co.—34-50 S. La Salle..	2,961,960	1,999,142
Cont. & Comm. Bk.—200-16 S. La Salle	14,380,237	9,003,072
Fed. Res. Bank—224-38 S. La Salle	7,451,628	5,305,656
Board of Trade—300-320 S. LaSalle	3,946,815	3,087,996
WABASH AVENUE.		
Marshall Field Annex—20-32 N Wab.	5,775,023	3,290,190
Marshall Field Str.—102-130 N. Wab..	11,091,351	6,211,459
Marshall Field Str.—105-31 N. State...	15,785,959	7,318,502
Tobey Furn. Co.—27-37 N. Wabash....	2,255,195	1,504,288
Resner Bldg.—1-9 N. Wabash	3,780,060	1,852,542
Stevens Store Bldg.—16-18 N. Wabash.	1,726,370	999,970
Stevens Store Bldg.—17-25 N. State....	4,473,030	1,401,587
Mandel Bros. Store—2-14 N. Wabash...	4,621,737	2,246,166
Mandel Bros. Store—1-19 N. State.....	11,452,342	4,299,244
Alex. H. Revell Co.—125-41 S. Wabash.	3,912,752	2,092,834
Lyon & Healy Bldg.—237-245 S. Wab.	3,081,921	2,095,292
Illinois Theater—61-65 E. Jackson....	1,061,453	806,445
Blackstone Theater—60-68 E. 7th St..	508,282	277,738

Board of Education Plans Economies to Keep Schools Running

District superintendents and the board of education met yesterday for a preliminary survey of the budget for the remainder of the year to determine what part of the educational system could be curtailed or eliminated in order to effect a saving that would avert such drastic measures as trimming salaries, closing the schools for a month, or shutting down the evening continuation schools.

They met reluctantly because, as Supt. William McAndrew had said: "Every department of the educational system was instituted because there was real need for it. Any curtailment is a drastic measure. If a saving has to be made by reduction the schools will come to a standstill. No progress can be made unless new financial lifeblood is infused into the organization."

The meeting was secret, but it was learned that some of the measures suggested were a reduction of the supply budget, holding the high school teaching staff at its present number this term, cancellation of the program to provide vocational advisors to visit the children's homes for consultation with the parents, taking technical equipment from the academic high schools, and a reduction of the maintenance expenses of Crane Technical High school.

No definite action was taken, but Col. Edward B. Ellicott, president of the board, said there will be no need next year for such action to reduce expenditures. Heretofore he has said one of these measures would be necessary unless the board of education received at least $3,500,000 additional from an increased taxation.

Tribune-Sept 12-1926.

ELLICOTT PLANS ECONOMY MOVE, TAKES VACATION

Col. Edward B. Ellicott, president of the school board, held a last minute conference with school officials yesterday before leaving for a two weeks' vacation.

The discussion centered mainly, the president said, about the question of economy which will permit the schools to function as long as possible without an increased revenue.

The first attempt at economy will be made in the new buildings that have just been completed. Col. Ellicott said the educational department was coöperating with the board to suggest every possible reduction in the running expenses of the schools.

Tribune, Sept. 12, 1926

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Superintendent's "Hand-Picked Conference" Confronted with Heavy Program

Summoned to Consider All-Year School, Teacher Exchange with Britain, Etc.

For the first time since the establishment of the Superintendent's "hand-picked conference" (so called by Mr. Mullenbach) and otherwise known as the Chicago Public School Teachers' Council, the Superintendent has sent out a call for a meeting without attaching his own signature.

In the previous notices of meetings printed in The Bulletin and dated June 15, 1925; January 29, 1926, and February 24, 1926, the Superintendent himself has signed them. The dozen topics outlined in the September 16 notice are to be "discussed" with him in his office after school Tuesday, September 21.

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CITY OF CHICAGO
EDUCATIONAL ADMINISTRATION BUILDING
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DEPARTMENT OF EDUCATION
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WILLIAM McANDREW.

ASSISTANT SUPERINTENDENTS
WILLIAM J. BOGAN MORGAN G. HOGGE
CLARENCE E. DEBUTTS CHARLES D. LOWRY
ELIZABETH W. MURPHY

SUBJECT:

September 16, 1926.

TO THE MEMBERS OF
THE CHICAGO PUBLIC SCHOOL TEACHERS' COUNCIL,
C H I C A G O, I L L I N O I S.

Ladies and Gentlemen:

Enough matters have accumulated to make a calendar sufficient to occupy a meeting. As many as can find it convenient are requested to meet in Room 703, 460 S. State Street at 4 P.M., Tuesday, September 21st.

Following are the matters on hand:

1- All-year school. Put over from last meeting.
2- Suggestions for the committee on revising course of study. It wants definite suggestions from anyone who will volunteer to give results of experience, or of observation of other school systems, etc., particularly in the line of citizenship training, social studies, etd., which are coming to the front in school systems throughout the country.
3- Recognition of Emeritus Service. The Chicago Principals Association have a dinner to principals retired on the Emeritus List. New York, Detroit, Dayton, within the year have given dinners to retiring teachers. Emeritus means "honored". It should not be permitted to deteriorate into merely retired. The Superintendent has written the President asking co-operation of the Board in some suitable ceremony during the winter.
4- Improvement of the public school system. Contributed by Mr. M. G. Hogge.
5- Simplified closing exercises, breaking down old traditional idea of completion of work at the end of sixth grade, eighth grade, twelfth grade, etc.
6- Exchange of teachers with British School Systems.
7- Teachers' Insurance presented by Mr. P.E.Pope.
8- Conduct of teachers' meetings - presented by Mr. W. T. Born.
9- Request of Committee on Education, American Federation of Labor. Enquiry regarding old and new objectives in Education presented by Henry R. Linville.
10-Spring Vacation - fix time for.
11- Christian Family Crusade. Presented by Mr. Wm. T. Holderby.
12- Whatever proposition any member desires laid before the Council.

Elsa Z. Brinsley

E. Z. BRINSLEY,
Secretary.

EZB

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Be Sure to Register October 2.

How-do-you-do, Senator Glackin, How-do-you-do Is There Anything That We Can Do for You?

With a national pension movement, which has found voice through the National Education Association, to have Congress enact laws concerning teachers' pensions, thereby substituting federal for state control of teachers' pensions, the teachers of Chicago turn to their good friend, Senator Glackin, who is candidate for Congress from the third Congressional district in Chicago.

For all the 20 years that Senator Glackin was a member of the Illinois State Senate, he was the peerless guardian of the Chicago Teachers' Pension Fund. It was Senator Glackin who proposed and urged that the Chicago Teachers take the bold step of asking the Legislature to provide for public money for the Chicago Teachers' Pension fund by a special tax rate for their fund, the same as the Chicago firemen, policemen and municipal employes had had for years.

Senator Glackin gave us no peace until in 1921 such a bill had been drafted and presented to the legislature. He guaranteed to have it go through and it did. Now we have public funds from that tax rate amounting to $500,000 a year as a result of that bill. Senator Glackin's work in obtaining that law was not only important, it was essential to its success from start to finish.

If the movement to nationalize teachers' pension laws succeeds, Congress may create a Federal Board for the control and administration of Teachers' pension funds, thereby taking that control away from boards now controlled by the teachers who are the contributors.

We need someone in Congress who will make the same fight for teachers there that Senator Glackin made for us all those years in the Illinois State Senate.

The teachers have never had a more loyal or active friend in the legislature than Senator Glackin. He voted for every bill in whose passage the teachers were interested and against every bill the teachers opposed.

The teachers had Senator Glackin's help when they needed it. Teachers of the third Congressional district and throughout the city can best reciprocate by doing all in their power to elect Senator Glackin to Congress for the further protection of their pension and other interests and the interests of the schools.

The third Congressional district is in the southwest corner of the city in the Beverly Hills district.

LOVELY

Little girl (playing landlady, to prospective tenant)—Have you any parents?

"Yes, madam—two."

"Ah, I'm sorry. We never take children with parents."—Punch, London.

PLUS

Professor—I take pleasure in giving you 81 in mathematics.

Student—Make it 100, sir, and thoroughly enjoy yourself.—London Answers.

MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . . Editor and Publisher

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Be Sure to Register October 2.

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You Must Register in Order to Vote

Registration Days October 2 and October 12

Everyone must register either on October 2 or October 12 in order to vote at the general election November 2 for the tax amendment to the state constitution and for members of the Legislature and other important offices, county, state and national.

The first general registration day is October 2. The second and last registration day is October 12.

Even those who registered last spring must register again in October to be eligible to vote in the November election.

ANNOUNCEMENT

Chicago Symphony Orchestra

Teachers desiring tickets for the popular concerts will please communicate at once with Mrs. May O. Kinsey, 5452 Calumet Avenue. Phone Drexel 3468.

AN UNFAIR COMPARISON

The teacher (a lady of uncertain age) was trying to teach little Pat the names of the kings of England.

"When I was your age," she said, reproachfully, "I could repeat the names of the kings backwards and forwards."

"I don't doubt that, miss," said little Pat; "but when you was my age there wasn't so many kings."—Irish Weekly Times.

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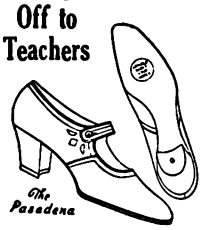
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Be Sure to Register October 2.

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VOL. IV

Margaret Haley's BULLETIN

NO. 2

Chicago, Ill. 28 September 30, 1926

October

Let us walk in the purple October;
Let us wander away to the hills
Where the gold and the crimson commingle,
Where the haze, in its purple, fills
The air with a nebulous dreaming,
And town-weary feet may tread
The somnolent aisles of the forest,
With a motionless sky overhead.

Let us walk in the purple October;
Let us dream and, forgetting the ways
That lead through the turmoil and trouble
Of life in these strenuous days,
Let us see on the palette of Nature,
In its pigments of crimson and golds,
A picture of rest and of rapture
Which the Master of masters unfolds.

—W. J. Lampton.

Pittsburgh School Bulletin, October, 1926.

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MARGARET HALEY'S BULLETIN

VOL. 4. No. 2 September 30, 1926 Page 23

From the Masthead by The LookOut



History Repeats Itself!

To the Teachers of Chicago:

When public officials make public statements that are at variance with each other and with official records, the responsibility rests upon such public officials to reconcile these "variances."

Whenever official statements in regard to the available resources and estimated expenditures of the Board of Education have been questioned by the representatives of the teachers, these representatives have assumed, not only the burden of proof, but, also, the responsibility for furnishing the teachers the pertinent facts and a reasonable interpretation thereof.

This report attempts to set forth a set of pertinent facts and a reasonable interpretation thereof, a knowledge and interpretation of which are essential to an understanding of the present controversy in regard to the Board's finances, as set forth in the Bulletin of September 18.

The present controversy is the fifth experience of the Chicago teachers in which official financial statements in regard to the resources or expenditures of the Board of Education, or both, have been challenged. The first was in 1909, the second in 1912, the third in 1915, and the fourth in 1921 and 1922. In each of these instances the financial statements challenged have been proved incorrect, and those who challenged them were sustained. The fund involved in each controversy, including the present one, has been the educational fund; and the particular expenditure from that fund around which the storm has always centered has been the expenditure for teachers' salaries.

In 1909 a Bill was introduced in the legislature to provide a Stable Salary Fund for the Chicago teachers. Their salaries had been going up and down like the teeth of a saw for ten years: up every year a mayor was to be elected, down in the off years and both up and down in one year, 1907—up before the election and down when the new mayor came in. Mayors were then elected every two years.

This Bill authorized the Chicago Board of Education to do what the law, for five years, had allowed all boards of education in Illinois outside of Chicago to do—that is, to pay the cost of repairs to school buildings out of the building fund. The Chicago board in 1909 was still paying that cost out of the educational fund at a loss to that fund of about $600,000 a year.

In order to be sure that this $600,000, when

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released from payment for repairs, would be used to pay teachers' salaries and thereby make it possible to enforce the existing salary schedule which was threatened, there was a provision in the Bill specifically limiting the amount the Board could expend from the educational fund for "Incidentals," that is, for payment for purposes other than salaries of teachers and engineers. That limit was fixed at 12½ per cent of the total educational fund. The Board claimed 12½ per cent was too low. The teachers' figures showed that for three years the average yearly cost of "Incidentals" (exclusive of repairs) was only 11.88 per cent of the total educational fund. This percentage was ascertained from the actual expenditures for "Incidentals" for the three years 1906, 1907 and 1908, as shown in the official printed proceedings of the Board of Education.

In support of the Board's contention that 12½ per cent was too low, an official certified statement, dated May 17, 1909, signed by the then auditor of the Board of Education, addressed to the then president of the Board of Education, was taken to Springfield on the night of May 18 by the then secretary of the Board of Education and by him delivered to members of the legislature on the morning of May 19.

Teachers Challenge Board

While this official certified statement was secretly (?) speeding to Springfield on the night of May 18 the teachers' representatives, with the aid of a certified accountant, were checking this "official" statement of the auditor and proving that their 11.88 per cent was correct and that there was a discrepancy—a "variance"—of $600,000 between that official statement and the official printed proceedings of the Board of Education.

An affidavit of the certified accountant employed by the teachers, confirming the accuracy of their 11.88 per cent and setting forth all the official figures showing this "variance" of $600,000 between the auditor's certified statement and the official printed proceedings, was delivered to a member of the Board of Education early in the morning of May 19; the affidavit was taken to Springfield that morning by that Board member and by him presented that afternoon to the secretary of the Board of Education and to members of the legislature to whom the secretary had, that morning, delivered the "official" certified statement of the auditor of the Board.

That afternoon (May 19) this Board member left Springfield, arriving in Chicago that evening in time to reach the regular eight o'clock meeting of the Board of Education, too late for the roll call, but in time to hear the assistant secretary of the Board read a communication, dated May 19, from the then chairman of the Finance Committee, in which he charged that the figures published by the teachers were wrong and "at variance." The communication did not say with what these figures were "at variance." With this communication the chairman of the Finance Committee transmitted to the Board the Auditor's certified statement that had been chased to Springfield and back again.

Page 960 of the proceedings of that meeting shows that, on motion of this member of the Board just arrived from Springfield, action on the auditor's certified statement was deferred temporarily. The story picks up again at page 991 of those proceedings and shows that later in the meeting, on the request of this Board member, the "official" certified statement was referred back to the auditor "for the purpose of having him prepare for printing in the proceedings of that day, a detailed summary of this $600,000." The auditor's detailed summary, elsewhere called "Supplemental Statement," dated May 22, 1909, is printed in the proceedings of May 19 on that same page, 991.

This "Supplemental Statement" of May 22 sustained the charge of the teachers that the auditor's certified statement of May 17 in regard to the amount expended in 1908 for "Incidentals" (exclusive of cost of repairs) was padded and that the affidavit of May 18, of the certified accountant employed by the teachers, was correct.

Even before this Board member had followed that stray $600,000 through its devious course, it had played an eventful role. That $600,000 was borrowed from the banks in 1907 on tax anticipation warrants issued against the 1907 tax levy of the educational fund, collectible in 1908. It was borrowed to pay teachers' salaries which had been raised in February, 1907.

The newly elected mayor, in May, 1907, violently and illegally removed that Board member, together with seven others who had voted for that raise, and appointed a new Board. The first act of the new Board in July was to cut the teachers' salaries, and take away that "raise." The removed Board members were restored by the Supreme Court in January, 1909. They came back to the Board in time to find that this $600,000 which had been

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borrowed in 1907 to pay teachers' salaries and ***expended*** in that year for salaries had been charged against the expenditures of 1907; and that the $600,000 in cash received from 1908 taxes, which cash was paid to the bankers in 1908 to return that loan, was charged to 1908 expenditures for "Incidentals" in the "official" certified statement of the auditor sent to Springfield on May 18 in order to discredit the teachers' figures and kill their "Stable Salary Bill." The auditor's statement sent to Springfield and printed in the proceedings, page 960, did not reveal how the padding was done, but the one referred to as the "Supplemental Statement" of the auditor printed on page 991 does show how the juggling of receipts and padding of expenditures was accomplished.

And the last state of the conscience of that auditor of the Board of Education must have been worse than the first because of the facts that he revealed in his second effort to conceal facts that couldn't be concealed.

Teachers' Challenge Sustained

This supplemental statement of the auditor of the Board of Education and the official records in connection therewith are a lasting testimony of the unfitness of the members of that Board of Education who, in their zeal to defeat the Stable Salary Bill for Teachers, were willing to discredit the teaching force before the public and to use their official power and authority of position and the official records of the Board of Education to accomplish their purpose.

The other side of the picture is the evidence of integrity, intelligence, industry and courage of the Board member and teachers who exposed this misuse of official power and authority and forced the printing of its refutation in the official proceedings of the Board of Education.

The upshot of this controversy was that the Bill passed the legislature with the provision for charging the cost of repairs to the building fund left in and with the provision for the "Stable Salary Fund" left out. In order to save the Bill the teachers had to agree to the elimination of this "Stable Salary Provision" and await a more favorable opportunity for resurrecting this old provision or for presenting a new provision for assuring the payment of their salary schedules.

Twelve years later, in 1921, the teachers presented another "Stable Salary Bill." This Bill made mandatory the payment to Chicago teachers of a minimum salary of not less than $1,500, and a minimum-maximum salary of not less than $2,500. This Bill was defeated by the same old tactics—padded estimates—as shown by photographic reproductions of the official documents, printed in this Bulletin, and discussed later in this report. (See Exhibit B, page 34.)

In 1912 the Board of Education had a windfall in the educational fund. The lessees of School-Fund lands in the loop had, for seven years, refused to pay the increased rentals due under the 1905 appraisal of these lands. Under the ruling of the courts the lessees, in 1912, paid these increased rentals, which, with interest, amounted to more than a million dollars.

Under the law these rentals can be used ***only for payment of teachers' salaries.*** The teachers asked for an increase in salary from this more than a million additional revenue. The Board refused on the ground that, according to the statement presented by the then secretary, the entire amount of the increased rentals was needed to take care of certain specified salary obligations already incurred. The teachers retorted by challenging both the correctness of this estimate presented to the Board by the secretary and the fairness of the Board in appropriating that more than a million dollars, in accordance with that estimate.

It was not until 1915, however, that that secretary of the Board of Education admitted the truth of the teachers' contention and acknowledged, in the presence of the writer of this report and three members of the then Board of Education, including the then president, that the appropriation of this more than a million dollars for the purpose indicated in the appropriation was padded approximately $800,000; that it was at least that amount in excess of the amount needed and actually paid for the purpose for which the appropriation was made.

When asked if he did not know this at the time he presented that estimate the secretary replied that he did. Asked why he presented such an estimate to the Board, he replied, "The president of the Board told me to." The president of the Board referred to was dead at the time this statement was made by the then secretary. And no school has been named for that president yet!

In 1915 there was an undercurrent of determination to cut the teachers' salary schedule which had been adopted on the recommendation of Superintendent Ella Flagg Young in 1914, but only partially enforced in that year. So strong was this determination to cut down

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the $1,500 maximum of that schedule, before the arrival of the date fixed in the schedule for the payment of that maximum, that Mrs. Young, on January 19, recommended to the Finance Committee of the Board that the teachers be requested by the Board to teach two weeks without pay in order to save their schedule.

When Mrs. Young was asked why she made such a recommendation, she replied that she did it to arouse the teachers while there was still time left to meet a situation which they didn't even know existed, so successfully had it been kept from the teachers. Mrs. Young's announcement came before the primary election in 1915 when candidates for Mayor were to be nominated and the legislature was in session.

Mrs. Young Warned Teachers

The result was that the Mayor and the City Council, the majority of the members of the Board of Education and the teachers all started promptly to work together to secure the passage by the legislature of a Bill increasing the educational fund. The Bill passed and the ten per cent cut in teachers' salaries, recommended to the Board in May, 1915, by the Loeb Committee on Efficiency and Economy, was never adopted.

Even Mrs. Young's courage and foresight could not save the entire $240 increase due the elementary teachers in January, 1916, under Mrs. Young's schedule which the Board had adopted in 1914 with its fingers crossed. But her courage and foresight saved half of that $240 to the teachers. As Mrs. Young was taking her departure in December, 1915, the Board met and voted to pay the teachers $1,380 in 1916 instead of the $1,500 due under the schedule. The teachers had to wait until 1918 to get the $1,500 maximum which had been adopted four years before. When the teachers did get that $1,500 the newspapers advertised it as a brand new raise, the public was fooled again and the teachers were justly indignant.

When the talk about cutting the teachers' salaries was at its height in 1915, the member of the Board of Education who had challenged the auditor's certified statement in 1909, previously referred to in this report, and who had again become a member of the Board of Education, declared publicly and reiterated that there was no legal deficit in the educational fund of the Board of Education; that the Board had ample available revenue to pay the teachers the salary due under their schedule. It was not until ten years later, in 1925, that the legal soundness of that opinion was officially recognized by the Board of Education.

Lack of space prevents printing the documentary evidence of those three instances when the Board's figures were challenged, but they would make illuminating reading now to teachers who think that ***any*** of their salary increases ever came to them from Boards of Education playing the role of Santa Claus. It is possible to reproduce in this issue only the documentary evidence in the fourth, that is, the 1921 and 1922 challenge of the official statement of the expenditures of the Board. These documents were printed in a sixteen page pamphlet issued by the Chicago Teachers' Federation, on April 14, 1922, some pages of which are reproduced here photographically and referred to later in this report.

This is the controversy that holds particular interest for the teachers at this time because it presents two stages of the struggle in connection with the salary schedule now in force: the first, the teachers' struggle to get the Bill through the legislature in 1921 to provide the revenue which would warrant the adoption of the schedule now in force, and to win that bill without sacrificing either the public interest or the teachers' legitimate interests, integrity and self respect. The second stage is the struggle of 1922 to get the Board of Education to adopt the schedule now in force and to enforce it without delay. The teachers are now in the third stage, the struggle to keep what they got in 1921 and 1922 as a result of the heroic efforts made in those two long-drawn-out struggles.

If the teachers are to get through this third stage successfully, they must know and understand the first two, for history is now repeating itself. Until these two stages are understood, the facts behind the present controversy over the condition of the Educational Fund, as set forth in the last issue of the Bulletin, will not be recognized as an attack on the salary schedule now in force. These facts are fast coming into the foreground and must eventually be recognized as an attack on that schedule. Just as in 1915 the teachers were not aware of the undercurrent against their schedule until Mrs. Young sounded the alarm, that aroused them to action; so it is now. Teachers do not interpret the present situation as a menace to the salary schedule now in force. Read the story of the struggles of 1921 and 1922 against padded estimates and "variances" in official statements, the struggles which secured to the teachers their present

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schedule *after first securing the money to pay that schedule* to date.

Here are the high spots in the drama enacted in those two years of strain and struggle as told in the documents reproduced here photographically.

The Challenge of 1921

In May, 1921, four Bills vitally affecting the interests of the teachers, the children and the public, were pending in the legislature. They were as follows:

Chicago Teachers' Pension Bill.

Bill Providing a Minimum and Minimum-Maximum Salary for Chicago Teachers.

School Revenue Bill.

School Land Sales Bill, authorizing the Board of Education to sell school lands without the consent of the City Council.

Until May 10, the Board of Education and the teachers worked harmoniously together for the passage of the School Revenue Bill which provided for an increase in the tax rate of the Chicago educational fund from $1.20 to $2.92, an increase of 60 per cent, or approximately $13,000,000.

A controversy between the teachers and the Board of Education started on May 10. On that day the writer of this report spoke, on behalf of the Chicago Teachers Federation, to the Senate Committee on Education against the motion to recommend the passage of the School Land Sales Bill. The Bill had been introduced at the request of the then attorney for the Board of Education, Mr. William A. Bither, who spoke that day in favor of its passage. The Committee did not recommend its passage. It was left in the Committee that day and remained there to the end of the session, with the result that the law remains unchanged and the legal power and responsibility of final approval of all sales of school lands remain in the City Council, the elected representatives of the people, a body whose members can be held directly responsible to the people for their acts.

That School Land Sales Bill if enacted into law, would have transferred that legal power and responsibility to an appointed body, the Board of Education, a body whose members can be held to no direct responsibility to the people for their acts.

On Friday, May 13, three days after that Senate Committee meeting at which the School Land Sales Bill was put to sleep, the Board's attorney sent the writer of this report a letter threatening to cut $500,000 from the teachers' salaries if the teachers insisted on opposing that School Land Sales Bill.

A photographic reproduction of that threatening letter is printed here, marked Exhibit A.

The Chicago Teachers' Pension Bill, which was introduced at the request of the Teachers' Pension Board, had been recommended for passage by the Senate Committee on Education and was on the calendar for second reading.

For more than 25 years, whenever the Chicago teachers have attacked some wrong, such as the School Land Sales Bill, or Tax-Dodging and Tax-Fixing, there has been one sure sign that backfiring against the teachers has started: Their pension law has been attacked.

Soon after the teachers started their first tax fight many years ago to make the public service corporations pay their taxes, a bill was introduced in the legislature that would bankrupt the Chicago teachers' pension fund. That bill, as introduced, would have bankrupted any pension fund.

When the writer of this report asked a distinguished member of the legislature to work and vote against that Pension Bill he replied: "When you teachers stayed in your school rooms we men took care of you." The Chicago teachers had been taking care of themselves on $800 a year. "But," he added, "when you go out of your school rooms as you teachers have done, against those great powerful corporations, you must expect they will hit back." The writer replied: "You mean to tell me that this pension bill that will bankrupt the Chicago Teachers' Pension Fund is the corporations' come-back at the teachers for making them pay their taxes?" He said "Yes," and walked away.

The teachers' tax fight went on. The teachers made the corporations pay their taxes. THAT legislature took it out on the teachers and passed that pension bill. The Chicago Teachers' Pension Fund went bankrupt. But the people of Chicago at their first opportunity took it out on the taxing board that was responsible for letting the corporations escape their taxes. The people defeated six of the seven Chicago members of the State Board of Equalization at the election in November, 1900, the first election held after the teachers' tax fight started.

Subsequent legislatures gave the teachers a sound pension law, managed and controlled by the teachers themselves. One legislature gave to the teachers—and to the mothers—

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the vote with which to protect themselves and their children from back-firing and reprisals. Neither has yet learned how to use this new weapon.

Pension Bill Attacked

Chicago may have no more than its quota of administration handy-men among the rank and file, as well as among the higher-ups, who can always be depended upon to don a disguise and a sawed-off shotgun and go gunning for the administration against their fellow members of the rank and file; but the Chicago contingent seems to have more than the usual amount of trouble in finding an administration gun that can be depended upon to go off or an administration mask that isn't sure to fall off in the first skirmish.

Early on the morning of Tuesday, May 17, 1921, four days after the receipt of the threatening letter from the Board's attorney, the perennial handy man of the Chicago School Administration, wearing his usual mask when on Board of Education business bent, was discovered outside the door of the Senate Chamber, just before the Senate convened, urging the Senator who had introduced the Teachers' Pension Bill to have that Bill sent back to the Committee on Education that day in order that arguments against it might be heard.

That senator and other senators were then and there shown a photographic reproduction of the threatening letter of May 13 from the Board's attorney. The original of this letter was in a safety deposit vault in Chicago. Those senators were told that the teachers of Chicago needed that pension bill but that they needed their self-respect and integrity and intended to keep both and their pension law, too; and further, that those teachers would not stand for that School Land Sales Bill in order to get that pension bill or any other bill through the legislature.

There was a member of the Board of Education in Springfield that day to whom that threatening letter was then and there shown and who took it and, then and there, showed it to the Board's attorney, and told him that the teachers considered that letter notice served on them that the Board was fighting, through him, against their pension bill.

The Board's handy man, mask gone, banner drooping, left for Chicago on the first train and took with him his flock of fuddled female followers. They stayed in Chicago. The Pension Bill stayed on the calendar. It was never sent back to the Committee.

Later that Pension Bill passed the Senate, then the House, and was signed by the Governor in the presence of the writer of this report, after a long night's work chasing and checking an erroneous legal opinion against the Pension Bill which had been filed in the Attorney General's office after the Legislature adjourned, without notice to the attorney of the Teachers' Pension Board, and after the Pension Board's attorney had proved to the satisfaction of the Attorney General and the Governor that the opinion was erroneous as charged.

With the Teachers' Pension Bill safe and secure ***out*** of the Senate Committee on Education and the School Land Sales Bill safe and secure ***in*** that committee, the fight veered to the Teachers' Salary Bill. True to form, the attack on that bill was made through padded estimates. The attorney for the Board again became the battering ram.

On May 25, eleven days after the receipt of the threatening letter, the Board's attorney presented to the House Committee on Revenue an itemized estimate which had been prepared in the office of the Board of Education. It shows the itemized and total estimated expenditures from the educational fund for each of the five years, 1921 to 1925. In presenting this estimate the attorney explained that it was figured on the basis of getting a $13,000,000 increase from the increased tax rate provided in the Pending Revenue Bill, and on the basis of continuing to pay through those five years the salary schedules then in force, $1,600 to $3,400 for the high school teachers, and $1,200 to $2,000 for regular elementary teachers, from the kinderkarten through the 7th grade (with all bonuses as then paid).

A photographic reproduction of that estimate of expenditures is printed here, marked Exhibit B.

The figure representing the ***actual expenditures*** from the educational fund as shown by the official proceedings of the Board of Education, for each year from 1921 to 1925, inclusive, are printed to the right of the estimated total for that year in the photographic reproduction.

A comparison of these two sets of figures shows these astounding facts:

(1) That the total actually expended from the educational fund in each year from 1921 to 1925, inclusive, after paying the teachers the present salary schedule since September, 1922, is less for every year than the total estimated expenditures for that year shown in this padded estimate, although

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that estimate was figured on the basis of not a dollar increase for teachers' salaries over the salaries paid in 1921. The salaries paid each year since Sept. 1, 1922, are $2,000 to $3,800 for high school teachers and $1,500 to $2,500 for elementary teachers, with practically the same bonuses as in 1921.

(2) That the total expenditures from the educational fund for 1926 will not reach the estimated total of those expenditures for 1925 shown in this padded estimate.

(3) That if the salary schedule now in force is paid in 1927, the 1927 total of expenditures from the educational fund will not be likely to reach the total for 1925 shown in this padded estimate.

When the Board's attorney presented this estimate to the House Committee on May 25, he was asked how much increase it provided for teachers' salaries. He snarled: "Not a nickel." Privately the teachers then told the members of the committee to pay no attention to Bither's estimate for they believed that it was padded and that the padding was done to make the Legislators believe the Board could not pay the salary specified in the Teachers' Salary Bill even if the Revenue Bill passed; and that the whole thing was done to defeat the Salary Bill.

The members of the Revenue Committee were confused by the "variances" in the statements of the teachers and of the Board's attorney, who was aided and abetted by other representatives of the Board present at the committee meeting. The teachers believed then that the estimated expenditures for each year indicated sufficient money to increase the salaries to the amount provided in their salary bill, $1,500 minimum, $2,500 minimum-maximum, but the representatives of the Board denied it. Time has justified the teachers.

The members of the legislature feared that if that estimate was even approximately correct and the legislature passed that Revenue Bill there might not be money to pay the salary increases provided in the Salary Bill. The teachers were perfectly frank in stating to the members of the Legislature that they needed the Revenue Bill in order to pay needed salary increases, and asked its passage for that reason. The committee reported the Bill out on May 25 with the recommendation that it pass and it was put on the calendar.

But the Salary Bill had to be abandoned. The padded estimates had killed it.

Federation Calls Mass Meeting

On May 26 the Chicago Teachers' Federation held a mass meeting in the Olympic Theatre after school. The theatre was packed. Teachers were turned away. The threatening letter of the Board's attorney was read. The teachers retorted by reiterating with emphasis their opposition to the School Land Sales Bill. They publicly disclaimed responsibility for the padded estimates and urged the passage of the School Revenue Bill, to insure the increased revenue, and the Teachers' Salary Bill in order to insure the teachers the payment of the belated increase in salary specified in the Salary Bill and needed to pay the post war prices for the necessities of life.

The newspapers printed photographic reproductions of the threatening letter, also reports of the teachers' continued opposition to the School Land Sales Bill, notwithstanding the threat to cut their salaries $500,000 if they did so.

A few days after this Olympic Theatre meeting the Pension Bill passed the Senate.

But the variances and padded estimates rose up again to plague the teachers' souls. When the Revenue Bill came up on the floor of the house it was stricken from the calendar and sent back to the Revenue Committee. Charges were made on the floor of the House that padded estimates and misrepresentation were being used to influence its passage. Back the bill went to the Revenue Committee.

The teachers then and there demanded a showdown, and for four hours, from 4 o'clock until 8 that night, a heated discussion on "variances" and "padding" was held in the Revenue Committee room. The conference was informal and impromptu, but there were representatives from the Board, the teachers, the House, and some, not members of the House, who had been making the charges of padded estimates.

The members of the Legislature and the others who had made these charges became convinced before the end of that conference that the teachers had no responsibility for any padding that may have been done; that they were entirely opposed to such methods of attempting to secure legislation; that they did not even have access to the official documents needed to check and prove the padded estimate. The teachers were frank and outspoken that they wanted that bill in order to get

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additional revenue to pay an increase in the teachers' salaries.

The next morning after that conference the President of the Board of Education, who had arrived in Springfield on an early morning train, was heard by one of the teachers ordering back to Chicago an aide-de-camp of Bither's for daring to attend that impromptu conference, although he had refused to open either his mouth or his locked document bag, and reveal to the conference the hidden information that might have settled that controversy.

Is it any wonder that this administration has put the kibosh on teachers going to Springfield?

The Bill was again recommended to pass by the House Committee on Revenue. It went back on the calendar. It passed the House in almost the last hour of the last day of that heated session.

A judicial election was held in Chicago early in June, 1921. Some judges who were backed by friends of the Board of Education were defeated.

A few days after that judicial election the Corporation Counsel of Chicago, who was also a State Senator, and who, on May 10, had brought up the School Land Sales Bill in the Senate Committee, and had made the motion to recommend its passage, told the writer of this report that the Board's attorney had stubbornly insisted on his bringing up that bill in the committee on that day (May 10). He added: "I told Bither to lay off that bill until after election."

Some wise politicians in Chicago appear to be "laying off" now on many things until after the coming November election. Orders to "lay off" until after election on the hearings on complaints of under assessment of Loop property, for instance, appear to have been given to the Board of Review. It will be well for the teachers to keep their eyes on that Board of Review and to remember that the people are to elect a member of that Board of Review at the election on November 2.

Challenge of 1922

After the adjournment of the legislature in 1921 the Chicago Teachers' Federation started a salary campaign to get the Board to increase the teachers' salaries with the increased revenue provided by the legislature for that purpose.

A petition was presented to the Board on November 19, 1921, signed by 6,767 teachers, asking for a $1,500 minimum and $3,000 maximum. The Board paid no attention to this petition but started to spend that money like drunken sailors. The teachers grew more and more restive and irritated as the orgy of spending for "Incidentals"—purposes other than teachers' salaries—continued. And the money being spent was the money the teachers had secured from the legislature for the express purpose of paying increases in teachers' salaries.

On March 11, 1922, at the meeting of the Chicago Teachers' Federation, the first gun was fired in the war on this reckless spending for "Incidentals." A statement setting forth the situation was ordered printed for distribution at a mass meeting of teachers which the Federation officers were directed to call.

On March 31, the mass meeting ordered by the Chicago Teachers' Federation was held in the Woods Theatre and an overflow meeting was held at the Garrick Theatre. At these meetings 10,000 copies of the 16-page pamphlet entitled "Why the Teachers Are Irritated and Dissatisfied," which had been prepared and printed by the Chicago Teachers' Federation, as previously directed, were distributed. A committee was authorized to present this pamphlet to the Mayor on behalf of the teachers' petition for salary increase. The newspapers next day gave liberal space to the report of the meeting and quoted large portions of the pamphlet.

That pamphlet contained a graphic illustration showing the enormous increase in the expenditures for "Incidentals" during the last two or three years and a corresponding decrease in the percentage of the educational fund expended for teachers' salaries. There was a table showing the percentages of the total expenditures of the educational fund expended from 1907 to 1921, respectively, for (a) Teachers' salaries, and, (b) for "Incidentals." The expenditures for 1921 were not known to the teachers at the time, but the appropriation for that year was available and was used. This table showed that 30 per cent of the total educational fund was appropriated for "Incidentals" in 1921, an increase of 50 per cent over the percentage actually expended for such "Incidentals" in 1907, and that less than 70 per cent was appropriated for teachers' salaries in 1921, against 78.7 per cent actually expended for teachers' salaries in 1907.

Discussion on "Variances" Started

The committee of teachers authorized at the Woods Theatre meeting on March 31 called on the Mayor on April 6. The Mayor showed the committee a typewritten paper

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containing a table of percentages which he said the Board's attorney, Mr. Bither, had that day brought to him. The Mayor told the teachers their table of percentages was at "variance" with Mr. Bither's percentages, and asked the Teachers' Committee to go back and check up on their percentages.

The teachers had gone to the Mayor to get his help in their campaign for an increase in salary, not to check on "variances" between them and Bither. They felt they were handed another controversy. However, before leaving, at the request of the Committee, the Mayor gave the teachers a copy of Mr. Bither's typewritten unsigned, undated paper, showing his percentages.

The teachers went back and checked up their own percentages, as requested by the Mayor, and wrote a letter to the Mayor the next day, April 7, informing him that they had checked their percentages with the official records of the Board as shown in its printed proceedings and found them correct.

A photographic reproduction of that letter appears here, marked Exhibit C.

After the teachers had finished checking up and proving their own percentages with the official records, it occurred to one of them to compare the percentages which the Board's attorney had given the Mayor that morning with percentages for the same years that he had presented to the legislature a year before, on May 25, 1921. The teachers discovered that Mr. Bither's two sets of percentages were not only at variance with the teachers' percentages but were at variance with each other.

The teachers decided that instead of setting the teachers at the job of reconciling their figures with Mr. Bither's, the Mayor would better put Mr. Bither to work reconciling Mr. Bither's variances with Mr. Bither.

By this time the teachers were so disgusted with the whole business of "variances" and "padding" and "checking and proving" on these "variances" and "padding," they decided to assemble all the documents showing these "variances" and "padding" and print them. They made a 16-page document and the photographic reproductions here are all taken from that document.

A photographic reproduction of Bither's two tables are found here, under the heading "Bither vs. Bither, a case of Variances," and marked Exhibit D. Under each table is an explanation.

A photographic reproduction showing what Mr. Bither's variances and percentages mean in dollars is shown here, marked Exhibit E.

Exhibit G shows that Mr. Bither's variances in two items only amounted to $3,460,206. That was all padding; and the amount shown by the teachers' figures required to raise the elementary teachers' salaries to a minimum of $1,500 and maximum of $2,500, was $3,255,300, which is considerably less than the amount of padding found in two of Mr. Bither's estimates.

The teachers came to the conclusion that the percentage table presented to the Mayor by the Board's attorney was for the purpose of defeating the teachers' salary petition, then pending before the Board of Education, just as the first percentage table and padded estimate were presented to the legislature in 1921 to defeat the teachers' salary bill.

On April 7, the day after the teachers had visited the Mayor, the Mayor wrote a letter to the President of the Board telling him about the teachers' visit and the variances found and asked the President to call in the teachers' committee and discuss these variances at a conference, with a view to determining, first, what the facts were.

On April 8, the president of the Board wrote a letter to the Business Representative of the Chicago Teachers' Federation, enclosing a copy of the Mayor's letter, and stating that the conference which the Mayor suggested would be arranged any time at the convenience of the committee, and that he was sending that letter by special messenger in order that it might reach the teachers at the meeting of the Chicago Teachers' Federation called for that morning, April 8.

The Mayor's letter and that of the president of the Board are reproduced here, marked Exhibit F.

At the meeting of the Chicago Teachers' Federation on April 8, the letter from the president of the Board was received and read and a resolution adopted calling on the Board of Education to publish its expenditures from the educational fund for the year 1921. That information was not then available to the public. The resolution further provided that as soon as these expenditures were published the teachers were ready for the conference with the Board suggested by the Mayor, ***provided the conference should be public.*** Notice of this action was sent to the president of the Board by special messenger and a copy was sent to the Board of Education at its meeting on April 12. The same day there was sent to the Board and to each member, a printer's proof of the 16-page pamphlet containing all the exhibits on "variances" published here.

The limited experience of the Chicago

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Teachers' Federation in "conferences" behind closed doors had confirmed the conviction born of the first such "conference." This is the conviction: That "conferences" of peers behind closed doors may be all right for peers, but when the heavyweights on one side of the "conference" table have all the guns—and six shooters and army pistols, at that—and the lightweights on the other side of the "conference" table are not allowed to bring even a pop gun, such "conferences" become confidence games in which the guns win.

It is possible that the president of the Board of Education and the members, after receiving that 16-page pamphlet, did not want any conference or did not want a public conference. Anyhow, there was no more talk of conferences about "Variances" and no conference was held.

After the failure of that attempt to get the teachers into private conferences on "Variances" of public officials, instead of continuing their public discussions of reckless expenditures for "Incidentals" and of salary increases denied to teachers, that same handyman of the administration, whose stray shot against the Chicago Teachers' Pension Law had missed fire in 1921, took another crack at the "bolshevicks." (This is his own squint on the word he used to describe teachers who dared to demand salary increases for the class room teachers, from a school administration, while at the same time fighting reckless expenditures by that administration of the money voted by the legislature to pay these salary increases to teachers.)

Under date of June 9, 1922, a page-long wail was sent out over the signature of this handy-man. From a photographic reproduction of this printed harangue the following sentences have been taken, the first from the beginning, and the last from the end of the screed:

"* * * **It is probably sufficient to say in regard to salary matters that another wait is in store with a possible deflection entirely, unless our cause is handled carefully, of which we confess doubt in the face of recent experiences."**

* * * * *

"Let us not permit the bolshevicks to turn aside the chance of reason and equity to prevail."

Whether he had taken a random shot at the "bolshevicks" or whether the school administration changed its mind between June 9 and June 14, 1922, and failed to notify him, will never be known. But be that as it may, he missed fire again, for on June 14, 1922, the Board of Education adopted the present salary schedules ranging from $1,500 to $2,500 for elementary teachers, and $2,000 to $3,800 for high school teachers, with the present bonuses for the special teachers and the present schedule for the principals.

Lingering looks at long forgotten mile-posts on old roads of memory have lengthened and delayed this report; but length and delay were necessary in order to assure the marchers in the ranks that the present controversy over "Variances" means for them another long march over the same old roads, and also in order to warn them to mark well the signs on these mile-posts that m i g h t otherwise escape their notice.

The most generous allotment of space would not suffice to present the experiences here briefly sketched so that those who have not lived through them could feel, with those who have so lived, the throb and thrill in every line; the heartaches and the heartbreaks, the humor and the pathos; the joy of bloodless battles won and the hope and calm assurance of ultimate victory to come to that marching army of peace, Chicago's Organized Teachers. Heads up, face to the foe, never wavering nor breaking ranks, on and on, through good repute and ill, alike oblivious to praise or blame, they are still marching and fighting, after more than a quarter of a century, their eyes ever fixed on the banner they hold aloft, the sacred banner of the children—the banner that will some day lead to destined victory, the National Army of Peace, the Organized Teachers of America.

L'Envoi

Men may come and men may go,
But "Variances" go on forever.

Margaret A. Haley

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Exhibit A

(Photographic Reproduction Referred to on Page 27)

Photographic Reproduction of Letter from Attorney for Board of Education, Mr. Wm. A. Bither, to Business Representative of Chicago Teachers' Federation, Threatening Cut of $500,000 in Teachers' Salaries if School Land Sales Bill Fails to Pass

BOARD OF EDUCATION
OF THE CITY OF CHICAGO
650 SOUTH CLARK STREET
LAW DEPARTMENT
TELEPHONE WABASH 2701

WILLIAM A. BITHER
ATTORNEY
JOHN A. COOKE
FRANK D. AYERS
RALPH W. CONDEE
CORA A. SHAW
FRANK F. TRUNK
ASSISTANT ATTORNEYS

May 13, 1921.

Miss Margaret A. Haley,
Chicago Teachers Federation,
127 No. Dearborn St.,
Chicago.

Dear Madam:-

In your talk the other day before the Senate Committee it was your opinion that the Board of Education should continue its investment in vacant property. You stated that this was the opinion of the teachers of the City of Chicago. I feel that the opinion of the teachers should be respected in this matter, as the income from this property will go towards the schools. However, I do not consider vacant property a good investment for the Board of Education and could not recommend it as one that the public should pay taxes to maintain.

It will cost $500,000 a year for the Board of Education to hold this vacant property in its present condition, and the only fund out of which this can be paid, for school fund property, is the educational fund. As that fund, by holding this property, will be depleted in that amount each year, it seems to me but fair that said amount should be deducted from the salaries of the teachers and prorated equally among the salaries of the teachers. Under no other condition could I recommend to the Board of Education that they hold this vacant property.

If this proposition meets with your approval, we will abandon the bill now pending in the legislature and immediately take steps to have $500,000 deducted from the salaries of the teachers for next year and prorated among the different teachers.

Yours truly,
William A Bither
Attorney.

B.M.

Reproduced from 16-page pamphlet issued by Chicago Teachers' Federation on April 14, 1922, entitled "Variances in Statements Pertaining to Expenditures from Educational Fund."

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Exhibit B

(Photographic Reproduction Referred to on Pages 25 and 28)

Photographic Reproduction of Document Presented by the Attorney for the Board of Education, Mr. William Bither, to the Committee on Revenue of the House of Representatives at Springfield, Illinois, on May 25, 1921.

Estimated Requirements for Educational Purposes from 1921 to 1924, inclusive.

1921

25,100,000.00	1920 Expenditure
2,500,000.00	Normal Increase in Expenditure each year.
500,000.00	Continuation Schools Increase.
28,100,000.00	

1922

28,100,000.00	1921 Estimated Expenditure
2,500,000.00	Normal Increase in Expenditure each year.
1,500,000.00	Continuation Schools Increase
1,500,000.00	Free Text Books.
33,600,000.00	

1923

33,600,000.00	1922 Estimated Expenditure
2,500,000.00	Normal Increase in Expenditure each year.
500,000.00	Continuation Schools Increase
37,100,000.00	
1,000,000.00	Text Books Decrease
36,100,000.00	

1924

36,100,000.00	1923 Estimated Expenditure
3,000,000.00	Normal Increase in Expenditure.
39,100,000.00	

1925

39,100,000.00	1924 Estimated Expenditure
3,000,000.00	Normal Increase in Expenditure
42,100,000.00	

Total Actually Expended for Educational Purposes—1921 to 1925, inclusive.

Salaries Paid Beginning September 1, 1922

	Minimum	Maximum
Elementary	$1500	$2500
High School	2000	3800

1921....$27,685,536

1922....$30,902,509

1923....$35,994,011

1924....$38,146,683

1925....$39,272,556

The above is a photographic reproduction of the estimate of the total expenditures from the educational fund of the Chicago Board of Education, from 1921 to 1925, inclusive. This estimate was figured on the basis of salaries paid in 1921, ranging from $1200 to $2000 for elementary teachers and $1600 to $3400 for high school teachers.

The figure showing the total actual expenditures from each of these five years, as shown by the printed proceedings of the Board of Education, is printed opposite the figure in the photograph showing the estimated for that year. For discussion on comparison of these two sets of figures see page — of this Bulletin.

Reproduced from 16-page pamphlet issued by Chicago Teachers' Federation on April 14, 1922, entitled "Variances in Statements Pertaining to Expenditures from Educational Fund."

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Exhibit C

(Photographic Reproduction Referred to on Page 31)

Teachers' Percentages Correct—Mayor So Notified

Letter to Mayor Thompson from Miss Haley.

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

April 7, 1922.

Hon. William Hale Thompson,
Mayor of Chicago,
City Hall, Chicago.

Dear Mayor Thompson:

As requested by you yesterday, I have checked up with the official printed proceedings of the Board of Education and verified the figures that I furnished you yesterday and find that they are accurate and correct.

Herewith is a typewritten sheet showing the amounts expended from the Educational Fund for the years 1917, 1918, 1919, 1920, and the appropriations for the year 1921, for (a) Salaries of Teachers; (b) Incidentals (that is, purposes other than teachers' salaries), and (c) the Total Expenditures from the Educational Fund; also the percentage of total expenditures from the Educational Fund in each year for (a) Teachers' Salaries and (b) Incidentals.

This page also gives the date of the proceedings of the Board of Education, the number of the page and of the report from which these amounts have been taken. The percentages have been calculated from these amounts. At the bottom of the page I have pasted the percentage table taken from the printed booklet issued by the Chicago Teachers' Federation, copy of which I gave you yesterday, and which contains the information referred to, which you asked me to check up.

A comparison of my percentages with those of the attorney for the Board of Education, Mr. William A. Bither, copy of which you furnished me, shows that Mr. Bither's percentages vary from mine in every year from 1917 to 1921, inclusive, the variations ranging from a fraction of a per cent in the year 1917 to nearly 6½ per cent in 1921. I do not understand why there should be variations in the two sets of percentages for the years 1917, 1918, 1919 and 1920.

I understood from you yesterday that Mr. Bither claims that his percentages for 1921 are based on the actual expenditures of the Board of Education for that year. My percentages for 1921 are based on the appropriations by the Board of Education for 1921, which is the only information available at the present time to the teachers or to the public generally. As the annual report showing the actual expenditures by the Chicago Board of Education in 1921 has not been made available to the general public, I have no way of checking up Mr. Bither's percentages for 1921.

Last year when the attorney for the Board of Education appeared before the Committee of the Legislature and presented certain calculations which he said were based on the expenditures for 1920 and the appropriations for 1921, the annual report showing the expenditures by the Chicago Board of Education in 1920 and appropriations for 1921 had not been made available to either the teachers or the general public. Then, as now, we were unable to meet the representations made by the attorney for the Board of Education because of the suppression of actual facts in regard to the Board's expenditures and appropriations. The representations by the attorney for the Board of Education before the Legislature defeated the passage of the Teachers' Salary Bill providing a $1,500 minimum and a $2,500 maximum.

Appreciating the courtesy extended to our committee yesterday, and assuring you of our confidence in your desire to see justice done to the elementary teachers, and to help them secure justice,

Yours sincerely,

(Signed) MARGARET A. HALEY,
Business Representative.

TABLE III

Percentages Presented by Teachers on April 6, 1922—To the Mayor.

For Year	1907	1908	1917	1918	1919	1920	1921*
(a) For Teachers' Salaries..	78.7%	80%	77.5%	76.8%	77%	76%	69.6%
(b) For Incidentals	21.3%	20%	22.4%	23.2%	23%	24%	30.3%

Table III shows the percentages of the expenditures from the Educational Fund for (a) Teachers' Salaries and (b) Incidentals, that is purposes other than Teachers' Salaries.

Table III is reprinted from the pamphlet "Why the Teachers are Irritated and Dissatisfied," issued by the Chicago Teachers' Federation on March 29, 1922. This is the table which was presented to Mayor Thompson by the Committee of the Federation and is referred to in the Mayor's letter to the President of the Board of Education on page 3 as being at variance with the figures of the Board of Education presented by Mr. Bither, shown here in Table II, on Page 8.

The percentages in this table are based on the "net" amounts after deducting amount chargeable to the Building Fund. See Chart, Page 7, Columns 6, 8, 9 and 10.

At the request of the Mayor, the Business Representative of the Federation checked up the figures and percentages in this teachers' table with the printed Proceedings of the Board of Education, and on April 7th, in a letter to the Mayor, notified him that these figures and percentages were found to be accurate and correct. This letter is shown above. The verification is shown in the Chart on Page 7, Columns 6, 8, 9 and 10.

The teachers' committee explained to the Mayor that the expenditures of the Board of Education for 1921 have not been published and made available to the public and for this reason they would not be able to check up Mr. Bither's percentages for 1921; that the percentages for 1921 in this teacher's table, are based on the appropriations for 1921, as shown by the Proceedings of the Board of Education, the only information available to the teachers or the public to date.

*NOTE:—Appropriation..

Reproduced from 16-page pamphlet issued by Chicago Teachers' Federation on April 14, 1922, entitled "Variances in Statements Pertaining to Expenditures from Educational Fund."

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Exhibit D

(Photographic Reproduction Referred to on Page 31)

Bither *vs.* Bither

A Case of "Variances"

Percentages Presented by Mr. Bither on May 25, 1921—

To the Legislature.

TABLE I. EXPENDITURES

		1918 %	1919 %	1920 %	1921 %
1.	Salaries of Teachers	76.5	76.5	75.6	74.17
2.	Salaries of Engineers, Janitors and Watchmen	8.8	8.1	7.8	7.62
3.	Fuel	5.5	3.8	4.7	4.21
4.	Light and Power	.7	.7	.6	.54
5.	Books and Supplies	2.8	4.2	3.7	4.51
6.	Communication and Transportation	.6	.7	.8	.99
7.	Administrative Salaries	2.8	3.4	3.4	3.75
8.	Interest on Loans	.6	1.1	1.8	2.49
9.	Pensions	.6	.3	.4	.46
10.	Miscellaneous	1.1	1.2	1.2	1.26

Table I is a compilation of the percentages of the total expenditures from the Educational Fund for (1) Teachers' Salaries and (2-10) "Incidentals," that is purposes other than Teachers' Salaries, for the years 1918, 1919, 1920 and 1921, shown in the document presented by the Attorney for the Board of Education, Mr. William A. Bither, to the Revenue Committee of the House of Representatives at the hearing before the Committee, at Springfield, on May 25, 1921. Photographic reproduction of this document appears on page 10.

The percentages for 1918, 1919 and 1920, shown in Table I, are based on the gross expenditures from the Educational Fund for those years before deducting the amounts chargeable to the Building Fund, and the figures and percentages presented to the Legislature by Mr. Bither for these three years agree with the printed proceedings of the Board of Education which were published and available to the public at the time Mr. Bither so presented these figures and percentages. (See Chart, page 7, columns 3, 4, 5 and 7).

Percentages for 1921.

The percentages for 1921 shown in Table I, and the figures, on which they were based, (shown in the document which Mr. Bither presented to the Legislature on May 25, 1921) appear to be an estimate of the expenditures for 1921. Neither the amounts nor the percentages agree with the appropriations for 1921 which were adopted by the Board of Education on March 30, 1921, but were not published until after Mr. Bither presented his figures to the Legislature. (See Chart, Page 7, Column 6 and 7.)

Percentages Presented by Mr. Bither on April 6, 1922

To the Mayor.

TABLE II EXPENDITURES.

		1915 %	1916 %	1917 %	1918 %	1919 %	1920 %	1921 %
1.	Salaries of Teachers	79.73	79.99	77.75	77.28	77.83	77.51	75.92
2.	Salaries of Engineers, Janitors and Watchmen	9.28	9.12	8.87	8.86	8.27	7.96	9.57
3.	Fuel	2.71	2.77	4.68	5.55	3.75	4.86	4.34
4.	Light and Power	.59	.56	.67	.69	.67	.61	.62
5.	Books and Supplies	2.54	2.84	3.32	2.91	4.27	3.87	3.73
6.	Communication and Transportation	.44	.49	.51	.58	.75	.78	.82
7.	Administrative Salaries	2.12	2.13	2.16	2.39	2.82	2.87	3.10
8.	Pensions	1.17	.98	.92	.60	.37	.37	.36
9.	Miscellaneous	1.43	1.13	1.06	1.17	1.26	1.21	1.54

Table II is the table which Mayor Thompson presented to the Committee of the Chicago Teachers' Federation on April 6, 1922, showing percentages of the total expenditures from the Educational Fund for the years 1915 to 1921 inclusive for (1) Teachers' Salaries and (2-9) "Incidentals," that is, Purposes other than Teachers' Salaries.

The Mayor told the committee that he had received this table that morning from the Attorney for the Board of Education, Mr. William A. Bither, and that Mr. Bither had stated that these percentages were based on actual amounts expended for the purposes indicated for all the years in the table, including 1921.

The Mayor did not present to the Committee the amounts on which Mr. Bither's percentages were based.

The Business Representative of the Federation checked up this table with the Proceedings of the Board of Education and with the Statement of Mr. Bither presented to the Legislature on May 25, 1921 and found the variances herein indicated.

Percentages for 1921.

As the expenditures of the Board of Education for 1921 have not been published and made available to the public to date, the teachers are not able to check up the percentages shown in Table II for the year 1921 which Mr. Bither informed the Mayor are based on the actual expenditures for that year. The percentages for 1921 in the teachers' table are based on the appropriations for 1921 as shown by the printed proceedings of the Board of Education, the only information, as to the year 1921, available to the teachers or to the public to date. The teachers' table is shown here on page 5.

Reproduced from 16-page pamphlet issued by Chicago Teachers' Federation on April 14, 1922, entitled "Variances in Statements Pertaining to Expenditures from Educational Fund."

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Exhibit E

(Photographic Reproduction Referred to on Page 31)

MR. BITHER'S PERCENTAGES AND ESTIMATES AND THE FACTS

Mr. Bither's percentages, presented to the Mayor, April 6, 1922, show, as having been paid, in 1918, 1919, 1920 and 1921, for Teachers' Salaries.....	$1,589,709	More than was actually paid as shown by Mr. Bither to Legislature and Official Records.*
Mr. Bither's Estimate of Cost of Continuation Schools in 1921 over 1920 and in 1922 over 1921, presented to Legislature May 25, 1921.**.....	$1,870,497	More than was paid in 1921 and appropriated for 1922.
Total "Variance" in two items only.....	$3,460,206	
Amount required to increase Elementary Teachers' Minimum Salary to $1500 and Maximum to $2500.**.....	$3,255,300	

Teachers' Salaries.

Total Expenditures from Educational Fund for 1921 as shown by 1922 Budget, page IV (4).....	$27,866,574.98——	
Percentage of Total Expenditures paid for Teachers' Salaries, as shown by the Percentage Table presented by Mr. Bither to Mayor Thompson on April 6, 1922 (Table II, Page 8)..		75.92%
75.92% of Total Expenditures ($27,866,574.98).....	$21,156,303.72	
Actual Amount paid for Teachers' Salaries in 1921 as shown by the 1922 Budget.....	$20,435,522.61	or 73.33%
Variance in Mr. Bither's Statement to Mayor and 1922 Budget.	$ 720,781.11*——	2.59%

Continuation Schools.

Comparison of Estimated Expenditures for Continuation Schools presented to the Legislature by Mr. Bither on May 25, 1921—and expenditures for 1921 and appropriation for 1922 as shown by 1922 budget.

Actual Cost in 1920—$304,604 as per Budget of 1921.

	——Bither——	——Budget——	Variance
1921.....	$ 500,000 more than 1920	$73,796 more than 1920	$ 426,204
1922.....	1,500,000 more than 1921	55,707 more than 1921	1,444,293
Bither's Total Variance (2 years).....			$1,870,497

*For 1918, 1919 and 1920, $868,928 (See page 9). 1921—$720,781 (see above). Total $1,589,709.

**Estimated by Chicago Teachers' Federation—See Federation Pamphlet of March 29, 1922, Page 13, Table IV.

Letter from Mr. Bither to Miss Haley Transmitting Budget for 1922, Containing Expenditures for 1921.

(COPY)

BOARD OF EDUCATION
of the City of Chicago
650 South Clark Street
Law Department
Telephone Wabash 2701

William A. Bither
Attorney
John A. Cooke
Frank D. Ayers
Ralph W. Condee
Cora A. Shaw
Frank F. Trunk
Assistant Attorneys

April 13, 1922.

Miss Margaret A. Haley,
127 North Dearborn Street,
Chicago, Illinois.

Dear Madam:

Your letter to Mayor Thompson has been referred to me. I am sending you a copy of the 1922 Budget, which gives you the figures you ask for.

This budget has not been approved by the Board of Education. Of course, there may be some changes, but the 1921 expenditure is fixed. This, I understand, is what you wanted, and can be found on page 4 of the budget.

Yours truly,

(Signed) WILLIAM A. BITHER,
Attorney.

B. L.

The above letter and 1922 Budget were received as this pamphlet was ready for the press, Friday, April 14, 1922.—Margaret A. Haley, Business Representative, Chicago Teachers' Federation.

Reproduced from 16-page pamphlet issued by Chicago Teachers' Federation on April 14, 1922, entitled "Variances in Statements Pertaining to Expenditures from Educational Fund."

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Exhibit F

(Photographic Reproduction Referred to on Page 31)

Conference on "Variances" Proposed

At the regular meeting of the Chicago Teachers' Federation Saturday morning, April 8, 1922, the Special Committee of the Federation authorized on March 31, by the Mass Meeting of Teachers held at Woods' Theatre, and also by the overflow meeting at the Garrick Theatre, reported on its interview on April 6 with Mayor Thompson.

Before the report was completed a messenger delivered a letter from the President of the Board of Education, which contained therewith a copy of a letter from the Mayor to the President of the Board. After consideration of the report of the special committee to the Mayor, and of the communications from the President of the Board, the Federation unanimously adopted the motion set forth in the reply ordered sent to the President of the Board of Education and to the Board. The letter to the President of the Board was delivered to his home by messenger on Saturday, April 8. On Tuesday, April 11, the letter to the Board of Education was mailed, special delivery, to the Board and a copy to each member thereof. On Wednesday morning, April 12, page proofs of this pamphlet were delivered to every Board Member.

The four letters referred to above follow here:

Letter from President of Board of Education.

BOARD OF EDUCATION
CITY OF CHICAGO.

Office of the President.

Edwin S. Davis,
President.

April 8, 1922.

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

Dear Miss Haley:

Enclosed herewith please find a copy of a communication received from Mayor Thompson, relative to the question of an increase in the present schedule of teachers' wages.

The conference which he suggests will be arranged for at any time suitable to the convenience of the committee representing the teachers.

In order that you may be able to take up this matter at the meeting of teachers called for this morning, I am having it sent by special messenger.

Yours very truly,

(Signed) EDWIN S. DAVIS,
President.

Letter from Mayor to President of Board of Education.

(COPY)

April 7, 1922.

Hon. Edwin S. Davis,
President, Board of Education,
Chicago, Illinois.

Dear Sir:

A few days ago representatives of the Chicago School Teachers asked for an appointment so that they might submit to me their contention that the teachers are entitled to an increase in salaries. This appointment was made for yesterday afternoon, April 6th.

Previous to their call, I had asked the Board of Education to submit a statement of its revenues and expenditures, including salaries, operating costs, etc. This data was delivered to me yesterday morning. When I took the matter up with the Committee representing the teachers, they also presented to me a pamphlet "Why the Teachers are Irritated and Dissatisfied," dated March 29, 1922, containing tables which they had compiled.

Comparing the Board's figures with the teachers' figures, I find there is a wide variance in the statements pertaining to the Board's revenues and expenditures. Under these circumstances, I would respectfully suggest that you call in Miss Haley and the teachers' committee who waited upon me, and discuss this variance in figures, with a view to determining first what the facts are in this controversy.

Trusting you will give this immediate attention, I am,

Yours very truly,

(Signed) WM. HALE THOMPSON,
Mayor.

Reproduced from 16-page pamphlet issued by Chicago Teachers' Federation on April 14, 1922, entitled "Variances in Statements Pertaining to Expenditures from Educational Fund."

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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 Chicago Symphony Orchestra season is upon us with its musical treats for the winter. Teachers desiring tickets for the popular concerts have been asked to communicate at once with Mrs. May O. Kinsey, 5452 Calumet Avenue: Phone Drexel 3468.

The Chicago Forum Council announces the opening of its fall season with "the biggest, livest meetings in town—where you really THINK on public questions." Scheduled for October 31 is a symposium, "The Conflict Between State and Church in Mexico." Speakers will be Alva W. Taylor of Indianapolis, a friend of President Calles, and Charles Phillips of Notre Dame University, author and playwright. Meetings are Sunday afternoons at 3:15 o'clock in the Erlanger (former Palace) Theater.

The Chicago Civic Opera Company is offering special inducements this year for its winter series. The plan is destined to meet the needs of those who are unable to set aside a definite day each week for the opera. By the terms of the new arrangement, first choice of seats for all non-subscription performances is offered with the privilege of selecting the performance desired. These advantages will be contained in a special Non-subscription Performance Season Preferred Script Book. Special price concessions will also be offered, the management announces.

The way in which history is repeating itself in regard to the Chicago school system will be emphasized at the next meeting of the Chicago Teachers' Federation, Saturday, October 16 in Corinthian Hall, where information of vital importance to the teachers at this time will be given out.

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.

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These books are sold at two prices—$68.50 and $34.25; their face value is $72.00 and $36.00, respectively.

The script coupons are exchangeable at face value for seats at ANY price for any performance not included in the Subscription Series. The tentative schedule of thirty-one performances affords an average of two and a half performances each week from which to make a choice. Performances to be given Friday and Saturday (Popular Prices) evenings, Sunday, and possibly upon Wednesday afternoons.

First choice of seat locations is assured through the fact that these tickets are honored twenty-four hours before the public sale opens.

For details call at the new Subscription Office, Wabash Avenue Entrance of Auditorium Theatre (433 S. Wabash Avenue), or write or 'phone for a representative to call on you.

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True Blue Election Number

VOL. IV

Margaret Haley's BULLETIN

NO. 3

Chicago, Ill. 28 October 25, 1926

Teachers, Read in This Issue about:

Tax Rates reduced this year from $40 to $20.88 on each $1,000 of valuation through equitable, uniform assessment of property in Jamestown, N. Y.

* * *

Today, October 25, 1926, the Board of Commissioners of Cook County took the first steps to insure equitable, uniform assessment of property throughout Chicago and Cook County and thereby to provide:

(*a*) *A more equitable distribution of the tax burden;*

(*b*) *Sufficient revenue for all the needs of the schools, the City, and the County and for decent salaries for all employes in the schools, the City and the County.*

(*c*) *A reduction of tax rates.*

* * *

It is now up to the voters to elect on November 2, a County Judge, County Commissioners, a member of the Board of Review, three Assessors and other Tax Officials who will failthfully carry on this work. Recommendations for candidates for these offices printed here.

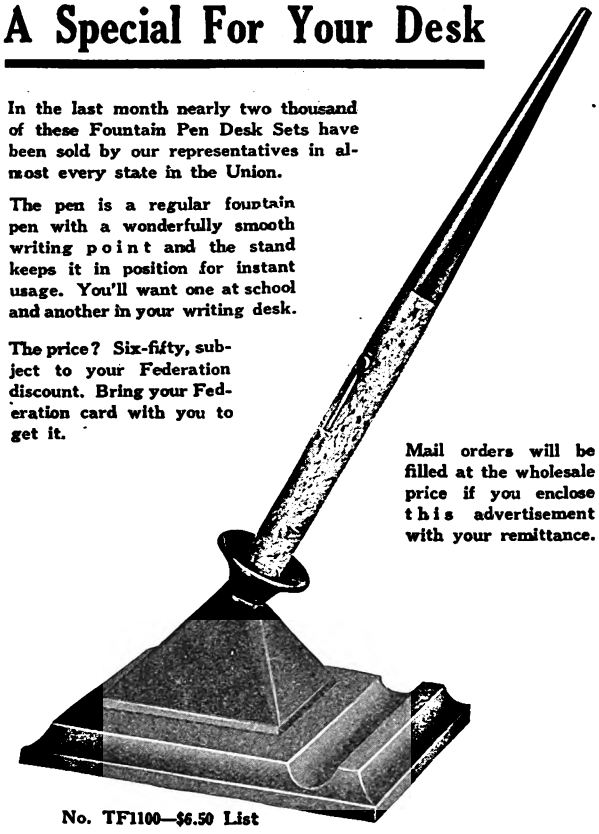
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MARGARET HALEY'S BULLETIN

VOL. 4. No. 3 October 25, 1926 Page 43

County Board Adopts Resolution for County-Wide Appraisal of Property

President Cermak Deserves Much Credit for Board's Action

A great step forward in the direction of equitable and fair assessment of property for taxation was made today, October 25, when the Cook County Board on the recommendation of President Cermak, adopted a resolution providing for a scientific appraisal of real estate of the City and County for the 1927 quadrennial assessment.

The action of the Board is a positive step toward lower tax rates for the small property owner and adequate revenue for decent salaries for teachers, firemen, policemen and all other employes, and all other expenses of the City and County.

If the people of Chicago and Cook County will go out and vote on November 2nd for the Candidates for the County Board, the Board of Review, and the Board of Assessors, who are pledged to carry out the purpose of this resolution, taxes should be more equitably and fairly distributed. Then the City of Chicago might take its proper place among the 100 other cities in the United States which have already established such standards of assessment that their property is assessed on the basis of its actual value and not on the strength of the pull or influence of the owners.

Following is the resolution which President Cermak of the County Board presented and was largely instrumental in having passed:

WHEREAS, under the methods of valuation and assessment of property for taxation in vogue for years the burden of taxation falls heaviest on the small home owner and small business man; tax rates are excessively high because millions of dollars in revenue-earning property are not contributing their fair and equitable share of taxes while owners of property adequately assessed or over assessed are paying much more than their fair share of the public burden;

WHEREAS, more than a hundred cities in the United States have had their real estate appraised for assessment purposes on a scientific, equitable, and uniform basis, with the result that the tax payers in these cities have a feeling of confidence and satisfaction because such appraisal has secured lower tax rates and greater equity in the distribution of the tax burden;

WHEREAS, under a joint investigation by the Board of Education and the City Council of Chicago an appraisal of the entire central business district of Chicago was made which revealed gross inequalities in the distribution of the tax burden; therefore be it

RESOLVED, by the Board of Commissioners of Cook County that the president be, and he hereby is, instructed to secure estimates and proposals from recognized companies experienced in municipal appraisal work who are competent and qualified to perform such appraisal service and to take all necessary steps to secure such additional information as in his judgment may be needed; and that such estimates, proposals and information be submitted to this Board in time for this Board to instruct its finance committee to provide in the budget for 1927 a sufficient appropriation for the payment of such bids for such appraisal service as may be lawfully accepted, and that such information be used and the necessary steps be then taken by this Board to have all real estate, lands and buildings, in the County appraised on an equitable, uniform, scientific and lawful basis for the quadrennial assessment of 1927.

RESOLVED FURTHER, that all taxing bodies of Cook County be requested to join the County of Cook in meeting the expense of such appraisal service.

Polls Open From 6 A. M. to 4 P. M.

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From the Masthead by The Lookout



Vote next Tuesday, November 2
Vote the Bulletin Ballot
Take it with you to the Polls
Get 10 others to vote this Ballot

To the Teachers of Chicago:

The election on November 2 is one of the most important that has ever confronted the teachers of Chicago and citizens generally.

Many vital issues are involved in the election of candidates this November and in the vote on propositions.

On the election of candidates this fall depend:

(a) Teachers' salaries and the possibilities of a cut.

(b) Additional revenue to pay the teachers, the firemen and policemen, and other needs of the city and schools.

(c) The necessary appropriation for the scientific appraisal of the real estate of the City and County approved by the County Board today, Oct. 25, as the first step toward obtaining an equitable assessment of property for taxation.

(d) Control of the election machinery of the City and County.

On the proposition ballot, which is separate from the candidates' ballot, the people will vote on an amendment to the revenue articles of the State Constitution and nine other propositions.

The position taken by the Chicago Teachers' Federation in pointing out that an advertised shortage for the January and February payrolls would not exist, and showing that, on the contrary, there would be a surplus of $4,500,000 in the educational fund of the Board of Education on December 31, 1926, was sustained by the City Treasurer's office and the City Comptroller's office at a hearing of the City Council Committee on Schools, Fire and Civil Service, Friday, Oct. 22.

This hearing was on the communication from the Chicago Teachers' Federation to the City Council, on September 15, referred by the Council to the Committee on Schools, published in the Bulletin of September 18.

Sufficient revenue to continue to pay the present salary schedules of the teachers beyond the year 1927 is dependent upon more equitable and fair assessment of property by the assessing boards aided by the County Board and other taxing officials, candidates for which offices are on the November ballot. On the selection of these candidates depends largely the outcome of the revenue situation in the schools and the city.

Three candidates for the Cook County Board of Assessors and one candidate for the Board of Review will be elected by the Chicago voters for six-year terms. The Chicago voters will also vote for 10 of the 15 members for the Board of Cook County Commissioners to be elected on Nov. 2. The voters in the County outside of Chicago will elect the other five. On the selection of the members of this Board and of the Board of Review and Board of Assessors will depend the success or failure of this enormously important question of the appraisal of the lands and buildings of the city and county for assessment purposes.

Read elsewhere in this Bulletin the excerpts from that interesting story of how the tax rates in the City of Jamestown, N. Y., were reduced this year from $40 on each $1000

Be Sure to Vote November 2

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valuation to $20.88 through a scientific, equitable appraisal of the lands and buildings of that city; such as Chicago has just had for the lands and buildings in the central business district, and the County Board has today voted for the entire city and county.

Teachers will find here the pledges of three candidates for the Board of Assessors and one for the Board of Review who promise to support that appraisal.

The Federation has recommended the election of these candidates. It has also recommended the election of candidates for the Board of County Commissioners and for President of that Board; and for other offices vitally connected with the tax machinery of the city and county.

The teachers of Chicago have been demanding and insisting for more than 26 years that the lack of revenue to run the schools of the city, which has crippled both for so long, is due to the utter lack of equity, uniformity, justice and fairness, or even common sense and common honesty, in the assessment of property. The tax rates are already too high. The Jamestown equitable assessment and that of many other cities have shown that tax rates have been reduced when the assessments were equalized and put on a fair, uniform basis; and that haphazard, guesswork, favoritism, fraud and mysterious methods have disappeared; the public has been made acquainted with what was going on and the assessments made have been approved by the people. They are willing to pay the taxes because they know the laws are uniformly enforced against all property.

Not less important than the administration of the tax machinery is the control of the election machinery of this city. That question is at stake, too.

Another office so closely related to the assessing machinery as to be a part of it is the office of the County Clerk who spreads the taxes over the property assessed, and the County Treasurer who is in charge of the machinery for collecting and receiving the taxes.

Read this Bulletin carefully and decide for yourself on the candidates whose program bids fair to insure for the City and County equitable taxation through a scientific appraisal of property in the City of Chicago and the County of Cook.

It is important first, that every teacher vote. It is equally important that each teacher get at least 10 other persons to vote and to work before and on November 2nd for candidates pledged to honest, equitable assessment of property for taxation. It is to these office holders that the teachers will have to look for the maintenance of their salary schedule and for any hope of increase. Until there is a substantial foundation through equitable assessment, there is danger of a salary cut. With that fact in mind, read this issue of the Bulletin and vote as your conscience dictates.

In the center of this Bulletin is printed a specimen ballot. On it are noted the recommendations of the Chicago Teachers' Federation for all offices which have to do with taxation. It is suggested that you take this specimen ballot with you to the polls.

Also in this Bulletin are printed the recommendations of the Federation of Labor and of the Illinois State Teachers' Association through their respective officers, Victor Olander and Robert C. Moore, on candidates for the state legislature. Their advice is worth following as it is based on the previous records of the candidates.

As a special exhibit in the Bulletin are newspaper reprints of the tax record of George F. Harding, Republican candidate for County Treasurer. The teachers are urged especially to read carefully that record as here produced and to be guided accordingly.

The recommendations here made are the fruits of a quarter of a century's work for fair and equitable assessment of property for the purpose of establishing a firm foundation for the financial needs of the city including a high and safe salary schedule for teachers.

As you guard your salary, guide your vote.

There are two paramount issue in the November election. 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.

The writer can speak from personal knowledge of the vigorous handling of tax matters that have come before Judge Jarecki. And the vigorous efforts of Judge Jarecki to check wholesale election frauds should make the people know that the situation is terribly serious and that it would be a public calamity not to elect him.

Margaret A. Haley

Polls Open From 6 A. M. to 4 P. M.

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Vote for Harry Kohl for Board of Review

His Pledge Is His Platform

Photographic Reproduction

TO THE CITIZENS AND TAXPAYERS OF COOK COUNTY.

The law of the state requires assessment of property for tax purposes at fair full values, but it does not instruct the assessor as to the proper methods for determining such values.

The assessment of real estate in Cook County has been done under-no proper standards of valuation and no scientific methods have been used to supplant the old unknown, guess-work plans in vogue for years.

The mounting tax rates and the knowledge that the burden of taxes is not equitably distributed, with the heaviest burden now on the small home owner, has focused attention on the methods of tax distribution and appraisal.

In order to correct these appalling in-equities, the Board of Commissioners of Cook County has passed a resolution providing for an appraisal of the County, such as has been successfully made in the business district of Chicago, and in more than 100 American cities, to provide for an equitable and scientific valuation of the lands and buildings throughout the county so that every taxpayer will know that his own and other properties are valued for taxation by identical standards.

Feeling that such an appraisal for assessment will materially reduce the tax rates and put on the assessment rolls hundreds of millions of dollars in valuable property now escaping its fair share of taxation, I will, if elected to the Cook County Board of Review, give this scientific appraisal my wholehearted support to the end that the tax payers may haveconfidence that assessments are fair, equitable and uniform.

I Harry Kohl

DEMOCRATIC CANDIDATE

Member of Board of Review.

October 25, 1926.

Be Sure to Vote November 2

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Vote for These Candidates for Board of Assessors

They Are Pledged to Equitable Assessment

Photographic Reproduction

October 25th, 1926.

TO THE CITIZENS AND TAXPAYERS OF COOK COUNTY:

The Assessor's sole function in the machinery of government is to secure uniformity and equality in the distribution of taxes among the individual taxpayers.

In Cook County, like most other counties, the assessment of real estate has been made by the usual guesswork methods, which haphazard valuations have resulted in over-valuation of the small home owners' property and undervaluation of enormously large real estate holdings and other revenue earning properties.

A radical departure from these old, mysterious and unequal appraisal methods is imperative because of steadily increasing tax rates which place an increasingly heavy burden on the small tax payer and small business man.

The remedy lies in a scientific appraisal, such as was made this year for the City Council and Board of Education of the Chicago Central Business District, so that the uniform, systematic and unprejudiced methods of valuation under expert direction, which have proved their worth in over 100 American cities can be applied to Cook County and provide a basis for a fair and equitable distribution of the tax burden.

We feel that such an appraisal will strengthen public confidence in the whole assessment procedure and we commit ourselves to carry the program outlined in the resolution adopted by the Board of Commissioners of Cook County for such a scientific appraisal.

William J. Connors.
Democratic Candidate for Board of Assessors

Matthew A. Berg Jr.
Democratic Candidate for Board of Assessors

John Clancy
Democratic Candidate for Board of Assessors

Polls Open From 6 A. M. to 4 P. M.

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Every Vote for Martin J. O'Brien Is a Vote Against Harding

Newspaper Publishes Record of George F. Harding

In order that Bulletin readers may have in mind, when they go to the polls next Tuesday, the record of George F. Harding, Republican candidate for County Treasurer, The Bulletin reprints here an article from the Chicago Daily News and an advertisement from the Chicago Daily Journal setting forth Mr. Harding's record.

It should be borne in mind that all taxes collected throughout the year are paid to the County Treasurer, and for more than nine months of the year he is collector as well as the receiver of the taxes.

It is therefore important that the County Treasurer have a clear tax record.

Characterizing George F. Harding as a habitual tax dodger who, while now a candidate for county treasurer, owes the county in excess of $60,000 in back taxes, Henry M. Ashton, former special tax attorney for the board of education, in addressing the Public Ownership League at 19 South LaSalle street at noon today, urged support for Martin J. O'Brien, Mr. Harding's democratic opponent, in the November election.

"In my work as special tax attorney for the board of education during 1924 and 1925 I found there was about $10,000,000 due for back taxes on real estate in the city of Chicago that had been forfeited to the state," Mr. Ashton said. "I found that the person who owned the largest amount of improved property that stood on the tax books as forfeited was the present republican candidate for county treasurer, George F. Harding.

"The printed proceedings of the county board and the records of the county treasurer's office reveal some interesting facts regarding Mr. Harding's taxpaying and nontaxpaying activities during the last two years. In January, 1925, Mr. Harding owed approximately $300,000 for forfeited taxes and penalties. In September, 1925, he submitted to the county board propositions in which he showed that he owed taxes and penalties amounting to $185,544.91. He offered to settle in full for $57,143.35. This settlement was recommended by the state's attorney and approved by the county board on October 5, 1925, and Mr. Harding paid this reduced amount.

Settles $97,000 for $27,000

"On March 15, 1925, Mr. Harding submitted another proposition to the county board showing that he owed for back taxes and penalties on certain property $97,389.23. He offered to settle in full for $27,279.19. This offer was also recommended by the state's attorney and approved by the county board. This was a reduction of about 72 per cent.

"In other words, Mr. Harding paid only about 18 per cent of the taxes that were justly due on this property and that had accumulated for a period of about thirty years.

"I find that Mr. Harding also owes over $33,000 on other pieces of forfeited property for taxes. In other words, the county books show that Mr. Harding stands today as a delinquent for back taxes of more than $60.000.

"Mr. O'Brien promises the same economies as Mr. Harding. Mr. Harding's record as comptroller of Chicago, under Thompson, was not good. He permitted overappropriations and personally attended to the paying out from the city treasury of about $5,000,000 to certain real estate experts. Citizens interested in efficient operation of the county treasurer's office for the next four years should vote for O'Brien."

October 20, 1926. —Daily News.



Rebuke Tax Dodging

The official records show that the building here is owned by the Republican Candidate for County Treasurer. It would cost to rebuild $500,000.

It is fully occupied at a fair rental.

Would not any honest citizen expect to pay taxes of not less than $15,000 or $20,000 per year on this property?

The actual taxes paid on this building last year amounted to less than Two Thousand Dollars ($2,000).

The same facts could be charged with reference to many other buildings owned by him.

It is charged that his "savings" of this character do amount to a million dollars in a four-year term. Is this the reason why he calls himself "SAVE A MILLION?"

If you want to rebuke tax dodging of this kind and insure honest and efficient administration of the office of County Treasurer, you are urged to put a cross in the square before this name in the Democratic column of your official ballot on November 2nd.

Thus:

☒ **Martin J. O'Brien**

Advertisement, Chicago Daily Journal, October 25, 1926.

Be Sure to Vote November 2

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City and School Tax Rate Reduced as Result of Jamestown Appraisal

Chicago May Expect Results Obtained in Eastern City

Of interest to Chicago, whose loop lands and buildings have just been appraised for assessment purposes by the same company, is the report of the appraisal for assessment of the lands and buildings of his city, Samuel A. Carlson, Mayor of Jamestown, N. Y., published in "The American City Magazine" for October, 1926.

The amount of work covered by the Manufacturers' Appraisal Company, author of the Chicago loop report, in the Jamestown appraisal, is approximately that covered in the Chicago loop appraisal and for the same amount of money, $15,000.

The splendid results shown in Jamestown prophesy the results which may be expected from the Chicago loop appraisal and from the proposed appraisal of the entire city. Excerpts from the Jamestown Mayor's report are published below:

The city of Jamestown, N. Y., has just gone through the experience of having two complete reassessments of its real estate, both of which revaluations have been efforts to secure greater equity in the distribution of the tax burden.

For two years past, Director of Assessments Henry T. Krieger, unaided, had studied various plans of scientific assessment and had applied as much of the plans as was possible without the employment of expert assistance. The publication of his revaluations naturally aroused protests from many taxpayers whose assessments had been increased. Assessor Krieger had made his revaluations without public discussion and comparison of views of citizens as to street or building valuations. Although regarding Mr. Krieger as a conscientious and highly capable official, the taxpayers were not prepared for so radical a departure from the old basis as resulted from the Assessor's arduous labors in personally revaluing something like 17,000 lots or parcels of land and the buildings thereon.

CHAMBER OF COMMERCE CONTRIBUTES $15,000

The objections to the assessments were so numerous and so vociferous that the Jamestown Chamber of Commerce undertook to solve the difficulty by contributing $15,000 to a special fund to bo expended by the city for the employment of disinterested experts to assist the assessor in a revaluation of the city real estate. The Chamber of Commerce specified that the Somers System of Land Valuation should be employed, this system having been previously used by assessors aided by experts in nearly 100 cities, and by assessors without expert assistance in many other municipalities.

The status quo in the assessment of real estate is always difficult to overturn. The existing assessments are often the heritage of many years of compromise.

The city authorities of Jamestown, in compliance with the suggestions of the Jamestown Chamber of Commerce, engaged the Manufacturers' Appraisal Company of Philadelphia to furnish expert assistance to the director of assessments for the reassessments. The work required four months' time, employing eight of the company's experts, besides about thirty non-expert building measurers and clerks who were employed locally. The work was accomplished altogether without reference to any previous valuation, on an independent plan. * * *

RESULT SUMMARIZED

In summarizing, let me say that in Jamestown, like most other cities, assessments had been made by the usual guesswork methods, with the result that revenue-earning properties had not contributed an equitable share of the general tax for public expenses. The Somers plan completely revised the assessment method which had been in vogue for years. Street values, with reference to traffic accessibility, desirability, etc., were determined in a scientific manner, and individual property was revalued on the basis of these street values, which were appraised by the Citizens' Committee. Buildings were appraised on the basis of square foot of floor space, according to prevailing reproductive cost, with usual allowance for depreciation, etc.

The city and school tax rate under the Somers assessment roll was reduced from $40 per $1,000 valuation under the old assessment to $20.88 under the new assessment, based on the 1925 budget. On a 60 per cent basis, the total valuations were increased from $31,000,000 to $59,000,000. (It is aimed eventually to bring all property up to a full value.) Notwithstanding the propaganda against the new plan of assessment by those who have been under-assessed, less than 3 per cent of the 10,000 individual taxpayers made complaints, which means that 97 per cent of all taxpayers considered the Somers' assessment entirely satisfactory, and more equitable than any previous assessment.

The Krieger plan was in the main verified by the Somers experts and concurred in by the Advisory Committee. This had the psychological effect of strengthening public confidence in the entire procedure, which was worth to the city many times the cost of the employment of the Somers experts. * * *

Excerpts from Article in the American City, October, 1926.
"More Equitable Taxation by Scientific Assessment of Real Estate."
By Samuel A. Carlson,
Mayor of Jamestown, N. Y.

After Vacation

This bit of pathos must not pass. A lady lost her purse, and was frantically hunting for it.

"What shape was your purse, madam?" asked a sympathetic gentleman.

"Flat," she replied, "I'm a teacher."

—Pittsburgh School Bulletin.

Polls Open From 6 A. M. to 4 P. M.

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Take This to the Voting Booth November 2, 1926

SPECIMEN BALLOT

POLLS OPEN
6 A. M. to 4 P. M.

Candidates Endorsed by The Chicago Teachers' Federation Indicated Below

28

DEMOCRAT BALLOT

FOR UNITED STATES SENATOR

☐ GEORGE E. BRENNAN

FOR STATE TREASURER

☐ SAMUEL L. NELSON

FOR SUPERINTENDENT OF PUBLIC INSTRUCTION

☐ ALEXANDER W. JAMIESON

FOR CLERK OF THE SUPREME COURT

☐ JOHN A. LOGAN, SR.

FOR TRUSTEES OF THE UNIVERSITY OF ILLINOIS

(Three to be Elected)

☐ BEULAH WILSON CAMPBELL
☐ FRANK T. O'HAIR
☐ WILLIAM TRACY ALDEN

FOR REPRESENTATIVES IN CONGRESS—STATE AT LARGE

(Two to be Elected.)

☐ FRANK J. WISE
☐ CHARLES A. KARCH

FOR CLERK OF THE APPELLATE COURT

First District

☒ JAMES W. RYAN

FOR JUDGE OF THE PROBATE COURT OF THE COUNTY OF COOK, ILLINOIS

☐ HENRY HORNER

FOR CLERK OF THE PROBATE COURT OF THE COUNTY OF COOK, ILLINOIS

☐ MITCHELL C. ROBIN

FOR CLERK OF THE CRIMINAL COURT OF THE COUNTY OF COOK, ILLINOIS

☐ PETER J. BRADY

FOR COUNTY SUPERINTENDENT OF SCHOOLS OF THE COUNTY OF COOK, ILLINOIS

☒ **EDWARD J. TOBIN**

FOR MEMBER OF THE BOARD OF REVIEW OF THE COUNTY OF COOK, ILLINOIS

☒ **HARRY KOHL**

FOR ASSESSORS OF THE COUNTY OF COOK, ILLINOIS

(Full Term)

(Two to be Elected)

☒ **WILLIAM J. CONNORS**
☒ **MATTHEW A. BERG, JR.**

FOR ASSESSOR OF THE COUNTY OF COOK, ILLINOIS

(To Fill Vacancy)

☒ **JOHN E. CONROY**

FOR TRUSTEES SANITARY DISTRICT OF CHICAGO, ILLINOIS

REPUBLICAN BALLOT

FOR UNITED STATES SENATOR

☐ FRANK L. SMITH

FOR STATE TREASURER

☐ GARRETT D. KINNEY

FOR SUPERINTENDENT OF PUBLIC INSTRUCTION

☒ **FRANCIS G. BLAIR**

FOR CLERK OF THE SUPREME COURT

☐ CHARLES W. VAIL

FOR TRUSTEES OF THE UNIVERSITY OF ILLINOIS

(Three to be Elected)

☐ LAURA B. EVANS
☐ HELEN MATTHEWS GRIGSBY
☐ WILLIAM L. NOBLE

FOR REPRESENTATIVES IN CONGRESS—STATE AT LARGE

(Two to be Elected.)

☐ HENRY R. RATHBONE
☐ RICHARD YATES

FOR CLERK OF THE APPELLATE COURT

First District

☐ WILLIAM WALTER SCOTT

FOR REPRESENTATIVE IN CONGRESS

..... Congressional District

☐ ELLIOTT W. SPROUL

FOR JUDGE OF THE PROBATE COURT OF THE COUNTY OF COOK, ILLINOIS

☐ THOMAS J. HOLMES

FOR CLERK OF THE PROBATE COURT OF THE COUNTY OF COOK, ILLINOIS

☐ GEORGE HITZMAN

FOR CLERK OF THE CRIMINAL COURT OF THE COUNTY OF COOK, ILLINOIS

☐ JOHN H. PASSMORE

FOR COUNTY SUPERINTENDENT OF SCHOOLS OF THE COUNTY OF COOK, ILLINOIS

☐ MINNIE WHITHAM

FOR MEMBER OF THE BOARD OF REVIEW OF THE COUNTY OF COOK, ILLINOIS

☐ CHARLES V. BARRETT

FOR ASSESSORS OF THE COUNTY OF COOK, ILLINOIS

(Full Term)

(Two to be Elected)

☐ ADAM WOLF
☐ GENE G. OLIVER

FOR ASSESSOR OF THE COUNTY OF COOK, ILLINOIS

(To Fill Vacancy)

☐ TITUS HAFFA

FOR TRUSTEES SANITARY DISTRICT OF CHICAGO, ILLINOIS

(Three to be Elected)

☐ LAWRENCE F. KING
☐ MORRIS ELLER
☐ CHARLES E. GRAYDON

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FOR CONGRESS

..... Congressional District

☐

FOR STATE SENATOR

..... Senatorial District

FOR REPRESENTATIVES IN GENERAL ASSEMBLY

..... Senatorial District

(Vote for One, Two or Three)

☐

FOR COUNTY JUDGE OF THE COUNTY OF COOK, ILLINOIS

☒ EDMUND K. JARECKI

FOR SHERIFF OF THE COUNTY OF COOK, ILLINOIS

☒ P. J. CARR

FOR COUNTY CLERK AND CLERK OF THE COUNTY COURT OF THE COUNTY OF COOK, ILLINOIS

☒ ROBERT M. SWEITZER

FOR TREASURER OF THE COUNTY OF COOK, ILLINOIS

☒ MARTIN J. O'BRIEN

☒ JOHN J. TOUHY

☐ FRANK F. ROEDER

☐ GEORGE HULL PORTER

FOR PRESIDENT OF THE BOARD OF COUNTY COMMISSIONERS OF THE COUNTY OF COOK, ILLINOIS

☒ ANTON J. CERMAK

FOR COUNTY COMMISSIONERS OF THE COUNTY OF COOK, ILLINOIS

(From the City of Chicago)

(Ten to be Elected)

☒ ANTON J. CERMAK

☒ EMMET WHEALAN

☒ JOSEPH M. FITZGERALD

☒ DANIEL RYAN, JR.

☒ MAURICE F. KAVANAGH

☐ ARTHUR P. O'BRIEN

☒ FRANK J. WILSON

☒ MRS. E. W. BEMIS

☐ JOSEPH PRYBYLO

☐ CARMEN VACCO

FOR STATE SENATOR

..... Senatorial District

☐

FOR REPRESENTATIVES IN GENERAL ASSEMBLY

..... Senatorial District

(Vote for One, Two or Three)

☐

FOR COUNTY JUDGE OF THE COUNTY OF COOK, ILLINOIS

☐ JOSEPH P. SAVAGE

FOR SHERIFF OF THE COUNTY OF COOK, ILLINOIS

☐ GEORGE B. ARNOLD

FOR COUNTY CLERK AND CLERK OF THE COUNTY COURT OF THE COUNTY OF COOK, ILLINOIS

☐ LeROY MILLNER

FOR TREASURER OF THE COUNTY OF COOK, ILLINOIS

☐ GEORGE F. HARDING

FOR PRESIDENT OF THE BOARD OF COUNTY COMMISSIONERS OF THE COUNTY OF COOK, ILLINOIS

☐ FRANCIS L. BOUTELL

FOR COUNTY COMMISSIONERS OF THE COUNTY OF COOK, ILLINOIS

(From the City of Chicago)

(Ten to be Elected)

☐ FRANCIS L. BOUTELL

☐ CHARLES S. PETERSON

☒ JOHN W. GIBSON

☐ ANDREW C. METZGER

☐ LOUIS NETTELHORST

☐ HARRY A. NEWBY

☐ JOHN A. PELKA

☐ LOUIS E. GOLAN

☐ CHARLES L. GERDS

☐ HENRY S. GOINS

CANDIDATES WITH FAVORABLE RECORDS ON TEACHERS' MEASURES

The following is a list of candidates whose names will appear on the above large ballot, or on the separate ballot for Judges of the Municipal Court, at the election on November 2nd. These candidates have all been members of the City Council or the Legislature, or in some other public office in which they have been friends of the teachers and their measures and have worked for the teachers' interests and the interests of the schools, as shown by their records.

It is the policy of the Federation when public officials with favorable records are candidates for election to other offices, to let the teachers know about their favorable records and to ask for these candidates the same favorable consideration that they have given to the teachers and their measures in the past.

NAME	FORMERLY	NOW CANDIDATE FOR
EDWARD J. GLACKIN	Member of the Illinois State Senate.	Congressman, Third Congressional District.
JAMES W. RYAN	Member of the House of Representatives, Springfield.	Clerk of the Appellate Court, First District (Chicago).
P. J. CARR	Now County Treasurer. He advocated bills in the Legislature that have resulted in increase of revenue of the educational fund.	Sheriff of Cook County.
JOHN J. TOUHY	Now Member of the City Council.	Trustee of the Sanitary District.
JAMES J. O'TOOLE	Member of Legislature, House of Representatives.	Re-election to Municipal Court (on separate ballot).
THOS. F. REILLY	Member of the last Legislature.	Municipal Court Judge (on separate ballot).

Labor and State Teachers' Association Recommend Legislative Candidates

Records as Indicated by Robert C. Moore and Victor Olander Published

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 election 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 October 16, 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 "Re-elect" or "Defeat"—blank means no recommendation, or if marked "New," no legislative record.

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:

CHICAGO AND NEARBY DISTRICTS

DISTRICT 1—Parts of Wards 1, 2 and 11

	Record on Educational Bills	Recommendations of Labor
Roy C. Wood	....	.....
Adolph Marks, R.	Fair	.....
Charles A. Griffin, R.	Good	.....
Sheadrick B. Turner, R.	Neutral	.....
John Griffin, D.	Excellent	.....

DISTRICT 2—Parts of Wards 25, 26, 27 and 28

(No election of Senator)		
Peter S. Krump, R.	Fair	Re-elect
Frank Ryan, D.	Good	Re-elect
Harry C. Van Norman, D.	Fair	Re-elect

DISTRICT 3—Parts of Wards 1, 2, 3, 11 and 13

	Record on Educational Bills	Recommendations of Labor
Adelbert H. Roberts, R.	Good	Defeat
Warren B. Douglas, R.	Fair	Re-elect
George T. Kersey, R.	Fair	Re-elect
George G. Noonan, D.	Good	Re-elect

DISTRICT 4—Ward 14 and parts of 3, 12, 13, 15 and 17

(No election of Senator)		
Elmer N. Holmgren	New	.....
James P. Boyle, D.	Fair	Re-elect
Thomas J. O'Grady, D.	Good	Re-elect

DISTRICT 5—Wards 4 and 5 and parts of 3, 6, 8, 17

Bernard J. Kerwin, D.	New	.....
Robert Deblois, R.	New	.....
Katherine H. Goode, R.	Good	Re-elect
Sidney Lyon, R.	Fair	Defeat
Michael L. Igoe, D.	Excellent	Elect
Herman Forel,	New	.....

DISTRICT 6—Ward 45 and parts of 43, 44, 46, 47, 48, 49, 50 and parts of Evanston

(No election for Senator)		
Ralph E. Church, R.	Poor	Defeat
Emil A. W. Johnson	Good	.....
Charles H. Weber, D.	Fair	.....
Morris Lynchenheim, R.	New	.....

DISTRICT 7—Parts of Wards 12, 15, 19, 41

Arthur A. Huebsch,	New	Elect
Howard P. Castle, R.	Poor	Defeat
Martin H. Finneran, D.	Good	Re-elect
William F. Propper, R.	New	Elect

DISTRICT 8—Lake Forest

(No election of Senator)		
Charles H. Francis, R.	Fair	Defeat
N. L. Jackson, R.	Neutral	Defeat
William F. Weiss, R.	Fair	Defeat

DISTRICT 9—Parts of Wards 11, 12, 13, 21, 22

Patrick J. Carroll, D.	Good	Re-elect
David I. Swanson, R.	Fair	.....
William J. Gormley, D.	Good	Re-elect
Joseph Placek, D.	Neutral	Re-elect

DISTRICT 11—Wards 16, 18 and parts of 8, 15, 17, 19

David I. Swanson, R.	Fair	.....
John M. Lee, D.	Excellent	Elect
Calvin T. Weeks	New	Elect

DISTRICT 13—Wards 7, 9, 10 and parts of 6, 8, 19 and Town of Calumet

Harry W. Starr, R.	New	Elect
Elmer J. Schnackenberg	Fair	Defeat
Theo. D. Smith, R.	Fair	Defeat
William W. Powers, D.	Good	Re-elect

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DISTRICT 14—Aurora Senator: No election	Record on Educational Bills	Recommendations of Labor
Ralph H. Hoar, R.	Fair	Defeat
Frank A. McCarthy, R.	Excellent	Re-elect
John M. Peffers, R.	Neutral	Defeat

DISTRICT 15—Parts of Wards 20, 21, 26		
John J. Boehm, D.	Excellent	Re-elect
Thomas Curran, R.	Neutral	Re-elect
Matt Franz, D.	Fair	Re-elect
Joseph Perina, D.	Good	Re-elect

DISTRICT 17—		
Senator: No recommendation		
William V. Pacelli, R.	Fair	Re-elect
Chas. Coia, D.	Poor	Re-elect
Jacob W. Epstein, D.	Good	.....

DISTRICT 19—Wards 23, 24, 29 and parts of 21, 22, 23, 25, 28, 30		
John T. Denvir, D.	Excellent	Re-elect
Charles E. Marinier, R.	Good	Re-elect
Harry I. Weisbrod, R.	Fair	Defeat
John R. McSweeney, D.	Good	Re-elect
Walter F. Gallas, D.	Good	Re-elect

DISTRICT 21—Parts of Wards 28, 30, 31, 32, 37		
Edward J. Hughes, D.	Excellent	Re-elect
Frederick J. Bippus, R.	Good	Defeat
Benjamin M. Mitchell, D.	Good	Elect

DISTRICT 23—Parts of Wards 30, 32, 33, 34, 35, 36, 37	Record on Educational Bills	Recommendations of Labor
Lowell B. Mason, R.	Fair	Defeat
Edward M. Overland, R.	Neutral	Defeat
Fred W. Hrdlicka, D.	Good	Re-elect

DISTRICT 25—Wards 38, 39, 40 and parts of 33, 34, 35, 36, 37, 41, 47, 50		
Daniel Webster, R.	Fair	Elect
Mrs. Rena Elrod, R.	Fair	Re-elect
Theodore Steinert, R.	Fair	Defeat
John G. Jacobson, D.	Good	Re-elect

DISTRICT 27—Parts of Wards 27, 31, 33		
A. L. Auth, D.	Fair	Re-elect
William Lipka, D.	Fair	Re-elect

DISTRICT 29—Parts of Wards 42, 43		
John T. Joyce, R.	Good	Re-elect
Michael R. Durso, R.	Good	Re-elect
Ernest W. Turner, R.	Neutral	Re-elect
Lawrence C. O'Brien, D.	Fair	Re-elect

DISTRICT 31—Parts of Wards 42, 43, 44, 46, 48, 49		
Herman J. Haenisch, R.	Good	.....

DISTRICT 41—Joliet, Downers Grove, Wilmington		
Richard J. Barr, R.	Excellent	Re-elect
Lottie Holman O'Neill, R.	Excellent	Re-elect
John L. Walker, R.	Good	
Michael F. Hennebry, D.	Fair	Re-elect

Ten Issues to Appear on November Ballot

Chicago Teachers' Federation Endorses Proposed Tax Amendment

In addition to the names of candidates for office, there will be 10 propositions on the November ballot.

They are:

Tax amendment to the State Constitution—Vote YE.

Six bond issues for roads, bridges, improvements and a new jail.

Daylight Saving Law.

Modification of the Volstead Act.

Leasing the Illinois and Michigan Canal.

The only issue on which the Chicago Teachers' Federation has taken a position is on the proposal to amend the Constitution. The Federation has endorsed the amendment.

A communication from the Illinois State Teachers' Association says, "Teachers are advocating (1) the ratification of the proposed tax amendment so that a more equitable and enforceable tax system can be provided."

Here is a list of the candidates for these offices, so important to teachers and the public, recommended by the Chicago Teachers' Federation. The teachers will find a cross in the square before the names of these candidates on the ballot in this Bulletin:

FOR STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
FRANCIS G. BLAIR

FOR COUNTY JUDGE
JUDGE EDMUND K. JARECKI

FOR COUNTY TREASURER
MARTIN J. O'BRIEN

FOR COUNTY CLERK
ROBERT M. SWEITZER

FOR COUNTY SUPERINTENDENT OF SCHOOLS
EDWARD J. TOBIN

FOR ASSESSORS
WILLIAM J. CONNORS
MATTHEW A. BERG
JOHN E. CONROY

FOR MEMBER OF BOARD OF REVIEW
HARRY KOHL

Polls Open From 6 A. M. to 4 P. M.

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Legal Opinion Indicates Pension Commission Has Right to Investigate Teachers' Fund

No Teachers' Representative Is on Pension Commission of Chicago

The opinion of Leon Hornstein, first assistant corporation counsel, printed below, indicates that the teachers' pension fund is to be included in the inquiry which is being made into pension matters by the Pension Commission of Chicago.

There is no representative of the teachers on this Pension Commission.

Following is the opinion:

CITY OF CHICAGO
Department of Law

OPINION NO. 1661. October 7, 1926.

In re Scope of Study of Pension Matters by Pension Commission of Chicago.

Mr. George C. Sikes,
SECRETARY PENSION COMMISSION OF CHICAGO.

Dear Sir:

Your letter concerning the resolution offered on behalf of the teachers at a recent meeting of the Pension Commission of the City of Chicago, and asking for an opinion thereon, was referred to the writer for attention.

You state that at the said meeting Mr. I. T. Greenacre, representing the teachers, spoke against the Pension Commission making recommendations for amendments to the Chicago Teachers' Pension Law, and offered the following resolution:

"RESOLVED, By the Pension Commission of Chicago that the authority granted to the Commission by the City Council on May 13, 1925, '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,' does not include authority to make findings and recommendations to the City Council recommending amendments to the Chicago Teachers' Pension Law."

You further state that, after considerable discussion of the subject, it was determined that the Corporation Counsel should be asked for an opinion as to the right of the commission to inquire into the management of the Chicago Teachers' Pension Fund, Chicago Public Library Pension Fund, and House of Correction Pension Fund, and to make recommendations concerning such funds.

The order of the City Council under which the Pension Commission was appointed was passed on May 13, 1925. (Council Journal p. 251.) It contained a preamble reciting, among other things, that there were a number of bills pending before the Legislature bearing on pensions of municipal employes, that the various pension funds aggregated large sums, and that the taxpayers were interested in an intelligent, business-like and honest administration by the various pension boards.

This was followed by the order, which reads:

"ORDERED, That His Honor the Mayor is hereby directed 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."

It would seem from the wording of the order that it was the intention of the City Council that the Commission should make a study of all pension matters in which the people of the City are interested, regardless of where the control or seat of power with respect to each individual fund is lodged, and then to make such recommendations as it deems proper as to any or all of them.

There is nothing unusual or improper in the City Council making recommendations for legislation which affect the people of the City as distinguished from the municipality as a corporate entity. The tax-payers of the City are necessarily concerned, and any law which affects them has such a distinct and positive bearing on the affairs of the municipality that the Council is justified in making investigations and recommending legislation relative thereto.

Hence, viewed broadly, there can be no question of the right of the Commission to inquire into the management of the various pension funds mentioned. Such inquiry, in the case of the Library fund and the House of Correction fund, may even partake of the nature of an investigation into expenditures, and an examination of accounts, since these are branches of the City Government for which the officers of the City Council are in a large degree responsible. A somewhat different status exists with respect to the School Pension Fund, that being under the jurisdiction of the Board of Education, which is defined by statute as a body politic and corporate. It is doubtful whether the Commission would be justified in demanding statements or an exhibition of accounts or minutes of meetings as to this fund, though it may make such inquiry as is within its reach and examine available data. So far as recommendations for legislation as to such matters are concerned, however, we know of no limitation on the City Council, and we believe the Council by the resolution above quoted has authorized the Commission to go into the subject.

The writer interviewed Mr. Greenacre in regard to his attitude, and it would seem that he urges two points. One of these is that the City Council, while it has the power itself to extend the scope of the inquiry to the Teachers' Pension Fund, has not conferred such power on the Commission. To this we cannot agree, as we have already shown.

The other point is that it had been indicated to those interested in the Teachers' Pension Fund that no recommendations as to legislation would be made without giving them a hearing, but that it was now the intention to make such recommendations without such hearing. With this, of course, this department has nothing to do, and no legal question is involved. It would seem as though inquiry had been made on this point and that the Mayor was informed from this department that the author of the resolution had no intention of making an investigation of the Teachers' Pension Fund. (See letter addressed to the Mayor under date of March 9, 1926.)

Yours truly, (Signed) LEON HORNSTEIN,
First Assistant Corporation Counsel.

APPROVED: (Signed) FRANCIS X. BUSCH,
Corporation Counsel.

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Teachers' Tenure Takes a Turn— N. E. A. Finds It Praiseworthy

Time Was When Tenure Was Frowned Upon

In these days when officially or unofficially, Chicago teachers' tenure is being attacked under the guise of soft "retirement" phrases, reports of the encomiums heaped upon tenure for teachers at the convention of the N. E. A. last summer come as refreshing breezes on a sultry day.

Foremost educators voiced their approval of tenure at the Philadelphia convention as printed in the official Bulletin of the Cincinnati Teachers' Association.

Especially interesting is the reaction of the N. E. A. convention in view of the fact that only five years ago—1920 in Utah—Professor Driggs of the University of Utah, and Hugh Magill with the help of the Mormon U. S. Senator and the Mormon church were reorganizing the N. E. A. under suspension of the rules.

After the reorganization was effected and they had obtained all they wanted from the teachers, they showed their mailed fist and the member of the Resolutions Committee who presented the report, announced that the Resolutions Committee had refused to present a resolution recommending tenure for teachers because the majority of the Committee believed that the best safeguard for teachers' tenure was efficiency.

Even the Salt Lake City newspapers carried a "screamer" headline, "Superintendents Steam Roller Teachers."

The Chicago Teachers' Federation was largely instrumental in obtaining for Chicago teachers the protection of the tenure law and it did it not without a struggle.

How little understood were the efforts made before the Legislature on behalf of the tenure bill is best evidenced by the retort of an old "Tarrier" with a Hibernian flavor to his accent who had found his place in the sun—and in the Legislature—and who was approached by representatives of the Federation to give his vote to the tenure bill.

"Give the teachers tin years. Sure I will. I'll give them twinty years if they want it," he said.

Following is a praiseworthy reaction to the subject of teacher tenure as published in the September, 1926, Official Bulletin of the Cincinnati Teachers' Association:

Teacher tenure is now a nation-wide subject of the most vital and abiding interest. It will be acted upon in more than a score of State Legislatures this year. Many outstanding educators, have openly committed themselves as favorable to tenure. Interest in the matter is further evidenced by the large number of articles that have been published concerning it within the past six years. Indeed teacher tenure has become a social question of colossal import.

A few of the main arguments for tenure are as follows: A practice of indefinite appointment protects teachers from political intrigue. It renders dismissal for petty, partisan, or personal reasons much more difficult. The movement for teacher tenure legislation is the result of the invasion by the spoils system of the teaching profession. Systems of salary increases or retirement allowances are often rendered ineffective by the existing turnover in the teaching profession. And the tenure problem is closely allied with the matter of pensions, salaries, and the preparation of teachers.

One of the most spirited discussions on the floor of the N. E. A. Convention last summer related to this important question. No speech attracted more attention than that of Miss Anna L. Peterson, Vice-President of our C. T. A. Her comments in part follow:

Why does every State need a tenure law? To protect the efficient teacher from political intrigue and dismissal for petty, personal, or party reasons and to provide the machinery for the removal of the incompetent and the time server.

Ever since the World War, conservation has been the word of the hour, yet in only eleven (11) States of this Union have legal measures been taken to conserve the teacher power of the nation.

Salary increases alone are not sufficient to secure and hold capable teachers in our schools. In this twentieth century efficient, earnest young men and women of birth, breeding, and education will not be attracted to a calling which receives scant recognition of its worth to the community and offers no security of position.

State pension laws are rendered ineffective by the annual turnover in the teaching profession.

A transient teacher contributes less than one who remains long enough to appreciate the needs of the community and to build his life into the life of that community.

(Continued on next page)

Polls Open From 6 A. M. to 4 P. M.

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English As She Is Spoke

(With apologies to K. C. B.)

It was language period
In the second grade,
And we were playing
A language game
To learn to use "I am not"
Instead of "I aint."
And one little boy
Thought of a flower
And called on different ones to
Guess what flower he was;
And when they said
"Are you a daisy?"
He said, "No, I am not a daisy."
And so on until
The right flower was guessed.
And thus the game continued
For ten minutes,
And not one
Had said, "No, I ain't."
And teacher had begun to feel
Life was worth living after all,
And the last little girl
Was it,
And she thought of a flower
No one could guess
For a good many guesses,
But finally,
One bright lad hit it,
And so the game
Was over,
And we passed out for lunch,
And Josephine,
A wee Polish maiden,
Rushed up to me,
All enthused with eyes dancing,
and said,
"Mary was a pansy, ain't it, Miss R.?"
And I ask you
Ain't it awful?

—D. M. R.

—Hammond Teachers' Bulletin.
(Reprinted from Pittsburgh School Bulletin.)

Teachers' Tenure

(Continued from previous page)

Again, no teacher who serves in fear can train fearless citizens for a democracy. "Rank imposes obligation." Teachers should be molders of public opinion. They should be free to make their contribution to civic life.

Teaching will never rank with the professions of law and medicine until teachers themselves enforce higher standards of preparation and insist upon the elimination of the unfit. Efficient teachers must demand more generous recognition of their service to the State.

Granting tenure to well-trained teachers after a reasonable period of probation—say two or three years—is a just reward for faithful and efficient service, rather than a legal right. Tenure should not be accorded to all teachers.

Enactment of such a law makes possible the elimination of the incompetent teacher. Moreover, it puts the burden of responsibility where it belongs—upon the shoulders of superintendents and officers of adminstration.

Official Bulletin, Cincinnati Teachers' Association, September, 1926.

Too True

Teacher—"Why is it that lightning never strikes twice in the same place?"

Jimmy—"Because after it hits it onct, the place ain't there."

—Pittsburgh School Bulletin.

Pension Ballots Break All Records

Two Trustees of Pension Board Elected

The largest vote in pension history characterized the annual election for two members of the Board of Trustees of the Teachers' Pension Fund held Friday, October 8, 1926.

Although there was no contest, 9,381 ballots were cast. Miss Mary E. Dutton received 9,075 votes and Miss Wilma Rhinesmith received 8,876 votes.

FAITHLESS WOMAN

"Ah's been prayin' for bettah times," announced Jake.

"'Twould be bettah ef yo' was to wo'k some," advised his wife.

"Mandy!" exclaimed Jake, reproachfully, "Is yo' back-slidin'?" — American Legion Weekly.

Speaking of Syntax

Teacher (in English Class): "Johnny, take this sentence: 'Lead the cow from the pasture.' What mood?"

Johnny: "The cow, Miss Brown."

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Now Is the Time for All Brave Men and True to Come to the Aid of the Bulletin

Bulletin Management Committee Asks for Your Subscriptions NOW

The Steady Subscriber

(Tune of the Old Oaken Bucket)

How dear to our heart is the steady subscriber,
Who pays in advance of the birth of the year,
Who lays down the money and does it quite gladly,
And casts round the office a halo of cheer.
He never says, "Stop it; I cannot afford it,
I'm getting more magazines now than I read."
But always says, "Send it; our people all like it—
In fact we all think it a help and a need."
How welcome his check when it reaches our sanctum;
How it makes our heart throb; how it makes our heart dance!
We outwardly thank him; we inwardly bless him—
The steady subscriber who pays in advance.

—Arizona Teacher and Home Journal
September, 1926.

With this issue of Margaret Haley's Bulletin, the Bulletin Management Committee makes an appeal to the teachers to pay their subscriptions for The Bulletin for 1926-27.

The response in previous years has been splendid and the teachers through their loyal support have made the Bulletin possible, as its maintenance depends largely upon their subscriptions.

Publishing costs are high and returns from advertising relatively small. It is on the subscriptions which The Bulletin depends.

The Bulletin is not operated for profit. It is not self-supporting. Since its establishment it has been supported by the teachers.

Every teacher in Chicago receives it. It brings to them accurate, official information which enables them to understand the school situation thoroughly. It makes a permanent record of documents and transactions invaluable in the present school crisis.

At this time when school activities are being curtailed, when the voice of the teachers in their official councils has been silenced, when teachers' tenure is being attacked, teachers' pension being assailed and teachers' salaries threatened, it is of ultimate importance that the teachers be informed and be well informed on the status of these questions in which they are so vitally interested.

The Bulletin is in a position to give the teachers this information as no other publication is. Stenographic reports, official correspondence and other records, making these transactions not a matter of guesswork or hearsay, and not available elsewhere, are published in The Bulletin.

The Bulletin represents the teachers' interests. The manager and editor of The Bulletin is the teachers' representative. The Bulletin is a forceful weapon in forestalling gestures whose temporary effect may blind the teachers to the real facts. The Bulletin is a handbook which the teachers especially in the coming months cannot afford to be without.

If you receive it, and every teacher does, and read it, you owe it two dollars, a price which hardly covers cost of paper and postage. If you have paid your two dollars, you are receiving information which is priceless, and which you can obtain nowhere else, at the rate of ten cents an issue. You owe it to yourself to fulfill your obligation to the Bulletin. Will you please do it now?

The Bulletin was established in April, 1925, to take the place of printed information at a time when the Superintendent and the then Board of Education threatened to take from the teachers the right to receive this printed material in the schools. That proposition is still pending. The Bulletin was placed under the present management in order to avoid the possibility of penalizing the teachers for printing information not otherwise accessible to them.

The teachers should realize that the Bulletin is THEIRS. It is under the present management only because conditions made any other course seem inadvisable.

If you have paid—we thank you.

If you have not, will you please send your two dollars now with the subscription blank printed in this issue.

You have never failed us. We are depending upon you now.

Sincerely and gratefully,
Bulletin Management Committee

"Some don't get nothin'" from It
So when their whines begin,
We often must remind them, that
They don't put 'nuthin' in.

—Pittsburgh School Journal.

Polls Open From 6 A. M. to 4 P. M.

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Shoulders to the Wheel

"Enclosed you will find a check for——* * * It is needless for me to say that I enjoy every copy, also that I am glad to keep in touch with the joys and sorrows of the Chicago teachers, through its pages. I am pleased to know the good work is still kept up though it does seem strange it is so difficult for the 'Powers that be' to learn a lesson from past experiences. Wishing you and all the teachers every success. I am, E. R. Mc."

"Please find check for subscription to your Bulletin enclosed. The first issue of the year is very illuminating and plainly shows why a certain 'Lookout' had no vacation. The Bulletin fills a long felt want. I read every word of it with the keenest interest. God speed the Bulletin and its doughty little editor. M. A. F."

"Enclosed find check for my subscription for the current year. You ought to charge three dollars for the subscription. C. A. C."

"We wish to thank you for the courtesy of an exchange of publications for the year 1925-26 and hope it may be extended to 1926-27. Your publication is most valuable to us because it reflects the educational ideals of your section of the country. * * * National League of Teachers' Associations, Minneapolis, Minn."

"Enclosed please find check for ten dollars for my subscription to the Bulletin, the rest a donation. The Bulletin must be continued at all costs. If you need more, I hope it may be my privilege to help."—I. G. S.

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

Speaking of Economy

(From the Bloomington, Ill., Pantagraph)

While the cry of economy in government is going up all over the land, let us commend all our fellow citizens to the fine example which the board of education at Joliet has set. That body, like some other boards of education which we might mention, has found it necessary to cut expenses down to the last farthing, if the board should happen to get a farthing among its tax receipts. Its streak of economy has been brought down even to the methods of getting rid of the mice which infest the store rooms and offices of the school houses.

One of the members advised buying a cat to catch the mice. Then somebody suggested that the janitor would have to return to the school house each night before going to bed, to put the cat out.

Mouse traps were then suggested. But what sort of mouse traps? Superintendent Perrin, a former Normal man, suggested that the circular trap be used, where one bait in the center of the trap will attract six different mice entering the trap by six different circular holes around the circumference of the trap. Thus the maintenance cost of the mouse traps would be minimized, for one piece of cheese would catch six mice. What could be cheaper? The circular trap was bought, thus saving 50 cents per year on the cost of cheese for bait. In the words of the Scotchman "Monny a mickle makes a muckle."

What Indeed

A grocer advertised for a boy to run errands. He desired a reliable boy for the work so decided to question the applicant. "What would you do if you had a million dollars?" "Oh gee! I dunno. I didn't know I would get that much," was the radiant answer.

Music Teacher: "What are pauses, Mary?"
Little Mary: "They grow on cats."
—**The Portland Grade Teachers' Ass'n Bulletin.**

Be Sure to Vote November 2

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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.

Senator Robert M. LaFollette, Jr., of Wisconsin, youngest United States Senator will discuss "Vital Issues Before the Country," November 7, so the Chicago Forum announces. The Forum's series of lectures will open October 31 with a symposium "The Conflict Between State and Church in Mexico." The sessions throughout the winter will be Sunday afternoons at 3:15 o'clock in the Erlanger Theater.

The annual business meeting of Chicago Division, Illinois State Teachers' Association will be held Saturday morning, October 30, at 9:30 o'clock in Fullerton Hall, Art Institute. Discussion of the proposed tax relief amendment to the state Constitution, election of officers and delegates and consideration of reports will feature the meeting to which admission will be by membership card.

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.

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Be Sure to Vote November 2

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No 23'26

VOL. IV

Margaret Haley's BULLETIN

NO. 4

Chicago, Ill. 28 November 16, 1926

November

At morn:
The meadow and the fields a-gem with frost,
The east a yellow flag with scarlet crossed,
The sky a crown with fainting stars embossed
And air that makes the very heart new born—
At morn!

At noon:
The meadow and the fields a greenish dun,
The sky a turquoise sea around the sun,
The breeze ajar with perfumes overrun,
And air that seems like springtime come too soon—
At noon!

At night:
The meadow and the fields adrift in mist,
The woods a rattling throng where wild things list,
The sky a star-flecked arch by moonbeams kissed,
And air that warns of Frost King's icy bite—
At night!

JACK LOWELL.

The Bulletin of The Classroom Teachers' Association,
Minneapolis, Minn., November, 1926.

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MARGARET HALEY'S BULLETIN

VOL. 4. No. 4 November 16, 1926 Page 63

Miss Baird, Teachers' Representative, Tells of Trip Abroad

Discusses Jefferson Memorial Tour to Old World

(From Stenographic Report of Meeting of Chicago Teachers' Federation, October 16, 1926, Capitol Building)

Miss Baird: From the National Educational Association at Philadelphia I went down to Monticello, partly because I thought I could not very well start on this mission unless I had been to Monticello. I was glad afterwards that the thing presented itself to me in that way because several of the men that we met in Europe were very much interested in this Jefferson movement and they were very much interested in Monticello. They wanted to know all about the building, the house and so forth, and I was glad I had first hand information about it.

A letter was sent by Secretary Kellogg to the different consulates in Europe, telling them that we were coming and asking them to do what they could for us. Very often we were met by the American Consul and sometimes Vice-consuls with him and sometimes other officials also met us. Sometimes they did not meet us at the train but called on us very promptly. Occasionally they called on us before we really arrived. That made complications, if we wanted to accept the invitations which they made for us because our time was short and most of the people in the group were so interested in sight-seeing that they began to be a little unwilling to give up the time to formal receptions which had little interest in them except the formality and meeting the people who were there.

I arrived in Monticello on Saturday night, July 3rd, and the special national exercises were for Sunday, July 4th. There were there, of course, descendants from all the famous old colonial families. There is a beautiful new hotel at Charlottesville near Monticello. Probably it was built because of the fact that so many people are now going down there to visit.

The Hotel Monticello, of course, was filled with these people. They were expecting me. They were considerate of me, because I represented several thousand teachers and the Foundation appreciated the fact that teachers hold a strategic point with regard to developing interest in a matter like this, buying the home at Monticello, bringing up again all the Jeffersonian traditions and the interest in him and the study of his life and the doctrines that he promulgated and so forth.

There was a memorial march the next day from the eastern portico of Monticello itself to the tomb, and I was given the wreath that was sent by their Educational Department, to lay upon the tomb because I represented the teachers here in Chicago.

Miss Walker of Pittsburgh was the leader of the party. She is the President of the Pittsburgh Teachers' Association, and in Pittsburgh, I understand, the superintendent was the most active supporter of the Monticello movement. The foundation felt that Dr. Davidson had done a great deal for the movement, and Miss Walker was a splendid woman to have as the leader of the group.

When the foundation began this movement in regard to Monticello they found that the literature they had was unsatisfactory. The things they might wish to have read were perhaps hidden in large heavy books and so unavailable. For this reason they began a series of Monticello papers. One of them contained the important things that Jefferson said about the matter of education. It has a picture of Jefferson inserted, a beautiful copy of this painting of him dressed in sable coat which was a gift from Kosciusko. I have postcards also that show the interior of the house as well as the exterior.

(Continued on Page 70)

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From the Masthead by The Lookout



What Price Harmony!

To the Teachers of Chicago:

A statement made recently by a member of the Union League Club throws light on the origin of the so-called Emeritus Service Rule adopted by the Board of Education on December 9, 1925, and now being tested in the courts in two cases referred to elsewhere in this issue of the Bulletin.

The statement was repeated to the writer of this report on the 24th day of last September, two days after the hearing in the Armstrong case against this Rule had closed and the decision had been rendered by Judge Friend sustaining the legality of the Rule. The alleged facts in the statement of the Union League Club member were not brought before the court.

If confirmed by the Supreme Court the decision of Judge Friend may practically nullify the Teachers' Tenure Law.

Many teachers question the origin of this so-called Emeritus Service Rule. They believe that it "was conceived in sin and born in iniquity" and adopted by a preeminently respectable Board of Education in order to preserve the much mooted, much tooted harmony between the Board and the Superintendent at a time when the Peace-at-Any-Price Program, to which the Board seems irrevocably committed, was seriously threatened. This statement from the Union League Club Member will confirm that belief.

Here is the statement substantially as told the writer by a distinguished member of the Chicago Bar who happened to meet the writer on the street about six weeks ago, that is, on September 24th. He said he was in the Union League Club a few days before, sitting among a group of members of the Club who had assembled informally and he heard one of the members of the Club make substantially the following statement:

That about a year ago the Board of Education had refused to reelect Wm. H. Campbell, the member of the Board of Examiners recommended by the Superintendent of Schools, and the Board had directed the Superintendent to make another recommendation, which the Superintendent had declined to do; that members of the Union League Club, acting on behalf of a committee of the Club, tendered the good offices of the Committee to members of the Board of Education and to the Superintendent of Schools to settle the dispute; that the offer was accepted by both parties; that the Emeritus Service Rule was then drafted and submitted to the Superintendent and Board members and was accepted by both as a compromise measure which would provide a means of honorable retirement for Mr. Campbell and thus avert the clash between the Board and the Superintendent which the maker of the statement and other members of the Club believed would result in the Superintendent resigning or being ousted by the Board; that members of the Union League Club had caused this Emeritus Service Rule to be drafted and had made this effort to secure its adoption by the Board of Education in order that Chicago might not lose the Superintendent and in order that the Board and the

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Superintendent might continue to work harmoniously.

The member of the Chicago Bar who related this story to the writer said he watched the faces of the listeners, particularly the lawyers present, as their fellow club member made this astounding statement; and as he watched he wondered how many of these men realized that the enactment of a rule or ordinance or law by a public body, under the circumstances, and with the motives, and for the consideration which this Union League Club member said were present in the enactment of this Emeritus Service Rule, placed such an enactment on the same footing, under the law, as rules, ordinances and laws secured by bribery or any other unlawful consideration. He said that he had no doubt that a court would declare a rule so framed and enacted illegal, null and void, if the facts as stated by that member of the Union League Club were made known to the Court in a hearing on such Rule.

He said there were many court decisions in cases in which enactments were held by the Courts to be illegal, null and void because of motives and considerations used in securing such enactments, which motives and considerations fell into the same category as the motives and considerations that were said to influence the framing and enactment of this Emeritus Service Rule. He discussed the statement of the Union League Club Member at length and in detail and also the manner in which the story was told and received. He seemed very much impressed with the seriousness of the situation and its outcome. He seemed to have no doubt at all what a court would do under the circumstances, if the facts alleged were brought to the attention of the court and established.

The writer of this report told this story of the origin of the Emeritus Service Rule to the Emeritus Service Principals and teachers and their friends at a dinner at the City Club recently. They had come to hear Mr. Armstrong and others explain the effect of Judge Friend's decision on the tenure of the teachers still active in the service as well as on their own status. Mr. Armstrong and other speakers explained how the attorney for the Board of Education, Mr. Righeimer, argued that under the tenure law, the Board of Education may retire teachers from the service in two ways. One way is by making rules governing conduct and efficiency and retiring teachers under those rules without trial or charges. The other way is by a trial on charges as provided in the tenure law. Mr. Righeimer argued that teachers retired under the rules of the Board governing efficiency and conduct have not the right of trial or charges or hearing before such retirement.

Adopting this view of Mr. Righeimer, the Court held that the Board had the right to make the Emeritus Service Rule, the court holding that that Rule is a rule governing efficiency. The teachers and principals present at that meeting at the City Club know at what price harmony between the Superintendent and the Board was purchased. They know, too, who will pay the price.

There must be some very powerful and far reaching interest at stake, other than the welfare of the children of Chicago, when such a proceeding as that related in the Union League Club is possible.

It may be too late to bring the story told in the Union League Club to the attention of the courts. If so, there should be some other tribunal which might take official if not judicial cognizance of it. However, there is only one thing for Chicago teachers to do in this predicament. That is, to go down in their pockets and dig up the money, and do it now, to take this case to the Supreme Court. The lawyers are now hard at work on the briefs which they hope to file next week in order to get the case up for consideration in the December term of the Supreme Court.

If the Supreme Court decision is unfavorable to the teachers, it is of the utmost importance to get an early decision in time to amend the tenure law at the coming session of the Legislature so that the teachers may not be left without protection from arbitrary dismissal until the 1929 session of the legislature.

The Chicago Teachers' Tenure Law was enacted by the 1917 Legislature to stop arbitrary and peremptory dismissal of Chicago teachers after the Chicago Board of Education had let out 68 teachers arbitrarily, and peremptorily without trial, without charges and without a moment's notice. There should be no period, not even for a month, in which such a tragedy could be again enacted in Chicago.

Margaret A. Haley

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"Life Is Not Measured by Years, But by Deeds"

(Dedicated to the Emeritus Service Teachers by the Bulletin)

HOW OLD ARE YOU?

Life is not measured by years, but by deeds. Youth is not a time of life; it is a state of mind, a temper of will, the quality of imagination, a vigor of emotions, the freshness and sweetness of life.

Some never grow old as we count years, for courage and adventure, enthusiasm and cheerfulness, the spirit of hopefulness and the lure of wonder, keep life young and fresh and vigorous.

You do not grow old by living through the years. You grow old and wrinkled by losing your ideals, giving up hope, and looking through darkened glasses.

The things that age men, and make hair white, and the skin wrinkled are worry, doubt, fear, despair, lost hope, and the inability to smile. These bow the back, and make one aware of the creeping things we call years.

If you can keep alive in your heart the spirit of cheerfulness, the love of the wonderful, the sweet amazement of happy thoughts, the challenge of service, the lure of tomorrow and the joy of today, you will never grow old. Life will be young and fresh, sweet and winsome; sunshine will play around your feet and rainbows will circle your horizon.

Dr. Robert H. McCaslin.
Pittsburgh School Bulletin, June, 1926.

Apropos of the stand taken by the Board of Education, that of removing from class room service teachers who have profited by years of experience and who are mentally, physically and inspirationally well fitted to give of themselves to the children placed in their care, is the following excerpt from the Public Ledger, reprinted in "Public Service" for September 14, 1926, a publication issued by the Institute for Public Service, 150 W. 55th St., New York:

"Who's old and When? Izaak Walton wrote the fisherman's bible at 90; Peter the Great was old when he made Russia great; Hugo wrote five books between 75 and 80; Irving wrote his 'Life of Washington' at 80; Goethe finished Faust at 80; Confucius was over 70 when he formulated his message; Columbus was over 60 when he discovered America. The "getting-old" or "they-think-me-old" complex is costly to education.

Judge Torrison, sitting in the case of Samuel Leland vs. the Board of Education, in regard to the Emeritus Rule, decided at the hearing October 4, 1926, that the Board of Education had the power to establish the Emeritus Rule and therefore, Mr. Leland's petition was denied. An appeal to the Supreme Court was asked and allowed.

Mr. Leland was one of 74 persons placed on Emeritus Service, February 1, 1926, and had filed a petition for reinstatement in his position at McKinley high school. F. E. Brightman and M. E. Abram appeared for Mr. Leland; Mr. Righeimer and Mr. Condee for the Board of Education.

Arguments were concerned largely with the interpretation of the tenure law, particularly that part of it which provides that (after the probationary period) "appointments of teachers and principals shall become permanent, subject to the rules of the Board concerning conduct and efficiency and subject to removal for cause in the manner provided by Section 161."

Following are excerpts from the stenographic report of the hearing:

Mr. Righeimer:

This Emeritus Rule requires these people to make certain reports and to perform certain duties and also makes them subject to call for teaching service. * * * In other words it is not a pensioning, but there are some duties to be performed in connection with acquiring this salary. In other words, I don't want the information to go out that it is a retirement on a pension—it is a removal to another branch of the service.

* * *

Mr. Abram:

I cannot see how it is possible * * * to say that the Board of Education may arbitrarily pass a rule which declares a certain thing, or a certain state, a certain object of itself to constitute inefficiency in a teacher and work his discharge. * * * The Board of Education may pass certain rules, and, if the teacher violates those rules upon a hearing in accordance with the statute that violation by the teacher will be proper evidence against him for a determination of the question of his efficiency or his misconduct. But the Board of Education cannot declare and say what shall be evidence against a teacher, and conclusive evidence, so as to work an absolute discharge without a hearing, as this Emeritus Service Rule has done.

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It (the Emeritus Service Rule) is unlawful because there is no authority in the Board of Education to pass such a rule. It is unlawful because it is a direct violation of a statutory prohibition. It is unlawful because it is ambiguous and uncertain and calls for the expenditure of public moneys without any provision for it in the statute. * * * It deprives the complainant of his salary, that is, it is a substantial reduction of salary.

* * *

Mr. Righeimer:

They (the Board of Education) have the right to pass general rules. They in their wisdom have determined that efficiency begins to be impaired at the age of seventy years.

* * *

Mr. Abram:

The language of the rule is that there is hereby created another branch of the service called the emeritus service branch, and I still cannot understand how that is called a rule of conduct and efficiency.

Hearing on the Emeritus Service case of James E. Armstrong, Chester C. Dodge and Mary R. Hecox vs. the City of Chicago et al, came before Judge Hugo Friend September 22, 1926.

The teachers were represented by Mr. Edward F. Dunne, former governor; Mr. William J. Corboy and Mr. I. T. Greenacre. Mr. Frank S. Righeimer, and Mr. Ralph W. Condee appeared for the Board of Education.

Mr. Armstrong testified that he had not been called upon to perform any services, since his removal to the Emeritus list, but that he had done some legislative work.

Miss Hecox testified that it took her about 15 minutes to prepare the report which she submitted to the superintendent as her assignment of work since being retired on the Emeritus list. Mrs. Camfield, also on the list, said that she spent five or six minutes each month preparing her report.

Judge Dunne and Mr. Greenacre argued:

That under the tenure section of the school law, no teacher may be removed except for cause, and then only after written charges have been presented by the Superintendent and heard by the Board;

That no charges against those persons placed in Emeritus Service had ever been presented or heard;

That the passing of the Emeritus Service Rule by the Board of Education was unconstitutional, since the Bill of Rights provides that no law impairing the validity of contract can be passed by the Legislature; if it cannot be passed by the Legislature, it certainly cannot be passed by the Board of Education;

That the Rule, as first presented to the Board of Education, provided for the "retirement" of teachers, and it was not until after suit was started that the word "transferred" was substituted;

That if the Board has the right to remove teachers at the age of 70 years to a classification paying one-half the teacher's former salary, the Board would also have the right to fix the salary at one dollar.

Mr. Righeimer argued that the Board has power to inaugurate a new class of service and to make changes in the personnel to increase the efficiency of the schools.

Judge Friend ruled that the Board has power to provide for the transfer or retirement of teachers at a certain age and that it has not yet had sufficient opportunity to perfect that rule. He therefore dismissed the bill. The Teachers' case will be taken to the Supreme Court.

On recommendation of the Superintendent, the following persons were placed on the Emeritus Service list at the July meeting of the Board of Education:

Ida I. Armstrong, Emma K. Blanks, Emma F. Booth, Mary M. Boyce, Mary E. Burke, Mary E. Danforth, Lillie F. Krigger, Esther Morgan, Leonora Morton, Anna Murphy, Mary K. Patterson, Ella Rumbaugh, Charlotte G. Schram, Mildred M. Sheffer, Malvina Springe, Fanny Stapleton, Martha Ann Tupper and Anna M. Murphy.

Those retired from active service and paid $1,500 annually under the Pension Law signed by Governor Small last Spring are:

Louis J. Block, Susan E. C. Clark, George Clayberg, Charles A. Cook, William C. Dodge, Mary E. Farson, Elizabeth E. Fiske, Mary J. Jones, Cephas H. Leach, Emma March, John W. May, Winfield S. McKinney, Levi T. Regan, John H. Stehman, Alice Sturtevant, Mary E. Thresher, John W. Troeger, Alpha Stuart, Mary A. Noonan and Harriet E. Rose.

MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . . Editor and Publisher

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Public Officials Servants of People, Says Parents' League

Questions Stand of News

When a newspaper lends its columns to such un-American utterances as those printed below, the public has a right to demand and the Chicago Teachers' Federation does hereby demand to know who the official is who is quoted in the article published below.

Veiled in secrecy, the identity of the author of the taxation-without-representation interview leaves the public to shoot at a target which it cannot see.

The inference to be gleaned from the article is that it is the privilege of the citizens to pay the bills but not within their province to inquire into the way in which the money is spent nor into the formation of the educational policies which direct their children.

The Bulletin, in this instance, is glad to be the mouthpiece through which justly indignant citizens may express their opinions of such policies as that appearing under the signature of Mr. Totten and purporting to come from someone (name not published) to be in authority in the schools.

The Bulletin has never had a pink-tea policy and is not averse to having a Boston tea party policy when the facts justify it. It hereby invites the parents of children and those truly interested in their welfare to use its columns as has the Northwest Side Parents' League, in the article printed below in response to the story by Mr. Totten appearing in the Chicago Daily News, Sept. 29, 1926, and also reprinted below:

RULE BY THE MOB THREAT TO SCHOOLS

It's Getting So Every Order of the Board Is Opposed by a Noisy Group

By Harold O. Totten

Is discipline in the Chicago public schools to be broken down in favor of mob rule by mass meetings and protests? Is the fundamental purpose of good education to be lost sight of in the turmoil stirred up by a noisy few?

These questions to the casual reader may seem an exaggeration of the trend that some groups are taking to satisfy their likes and dislikes.

But when this representative of The Daily News, feeling much the same way, made a casual visit to the various offices of the board of education he found that more than one of the high officials are pondering these matters.

ONE OFFICIAL'S OPINION

Here is what one of them said:

"To a lot of people the educational situation in Chicago is more quiet than usual. It should be, and we all want it so. But there is a new trend that is causing serious questions to be asked.

"The point is this—when the educational department of the board of education or the board itself sends out an order, a nucleus of pupils or parents band themselves together, decide that the rule or order is obnoxious to them, and proceed to move heaven and earth to have it rescinded.

"Now, we want every one to be satisfied. But aren't these people losing sight of the fundamental purpose of giving the children the very best that we can in the way of education? An alarming number of times lately we find the board listening to these complaints, and against the better judgment of educators, often against dire necessity, they revert to old conditions.

STARTED WITH JUNIOR HIGHS

"This way of things seems to date back to the start

(Continued on Page 78)

PARENTS' LEAGUE TAKES ISSUE

Objects to Taxation-Without-Representation Article Printed in News

By N. W. Side Parents' League

To the Editor

Sir:

Kindly permit us to use the columns of your esteemed paper to take issue with an article published in the Daily News of September 29th. The article was written by Mr. Harold Totten and was evidently inspired by the Board of Education. Two questions are raised in this article.

First: The right of parents, teachers and citizens in general to take up with the Board of Education for discussion rules and orders issued by the Board.

Second: The merits of the issues raised by parents, teachers, and citizens in general with the Board.

As to the first point we wish to remark that it is a fundamental principle of democracy that public officials are the servants of the people. Mr. Totten's article, however, is based on an opposite theory. The spirit of his article breeds the theory that elected or appointed officials are not the servants but the masters of the public. Only thus is it possible that the article could consider as preposterous the idea that the people should dare to take issue with orders and rules of the Board of Education. Because people make use of their constitutionally guaranteed right of petition Mr. Totten and the official of the Board of Education he quotes dub these people as a mob and declare that most of them are mere numbskulls who are made to think that they want what they are asking for. Mr. Totten and his official may have such a low opinion of the intelligence of the citizens and he may love autocracy more than democracy. But he is still in America where democracy is the rule and where contemptuous sneers at the abilities

(Continued on page 77)

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Teachers' Federation Endorses Position of Teachers' Pension Board

Asks Hands Off Teachers' Pension

At its meeting Saturday, November 13, the Chicago Teachers' Federation endorsed the position taken by the Chicago Teachers' Pension Board as shown in the report of the Committee on Pension Law and Rules adopted by the Pension Board at its meeting October 22 and transmitted to the Commission October 28, 1926.

Following is the report of the Committee on Pension and Rules, approved by the Chicago Teachers' Pension Board, and also the letter addressed to the Pension Commission:

October 28, 1926.

The Pension Commission of the
City of Chicago.
Gentlemen:

The Chicago Teachers' Pension Board at its meeting of October 22, 1926, considered the recommendations concerning the Chicago pension situation submitted to the Pension Commission of Chicago by the actuary and secretary of the Commission and instructed the Recording Secretary to submit to the Pension Commission the enclosed report of the Committee on Pension Law and Rules, which report was approved and adopted by the Pension Board. Respectfully,

Signed—MARY M. ABBE,
Recording Secretary.

REPORT OF THE COMMITTEE ON PENSION LAW AND RULES APPROVED BY THE CHICAGO TEACHERS' PENSION BOARD OCTOBER 22, 1926

The Committee on Pension Law and Rules of the Public School Teachers' Pension and Retirement Fund has considered the recommendations made to the Pension Commission of Chicago by its actuary and its secretary which recommendations have been submitted to the Chicago Teachers' Pension Board for criticism and suggestion, and recommends the following answer to the Commission:

1. The Teachers' Pension Board is opposed to any fundamental change in the Teachers' Pension Law. The teachers do not try to impose their pension plan on other groups of employes; they do not desire any other plan imposed on them.

2. Since the recommendations made by the actuary and the secretary of the Pension Commission are based on a plan fundamentally different from the teachers' law, criticism of these individual recommendations would be of no value.

3. The Teachers' Pension Board believes that the contributors to the teachers' fund will oppose any attempt to change the control of their Fund.

* * *

In support and elucidation of this answer the Committee presents the following statement:

The Chicago Teachers' Pension Fund was created by an act of the Legislature in 1895, and became effective January 1, 1896. Administration was vested in the Board of Education (which then consisted of 21 members), the Superintendent of Schools and two members of the teaching force. The Board of Education retained control until 1907 when the law gave the control to the contributors. Up to 1907 the financial situation of the Fund became steadily worse. Since the teachers took control it has steadily improved.

Neither the Pension Board nor the teachers claim that the law is perfect. In the past, experience has shown the wisdom of modification from time to time, and the future will probably show cause for further changes. If it is a live plan, adapted to the needs of living people it must develop with the passing years.

But while the Pension Board and the teachers are willing and anxious to develop and modify the pension plan as conditions change, they feel that to discard this plan which has steadily improved and as it has grown has become better and better adapted to the needs of our Chicago teachers and to replace it by a plan based on an entirely different principle would be unwise, hazardous and foolish in the extreme.

The teachers as a group are women whose dependents have become self-supporting by the time the teachers need pension relief for themselves. The other groups are largely composed of men who at retirement have, and may soon leave others dependent upon them. This fundamental difference makes a flat amount pure pension for the teacher alone most beneficial to both public and teacher; and also explains why other groups of employes may favor an insurance annuity graduated according to former standard of living and in favor of annuitant and his dependents.

The teachers of Chicago prefer a pension plan which permits retirement before the last drop of vitality has been drained from them. They prefer the more moderate deductions and the moderate pension to the higher rate of deductions and the pro rata pensions. They have repeatedly, by their votes on referendum, in convention and in endorsement of members of the Pension Board, expressed their approval of the existing pension law. This was shown again at the election of October 8, 1926, when 9,381 ballots were cast although there was no contest. One candidate received 9,075 votes and the other received 8,876 votes.

MARY M. ABBE,
October 28, 1926. Recording Secretary.

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Miss Baird's Trip Abroad

(Continued from Page 63)

I think it is natural to compare Monticello with Mount Vernon. Mount Vernon, of course, is exquisitely kept up. It could not be more beautiful in that way, but the house at Monticello is much more stately and impressive than the house at Mount Vernon and much larger. It is built in Italian style with a portico in front. There are wings which run back that contained slave quarters and so forth. They now have lovely little book shops and rest rooms there. The estate is about 650 acres.

When Jefferson's home was burned down unexpectedly he built this place which he had planned, at the top of this hill. For that reason he gave it the name Monticello or Little Mountain. He had the top of this hill lowered about 30 feet and he put the building there where it has a beautiful view of the surrounding country.

Jefferson was a very versatile man. He was quite a musician, I understand, and had a considerable knowledge of architecture, and that is shown in this building, which is looked upon as a very good example of colonial architecture. They have finished the roads around this hill up to the house itself and it is really a lovely place for any one to go to visit. It is just a few miles from Charlottesville, where the university of Virginia which Jefferson founded is located.

I believe the teachers of Chicago may wish to go further now with the movement for Monticello because the money has not entirely been collected to pay the original price for the home. It was hoped that this could be done last July 4, but the money was not raised. After it is paid for it has to be endowed, and then besides that, though there are many interesting things that belonged to Jefferson there, much Jefferson furniture has to be collected and re-installed there. The foundation have received notice of different pieces. Of course, the authenticity of these will be proved before there is any attempt made to buy them and restore them to their places at Monticello.

The day that I was there the Mount Vernon Association presented a chest of drawers which had belonged to Jefferson originally. I don't know whether there is any possibility of returning the library. This was sold to Congress for a very small amount.

Perhaps it is well just now when I speak of Monticello to mention the other celebrated old house which we visited. This was Sulgrave Manor. That was practically the last thing we did. We drove out from London to Leamington. We visited Kenilworth, and one or two other places that day, and the next morning went on to Sulgrave Manor, where Mr. Houghton, the American Ambassador was to meet us.

At Sulgrave Manor

This is a small English farmhouse, originally a monastic building. It is very beautifully kept by Sulgrave Institute now.

We saw there, when we went up, a distinguished looking man, of middle age. He looked as if he was a man of affairs and we found that this was Lord Lee who was chairman of the Institute. His wife is an American and belongs to the Colonial Dames. I think the Colonial Dames have done the most in buying this old home and restoring it.

When we arrived Lord Lee said that Mr. Houghton was waiting for us at the rose garden. We went into it and found it to be one of the most lovely things that one could imagine. Mr. Houghton was visiting in Scotland but he took three days to come down and meet us there. He chatted with us informally and that was the end of it.

We went through the house. It was very interesting now that they have restored it. We admired it very much, especially the old fireplace with its inglenook and its niche for the tender-box. We went upstairs to the old bed chamber which had a very high roof, showing its original use as the chapel of the monastic building to which it belonged.

After we had gone through and seen all the things they have collected and which belonged to the original home, we had lunch at a little place called the Manor Tea Room which we enjoyed very much.

This has been taking the end first. On the 24th of July we met in New York at the Hotel Roosevelt. The greatest disappointment of the whole arrangement had already happened. The America on which passage had been taken, both coming and going, had been burned and the Foundation had great difficulty at that time of the year in getting accommodations for us at all. The boat we were to go on was the Caroma which sailed at midnight. We were terribly disappointed when we went down to get on board. There was a frightful crowd, people who were seeing their friends and relatives off and it was very noisy and crowded. Afterwards we found

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that we were not so uncomfortable, as we had feared. Our accommodations were fairly good. It was much worse coming back, but I do not feel at all that the Foundation was to blame for that.

Landing at Havre

We landed at Havre the morning of August 1st and went down in a few hours to Paris. We stayed at the Hotel Commodore. Some people would have preferred to stay at a hotel where there was a French atmosphere. This is an American Hotel at which the guests are entirely American, but the Commodore is in a very convenient location and is a modern well managed hotel.

We found that the first arrangement that had been made for us was to visit the tomb of Lafayette that afternoon and lay palms upon the tomb. It is in a little old cemetery called the Picpus. I don't think anyone goes there except upon invitation from the head of this family of Lafayette who is the Marquis de Dampierre. He met us there. He is the ideal which one has of a noble who has retained the spirit of noblessee oblige. He was very correctly dressed and wore around his neck a black velvet ribbon with a gold cross. I don't know what the insignia was. He was very glad to welcome us there. We were told we were the first American delegation that had been received there since General Pershing had visited it on that historic occasion that we all remember. That also had been on August 1.

The Marquis de Dampierre, like many others that we met in Europe, was very anxious to have us act as emissaries to promote good feeling between these countries and the United States. It was just when we were there that some ill-feeling had been shown in Paris. You probably all remember the occasion. Nothing was said in our presence which indicated this ill-feeling toward any Americans but we could not help feeling the prevailing spirit of irritation that there was among the people. You see, they are tried to the extremity.

Just think of those people. If we were depending upon a fixed income which was constantly descending in value so that it was a question about our getting enough food to live on, there would be an excuse for that terribly nervous feeling which they have.

A few days ago I asked a man who is very closely connected with French affairs and who goes to Paris every year, what he considered to be the main reason for this terrible financial depression in France. He said that France had borrowed much money for reconstruction depending upon German reparations which had not been paid. That did explain one thing that had surprised me. I was in Rheims last summer and in Rheims this year again. In spite of the fact that only a few houses had been left, it did not show much effect of the bombardment. I think there were only about sixty that were left then and I think there were only about twelve or so this year. I think these figures are right. The city is practically restored. That was a great surprise to me but what he said explained it. They evidently borrowed largely to make the reconstruction as rapid as possible.

Speaking of Rheims

Of course, speaking of Rheims, I might go on now through that day's trip, because that was the day when we went through the battlefields. Last summer we went by train from Rheims to Chateau Thierry. This year we drove from Rheims and went through Berry-au-Bac which shows more of the effects of the war than any other place which I have seen. On a hill there the soil has been taken off so completely that I suppose it would be generations before the land could ever again be used for agricultural purposes. I noticed one enormous place where a shell had fallen and they said 3,000 people were killed at once by the bursting of a single German shell.

There were places around there where the people lived in queer little huts covered with a sort of corrugated iron that they had picked up in the battlefields and used to make shelters for themselves. It is a terrible thing to go through that area.

We passed that day one or two American cemeteries. They are exquisitely kept up. I have seen four or five cemeteries where the American dead lie. Nothing could be more beautiful than the way they are kept. That day we had laid a wreath of flowers on the statute of Jean d'Arc in front of the Cathedral of Rheims and we brought with us a good many loose flowers and we laid single blossoms on the graves there, some on the grave of Joyce Kilmer in that cemetery.

Most people who go to Rheims go out to visit the limestone Champagne caves and go through them. Twelve hundred people lived there during the bombardment. They kept one chamber for a school and one for a chapel. I don't know how long, but for quite a considerable time, they say 1,200 people lived there. We went through Chateau Thierry to

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Belleau Woods. We had not much time so that I did not go up into the Woods as I did last year. There was no time for any members of the party really to go out and go through the Woods. At the foot of the cemetery flagpole we laid out wreaths.

So This Is Paris

One of the days that we spent in Paris was given up to a tour of the city and you all know pretty well what the things would be that we would visit then.

One thing that I did not see last year was the Panorama of the War that you have all heard of. They said last year it was too big to take to America, but I think they have decided to bring it to New York. It is a very interesting thing to see for its historical, not for its art value.

That day, at the end of our visit we were received at the Hotel de Ville. The President meets there all the famous people who are received officially. It is very handsome and very beautifully furnished. We were received by the President of the Municipal Council who does not speak English at all. His address to us was answered by the President of the American Chamber of Commerce who had been educated at the University of Virginia. We wrote our names in the Golden book there. The invitation to do this was meant as a significant courtesy.

After we left Paris for Geneva we had less of the official side. It was a perfectly wonderful trip going through the mountains and traveling along the wonderful Rhone River, that you know so well from description.

We had no trouble at the frontiers because Cooks' people had charge of it. It was well understood that we were not carrying anything that the officers had to look out for. So there was very little delay on that account. We went through Geneva, which I was surprised to find so attractive. When we went into the countries where money was dear everything that we wanted to purchase was very much higher. That is to be expected, I suppose. The Swiss franc is at par and everything for sale is terribly expensive. But the city was absolute perfection so far as its appearance is concerned. The location is beautiful. Our hotel faced the lake.

We went to the Palace of Nations the first thing in the morning and we had a very interesting address there on the League of Nations. It left me feeling, as I felt before, that what the League of Nations can do is quite enough to justify its existence without holding against it the things that it is not possible for it to do at the present time.

International Labor Bureau

From the Palace of Nations we drove through the city, but the most interesting to me was the International Labor Bureau. It is an enormous building. The feeling was, I think, when the League of Nations was instituted that the chief cause of the trouble between nations is likely to be economic. So the labor side needed a great deal of consideration. This enormous building called the International Labor Bureau was built and has been furnished beautifully by the labor organizations of the different countries of the world. We were in one room, a conference room, which we were told was to be furnished by the American Federation of Labor, and just a few days before some men had been there to take proper specifications. I would like to see that room after it is furnished.

We spent a part of the time in Geneva, in the old city, where we saw many of the things connected with the Protestant Reformation. One was a very remarkable international monument to the reformers of that period. We went into an old church called the Church of St. Pierre, which is now used by the Presbyterians and Anglicans, which had been very closely connected with the life of Calvin.

The next morning we left Geneva. I must say that it was so cloudy that we scarcely saw Mount Blanc. We went up Lake Geneva for several hours in a lovely little boat to Lausanne and had lunch there.

When we got to Montreaux, we watched eagerly for the Castle of Chillon and we had a very good view from the train as we passed along. We went on through the Alps and through that long Simplon tunnel down into Italy.

Of course, all of us who have been there have got this impression that countries have their faces, have their aspects like people, and the thing that struck me in that regard as we went into Italy was the old, vaguely-defined ruins on all the high points. I suppose they are ruins of the civilization of so many years ago, that it apparently has no connection with the present at all. That feeling, of course, grows on one in Rome. Coming back again through the different parts of Italy we noticed the same thing, these fortified high points through all northern Italy. Maybe it is the same in southern Italy. I haven't seen that. We went down to Milan, where we had a

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very short time. It is a famous commercial city. We did not see anything of the opera house at all and I did not see the Cathedral because of an attack of flu. When we got to Venice four or five of the members of our party were really almost sick with nervousness going from the station to the hotel in the gondolas.

Why They Wear Black

These are all black, for the same reason that all Venetian women wear black shawls, because some time in the fourteenth century the Turks brought a pestilence and many thousands of the people died. Since that pestilence you find no Venetian woman that wears anything but a black shawl and the gondolas are all painted black.

Fortunately we arrived in the evening.

We never had a moment in Venice when we did not feel that it was absolutely mystical in its attractiveness and beauty. We started down the Grand Canal with these palaces on each side and it all looked rather shadowy. We went under the Rialto and we made detours through long narrow alleys of water with these tall stone buildings on each side. You can see there was something so unusual that it was dreamlike and unreal. We could hear occasionally snatches of gondoliers' songs. When the gondoliers were coming towards the turns of course they couldn't honk like a taxicab does, but they had a sort of a call. It sounded like "Oh, hay." On this evening with all other surroundings it had a curious sound that was very attractive.

We went to the hotel called the Royal Danieli, which is a reconstructed palace.

Next morning we started out on a walking trip and went first to San Marco Square and visited the famous places there. We went into the Cathedral and then we went into the Doge's Palace and saw a great many things that are interesting in connection with the history of Europe. For instance, little holes at a great many places shaped like mouths where there had been lion heads and the lion heads had been torn off by Napoleon or by his order because the lion's head was the symbol of the power of Venice. We saw in front of the Doge's Palace the two columns between which the Judge came out to give the sentence and then at another part a place where, in these old places, the people were executed, the nobles in one manner and the common people in another.

We crossed from Doge's Palace through the Bridge of Sighs into the prison where we were told Byron once spent sixty hours to get the experience, to find out what prison suffering was and what prisoners did pass through there. As we passed across we looked through the little windows on the sides of that Bridge of Sighs where these prisoners took their last view of the city.

We saw those four horses of St. Marks that they call the traveling horses. They were made in Greece and taken to Rome, and from there to Constantinople, over back to Venice and taken to France and then back to Venice, and I think during the war they were taken down to Rome for safety. They are now installed again upon St. Marks.

In the afternoon we went out by gondolas and visited other famous churches. At one, the Church of the Friars, we saw some very remarkable things, the most remarkable of which was the Assumption of Titian.

Venice to Florence

Part of the Church of the Friars had been touched by bombs. A bomb was hanging there and we saw the part of the church that had been injured by it.

We visited factories in Venice, one a lace-making factory, established by the Queen of Italy. We saw the most exquisite laces there, of course.

We went into the factories where they made beads. Later we went back by gondola to the same station at which we had arrived and went on to Florence.

The trip from Venice to Florence is not a very interesting trip. A good many people like to take it by automobile if they can afford it because there are so many tunnels on the way. The time we spent in Florence of course everybody enjoyed very much. We stayed at the Hotel d' Italie.

The flowers there were lovely. We spent considerable time in the Uffizi gallery and we saw the parts of the city connected with Dante and wandered through the outdoor museum. It was surprising, for example, to look up and see out of doors the statue of David. Later we drove out to Fiesole. It was a wonderful drive and we stopped at an old Franciscan monastery, from which we looked down over Florence and the Arno valley.

It seemed when we were going through central Europe and saw many wonderful works of art in such rapid succession, that probably seeing them in that way was not of any value at all. Afterwards when we came back to London and had a few hours to spare we went into the National gallery, which is really an

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international gallery, because most of the countries are represented there and have all the artists grouped in various rooms. I notice after having visited those galleries, even though we had a very short time in them, that we could recognize the different national characteristics, the Flemish and the Italian and so forth.

Shopping in Florence

At Florence we bought some lovely linens. They were so fascinating we could hardly leave them. They were rather inexpensive, though there are very few things that are inexpensive in Europe this year. The dealers cannot afford to sell them as they have before.

It is astonishing in the stores how they trust Americans. There were a good many of our party who at various times were asked to take things if they wanted them and send the money. In one place somebody said, "Oh, I won't do that." And the dealer answered, "You see we trust you but you won't trust us." However, what she said to him was, "We can't trust the mail. We may not get the things that are sent."

We went on then from Florence to Rome and arrived in the evening at the Hotel Excelsior.

In Rome the first day was spent at the Catacombs. I don't know that the party went to any other of the well known places. You see, I can't speak first hand about that because for two days I went to bed. We were all very much afraid of bronchial pneumonia.

The Consul called before we got to Rome. We had difficulty in getting in touch with him. Of course telephones in Europe are not quite so convenient as they are with us and are less satisfactory.

All the members of the party were very anxious that nothing should interfere with the audience we hoped to have with the Pope and because we arrived at the time of a feast there was a delay and a great many members of the party felt very anxious about it. We had one member with us who was representing the Catholic Daughters of America from Pennsylvania. She was active in assisting Miss Walker in this matter. We were introduced through Monsignor Burke, who had been connected with St. Patrick's Cathedral in New York.

The party left this morning before I started out. When I got up to the square of St. Peter my mind was not very much awake yet because I really had been sick. As we were driving along we came to a bridge. I didn't recognize that we were crossing the lordly Tiber, but suddenly I said to myself "The Castle of St. Angelo." That is the way we teachers recognize things. Of course, there is not any other body of people who can go to Europe and recognize the things as we do because we have studied these illustrations year in and year out. We know the pictures and what we need seems to be the surrounding atmosphere, another dimension perhaps and the relation to other objects.

From the square of St. Peter's we went into the Cathedral. I missed the members of the party but finally I discovered that the message had come that we were to be received at the Vatican at 12:45 on that day. It was then getting quite late, and the members of the party had all gone to provide themselves with mantillas and cloaks. I found where they were and I was in time.

In the Vatican

Then we went to the Vatican. We went to the Vatican Galleries and then we went for the audience with the Pope.

Of course, the first thing we noticed were the brilliant, picturesque costumes of the Swiss Guards and the Vatican gendarmes and so forth. We went from one reception room to another. We saw the guards changed in these various rooms in which we were and finally the word came that we were to go into a special reception room.

After a certain length of time the windows were thrown wide open and we were given a signal to kneel. The door opened and His Holiness appeared—in appearance very alert and benign. He went around the party, giving each his hand and afterwards knelt in prayer. Then he stood and made a short informal address, which was translated by Monsignor Burke. At the end he said, "God Bless you" in English.

In his address he particularly gave his blessing to school teachers, because of the importance of their work. He had got the impression because the leader was a school teacher that this was a party mostly made up of teachers. Evidently his interest is personal in all the persons whom he meets there and he was evidently anxious to know from what points those came who were received by him. We heard Monsignor Burke as he passed around telling him the different points in the United States from which we had come. It was a very impressive audience.

Afterwards, after we left the Vatican, we had a trip though Rome, in which we saw

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many of the old ruins. As I said, the past is so far away from the present in Rome that it is hard to feel the connection between the two at all. Of course, I felt that my time there was so short that I got only slight impressions.

When we left Rome we went straight by train up to Genoa. We went along the Italian Riviera which was very beautiful as we rode along the Mediterranean. On that trip we went through about fifty tunnels. When we arrived at Genoa we went up a winding hill to a hotel facing the gulf, a most beautiful location for a hotel. The hotel is called the Miramare, which means something like sea-view. My room faced this gulf, the harbor. There were at least ten or twelve big ocean liners lying there, mostly for the South American trade I understand. Some Italian-American vessels were there, but Genoa has a very large trade with the Argentine. I was surprised to find that it is a greater commercial city than Naples. One reason is that it is the outlet for some of the interior north, Switzerland, for example.

Lunching at Genoa

The manager of the National City Bank of New York in Genoa, Mr. Richardson, had arranged to give a luncheon to the party. The consul, who had met us at the train, and several vice-consuls were there and there were a great many representative American men connected with various phases of business, transportation and so forth. They seemed to be very glad, as I said, to have the opportunity of meeting Americans and discussing American subjects from the American point of view. It was a very delightful luncheon at this very lovely place in the Italian Riveria, to which we drove out from Genoa. We, of course, saw the house in which Columbus was born. We visited the Campo Santo and the famous churches.

From Genoa we went back into Switzerland to Lucerne. Of course nothing could be more lovely. We stayed at the Palace Hotel, and my room, which looked out on a balcony, was so near the lake I could hear what the swimmers were saying to each other. It was just across a lovely boulevard to this lake and of course we could see the line of lovely mountains on the opposite side. In the mornings Miss Walker came up and we had breakfast there, on this lovely balcony facing that lake.

In the morning we started to Vitznau. We went up the lake on the steamer and reached the point where we took the finicular to go up Mount Rigi. It was a lovely experience. The disadvantage was it was also a cloudy day. Although we went to the summit we did not have very much of a view. But all told we spent a lovely day. That adds very much to one's enjoyment. As I said before, things are expensive in Switzerland. That was not one of the places we shopped.

We left Lucerne and went on into Germany that night. We went through the St. Gothard tunnel, coming up from Italy into Switzerland. Then we went on through the mountains. After we passed the mountains we came into this lowland region that seemed so much like some American states.

Different countries certainly have each their individual aspect. Everybody feels when they go through France that there is something artistic about the appearance of the little peasant stone cottages, with their lovely gardens. In Switzerland are the chalets. Italy has its own distinctive appearance.

And Germany

I should have mentioned that we saw the lovely northern lakes of Italy—Como, Garda and Maggiore.

The part of Germany that we got into, passing up into Frankfort, was a splendid agricultural region. There was nothing beautiful about the man's part of it, the architectural part. It was really ugly in that. Of course, I have not seen other parts of Germany.

We went up to Frankfort and we were made very welcome. I couldn't say too positively how strongly that spirit was shown to us, the wish that we would help to promote friendly relations. We went on to Mainz the next morning and took the boat there for that wonderful trip up the Rhine, and we passed all these famous places that we know from legend, poem and so forth, the scene of the Lorelei, the Mouse Tower on the Rhine, the place where Blucher crossed on his way to Waterloo, and so forth. It was a wonderful day's trip and we reached Cologne in the afternoon and were met there by the Burgomaster and the Consul, Mr. Morris.

At Frankfort the city had wished to entertain us, but we hadn't had the time to stay.

At Cologne—it was Sunday afternoon when we arrived—they had arranged a big reception in a very fashionable restaurant which faces the Rhine River, and one front part of, which is enclosed by glass the Burgomaster keeps for his special receptions. It was there we were received. We met there a large party of Americans who were very anxious to meet Americans and talk to them.

(Continued in next issue)

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Most People's Work's from Sun to Sun But a Teacher's Work Is Never Done

City Which Has All Year School Frowns on It

When the all year school, proposed by Chicago's superintendent of schools, remains a much mooted question in the minds of educators, it is interesting to note the reaction of a city which has experienced it.

The following reprint from the School Board Journal appears in the November issue of the Pittsburgh School Bulletin:

THE ALL-YEAR SCHOOL IN DOUBT

The board of education of Newark, N. J., is still in doubt on the all-year school plan which has been in operation in that city for a few years. It is regarded as a success by a number of school principals while Superintendent Corson deems it a failure. Dr. O'Shea and Dr. Ferrand, two experts, who were invited to determine the question, were unable to come to a conclusion. They suggested a comprehensive survey. The Newark News says:

"Dr. Corson is fully convinced of the failure of that plan. His judgment is based upon an exhaustive study to which he has given his best professional skill and judgment. He began an ardent champion of the all-year school and ended as its most bitter adversary. His change of attitude resulted from his investigations and so rests upon the facts which he brought out, not upon mere bias.

"Friction exists now in places; too much of it. Some administration officers and some principals are affected. There are school politics and school politicians. Harmony in the board and throughout the school department is far away. A thoroughly conducted survey would point to the deficiencies, even suggest a cure."

—School Board Journal.

The Factory Method in Education

Philadelphia Superintendent Says Nerves Cannot Be Repaired With Hammers

With a summary that fits Chicago schools so well that it might have been written about them, Edwin C. Broome, Superintendent of Schools of Philadelphia, discussed the "Factory Method in Education" in an address before the N. E. A. in June, 1926.

The following extract from his address is reprinted from The Illinois Teacher of September, 1926:

One of the most important phenomena of modern industry is mass production and the standardization of product. To what extent is school procedure influenced by this dominant practice in industry? Undoubtedly to too great an extent. Mass production and standardization in manufacturing speed up the process. In education standardization and mass instruction do likewise. They speed up the process in that they make the wheels go round faster; but in this respect education is different from manufacturing.

Speeding up in manufacturing wears out machinery; but speeding up in education results in the agitation, excitement and distraction of human nerves. These can not be repaired with a screw driver and a hammer. Good teaching can be done only in an atmosphere of calmness and deliberation.

In another respect manufacturing and education are alike. In education, as well as in manufacturing, standardization and mass production cheapen the product. In manufacturing the product is cheapened in both price and quality; but in education it is cheapened ONLY in QUALITY.

Overcrowded classes, and standardization, carried to a point that stifles originality in teacher and pupil, are ultimately more costly to society than any other practices in school management. Altho temporary financial exigencies may seem to require such practices in some communities, we, as an organization of educational leaders, can accomplish much if we will resolve to throw our influence against them.

EDWIN C. BROOME,

Superintendent of Schools, Philadelphia. In address to N. E. A., June, 1926. (Reprinted from The Illinois Teacher, September, 1926.)

CANINELY SPEAKING

"Yes," the teacher explained, "quite a number of plants and flowers have the prefix 'dog.' For instance, the dog-rose and dog-violet are well known. Can any of you name another?"

There was silence, then a happy look illuminated the face of a boy at the back of the class.

"Please, miss," he called out, proud of his knowledge, "collieflowers!"

—The School.

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PARENTS TAKE ISSUE

(Continued from page 68)

of the people for self-government are not appreciated.

Of course, Mr. Totten and his inspirers may argue that the issues taken up by the parents, teachers, and citizens have no merit. But even if it were so, that would not in the least excuse their attack on the right of the people to take up matters with officials.

Then question number two arises: Are the grievances raised with the Board of Education without merit? We submit them to the public in whose intelligence we have more confidence than Mr. Totten and the officials of the Board of Education have.

There is a great shortage of space in our elementary schools. There is only one efficient remedy possible—building of new schools. But the Board of Education in its infinite wisdom decided that an entirely inadequate building program paired with a new kind of school, Junior High, will solve the problem. We will not discuss the merits or demerits of Junior Highs as educational institutions but in spite of Mr. Totten and officials of the Board of Education we dare to question seriously the quality of Junior Highs as relief measures for the congestion in the elementary schools. Mr. Totten's argument speaks of economy measures which would release teaching forces. What does that mean? We know that single classes in Chicago elementary schools have as many as fifty or more pupils. What we need is more teachers, not less.

The argument of economy does not sound very convincing to us. In one school district of the northwestern territory of the city of Chicago, in Montclair, the Board of Education owns a whole square block of land which is at present used for school purposes with the help of portables. The school board instead of deciding to build a school on this property, bought a square block a few streets removed from the block they owned to build a school on. Perhaps Mr. Totten and some official of the Board of Education can explain what particular economy was involved in this transaction.

Then comes the order that the new economy measure of the Junior Highs necessitates the evacuation of school houses, hitherto used for elementary schools, and the sending of the pupils of these schools to places across dangerous car tracks and boulevards. The death rate due to Chicago automobile accidents is surely not a very encouraging incentive for Chicago mothers to send their children across a dozen congested highways to school. And if the mothers who feel more responsibility toward their children than does Mr. Totten, if these mothers protest, they are dubbed an irresponsible mob. We fully recognize that, in a large city like Chicago it is impossible to have all the schools accessible without any danger to the children. But we feel that this danger must be reduced to the absolute minimum. And if there is a school within safe distance from the children's homes and the children are barred from this school because of an educational experiment which is supposed to but cannot work the magic of making up for a grievous shortage of space, then it becomes the duty of the mothers to use their privileges as citizens to protest against such measures.

These are only a few of the points, but we feel confident of the justice of our grievance and we therefore rest our case.

ALEXANDER O'HARE, President;
MRS. SARAH ABRAHAMS, Secretary.
By Instruction of
THE NORTH WEST SIDE PARENTS LEAGUE.

(CUT ALONG THIS LINE)

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DeLuxe Bag Shop—711 Venetian Building

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Bridge Corsets and Surgical Supplies—926 Marshall Field Annex
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Mrs. F. E. Wick (Spencer)—15 E. Washington Street

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Laura Mae Hayward—2001 Straus Building

ELECTROLYSIS
Martha B. Dowdy—Room 800, 5 S. Wabash Avenue
Louise B. Everett—Room 1033, 17 N. State Street

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Streiff and Dagobert—3211 W. Madison Street

FURS
O. R. May—Room 501, Capitol Building
John J. Moran—58 E. Washington Street
F. Ranke—Room 309, Capitol Building
Siegel and Barth—39 S. State Street
Robert Staedter—17 N. State Street
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MILLINERY
Kora Fowler—30 N. Michigan Avenue
J. H. Springer—Room 906, 17 N. State Street

MUSICAL COLLEGE
Gunn School of Music—421 S. Wabash Avenue

OPERA
Chicago Civic Opera Co.—Auditorium Theater

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W. R. Gardner, 611-612 Capitol Bldg.
Janus Method—15 E. Washington Street

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Anne Heathcote—209 S. State Street

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Murray Black Co.—21 N. Wabash Avenue
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Garnett L. Stevens—21 E. Van Buren Street

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Harper and Kerschten (Mary Adams Shoe), 231 W. Monroe Street

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Hogan Shoe Repair Shop—26 W. Washington Street

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Harvey and Co.—135 S. State Street

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Julia King—122 N. Dearborn Street

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Maclean College—2835 S. Michigan Avenue

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(Over)

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Shopping with the Bulletin

Renewal of last year's advertising contracts for The Bulletin and the signing of new, depend upon the patronage of the teachers, their families and friends.

With their usual loyalty, the teachers have responded and have visited the places of business of the Bulletin advertisers, but we have discovered that in many cases the teachers have not made known to the shop-keepers the fact that they visited the shop as a result of seeing the advertisement in The Bulletin. Advertisers, therefore, have been unable to trace the results of their advertising or to accredit it to the Bulletin readers. The Bulletin readers form the bond between the advertisement in The Bulletin and new and increased business for the advertisers.

The Bulletin Management Committee, therefore, is asking ALL the Bulletin readers to co-operate in a movement to help the advertisers obtain good results from their Bulletin advertising.

Will you help by:

1. Clipping out the Bulletin Advertisers' Shopping List on the reverse side of this space and keeping it in your purse for ready reference.

2. Visiting the shops of five advertisers next week, five the following, etc., until you have covered the list.

3. Saying in each shop that you are a Bulletin reader and saw the ad in The Bulletin.

4. Reporting at the next Federation meeting any recommendations or suggestions you have to make regarding the advertisers visited.

5. Sending to the Bulletin office names of prospective advertisers, shops which you patronize and which are not Bulletin advertisers, etc.

6. Co-operating in any special task in which the Bulletin Management asks you to help.

On any advertising contracts which the teachers solicit, the Bulletin has to pay no commission. We shall appreciate any advertising the teachers can get for the Bulletin.

We are grateful for your loyalty in helping us get last year's advertisers. Will you help us hold them and get new ones? Please do it NOW. **BULLETIN MANAGEMENT COMMITTEE**

(Please cut this out and carry in your bag for ready reference.)

(CUT ALONG THIS LINE)

Delicious Cooking
Charming Surroundings
Moderate Prices

Service from 8 A.M. to 12 P.M.
Luncheon $0.60
Dinner 1.00
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JULIA KING'S
Tea Room
118-122 NORTH DEARBORN STREET

IDEAL HOLIDAY TOUR

Leave Chicago on Dec. 26th for five days of real rest at the finest resort hotel in the world. Come and enjoy out-of-door sports in the **"Land of the Sky."** For further information write

Julia C. Brannan, Hayes Hotel, Chicago, Ill.

RULE BY MOB

(Continued from page 68)

of junior high schools in Chicago. When the Harper school was changed to a junior high there was a mighty cry and the board of education capitulated in part. Since then not only every junior high school, but every other place where a change becomes advisable or necessary, is made the center of a public controversy.

"Out in the Lowell school neighborhood a couple of schools were sadly overcrowded and others near by had vacant rooms. We redistricted there and a terrible wail arose. Out in Rogers Park some citizens cried so loudly when the Sullivan junior high was started that it cost the board the price of a new elementary school, small and expensive, to appease them.

"Now we have the spectacle of teachers, students, parents gathering in mass meetings and crying for the recall of certain economy orders that went out last week. Why, we can't even take out a fad course in jewelry without a complaint being registered.

DEMAND "FAD" COURSES

"That rule's primary purpose was to release teachers not basically needed. Some schools, such as the Nicholas Senn high school, already were so highly and closely organized that only one or two teachers were released. But others set free eight or nine or even more than a dozen teachers. That was where the waste came in.

"This whole thing is leading in one direction. The first thing we know discipline will be broken down to such an extent that the schools will be governed by mass meetings and mob rule—or, to be more explicit, by certain smart individuals with axes to grind swaying mobs that think they are thinking for themselves.

"Something has got to be done, and soon. Otherwise it will come to a simple alternative of the board of education taking the rule of the schools into its own hands, as the law intends it should, or else turning the schools over to these groups with divergent aims, and allowing an administration where the fundamental purpose of education will be lost sight of in the fight to realize a variety of individual aims. Perhaps the time for choosing which course to take is here and now."

Chicago News, Sept. 29, 1926.

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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.

Three great men on three great subjects, will be presented Wednesday night, November 17, at the dinner and program sponsored by the Public Ownership League. Speakers will be J. D. Ross, who will talk on "Electric Power at Cost in Seattle vs. Electric Power for Private Profit in Chicago;" Charles Edward Russell, just returned from six months abroad, whose subject will be, "Public Ownership in Europe and Its Relation to International Problems," and Walter J. Millard, field secretary of the Proportional Representation League, whose subject will be, "How to Save Democracy and Make It Efficient for Industrial and Social Progress." The dinner will be at 6 o'clock in the Woman's City Club.

John Haynes Holmes of New York, orator, writer and editor will be the speaker at the program of the Chicago Forum Sunday, November 21. His subject will be, "Versailles, Geneva, Locarno; Are We on the Road to Peace?" Kirby Page of New York will be the speaker November 28 with the subject, "Dictatorships—Black and Red."

Not to have seen "The Vagabond King" with Dennis King at the Great Northern, is to have missed a real treat. Teachers who have seen it say, "Be sure to see it."

"The Jazz Singer," featuring George Jessel at the Harris, was scheduled to leave this month, but popular demand bids fair to keep it beyond the holidays. The play has a particular interest to Chicago in that it was written by a native son, Samson Raphaelson, whose youth and style admit him to the newer school of histrionics. He is also author of a new New York play entitled "Haarlem."

And Great Was the Fall Thereof

Teacher: So the apple fell from the tree upon Newton's head—and what great natural law did he deduce therefrom?

Scholar: That the bigger they are, the harder they fall!—***The Provider.***

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

No orchestral din

Are you fat? If so, reduce by the famous

GARDNER METHOD

611-612 Capitol Bldg., 159 N. State St.

Rid yourself of fat and obtain splendid health and vitality. Inexpensive. Positive results. No drugs. Highest endorsements.

(Mention Haley's Bulletin)

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

FLOWERS FOR ALL OCCASIONS

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Expert Designer of Floral Art

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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.

PLASTIC and PAINTEX PAINTING

Our HANDICRAFT STUDIO will become a veritable gift shop as the holidays approach. Shawls, scarfs, table runners and other useful fabric articles may be decorated with Paintex and Plastic Paint under the expert free instruction of Miss Sheeley. The classes are beginning and will be held daily from 9 to 5.

Artist Materials and Picture Frames

FAVOR, RUHL & CO. Home of the Artist
425 S. Wabash Avenue Second Floor

Now Is the Time to Select Your
Fur Coat
Many Beautiful Models to Choose From at
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"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.
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2835 S. Michigan Ave. Phone Victory 7514 CHICAGO

A STYLE SHOW
Especially arranged for teachers
By DU BROCK

Adhering to the request of several principals we have timed our style shows to fall on Saturday, so that teachers may be able to attend.

SOUTH
At the
DEL PRADO
59th and Blackstone
Friday Eve. Nov. 19th and all day Saturday, and Eve. Nov. the 20th.

NORTH
At the
SOVEREIGN
Kenmore & Granville
Friday Eve. Nov. 26th and all day Saturday and Eve. the 27th.

A display of the latest creations offered at tremendous savings because of our "maker-to-wearer" policy.

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New Fall Styles Now on Display
All the popular furs—in the newest designs. Prices that please.
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Special Appointment Time Set Aside for Teachers
Anne Heathcote Studio
608 Republic Building—209 South State Street
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FRANCES Specializes in Cutting Curly Hair



56 Years In The Fur Business!!! I KNOW FUR
Buy from one who KNOWS values, and will give you an honest deal
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FOR SPACE RATES
For these Snappy Little Ads
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HATS Make Your Own SAVE HALF
Our free designing, cutting and pinning service makes it possible. 10% discount to teachers
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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.

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VOL. IV

Margaret Haley's BULLETIN

NO. 5

Chicago, Ill. 28 November 30, 1926

PATIENCE

When the gods form within the heart a pearl
They bid us wait. Even like the grain of sand
In the once carefree ocean creature's shell,
A life's desire comes. And its rough edge grinds—
Aye, may be till the life is sapped! And then,
The lustrous pearl, the miracle of gods,
Is found! Wait. Bear. Nor breathe complaint.

—Nancy G. Jordan,
McNaugher School.

(Pittsburgh School Bulletin, November, 1926)

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Where The Teachers Buy

HARVEY & CO
135-137 S. STATE ST.

Where Satisfaction is Assured



A CHRISTMAS GIFT
—To Yourself

You remember others—why not put your own name on this years' shopping list? And select a lasting and useful gift from among our display of

FUR COATS

We are showing a variety of silver muskrat, caracul, northern seals, raccoons, beavers and Hudson seal—plain and trimmed and all elaborately lined. All are economically priced—and there is a special reduction for teachers. Come in between now and Christmas!

Special Reduction to Teachers



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.**

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.

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**

ATTENTION

This Bulletin Is to Remind Members of the Chicago Teachers Federation of the Purchase Privilege with the Wholesale Jewelry House of MAY & MALONE.

Federation Cards Must Be Shown in Order to Make Purchases.

Do Your Christmas Shopping Early.

Jewelry Division
29 E. Madison St.
18th Floor

Heavy Goods Division
37 S. Wabash Ave.
4th Floor

Sporting Goods Division
37 S. Wabash Ave., 6th Floor

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MARGARET HALEY'S BULLETIN

VOL. 4. No. 5 November 30, 1926 Page 83

Dr. Henry Turner Bailey to Give Educational Lecture Saturday

Cleveland Educator to Talk in Studebaker Theater Under Auspices of Chicago Division

A rare opportunity to hear one of America's foremost educators will be offered Chicago teachers and their friends this week, in a program sponsored by the Executive Board of the Chicago Division of the Illinois State Teachers' Association.

Under the auspices of that organization, Dr. Henry Turner Bailey, director of the Cleveland School of Art, and eminent lecturer, will be presented Saturday morning, December 4, at 10:30 o'clock in the Studebaker theater.

Dr. Bailey's subject will be, "The Higher Citizenship." The program for which there will be no charge, is open to all interested, and members of the Chicago Division and their friends have been especially invited to attend.

Those who have heard Dr. Bailey, and their numbers are legion, say that he not only has a message well worth hearing, but that he delivers it in a humorous, whimsical style, and that it is replete with human interest. He not only says things, but he does things. For 16 years he was editor of the School Arts Magazine, is at present a lecturer at the Museum of Art of Cleveland, and is the author of many books, among them, "Photography and Fine Art," "Twelve Great Paintings," "The Tree Folk" and others.

Last year the Chicago Division gave the teachers and others interested in education a treat when it brought Dallas Lore Sharp of Hingham, Mass., to Chicago for a public lecture. He addressed a capacity audience in the Studebaker last spring on the subject, "Five Days and an Education." Mr. Sharp is an instructor in English in Boston, Mass., and brought a message that has not been forgotten by those who heard it.

The program for next Saturday morning bids fair to rank with Mr. Sharp's as one of the rare educational gems offered the Chicago public.

Teachers are asked to tell their friends of the coming lecture and to invite parents and others interested in the educational problem to hear Dr. Bailey.

Dr. Bailey was one of the highlights of the N. E. A. convention at Philadelphia last year. Those who heard his inspirational talk were anxious to have another opportunity to hear the humorist in whose talk such wit and wisdom commingled.

We've Been There

"Here's something queer," said the dentist. "You say this tooth has never been worked on before, but I find small flakes of gold on my instrument."

"I think you have struck my back collar button," moaned the victim.

—*Siren.*

Not Particularly

"Did you notice that woman who just passed?" inquired he.

"The one," responded she, "with the gray hat, the white feather, the red velvet roses, the mauve jacket, the black skirt, the mink furs and the lavender spats?"

"Yes."

"Not particularly."

A "Concrete" Step

A contractor who professed to be very fond of children became very angry because some little fellow stepped on a new pavement before it was dry.

His wife rebuked him. "I thought you loved children," she said.

"I do in the abstract, but not in the concrete," he replied.

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From the Masthead by The Lookout



"Let There Be Light"

To the Teachers of Chicago:

At the meeting of the City Council on Wednesday, November 24, on the eve of Thanksgiving, the Mayor sent to the Council and the Council sent to the Schools Committee, four names for membership on the Board of Education. As soon as the names were read by the Clerk, Alderman Woodhull, who said he spoke with the concurrence of the Mayor, asked the unanimous consent of the Council to have these names sent to the Committee on Schools, Fire and Civil Service.

Under the rules of the Council, the names of all appointees must lie over for one week. It required unanimous consent or, in lieu thereof, a two-thirds vote of the Council, either to permit a vote to be taken on the confirmation of these names at the meeting at which they were presented or to permit them to be sent to a committee. The Aldermen gave unanimous consent to have the names sent to the Committee. Following are the names:

Dr. Otto L. Schmidt, for the term ending May 1, 1931, to succeed Mr. J. Lewis Coath, who was appointed by Mayor Thompson in May, 1921, and whose term expired May 1, 1926.

Mr. Charles J. Vopicka, for the unexpired term ending May 1, 1929, to fill the vacancy caused by the death of Dr. Schiller, who was appointed by Mayor Dever in 1925.

Mr. Walter J. Raymer, for the term ending May 1, 1928, to fill the vacancy for the unexpired term caused by the death of Mr. Edward B. Ellicott, who was appointed by Mayor Dever in 1925.

Mrs. William S. Hefferan, for the term ending May 1, 1931, to succeed herself. Mrs. Hefferan was appointed by Mayor Dever in May, 1923, to fill the unexpired term of Dr. Klarkowski, who resigned.

There is still one vacancy on the Board, that of Mr. Julius F. Smietanka, who was appointed by Mayor Dever in May, 1923, and whose term expired May 1, 1924. No successor was named by Mayor Dever for Mr. Smietanka, nor was Mr. Smietanka's name sent to the Council. Under the law, his membership on the Board of Education continues until his successor is appointed, confirmed and qualified.

From "Who's Who in America," the following information is taken in regard to two of the above named:

Schmidt, Otto L., Physician; born Chicago, Ill., March 21, 1863; son of Dr. Ernst Schmidt; graduated Central High School, 1880; M. D. Chicago Medical College, 1883; post-graduate work, University, Wurzburg and Vienna; married Emma Seipp, of Chicago. Practiced at Chicago since 1883; Physician, Alexian Bros. Hospital; Chairman, Illinois Centennial Commission, 1915-19. Member American Medical Association, Illinois State and Chicago Medical societies, Chicago Neurological Society, Chicago Roentgen Ray Society, Ill. State Historical Society (president 1914-19), Chicago Historical Society, etc., Home, 1547 Dearborn Parkway; Offices, 38 S. Dearborn St. and 5 S. Wabash Ave., Chicago.

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The newspapers give the additional information that Dr. Schmidt is President of the Chicago Historical Society, and is also a member of the Union League Club.

From "Who's Who in America" the following information is taken:

VOPICKA, CHARLES J. Diplomatic service; born, Bohemia, Nov. 3, 1857; son of Joseph and Barabara Vopicka; education, high school and business college; married Victoria Kubin of Chicago, February 3, 1883. Came to United States in 1880; removed to Chicago, 1881; engaged in real estate and banking business until 1899; an organizer, later president and manager of Atlas Brewing Company. West Park Commissioner, Chicago, 1894-7; member of School Board, 1901-2; member of Board of Local Improvements, Chicago, 1903-4; Democratic candidate for Congress, 5th District, Illinois, 1904 (defeated); member of Chicago Charter Convention, 1906; Envoy Extraordinary and Minister Plenipotentiary to Roumania, Servia and Bulgaria, 1913-20; Home, 3251 Washington Blvd.; Office, 431 N. Michigan Ave., Chicago, Ill.

Mr. Vopicka is still manager of the Atlas Brewing Co.

The following information is given by the Chicago newspaper in regard to Mr. Raymer:

RAYMER, WALTER J., Head of American Pin Company. Was a member of the City Council at the same time that Mayor Dever was a member of the Council. Is a native of Canada and a naturalized citizen of the United States. Was born in Woodstock, Canada, in 1864. Came to Chicago in 1881. Took out his final papers in 1886. Since 1914 he has been President of the Fullerton State Bank.

There are three bankers on the Board of Education now. Mr. Raymer would make the fourth banker.

About nine years ago the City Council established the precedent of having appointments to the Board of Education sent to the Committee on Schools, Fire and Civil Service, to give the members of that Committee opportunity to look into the question of the fitness of proposed members and to report their findings to the Council. At the time of this action, the Council began to take some responsibility for the confirmation of these appointees instead of perfunctorily confirming the proposed appointments presented by the Mayor.

The aldermen who were responsible for establishing this precedent took the position that the alderman in each ward casts the vote of the citizens in his ward for the members of the Board of Education. They argued that in thus acting for the citizens of their respective wards the aldermen had imposed on them responsibility for informing themselves in regard to the policies for which these candidates stood, especially those policies that were at the time causing unrest in the school system and were under discussion by the public.

At the time this precedent was established some years ago, the right of the teachers to organize was questioned by the so-called Loeb rule, as it is now being questioned by the policies of the present members of the Board of Education and the present Superintendent. Some of the policies at the present time that are causing discussion within and without the system are the suppression of discussion by teachers and the disruption of the Teachers' Councils, which provided official organization of the teachers for free discussion, and the substitution therefor of the "Hand-picked Conference of the Superintendent."

At that same meeting of the City Council on November 24, Alderman Nelson presented, and the Council adopted unanimously, the resolution printed elsewhere in this Bulletin, directing the Council's Committee on Schools to investigate the Platoon Schools in Chicago. Almost at the same hour that the Council on its own initiative was referring to its Schools Committee that platoon resolution and the names of four prospective Board members, the principals of the platoon schools, acting on orders from the Superintendent, were submitting to the teachers the Superintendent's 33 platoon propositions, printed elsewhere in this Bulletin.

The teachers in some platoon schools, having no time but the lunch period, were compelled to spend that period without lunch, without time or opportunity for discussion, voting by a show of hands on each of those 33 propositions as the principal read them one by one from the one and only copy sent to the school.

It is to be hoped that the Council Committee will give the people of Chicago an opportunity to find out something about the reorganization of the schools that has been "put over" on the children, teachers and parents in spite of the practically unanimous protest of principals and teachers that the Platoon School is "exactly the factory system applied to the education of the child."

Margaret A. Haley

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City Council Committee to Investigate Platoon Schools

Resolution Inquires Whether or Not Ordinances Are Being Violated

The Platoon schools, subject and object of perhaps more discussion than any other change in the administration of the schools, have come to the attention of the Committee on Schools, Fire and Civil Service of the City Council.

Alderman Oscar F. Nelson introduced a resolution at the Council meeting, Wednesday, November 24, asking that the Council Committee on Schools be authorized to investigate what, if any, ordinances are being violated in the platoon schools, and also by what authority the Chicago elementary schools are being reorganized into platoon schools. The resolution which passed, included a clause requiring the Committee on Schools to report back to the City Council. The hearing on the resolution has not yet been held by the Schools Committee of the Council.

Following is an excerpt from the stenographic report of the meeting of the Council:

THE CLERK: A resolution from Alderman Nelson:

"WHEREAS, on July 9, 1924, the Board of Education by a bare majority vote and without reference to a committee, adopted a report of a Commission recommending that a LIMITED number of platoon schools be established in Chicago by the Board of Education as an EXPERIMENT to be abandoned if proved unsatisfactory, and" * * *

ALD. NELSON: I ask that this resolution be put on its passage. I want every member to pay attention, please.

MAYOR DEVER: The clerk will read the resolution.

THE CLERK (Reading): "WHEREAS, despite the distinct understanding that a limited number of schools were to be platooned as a test or experiment, the Superintendent of Schools has proceeded to platoon somewhere near 100 Elementary schools and is now rushing in an attempt to platoon all of the Elementary Schools, and

"WHEREAS, parents, teachers, principals and district superintendents consider platoon schools educationally unsound and characterize them as a factory system of education which robs the child of an opportunity for growth and is a menace to health and development, and

"WHEREAS, in the schools already platooned city ordinances are being violated by conducting classes in basements and auditoriums, and

"WHEREAS, the acting President of the Board of Education, Julius F. Smietanka, on the 9th of this month, in an address before the Woman's City Club, in reply to a question, made the positive statement that the Elementary schools were not being platooned:

"THEREFORE, BE IT RESOLVED, that the Committee on Schools, Fire and Civil Service of this City Council, be and it hereby is authorized and directed to investigate and report promptly to this City Council what, if any, city ordinances are being violated in the schools which have been reorganized on platoon plans, and also by what authority, if any, the Chicago Elementary public schools are being reorganized into platoon schools."

ALD. NELSON: Mr. President, I move that the rules be suspended and the resolution placed on its passage.

MAYOR DEVER: You don't need a suspension of the rules.

ALD. COUGHLIN: I second the motion.

ALD. NELSON: This resolution asks that the Schools Committee conduct an investigation as to whether city ordinances are being violated in connection with the platooning of schools.

(Several of the Aldermen said "Pass.")

ALD. NELSON: I just wanted to make these few—

MAYOR DEVER: The resolution is passed, Alderman. That refers it, as I understand it, to the Schools Committee. * * *

ALD. NELSON: I might at this time, without going into any detail, say, at least for the information of my colleagues on the Schools Committee, that this is a very serious situation, and a situation that demands emergency attention.

As the resolution sets out, two years ago the Board of Education, by a bare majority vote, because they seriously doubted the advisability of their instituting the platoon system—they did finally agree to the institution of the system in a limited number of schools as an experiment and there has been no further action taken by the Board of Education. The assumption was that possibly four or six schools would be platooned, and that then the Board would decide whether it was a sound educational policy. There has been no report in the matter, no further action taken, and we have now about 100 Elementary schools platooned.

Let me say to you just briefly what that means, point out what it means.

It means eliminating the teaching of the pupil by the individual teacher. As this resolution points out, members of the Board of Education, every school teacher, every principal has designated the platoon system as a factory system of education, rushing the children from one room to another, the children every day passing through from five to seven teachers' hands.

Then in addition to it, it is inimical to the health of the child. They are crowded into auditoriums. The City ordinance provides that no classes shall be held in auditoriums nor in any basement; yet in some of the schools these ordinances are being violated.

So I hope that when the Chairman of our Committee calls the meeting of the Schools Committee to carry out the purport of this resolution that every member will be in attendance and give really of his time and service to the carrying out of this investigation.

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Teachers Asked Opinion on 33 Points of Platoon School

Superintendent Sends Out Bulletin

A bulletin from Superintendent McAndrew containing 33 propositions in regard to platoon schools was received on Monday, November 22, in the schools organized on the platoon plan, with instructions to the principal to submit it to the teachers, parents and others for an expression of opinion on the 33 points and return the replies on Wednesday, the 24th, the day before Thanksgiving.

In some schools, meetings were held during lunch hour or after school on Tuesday or Wednesday. The principal read each of the 33 propositions to the teachers who voted by vive voce vote or by raising hands. In some schools, the entire lunch hour was taken. In some schools the principal did not inform the teachers as to what report on the teachers' opinion was sent to the Superintendent from the school.

Only one copy of the 33 propositions was sent to a school. The principal read from that copy.

Following are the 33 propositions:

1. Effect of greater variety of activities and change from room to room. It was claimed that it tends to relieve monotony of school life and prevent fatigue.

2. Children enjoy variety and other features of programs. Are happier in it. Interest increased—do better work. Disciplinary problems reduced, less truancy.

3. Variety of teachers to one child develops different sides of his personality. Beneficial influence of best teachers extended to more pupils. Unfortunate influence of poor teachers minimized.

4. Better preparation for junior or senior high.

5. Better for teachers having them teach that for which they are specially fitted. In how far do objections that were argued appear?

6. Bad for pupil to lose personal interest and mothering influence.

7. Teachers lose sense of responsibility for progress of pupils.

8. Teaching of subjects not children.

9. Militates against character development and habit building.

10. Is mechanical.

11. Length of period in special rooms too long.

12. Length of period in special rooms too short.

13. Child in course of day has too many teachers. How many in your school?

14. What is effect of so many teachers?

15. Twelve teachers a week. How many do they have in your school? Effect?

16. Departmental work should increase as children grow older. In this plan it does not do so. Effect?

17. Correct habits of study, work, play and character cannot develop under it.

18. Exposes child to various phases of work with no thought or care as to whether he gets anything out of it.

19. Factory system—passing through a number of hands—each doing a little here and there.

20. Home teachers have all the work in character building.

21. Teachers deprived of opportunity of coming in contact with child in his interests and pleasures.

22. Home teachers supposed to provide the mother influence—only contact through drill.

23. Tends to separate oral composition from written.

24. Activity in special rooms—passivity in home room.

25. Platoon system tends to make project method impossible.

26. Auditorium is of doubtful benefit, it is a dump.

27. Greater difficulty with books, loss of clothing, due to theft. Confusion as to place first part of day.

28. Greater loss of time.

29. Varied size of pupils makes adjustment of seats impossible.

30. Children overstimulated—nerves upset—health impaired.

31. What advantages other than those above are observed?

32. What detriments?

Wasn't Missed

Mrs. Nipper—I'm so sorry I couldn't come to your party.

Mrs. Cutting—Oh, weren't you there?

—Allston Recorder.

The more patient pedestrians, the fewer pedestrian patients.—Wall Street Journal.

Money made the mare go, but it's credit that runs a lot of motor cars.—Wall Street Journal.

There are no statues erected to men who stopped to explain their mistakes.—Wichita Falls Record-News.

We read that thyme was used by the Romans as a cure for low spirits. Hot thyme, doubtless.—Arkansas Gazette.

To judge by the comments of the foreign newspapers, we are entertaining not only Marie but the rest of the world.—Norfolk Virginian-Pilot.

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Are Teachers Muzzled? Asks "The Nation"

Tenure and Academic Freedom Assailed in New York

Chicago teachers have been vitally interested in the attack being made on teachers' tenure in New York, brought to the public attention by the cases of three New York teachers.

"The American Teacher," organ of the American Federation of Teachers in its November number under the heading, "Attacks on Tenure and Academic Freedom," and "The Nation" for November 24, 1926, under the title, "Are Teachers Muzzled?" have commented on the New York teachers' cases.

Following are extracts from the two publications:

This question has come up anew because of a decision of the Board of Superintendents of the New York City school system in the case of Abraham Lefkowitz, a teacher who has been denied promotion to head of a department. The Board of Superintendents does not like some of Mr. Lefkowitz's utterances and declares that he voiced his views with "insolence," "intemperance," and "vulgarity." Without mincing matters they declare that

> **A teacher may not have one set of opinions for the classroom and another for the public platform. As a school teacher, he has not the same rights as other citizens to print, publish, or declare his thoughts and opinions. He is no longer at liberty to "freely write, speak, or publish." This is not an interference with his rights as a citizen. His rights are as "free and untrammeled as they ever were." (!) He may at any time "emancipate himself from the shackles of the department and exercise his full rights as an American citizen" by resigning his position. As was said in the Clifford case: "It is, therefore, erroneous to say that his right of citizenship is abridged in any particular, and the courts have so held." In determining whether or not a teacher shall be promoted, the Board of Superintendents is obligated to take into account the history of the teacher, his public opinions, the persons with whom he associates, and his attitude toward governmental questions.**

In other words, the teacher is placed in the position of a soldier or sailor, denied the right of freedom of speech, and compelled to keep silence if his convictions do not happen to coincide with those of the temporary set of officials who happen to be his employers.

William J. O'Shea, the superintendent of schools, is even more specific. In a interview in the New York Evening Sun Mr. O'Shea was quoted as saying:

> **We do not wish to restrain the freedom of thought of any teacher so long as that freedom is kept within reasonable limits. We expect the teacher to differentiate between liberty and license. How could the teacher teach children under his care to love American institutions and principles, if, after school hours he went out and berated American institutions and principles? We find that many of those who have done so are considered by medical men of some eminence as psychopathic. Thus they are more to be sympathized with than criticized. But as employees of the Board of Education it makes no difference to what societies they belong so long as they do not take advantage of their position to teach un-American doctrines.**

Mr. O'Shea did not have Mr. Lefkowitz in mind when he said this, and, indeed, voted for Mr. Lefkowitz's promotion, but he reserves the right not only to deny promotion to teachers thoroughly satisfactory in the classroom if he does not like what they say or how they say it when they are off duty, but also to insinuate that they are pathological cases if it suits his purpose to do so—a blackguardly and cowardly act. He uses the language of every tyrant, every Pilsudski, every Mussolini. Of course, men of this type always protest that they want freedom of speech, but within what they themselves consider "reasonable limits" and "liberty, not license." Like the judges of the inquisition of every period and age of intolerance, they propose to decide what is reasonable and where liberty ends. What a dangerous precedent to set if the "outs" of today become the "ins" of tomorrow.

With all respect to the judicial decision cited, we deny that the Bill of Rights is ever forfeited by any American citizen, and that there is anything in the position of the teacher which distinguishes him from any other civil servant to the extent of requiring that he shall be muzzled and his utterances censored outside of his working hours. If the superintendents understood American traditions they would never join the attempt to deprive teachers of their civic rights. If they had that understanding they would know among other things, that there can be no drawing of the line in such matters by mere administrative officials. Who is wise enough to define what is the true Americanism of the day? The authorities of schools, cities, and States in the days of slavery frequently undertook to say that it was un-American to denounce slave-holders and that those who did so abused free speech and degenerated into license. Professor Charles Follen was dropped from Harvard University because of his anti-slavery views. Miss Prudence Crandall, who dared to instruct colored children in a private school, was forbidden to do so by the legislature and the officials of the State of Connecticut. Public opinion was at that time on the side of the officials, but history proved hers the true Americanism and that of the authorities base and spurious.

Whether the views to which the superintendents object are defensible or indefensible has nothing to do with the case. The teacher has a right to his own views and has a right to express them. If he advocates views or conduct which are contrary to the law, there are plenty of statutes to take care of the offender. But for petty officials to tell our teachers what to think and how to speak when outside of the classrooms is to dig the grave of the free-school system and to deal a most dangerous blow to the American republic. The superintendents aver that the offense of these teachers, one of them so fine a woman as Jessie Wallace Hughan, is not that they belong to certain societies, or hold certain views, but that they avow what is in their hearts. John Stuart Mill in his essay on liberty had a good deal to say about that social intolerance which would compel men to conceal their thoughts. He declared that "The price paid for this sort of intellectual pacification is the sacrifice of the entire moral courage of human mind . . . the sort of men who can be looked for under it are either mere conformers to the commonplace or time-servers for truth." If one believes

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that muzzled, conforming, and time-serving teachers can educate American boys and girls in the American spirit, one must stand with Mr. O'Shea. But if one thinks that the best teacher is he who is freest, then there must be the most vigorous dissent. Thomas Jefferson in his second Presidential inaugural proclaimed the right of any American in any place at any time to denounce this government, or to demand its dissolution or the substitution of something else for this republic. He wanted free and honest Americans; Mr. O'Shea demands servile, cowardly, groveling teachers who dare not say that their souls are their own. If there is anything of the good American spirit of revolt against governmental outrage left in the teachers of New York City they will unite to make life miserable for Mr. O'Shea and the Board of Superintendents until these officials realize the enormity of their offense against the American spirit.

The Nation, Nov. 24, 1926.

Attacks on Tenure and Academic Freedom

(From The American Teacher)

In several places in the country, further attacks are being made on tenure and on academic freedom. One case of great interest to the A. F. of T. involves our members in New York: Dr. Jessie Wallace Hughan, Miss Ruth Gillette Hardy and Dr. Abraham Lefkowitz.

The Board of Examiners has ranked these teachers among the three highest on respective eligible lists, but the Board of Superintendents has passed them by in making promotional assignments. This latter board has charged, but not proved, that the teachers in question hold reprehensible views on war, the respect due our law makers, and kindred subjects, but nobody charges that the teachers in question are not unusually able, successful teachers. The facts probably are that the opposition to the promotion of these three arises from the fact that they have fought political control of the schools and have strongly recommended the abolition of the politically chosen Board of Superintendents and have urged the substitution therefore of a Supervision Council, democratically chosen from district superintendents, principals and teachers.

The teachers attacked, with the support of their local and the Central Labor Body, have organized a Citizen's Committee of one hundred for Academic Freedom. This committee, with Prof. George A. Coe as chairman, contains, in addition to representatives from the teachers local and from various labor unions, such members as Dr. John Lovejoy Elliot, Dr. John Dewey, Prof. Robert Morss Lovett, Dr. Henry Neuman, Mr. Robert N. Bruere, Dr. Joseph K. Hart, Mr. Herbert Croly, Mrs. Florence Kelly, Professors Charles B. Barnes and Harry A. Overstreet, John Haynes Holmes and Christopher Morley.

A mass meeting has been called, which includes Mr. Oswald Garrison Villard among the speakers.

The public press supports the cause of academic freedom. The mayor, in an interview with representatives of the Central Labor Body, expressed himself as favorable to that cause also. All in all, the attackers seem to be getting the worst of it.

The A. F. T. congratulates itself and the New York local on the vigor and acumen displayed in its taking the offensive against efforts which would intimidate teachers and prevent their opposing activities which would injure the schools.

A case with entirely different concomitants is that of Dr. Suzzalo who has been discharged from his position as president of Washington State University by Gov. Hartley without any preferment of charges.

The case is a difficult one to judge, as there are various opinions as to Dr. Suzzalo's political affiliations. What interests the Federation, however, is that this seems to be a case in which an educational position is considered as a part of political spoils. The Federation stands squarely for the separation of schools and politics, and for a teachers' tenure which holds until charges of misconduct or professional inefficiency have been proved.

* * *

Perhaps the most flagrant of these attacks was the discharge of Dr. J. E. Kirkpatrick by the Board of Trustees of Olivet College as a result of the expression of his views of college administration, views recently made public in his book, "The American College and its Rulers."

After students and professors had left for the summer, the Board of Trustees of Olivet College informed him of their resolution that his services were no longer reqiured "not because of any inefficiency on your part as a classroom teacher but because your views of college administration, which views you have always been free to express and advocate, are not in harmony with the views of the Board of Trustees and of substantial friends of Olivet not on the board who are giving financial support to Olivet College." The action was taken "in agreement with the understanding with Dr. Kirkpatrick made a year ago." Dr. Kirkpatrick denies the existence of the understanding. He charges the Trustees with acting secretly when they had given the faculty "every reason to believe that no dismissals would be made without giving the persons, who so desired, a hearing before the faculty." The Olivet College Echo, a student publication, expressed "deep regret" at the dismissal, and sympathetic students and professors propose to challenge the Trustees' action.

Unlike most educational critics who focus on the present, Dr. Kirkpatrick is curious to find out, as many of us are, how we got that way. So he traces the mechanism of college government from the beginning when, with few exceptions, governing groups of clergymen dictated policy, treating professors as mere hirelings, to the present day when college presidents enforce the orders of the "man in the skyscraper." "Our traditional system of academic organization," he says, "has invited the shifting of the directing power from 'Main Street to Wall Street' and from Wall Street to the private office of a director of the House of Morgan. The shifting process is well nigh completed. The consequences we are now beginning to recognize." Dr. Kirkpatrick looks hopefully for the coming of democracy on the campus through student revolts and the advent of democratically-minded scholar-presidents like Glenn Frank of Wisconsin; also through the few experimental colleges such as Antioch, Brookwood and Commonwealth. To some degree these ventures embody Dr. Kirkpatrick's ideal educational system.

* * *

The American Federation of Teachers wishes to impress upon its members the very great gravity of the situation when a professor may be calmly discharged because his views are not in harmony with those of substantial friends who give financial support to a college. No longer is it necessary for the Trustees to resort to any subterfuge as to professional inefficiency. No case could more fully substantiate Dr. Kirkpatrick's assertion as to the real ruler of American colleges than does Dr. Kirkpatrick's own.

The American Teacher, November, 1926.

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Newspapers Take Up Fight of Milwaukee Teachers

Defend Them Against Recommendation to Limit Their Constitutional Privileges

Teachers' troubles do not come singly, according to reports received from various parts of the United States. Chicago teachers are not the only ones suffering from oppressive measures, according to word received from Milwaukee where the President of the School Board has attempted to prevent Milwaukee Teachers from lobbying for bills not approved of by the Administration.

At the time of going to press, no information that the Superintendent's recommendation had been concurred in, had been received.

The story is perhaps best told by the following extracts from The Bulletin of the Milwaukee Teachers' Association for November, 1926, reprinted from various Milwaukee newspapers:

TEACHERS HAVE SOME RIGHTS

(Journal)

The new President of the School Board, Mr. Wehe, would dismiss teachers who engage in political and legislative activities without the consent of the Board. That is an unfortunate suggestion. Has Mr. Wehe considered what will happen if he starts firing teachers?

The teachers' association is embarked on a course which many sincere friends of the schools and of the teachers feel is wrong. Some association leaders look with suspicion on the School Board and the school management. They would make the teacher paramount, even to executive control. To that end they have their organization and their attorney and ways of getting a hearing from the public. They have often been a pretty big thorn in the side of the Board. And certainly they have not worked toward that solidarity of aim and effort that should advance the schools.

But how would Mr. Wehe shut off these things? Would he dismiss some hundreds of teachers when the Association did something he could not approve? They surely have a right to organize, and to spend some thousands each year for an attorney, if they want. And they have a right to send him to Madison.

In the specific instance Mr. Wehe cities, that of changing the probation period of teachers from four to three years, the President says the School Board knew nothing about it. He condemns himself. Where was the Board when this bill was being considered? It would have been far better if the Teachers' Association had discussed the move in a frank spirit with the Board and the Board had considered the proposal with equal frankness. But the Teachers' Association has not chosen to work that way. And it is its right to work at Madison for legislation beneficial to teachers.

The School Board undoubtedly will see the danger in Mr. Wehe's proposal. Things are bad enough without raising up a crop of martyrs. The best protection the schools can have is to allow this freedom that the teachers have taken and trust to an understanding by the public.

NO CZARDOM OVER TEACHERS

(Wisconsin News)

Must teachers, just because they are teachers, surrender any of their rights as citizens?

Must they surrender their right to work for legislation which they believe is in their interests because the School Board is opposed to it?

That is what the president of the Board appears to think, for he recommends that teachers who hereafter indulge in such activity be fired from their jobs.

The idea seems to be that the Board at all times knows what is best for the teachers better than the teachers themselves; that they must humbly approve of all school laws favored by the Board, even if they think them unjust or imperfect, and not attempt to have them changed, if the Board is opposed to change.

The school history of Milwaukee will scarcely support this idea of a School Board infallible as to the interests of teachers.

Citizens with a memory will recall the long and bitter struggle of Milwaukee classroom teachers for legislation giving them a living wage—a struggle in which they were consistently opposed by the School Directors.

Had such a rule as that now proposed by the President existed at that time, hundreds of faithful, efficient and valiant instructors would have lost their jobs!

And for no better reason than that they worked courageously to see justice done to a then grossly underpaid profession, upon whose well-being not only the efficiency of the schools but the progress of civilization is dependent.

The legislative activity of teachers may often be annoying to the earnest, if sometimes self-sufficient, members of the School Board; it may sometimes be misdirected and uncalled for.

But that is no reason why this right of citizenship should be denied to any teacher or other school employe; why it should be forbidden under a czar-like threat of decapitation.

The people of Milwaukee have faith in the instructors of their children, and with good cause.

They know, from past experience, that the independent activity of teachers, in opposition to certain policies and regulations of the School Board, has been a source of enlightenment and justice, a check to arbitrary and reactionary rule.

No method of coercion or intimidation that would curtail this wholesome freedom of the teaching body to work in its interest, which is the interest of public education, will be tolerated by public opinion.

Wise School Directors, who value such opinion, will bear that in mind.

(Continued on Page 96)

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Milwaukee Teachers Object When Told They May Not Lobby

Superintendent Attempts to Prevent Teachers From Lobbying for Anti-Administration Bills

Milwaukee teachers believe that their tenure is attacked in the proposal of the President of the Milwaukee Board of Education to restrain teachers from lobbying for legislation which does not receive the support of the majority of the Board.

Following are the Resolutions of the Milwaukee Teachers' Association, adopted October 13, 1926, and a discussion of the subject, together with a list of bills effecting teachers' interests, published in the November number of the Bulletin of the Milwaukee Teachers' Association:

RESOLUTIONS OF M. T. A. ADOPTED OCTOBER 13, 1926

WHEREAS, at a meeting of the Board of School Directors of the city of Milwaukee on October 5, 1926, Waldemar C. Wehe, in his official capacity as President of said Board of School Directors, in his annual President's message to said Board, made the following recommendation:

"* * * I would recommend that any employe or employes of the Milwaukee School Board, who, either directly, through an association, or through counsel, have any laws enacted by the state legislature which do not receive the approval of the majority of the School Board, should be deemed to have violated their obligations to the school system and should be discharged for cause from said system."; and

WHEREAS, on October 5, 1926, and for more than seventy-eight years prior thereto, Article 1, Section 4 of the Constitution of the state of Wisconsin provided, and still provides, as follows:

"Article 1, Section 4. The right of the people peaceably to assemble, to consult for the common good, and to petition the government, or any department thereof, shall never be abridged."; and

WHEREAS, both as a member of the Board of School Directors of the city of Milwaukee and as a member of the Bar of the state of Wisconsin, said Waldemar C. Wehe has taken and subscribed oaths to support the Constitution of the state of Wisconsin;

BE IT RESOLVED, that the teachers of Milwaukee, through their professional organization, Milwaukee Teachers' Association, respectfully call to the attention of the said Waldemar C. Wehe, and to the attention of all persons who subscribe to the sentiments expressed in President Wehe's recommendation, the provisions of Article 1, Section 4, of the Constitution of the state of Wisconsin, and,

BE IT FURTHER RESOLVED, that the teachers of Milwaukee, through their professional organization, Milwaukee Teachers' Association, reiterate at this time their oft-expressed faith in the rights guaranteed to all people of the state by the constitution and the laws enacted by the legislature in conformity thereto, and such teachers express their belief that President Wehe's recommendation, quoted above, which strikes at one of the fundamentals of government, will not receive consideration by any public body; and,

BE IT FURTHER RESOLVED, that copies of this resolution be sent to the Board of School Directors of the city of Milwaukee and to such other persons as may be deemed advisable.

MILWAUKEE TEACHERS' ASSOCIATION,
By ETHEL M. GARDNER,
President,
JULIA SHINNICK,
Recording Secretary.

I. BILLS AFFECTING TEACHERS' OWN INTERESTS

1. 1919-1920 (Special Session) Salary Legislation. Opposed by School Board and Superintendent Potter. Increased Mill Tax from 2.7 mills to 4 mills in 1919; from 4 to 6 mills in 1920. This made it possible for the School Board not only to pay teachers' salaries but to run everything else, and this amount will continue to be adequate for many years to come.

2. 1919-1921—Bills to curtail tenure rights presented by the School Board (to take away the right of trial before the Board and to permit dismissed teachers to appear only before the Committee on Complaints). Opposed by Milwaukee Teachers' Association and defeated.

3. 1921-1923—Amendments to Pension Law, increasing the amount of pension and providing a different method of financing the Pension Fund. Released $50,000 a year from the general school fund to be devoted to general school purposes.

4. 1923-1925—Bills to prevent public employees from organizing were opposed and defeated.

5. 1925—Reduction of probation period from four to three years. This is in accordance with the N. E. A. recommendation that the period of probation for teachers should be from one to three years, and also in accordance with the change in qualifications demanded of teachers by the School Board. Formerly a two-year Normal course was sufficient; now a three-year Normal course or a two-year Normal course plus one year's experience is required by the School Board rules.

6. 1925—Bill protecting the rights of teachers in annexed territory to remain in their positions if properly qualified in accordance with the School Board's rules.

II. BILLS AFFECTING PUBLIC WELFARE

1. 1921—Bill increasing tax rate for school repairs from .3 of a mill to .8 of a mill. (The School Board presented a bill increasing the tax rate from .3 of a mill to .6 of a mill. This created a storm of protest. The representative of the M. T. A. suggested that a referendum

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clause be attached. Such a bill was prepared by the M. T. A. representative, but increasing it to .8 of a mill. This passed both the referendum and the Legislature.)

2. 1921—Bill increasing tax for support of Trade School from .3 of a mill to .6 of a mill. Aroused protest. Held in Committee until referendum on Repair Bill was over and then both bills passed.

3. 1921—Bill introduced by School Board increasing interest rate on School Bonds from 5 per cent to 6 per cent. Passed both Houses and vetoed by Governor. This bill was introduced because of the difficulty in selling School Bonds. Obstacle to School-building program. At the request of School Board representatives the M. T. A. representative interviewed the Governor the morning the veto was up for action, and the Governor sent a message to the Legislature asking that his veto be overridden.

4. 1921-1923-1925—Bills were introduced which would have taken out of the pockets of Milwaukee taxpayers from $750,000 to $1,300,000 annually. Equalization bills they were called. The M. T. A. was active in defeating these bills.

5. 1925—M. T. A. very active in putting through legislation excluding schools from the operation of the Home Rule Amendment.

6. 1925—Secured legislation permitting Pension Trustees to hire their own attorney.

7. 1925—School Board introduced a bill permitting the City of Milwaukee to issue bonds to repair school buildings. Mr. Wehe appeared for the bill. The M. T. A. opposed it because they considered it bad policy. At the suggestion of the M. T. A. representative, the Committee on Education of the Senate asked permission to introduce a bill raising the tax rate for repairing schools from .8 of a mill to 1 mill. This furnished a vehicle through which the Supreme Court interpreted the Home Rule Amendment.

THE WEHE RECOMMENDATION

(From The Bulletin of the Milwaukee Teachers' Association, November, 1926)

That the recommendation of President Waldemar Wehe, to the effect that any employee or employees of the School Board who either in person or through an organization or through counsel have any laws enacted by the State Legislature which do not receive the support of the majority members of the Board, shall be dismissed from the service—has caused public interest, is evidenced by the fact that the Women's Club of Milwaukee has already taken up the question for study.

President Wehe was asked to come before the Woman's Club at its meeting held Monday, October 17th, at the Museum Lecture Room, to give his reasons for making his recommendation.

Mrs. Victor Berger was invited to speak for the teachers' side.

Mr. Wehe, in a very simple, straightforward manner, stated that he believed the public would be better served if all matters pertaining to school legislation might be thoroughly discussed here in Milwaukee and before the School Board. He maintained that the Board of School Directors was the chosen body to act for the citizens of Milwaukee and legislation effecting schools or teachers should be thrashed out here where citizens, taxpayers, and Board members might express themselves on all matters. These were his reasons for making the much discussed recommendations.

Mrs. Berger in reply agreed that it might be desirable to follow Mr. Wehe's recommendations as stated before the Woman's Club, but that Mr. Wehe had not stated that he further recommended the dismissal of anyone thus interested from his position with the Board. This Mrs. Berger contended was going a little too far and was an invasion of the constitutional rights of the citizens who were thus employed.

Mrs. Berger contended that the Wehe recommendations were directed at the M. T. A. and were a criticism of their activity in the past few years in getting desirable legislation passed. She then gave a short history of the M. T. A., stating that 25 years ago the M. T. A. was started as a social group. As far as she knew it remained a social organization until about 10 years ago, when representatives of the M. T. A. began working for an adequate salary for teachers. That was the time of the war, when the cost of living made it absolutely necessary for teachers to have more money in order to enable them to pay their board bill. The School Board, said Mrs. Berger, could not or did not see its way to increase salaries as requested but contented itself with handing out a bonus at the end of the year. After long months of patience the M. T. A. finally evolved from a social organization and succeeded in getting the Governor to include in his call for a special session of the legislature, a place on the agenda for an increase in the mill tax, so that the teachers' salaries might be increased. In their efforts with the legislature the teachers were successful and got an increase in the mill tax from 2.7 mills to 4 mills in 1919 and from 4 to 6 mills in 1920. This made it possible for the Board not only to pay the teachers increased salaries, but to do a great many other things besides.

Then Mrs. Berger gave a history of bills passed or opposed by teachers in the succeeding years. A complete list is appended.

Mrs. Berger went into detail explaining each law, dwelling at length on the law reducing the 4 years of temporary appointment to 3 years, and stating that it is her opinion that this particular measure more than any of the others inspired the president's drastic recommendation. Not only is the recommendation of Mr. Wehe a criticism of this law, but it is a direct attack on the tenure of teachers. Mrs. Berger declared that she was unqualifiedly committed to the permanent tenure for teachers and that the best interest of the teachers, the children, and the entire system demanded a free teacher, a teacher who, when conditions demanded, could exercise her constitutional right and express a professional interest in the system.

So far as her 18 years of service on the Board and her association with the teachers' association is concerned, Mrs. Berger has never known them to act in an unprofessional manner, and she is personally glad that the teachers are organized to take care of the interests of the children as well as their own. And in her judgment, the teacher who is close to the child and his problems knows the short-comings of the system even better than the supervisor who at best gets only a bird's-eye view.

Questions were asked after both members of the Board had finished and a great deal of interest was displayed on the part of members of the Woman's Club. The Woman's Club postponed taking action as it was conceded by all that any action or resolution would be premature in view of the fact that the School Board itself has not yet discussed the Wehe recommendations.

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Chicago School Scene of Reception to Queen Marie

Pupils Present Royal Visitor with Roses

(By a Knickerbocker Teacher)

The largest settlement of the Roumanian people in Chicago lies in the district of the Knickerbocker school. It was because of this fact that the gracious Queen Marie of Roumania complied with the request of Mr. Paul D. Troy, president of the Roumanian Societies of America, to visit their church on Webster Avenue near Clybourn Avenue and also the Knickerbocker School which the Roumanian children attend.

The reception tendered to Queen Marie by 1400 pupils of the Knickerbocker School was marked for its simple formality, and a prevailing spirit of democracy, wherein everyone was most willing to take part. The Stockton Junior high school drum and bugle corps in white array formed a semi-circle around the entrance, and heralded, with the sound of bugles, the coming of Queen Marie. She was met by Miss O. M. Riggs, the principal, who led the way on the Queen's left, to the assembly hall, between lines of pupils standing on either side. Prince Nikolas and Princess Ileana came next, followed by the en tourage of the royal party. As they reached the hall, Adeline Hildebrandt with clear tones of the bugle, sounded the four flourishes which heralded the Queen's entrance.

Queen Marie was greeted by the national hymn of Roumania sung in the native language. When the Queen was seated between Prince Nikolas and Princess Ileana, Virginia Moore, a pupil of the eighth grade, stood before her, and in simple words, well expressed, gave a touching address of welcome to the Queen.

"Your Majesty, Queen of Roumania," she began, "we greet you with an affection that has come from the hearing of your noble words and deeds." The love expressed for the Queen thruout her speech, was the keynote conducive to a friendly feeling.

A class of boys dressed in white suits with tunic blouses edged with bells and trimmed effectively with cross-stitch, worked by their mothers, and with pretty Roumanian caps on their heads, danced the "Calusarul" Roumanian dance. A class of girls danced very prettily a Roumanian step, enhanced by their bright colored costumes.

Ruth Molitor, another eighth grade pupil, made an effective presentation speech in which, on behalf of her classmates of America and Roumania, she offered the Queen a basket of American Beauty roses as an emblem of their love for her. She also asked the Queen to accept a handsome portfolio in which were inscribed autographs of the Knickerbocker Junior citizens, as well as those of children of Roumanian parentage, and in which there was also a personal message to her. The little speaker requested the Queen, when she returned to her far off home, to turn to the message inscribed in her portfolio and to take to her heart this sentiment, "I am loved by the children of America, and America loves my people's children."

Then both pubils and the audience arose and facing the American and Roumanian flags on the stage, sang the Star Spangled Banner.

Queen Marie was deeply moved by the children's reception extended to her. She addressed them and said she was glad the Roumanian children were making such good progress in gaining knowledge. She hoped that in becoming good American citizens they would still have love in their hearts for their country of Roumania, and that their present good understanding would always continue. The Queen then departed amidst the cheers of the Roumanian audience of "Traisca" (long live the Queen.)

In leaving the Knickerbocker school, Queen Marie was enthusiastic in asserting that the speeches delivered by the two pupils were the prettiest she had heard thus far on her American tour. She said she would send an autographed photograph of herself in memory of her visit to the Knickerbocker school.

The reception to Queen Marie of Roumania left most pleasant memories, and altho honor and respect were shown the distinguished visitor, nevertheless a spirit of true American democracy prevailed.

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Citizens' Association Urges Union of Pension Funds

Suggests Teachers' Fund Be Included in the Unification

A movement to unify pension funds has been launched by the Citizens' Association of Chicago, according to an article in the News, November 29, 1926.

The Teachers' Pension Fund is one of the six pension funds of the city funds which it has been suggested, be united.

Following is the story in Monday night's News:

Suggestions by which the nine pension funds of Chicago and Cook county can be maintained more economically and with a greater degree of safety for both employes and public are made to the Chicago pension commission in a bulletin made public today by the Citizens' Association of Chicago.

The suggestions are made in accordance with an invitation for such advice issued by the commission appointed some time ago by Mayor Dever to study pension matters and report its findings to the city council. Ald. Arthur F. Albert is chairman of the commission.

The first recommendation made by the association is that the six pension funds of the city should be united for the administering of the funds.

Keep Funds Separate

"We believe that the funds of the existing pension boards should be kept entirely separate," reads the bulletin, "but that the work of administering those funds should be intrusted to a central head. Such unification of management will not only avoid unnecessary expense arising from duplication of work and of costly equipment but will enable the public to follow more readily the expenditures of pension moneys, of which the taxpayers contribute more than three-fourths."

The six funds which the association recommends uniting are those of the police, municipal employes, firemen's, teachers', public library and house of correction.

Inspections Are Urged

A thorough actuarial examination should be made biennially of each pension fund by an outside agency selected by some other body than the board in charge of the fund, suggests the association. Once a pension has been fixed it should be neither increased nor decreased except for fraud or obvious error in the original award, continues the association, adding that the reserves of actuarial reserve pension funds should be kept distinct from other funds, be kept absolutely sacred for their purpose and not drawn upon by loan or otherwise.

The commission should oppose bad legislation that may be introduced in the legislature and should have some official agency entirely representative of public interests to examine all pension proposals that may be presented, and to advise the governor and the members of the general assembly with respect to the merit or lack of merit of the proposals, the association urges.

Watch Legislation, Plea

On this point the association's bulletin reads:

"It is probable that various groups of public employes will be at Springfield again this winter, as they were during the 1925 session of the legislature, each intent only upon gaining its own ends regardless of the fact that some of the proposed legislation would involve millions of dollars in additional taxes. And it is equally likely that unwise measures will again be pushed ahead in committee and on the floor under the pressure of intensive lobbying by these public employes, without being given adequate study from the angle of the public, unless your commission, which is the only existing body specially created by law to scrutinize such matters, uses its influence to prevent such hasty and undesirable legislation.

"In our opinion, your commission can render fine service to the employes and to the public alike, by acting to prevent crude pension legislation, and by blazing the correct path for a reorganization that is essential to the safety of the pension funds. We believe that this path is clearly outlined in the reports that we have quoted."

Chicago Daily News, Nov. 29, 1926.

And the Worst Is Yet to Come

Superintendent Quoted as Seeing Possibility of Classes of 200

The possibility of classes numbering two hundred lurks in the mind of Chicago's Superintendent of Schools, according to William J. Bogan, assistant superintendent in charge of high schools, who quoted Chicago's superintendent last week as having said he had seen classes of that number operating and that he saw no reason why there should not be typewriting classes of that number.

Mr. Bogan addressed a meeting in the public library at Joliet, Ill., the evening of November 23, and discussed various educational policies, many of which have been experimented with in Chicago system.

Following are extracts from the report of his talk published in the Joliet Herald-News, November 24, 1926:

*** * * * Talking on "Changing Ideals in Education," Mr. Bogan discussed the evolution of Schools of Education connected with colleges and universities, changing standards as evidenced in Progressive schools, Junior high schools, mental tests, silent reading, large classes and schools for service.**

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"It doesn't pay to laugh at innovations in education," said Mr. Bogan. "The idea of measuring education was at one time scoffed at. Every superintendent, every business man said, 'My work is different. It is of the spirit, of the soul. You can't measure that.' Yet it has been proved that this work concerned with the spirit and the soul can be measured. A large part of our mental tests are very faulty, but in spite of their apparent contradictions, we are making progress in them.

"The all day high school was conceived of, making use of the buildings from 8 in the morning till 5 in the evening. Big business used to tell us how efficient that was. How practical it was to make use of an expensive school plant all day and part of the night. Most of our churches are not in session day and night, and no one thinks their occasional use extravagant. There is now a very strong tendency to go back to the old day."

Mr. Bogan discussed the junior high schools which have been put in operation in Chicago and of their exploratory courses to meet the individual needs of the children, courses unknown up to previous generations. He outlined the forward march of silent reading from a quarter of a century ago when its author, a principal in Chicago, was removed from his position, because he was a quarter of a century ahead of his time. He showed that it was a means toward teaching children to study, a crying need in the high schools.

"There are changing ideals in regard to size of classes," said Mr. Bogan. "In the early days, large classes were considered an economic necessity. No one thought of small classes. Their numbers ran up to 60 and 70. The city which had the smallest classes was the city which had the highest educational reputation. Then Economic Necessity said, 'We'll investigate this.' Investigators started to investigate and found the more the merrier, or the larger the class, the better the education. A California educator says that 45 in the elementary classroom is the ideal number and 35 to 38 in the high school may be taught as easily and as well as 20 to 25. All tests so far show that we've been claiming too much for the small class. I have heard Chicago's superintendent say that there is no reason why there shouldn't be typewriting classes of 200, that he has seen it and it has worked. * * *

Joliet Herald-News—Nov. 24, 1926.

Too Much Noise

The celebrated pianist had consented to play at a fashionable party. But he found that people went on talking all the time, particularly two girls in a corner of the room.

He whispered to his hostess: "I hope I'm not disturbing those two young ladies over there."

"That's quite all right," said the hostess, "only you needn't play so loudly."

—Happy Mag.

Our Weekly Scotch Story

A Scot was playing a round of golf with his daughter.

"Maggie," he said, "is today your birthday? Weel, then, I'll gie ye this hole."

—London Express.

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L. M. McPherson—517 Venetian Building
Mrs. F. E. Wick (Spencer)—15 E. Washington Street

EDUCATIONAL GUIDANCE
Laura Mae Hayward—2001 Straus Building

ELECTROLYSIS
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Louise B. Everett—Room 1033, 17 N. State Street

FLORISTS
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John J. Moran—58 E. Washington Street
F. Ranke—Room 309, Capitol Building
Siegel and Barth—39 S. State Street
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BULLETIN MANAGEMENT COMMITTEE

(Please cut this out and carry in your bag for ready reference.)

(Continued from Page 90)

EMBATTLED EDUCATORS

(Milwaukee Sentinel)

President Wehe of the School Board recommends that teachers who lobby for the enactment of legislation not approved by the Board be dismissed from the service.

The teachers have promptly resented this recommendation, denouncing it as an infringement on their rights and an unwarranted effort to throttle their efforts toward betterment of their professional condition.

It is an interesting situation, of course, but what is the public reaction?

The School Board lobbies for legislation which it has decided is necessary and desirable.

The teachers lobby for legislation which they have determined is for the best interest of their profession.

Obviously the viewpoints clash, otherwise Mr. Wehe would not have been impelled to make his recommendation. As a matter of fact everybody knows they do clash, for the hostility between Board and teachers has been evident for a long time.

The public is apt to inquire who is lobbying for the third and most important party in interest, the children, for whom the school system exists and is managed.

How far are the interests of the children lost sight of in the battle between the School Board and the teachers?

The Sentinel does not take sides in the recurring controversies between the Board and the teachers. It has felt, however, with most who have given the matter thought, that this hostility must militate against the complete success of educational work; that lack of harmony among authorities must necesarily impair the efficiency of the entire system. It is difficult to imagine that this is not the case.

The outside observer can not but feel that some means can be devised whereby this constant struggle between teachers and administrative authorities can be settled and an amicable, friendly and cordial co-operation attained. The public pays great sums for education. It is desirous that the teachers be fairly treated and receive remuneration and other rewards consistent with the geat service their profession renders. It is equally desirous that the moneys it spends for the education of its children be devoted wisely and judiciously to that purpose.

And it is not edified, entertained or made more confident as to the merits of its system by constant bickering or open warfare among those to whom the task is entrusted.

TEACHERS ARE EMPLOYES OF THE PUBLIC, NOT OF THE SCHOOL BOARD

(Leader)

Apparently Mr. Wehe thinks the School Board is the whole cheese. The fact is that both the Board members and the teachers are employes of the public.

The Board President said in his annual message that he would recommend the discharge of any teachers who directly or through counsel "have any laws enacted by the state legislature which do not receive the approval of the majority of the School Board."

The teachers are hired and fired by the School Board, but, in performing that function, the Board represents the public, and the public does not demand of the teachers that they forswear their rights as citizens when they enter its employ. When Board members become so

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Mussolinic that they want to deprive the teachers of their rights as citizens, the other good citizens of the city must come to the rescue of the teachers. It would be well to make a note of the names of Board members who take that attitude, and retire them from the public service at the first opportunity.

This paper has had occasion a number of times to protest against the tyrannical restrictions placed upon civil service employes of the United States Postoffice Department, who are deprived of the right of political activity although the Postmaster General, the President and all the other overlings have that right. It is a gross injustice.

If we can prevent it, similar injustice will not be imposed upon the teachers. While we do not believe them or anybody else to be 100 per cent perfect or 100 per cent unselfish, we have far more confidence in them than in the non-Socialist members of the School Board. The teachers do the actual work of teaching the people's children, they have first-hand knowledge of the needs of the schools, their opinions on this subject are valuable, and they have the unqualified right to express those opinions and to try to secure legislation in accordance with them.

Meanwhile, the teachers are right in laughing at the suggestion of the President of the Board. That is the kind of treatment the suggestion deserves.

—The Bulletin of the Milwaukee Teachers' Association, November, 1926.

MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . . Editor and Publisher

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1925—1927
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2nd	L. B. Anderson,	3800 Calumet Ave.	Doug 1818
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27 26

VOL. IV

Margaret Haley's BULLETIN

NO. 6

Chicago, Ill. 28 December 16, 1926

"Peace on Earth Among Men of Good Will"

IT is a song out of the heart of the world. It means much that we can hear it, despite gray fears and grim facts, forever singing above a din of strife; and, hearing it, take up its strain in a world of feud. Not in our day, not in many days, perhaps, but at last it will be fulfilled. The world will fill up with men of good will who keep step to its music and live by its law—men who know that man was made for love, because God is love, and that love and joy will blend in the final note of the great world-song.

By Joseph Fort Newton
Atlantic Monthly, December, 1925.

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MARGARET HALEY'S BULLETIN

VOL. 4. No. 6 December 16, 1926 Page 103

From the Masthead by The LookOut



"God give us men.
A time like this demands
Strong minds, great hearts, true faith and ready hands.
Men whom the lust of office does not kill;
Men whom the spoils of office cannot buy;
Men who possess opinions and a will;
Men who have honor; men who will not lie;
Men who can stand before a demagog and damn his treacherous flatteries without winking!
Tall men, sun-crowned, who live above the fog
In public duty and in private thinking."

—*J. G. Holland.*

To Mayor William E. Dever:

Mayor Dever, do you know—

That the late President Edward B. Ellicott, and six other members of the Board of Education, appeared before the Schools Committee of the City Council on February 18, 1926, and urged that committee to recommend that the City Council submit to the voters at the primary election last April a tax rate increase of $1.00 for the Educational Fund of the Board of Education?

That Mr. Ellicott in presenting to the Committee "a Statement of Proposed Revenue and Expenditures for the Year 1926," (page 108, Exhibit One) said:

"Now the proposed expenditures cover the present budget for the year 1926 amounting to $41,000,000. To operate the 36 new schools that are going into service this year, a total of $3,800,000 additional expense will be added to the school system."

That in reply to questions, Trustee Greenebaum, speaking later in the meeting, said:

"I think the statement is clear, Miss Haley. It says the present budget is $41,160,629, which is over $3,000,000 in excess of our income, and added to that is the expense of operating the new schools, $3,800,000."

That Mr. English confirmed the above statements of Mr. Ellicott and Mr. Greenebaum?

Do you know that a sub-committee of the Schools Committee found that the $41,160,629 Educational Budget provided for the entire cost of operating, ***for the entire year,*** ALL the schools opened in 1926, including teachers' salaries; that, therefore, this additional item of $3,800,000 as an item of expenditure for 1926 was "padding"?

Do you know that the Secretary of the Finance Committee of the Board of Education, Mr. Nelson B. Henry, told the Schools Committee on December 10 that he assumed full responsibility for this statement of "Proposed Revenue and Expenditures for the year 1926" which Mr. Ellicott presented to the Schools Committee of the Council on February 18,

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1926, and that Mr. H. H. Brackett, Auditor of the Board of Education, on the same day, December 10, told the Schools Committee that the statement was prepared in his office?

Mayor Dever, do you know that the Acting President of the Board of Education, Mr. Smietanka, and the Chairman of the Finance Committee of the Board of Education, Mr. Byrne, are both on record in official statements made either to the Board of Education or to the Schools Committee of the City Council, which have been published in the newspapers, that there will be a shortage in the educational fund before the end of 1927, and the estimates on which ***this new*** shortage is based have been prepared by the same "financial experts" of the Board of Education who prepared the padded estimate for the President and Board members to present to the Schools Committee of the City Council on February 18, 1926, as a basis for stampeding the City Council into submitting to the voters the proposition to increase the tax rate of the education fund and for propaganda purposes?

Mr. Henry's explanation of this padding, in which Mr. Brackett concurred, was that the figure "1926" shown at the head of this report was a "typographicallerror" and should have been 1927. When this belated explanation was given on December 10, I called the attention of the Schools Committee to another report of Mr. Henry, which I had previously presented to the Schools Committee, showing that Mr. Henry had estimated the cost of operating the new schools to be opened in 1927 at $500,000. Page 3 of that report showing that estimate is reproduced here on page 109, marked Exhibit 2.

Mayor Dever, do you know that on December 16 the Sub-Committee of the Schools Committee was ready to report on its investigation of these two items and to recommend that Mr. Henry and Mr. Brackett be called again before the committee to explain this decrepancy of $3,300,000 between these two estimates of the cost of operating new schools in 1927 (accepting their explanation of "typographical error") and also to recommend that the members of the Board of Education be given an opportunity to explain; that just at the moment when the report of the committee would have been presented at the opening of the meeting on December 16, the investigation was sidetracked in the manner shown here in the stenographic report of that meeting on page 115, and that the candidates for appointment to the Board of Education were asked to come before the committee?

Mayor Dever, do you think that the Schools Committee should hear what the Board members and these financial "experts" have to say about this padding?

To date I have not received the financial statement which the Daily News, Herald-Examiner and Tribune of October 5 reported you had that day received from President Ellicott, who, these newspapers reported, charged that there was an error of $4,800,000 in my estimate of $4,500,000 of available revenue in the educational fund on December 31, 1926." (These newspaper articles are reproduced here on page 114 and marked Exhibit 10.)

These charges of $4,800,000 error are directed against the letter of the Chicago Teachers' Federation sent to the City Council on September 15, 1926, and referred to the Committee on Schools. That letter shows from authentic, official sources a $4,500,000 surplus on December 31. It was sent to the City Council to disprove the misrepresentations in a letter from the Chicago Principals' Club sent to the City Council that same day and referred to the Committee on Schools. That letter states that "Bankruptcy faces the Schools Unless Immediate Financial Relief is Granted," and asked the City Council to put the tax rate increase on the ballot at the November election.

My letter of December 14 to the Editor of the Daily News, explains fully why the Chicago Teachers' Federation asked for this investigation. Copy of this letter was sent to you on December 14.

Mayor Dever, do you know that on November 3, 1926, Mr. Nelson B. Henry sent a letter to the members of the Board of Education, signed by him as Secretaary of the Finance Committee of the Board, transmitting therewith that financial report which contains that second estimate of $500,000, referred to above, of the same item estimated at $3,800,000 in Henry's previous report?

This undated report bears suspicious earmarks of being the report which the newspapers on October 5 said that President Ellicott sent to you on that day. It shows that there should be a surplus of over $5,000,000 of revenue in the Educational Fund on December 31, 1926, but that $2,500,000 of this might not be received on Dec. 31, 1926 and another $1,500,000,000 might not be received at all. The report therefore shows an "estimated bal-

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ance" on December 31, 1926, of only $1,089,-133.

Mr. Henry's letter to the member of the Board who transmitted this report to me is shown on page 106, the report on 109, 110 and 111. The first page of that report (page 110) shows that Mr. Henry accounted for the $2,500,000 which he said MIGHT not be received in 1926 on the theory that the County Treasurer would fail to turn over to the City Treasurer before December 31, 1926, $2,500,-000 of the 1925 taxes due the Educational Fund in 1926.

Mr. Henry sent that letter to the Board members the day after election. It was also the day County Treasurer Carr went to the hospital. I received that letter on Sunday, November 7, and called at Mr. Carr's office on Monday. Mr. Carr's letter of November 9 to me shows that the $2,500,000 which Mr. Henry's statement insinuated might be held back by the County Treasurer and not paid to the City Treasurer by December 31, 1926, was already in the County Treasurer's office and would be turned over to the City Treasurer's office on or before December 1, the date of expiration of Mr. Carr's term of office. That letter is shown here on page 113, Exhibit 5.

I went to the offices of the City Treasurer and the City Comptroller before the hearing of the Schools Committee on December 2 and received official statements from both those offices showing that the County Treasurer's office had on December 1 turned over more than the amount of money that Mr. Carr's letter of November 9 had stated he would turn over to the Board's Educational Fund on or before December 1. These official communications from the City Comptroller's office are shown on page 112, marked Exhibit 9. They show more than $5,300,000 surplus in the Educational Fund on December 31, 1926, sustaining the contention of the Federation in its communication to the City Council on September 15. I presented these official statements to the Schools Committee at its meeting on December 2. At the same meeting the Acting President of the Board of Education acknowledged there would be a $5,000,000 surplus in the fund on December 31, 1926.

The financial statement which Mr. Henry sent to the Board members on November 3 stated that "due to limitation on the borrowing power" the Board might be short $1,500,-000 which it otherwise should have in 1926. I called at the City Treasurer's office on November 8 and learned from Mr. Albert Keefe that the City Council had authorized the Board of Education to borrow up to the 75 per cent of its tax levy as allowed by law, ***without limitation.*** Mr. Keefe scrutinized the council proceedings with Mr. Padden, chief clerk in the City's Clerk's office, and obtained the statement from Mr. Padden, confirming this, printed here on page 106, Exhibit 7.

Why did Nelson B. Henry, the $6,000 financial "expert" of the Board of Education, send a statement to the members of the Board on November 3 showing that the Board instead of having a surplus of over $5,000,000 on December 31, 1926, ***might*** be short $4,000,000 of that amount on that day due to ***alleged limitation*** by the City Council on the Board's borrowing power and to an ***alleged withholding*** of the County Treasurer of $2,500,000? Why should not the City Council demand that the Board of Education hold its $6,000 "experts" to accountability to furnish facts to the City Council? Why should the Board permit financial statements to be given to the public showing a manufactured shortage of $4,000,000 in the Educational Fund? Why pad expenditures $3,800,000 as a basis for urging the submission of a tax rate increase to referendum? Padded expenditures and shrunken receipts have furnished excuses for back-firing on the Council for refusing to submit that referendum to the people at the November election, and they have been used as propaganda for urging that referendum at the coming primary in February.

After two hours' acrimonious debate in the Board of Education over the adoption of a song book, some years ago, one of the members of the Board, the late John T. Keating, arose, and with his charming inimitable Hibernian accent and rich, melodious voice, remarked, "It seems to me there is very little haarr-mony in the music on this Board."

If there is very little harmony between the sentiment on the outside cover and the history on the inside pages of this Bulletin it may be my misfortune, but it is not my fault. These pages bear testimony that at least I have tried to do my utmost to bring harmony out of the discord of this school revenue controversy, the chief cause at the bottom of the whole school controversy.

Margaret A. Haley

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Replies to Requests for Information

The letter from the City Clerk's office below (Exhibit VIII) shows that the City Council on March 3, 1926, authorized the Board to borrow on Tax Anticipation Warrants up to the full limit of the law, namely, 75 per cent of the 1926 tax levy for the Educational Fund, without any limitation on that or any subsequent date and contradicts Mr. Henry's statement of a $1,500,000 limitation, on the Board's 1926 borrowing power. (Page 110.)

There was absolutely no excuse for sending to Board members on Nov. 3, statements which on that date could have been ascertained to be untrue by mere telephone calls to the offices of the County Treasurer, City Treasurer and City Comptroller. The Business Representative of the Chicago Teachers' Federation got the facts on November 8, the day after receiving from Mr. Coath the Henry letter of Nov. 3 (Exhibit VII), and the three page financial statement of Mr. Henry transmitted with that letter (see pages 109, 110, 111).

The Henry statements received from Mr. Coath appear to contain some of the information requested of the Mayor and referred to in his letter printed below (Exhibit VI).

This letter from the Mayor was in response to Miss Haley's request for a copy of the letter sent to the Mayor by the late President Ellicott, reported in the newspapers of October 5, charging errors of $4,800,000 in Miss Haley's estimate sent to the City Council on September 14, stating that there would be a surplus of $4,500,000 in the Educational Fund on December 31, 1926. No copy of Mr. Ellicott's letter has been received.

LETTER FROM MR. HENRY

EXHIBIT VII

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BOARD OF EDUCATION
CITY OF CHICAGO

ADMINISTRATION BUILDING
650 SOUTH CLARK STREET
TELEPHONE WABASH 3401

BUSINESS DEPARTMENT
BUREAU OF FINANCE
~~W. H. DRAGHETT, Auditor~~

November 3, 1926

Mr. J. Lewis Coath,
4015 Ravenswood Avenue,
Chicago, Illinois.

Dear Mr. Coath:-

Enclosed is copy of statement relative to the present status of the Educational Fund.

Sincerely yours,
Nelson B. Henry
Secretary,
Committee on Finance

NBH:D

LETTER FROM MAYOR

EXHIBIT VI

Photographic Reproduction

OFFICE OF THE MAYOR
CITY OF CHICAGO

WILLIAM E. DEVER
MAYOR

October 8, 1926

Miss Margaret A. Haley,
127 N. Dearborn Street,
Chicago, Illinois.

My dear Miss Haley:

I am writing to acknowledge receipt of your letter of October 8, 1926 requesting a copy of the statement showing the financial condition of the educational fund of the Board of Education which appeared in the newspapers on Tuesday, October 5, 1926, be furnished you.

I am transmitting your letter to Col. Edward B. Ellicott, President of the Board of Education.

Yours very truly,
William E. Dever
Mayor

LETTER FROM CITY CLERK

EXHIBIT VIII

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CITY OF CHICAGO
OFFICE of the CITY CLERK

AL. F. GORMAN.
CITY CLERK

November 8, 1926

Margaret A. Haley,
127 N. Dearborn Street,
Chicago, Illinois

My dear Miss Haley:

In answer to your request of this morning, conveyed to me thru Mr. A. J. Keefe of the City Treasurer's office, I have had the City Clerk's records checked up and find that there has been **no** change made by the City Council in the ordinance passed March 3, 1926, authorizing the issuance of tax anticipation warrants to the extent of 75% of the tax levy for educational purposes.

Very truly yours,
Edward Gadbois
Chief Clerk,
City Clerk's Office

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Progress in the Investigation of Board's Educational Fund

News Publishes Resume of Inquiry Into School Finances

In a newspaper article December 8 (a photographic reproduction of which is presented on page 114 in this Bulletin), the Chicago Daily News cleared up an error in a previous issue regarding the facts in the controversy over the Chicago schools' finances.

The following letter, setting forth the various steps in the solution of the financial question which is still pending before the Committee on Schools, Fire and Civil Service, a copy of which letter was sent to Mayor Dever on December 14, was reproduced in part in the Daily News of December 15, 1926:

Mr. Charles H. Dennis, December 14, 1926.
Managing Editor,
Chicago Daily News,
Chicago.
Dear Mr. Dennis:—

To date I have not seen a copy of the letter of the late President Edward B. Ellicott which is referred to in the enclosed article in the Daily News of October 5 in which Mr. Ellicott charges that errors amounting to $4,800,000 were contained in computations submitted in a letter of mine. [See enclosed article on p. 114.]

The communication referred to by Mr. Ellicott was from the Chicago Teachers' Federation signed by me as Business Representative, presented to the Mayor and to the City Council on September 15, 1926, printed in full in the proceedings of that date on page 4514, and referred to the Committee on Schools, Fire and Civil Service for investigation.

This communication, marked copy of which is enclosed, was presented to the City Council for the purpose of furnishing to that body official, authentic information concerning the condition of the Educational Fund of the Board of Education. This was done, as the first paragraphs in the communication show, to offset a letter from the Chicago Principals' Club, over the signature of its president, sent to the Mayor and to every Alderman on September 2 and presented to the City Council September 15, page 4372, and referred to the Committee on Schools.

These two communications are the subject matter of the present investigation by the Council Committee on Schools into the condition of the Educational Fund of the Board of Education. While the communication of September 15, over the signature of the Business Representative of the Chicago Teachers' Federation, informed the Council that there would be a $4,500,000 surplus in the fund on January 1, 1927, the communication of September 15, over the signature of the President of the Principals' Club stated that:

"Bankruptcy faces the schools unless immediate financial relief is granted."

* * *

"The crisis in school affairs is so great that if the assessment plan has not produced the needed revenue by approximately September 15, 1926, the City Council is urged immediately to authorize a November, 1926, educational fund tax levy referendum."

The position taken by the Principals' Club as shown by the statements quoted above, is the position taken by members of the Board of Education in oral statements and newspaper reports of statements of these Board members presented to the Schools Committee of the Council unsupported by any documentary evidence. The necessity for evidence in support of mere off-hand informal statements of Board members has been demonstrated before the Committee.

The following statement under the heading "School Funds Short; Board Gives Warning" appeared in the Daily News of November 11, 1926:

"The board of education is without sufficient funds to carry on next year as it has in the past. Drastic curtailment of activity must be paired with absolute denial of further expansion for 1927-1928.

"That was the warning given yesterday to the board of education by Trustee Charles T. Byrne, chairman of the board's finance committee, who has been engaged for the last few weeks in preparing the school budget for next year."

Then follows a detailed statement by Mr. Byrne to the Board of Education in regard to this shortage.

There are three conflicting statements by the Acting President of the Board of Education, Mr. Julius F. Smietanka, before the Schools Committee of the Council in regard to the condition of the Educational Fund for 1927: On June 10, 1926, speaking at the Union League Club, Mr. Smietanka said that the Board would be short at the beginning of the year 1928. On December 2, 1926, speaking to the Council Schools Committee, he said the Board could get through November, 1927. On December 9 he told that Committee that the Board would not be able to pay the teachers' salaries for the month of November, 1927.

These statements by the Acting President and Chairman of the Finance Committee of the Board have already laid the foundation for a continuation of the controversy that kept the school system divided throughout the entire year 1926. Threats that schools would be closed or teachers' salaries cut if the tax rate increase was not put on the ballot, first at the primary last April and later at the election in November, were promptly met by denials by the Chicago Teachers' Federation.

That controversy need not to have been dragged along throughout the entire year 1926 thereby furnishing excuse for the unjust back firing on the Aldermen for not submitting to the people the proposition to increase the tax rate, now shown to be unnecessary in 1926.

The effect, if not the purpose, of the controversy, continued throughout 1926, was to make impossible anything but the merest pretense of cooperation with the City Council in its efforts to secure fair, equitable and uniform assessment of property.

(Continued on Page 119)

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The "Padded" Item

The statement for which Nelson B. Henry assumed full responsibility. It contains $3,800,000 of "padding" in one item. (See Masthead for explanation and page 109.)

EXHIBIT I

Photographic Reproduction

STATEMENT OF PROPOSED REVENUE AND EXPENDITURES
FOR THE YEAR 1926

PRESENT REVENUE			
Tax Levy @	1.92	32,740,000.00	
From other Sources		5,065,500.00	37,805,500.00
PROPOSED REVENUE			
Tax Levy @	2.92	49,793,849.00	
From other Sources		5,065,500.00	54,859,349.00
PROPOSED EXPENDITURES			
Present Budget		41,160,629.00	
Operating 36 New Schools		3,800,000.00	
New Teachers Salary Schedule 1st Year		1,750,000.00	
Yearly Increase in Growth of System		2,500,000.00	49,210,629.00
Balance to be applied to reduce loans			5,648,720.00

MEMO

36 New Schools			
3 High Schools @ 350,000		1,050,000.00	
1 Jr. High School		200,000.00	
32 Elementary Schools	80,000	2,560,000.00	3,810,000.00

New Salary Schedule

1st Year	1,750,000.00
2nd Year	3,000,000.00
3rd Year	5,200,000.00
4th Year	6,300,000.00
5th Year	6,800,000.00

Page 1 of the Financial Statement presented to the Schools Committee of the City Council by the President of the Board of Education on February 18, 1926.

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Without Padding

The "padded" item with padding squeezed out of it. (See Masthead and page 108.)

EXHIBIT II

Photographic Reproduction

EDUCATIONAL FUND - STATEMENT OF ESTIMATED RESOURCES AND EXPENSE - 1927

RESOURCES

Balance of 1926 Resources Available for 1927			5,600,000.00
School Tax Levy - 1926 (If assessed valuation is increased by $100,000.00)	37,899,000.00		
Less Estimated Loss & Costs	3,410,000.00	34,489,000.00	
Less 1926 Borrowing Power		27,100,000.00	7,389,000.00
Borrowing Power - 1927			28,400,000.00
Other Revenue			5,000,000.00
			$ 46,389,000.00

EXPENSE

Estimated Expense 1926		41,175,000.00	
Additional for 1927			
Average Normal Increase	2,500,000.00		
Opening 32 New Schools	500,000.00	3,000,000.00	
		44,175,000.00	
Estimated Resources		46,389,000.00	
" Expense		44,175,000.00	
Excess of Resources (If all resources were available by the end of the year.)		2,214,000.00	

Page 1 of the Financial Statement sent to members of the Board of Education on November 3, 1926, by Nelson B. Henry.

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"Shrunken" Receipts

This statement shows more than $4,000,000 in two items which "Expert" Henry "guessed" should be deducted from that more than $5,000,000 surplus. (See opposite page.) Pages 112, 113, 106 and the Masthead show that he missed his "guess."

EXHIBIT III

Photographic Reproduction

EDUCATIONAL FUND - STATEMENT OF RESOURCES AND ESTIMATED EXPENSE - - 1926

RESOURCES

Cash Balance Dec. 31, 1925			1,204,720.36
RESOURCES - 1926			
Balance of 1925 Revenue Collectible in 1926			
School Tax Levy of 1924		2,684,166.53	
Lessees of School Fund Property		406,537.83	
Interest - County Treas.		68,444.37	
Laboratory Fees		5,504.30	3,164,653.03
REVENUE - 1926			
School Tax Levy of 1925	36,103,651.31		
Less Estimated Loss & Costs	3,249,328.61		
	32,854,322.70		
Less Temporary Loans, December 31st, 1925	22,600,000.00	10,254,322.70	
Lessees of School Fund Property		995,000.00	
State Distributive Fund		2,790,814.49	
State Appropriations			
Deaf Children	36,440.80		
Blind "	22,844.80		
Delinquent "	135,729.90		
Crippled "	267,376.84	450,392.34	
Vocational Training		248,327.73	
Tuition Fees-U.S.Veterans Bur.		23,903.28	
Tuition Fees - Non-Residents		90,000.00	
Rental of Assembly Halls		85,000.00	
Tuition Fees - Summer High		120,000.00	
Registration Fees-Evening Schools		58,000.00	
Interest County Treasurer		136,000.00	
Interest on Investments		59,000.00	
Interest on Bank Deposits		20,000.00	
Discount on Purchases		6,000.00	
Miscellaneous Receipts.		4,000.00	15,310,760.54
BORROWING POWER - 1926			
75% of 1925 Gross Tax Levy			27,077,738.48
Total Estimated Resources - 1926			$ 45,757,972.41
Amounts that may not be available during 1926:			
Due to limitation on borrowing power		1,577,738.48	
Portion of 1925 tax levy not received (estimated)		2,500,000.00	
Rentals in litigation		416,000.00	34,495,738.48

Page 1 of the Financial Statement sent to members of the Board of Education on November 3,1926, by Nelson B. Henry

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Reducing the Surplus

This statement shows how Mr. Henry reduced the actual $5,334,599 of surplus by deducting that more than $4,000,000 shown on opposite page. See also pages 112, 113, 106 and Masthead.

EXHIBIT IV

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ESTIMATED EXPENSE

Business Administration		
Salaries - Civil Service	570,000.00	
Supplies & Other Expenses	200,000.00	770,000.00
Educational Administration		
Salaries-Supervision,etc.	475,000.00	
Salaries-Civil Service	225,000.00	
Supplies & Other Expenses	90,000.00	790,000.00
Instruction -Regular		
Salaries-Teachers Reg.Day Schools	31,500,000.00	
" Teachers Spec.Activities	750,000.00	
" Civil Service	50,000.00	
Supplies & Other Expenses	700,000.00	33,000,000.00
Co-ordinate Activities		
Compulsory Attendance	175,000.00	
Dental Instruction	14,000.00	189,000.00
Auxiliary Agencies		
Community Centers	25,000.00	
Bath Rooms	155,000.00	
Transportation of Pupils	185,000.00	
Chicago Parental School	135,000.00	
Chicago & Cook County	90,000.00	
Penny Lunches	135,000.00	
Americanization	20,000.00	
Adult Lectures	1,000.00	
Public Libraries	75,000.00	821,000.00
Operation of Plant		
Salaries -Civil Service	2,990,000.00	
Gas & Electricity	360,000.00	
Fuel	920,000.00	
Supplies & Other Expenses	180,000.00	4,450,000.00
Miscellaneous		
Teachers Pensions	177,000.00	
Interest on Temporary Loans	880,000.00	
Retirement -Miller Law	11,000.00	
Accounts Payable (1925)	87,000.00	1,155,000.00
		$ 41,175,000.00

Recapitulation

Available Resources	46,757,872.41
Deduct-Expense	41,175,000.00
Excess of Resources	5,582,872.41
Deduct-Estimate of resources not received during 1926.	4,493,738.48
Estimated balance	1,089,133.93

Page 2 of Financial Statement sent to members of the Board of Education on November 3, 1926, by Nelson B. Henry.

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The Answer—

Facts and Figures from City Comptroller's Office Answer Financial "Expert"

The information printed below was received by the business representative of the Chicago Teachers' Federation from the City Comptroller's office and presented to the City Council Committee on Schools, Fire and Civil Service at the hearing December 2. It is the answer to the Six Thousand Dollar a Year financial "expert" of the Board of Education, Nelson B. Henry, whose fairy stories of "padded" expenditures and shrunken receipts furnished the foundation for reports of the threatened deficit of $3,500,000 that now turns out to be a $5,334,599 surplus, a discrepancy of $8,834,599.

Signed by the assistant city comptroller, Mark M. Foote, the statements here printed contain the actual facts and figures showing that drastic curtailments of essential activities in the school system, made under cover of a false alarm of shortage of school funds, were not justified by the facts.

In the hearing before the Schools Committee of the City Council, Mrs. Hefferan, Mr. Smietanka and Mr. Bogan admitted that these curtailments were made without action by the Board of Education. At the hearing on December 2, Mr. Smietanka admitted there would be a $5,000,000 surplus on December 31, 1926. He admitted it at the meeting of the committee at which the following information was presented:

EXHIBIT IX

ESTIMATED AVAILABLE CASH RESOURCES OF SCHOOL TAX—EDUCATIONAL FUND— DECEMBER 31, 1926

Available Cash November 30th	$ 793,299.50
Balance of 1925 taxes to be received (Estimated)	1,920,235.20
Unexercised Borrowing Power	9,777,738.20
Miscellaneous Receipts (Estimated)	100,000.00
	$12,591,272.90
*Estimated expense during December	7,256,673.61
Estimated Available Cash Balance December 31, 1926	$ 5,334,599.29

*This includes November Teachers' payroll.

(Signed) MARK M. FOOTE,
November 30, 1926 City Comptroller's Office.

The statement below, presented to the Council Committee on December 2, confirms the statements in the letter of November 9 from the late County Treasurer, P. J. Carr (page 113) and contradicts Mr. Henry's statement of November 3 that $2,500,000 of 1925 Educational Fund taxes might not be turned over (by County-Treasurer's office) during 1926. (Page 110.)

EXHIBIT IX-A.

EDUCATIONAL FUND TAXES LEVIED IN 1925 COLLECTIBLE IN 1926

1925 Tax Levy for Educational Fund collectible in 1926 based on the 1925 assessed Valuation, $1,873,921,764 at tax rate of $1.926636 which is the rate certified by the County Clerk on the distribution sheet for the use of the City Treasurer and City Comptroller in the distribution of taxes turned over to the City Treasurer by County Treasurer. (Distribution sheet hereto attached)		$36,103,651.31
Less 10 per cent Loss and Cost of collection (rate of loss estimated by Margaret A. Haley as shown in letter of Chicago Teachers' Federation to Mayor and City Council, Sept. 15, 1926, Page 4514 of Council Proceedings)		3,610,365.13
Estimated Taxes to be paid		$32,493,286.18
Payments to City Treasurer by County Treasurer P. J. Carr, as per Mr. Carr's letter of Nov. 9, 1926, to Margaret A. Haley:		
Paid on or before Nov. 9, 1926	$29,778,869.20	
To be paid on Dec. 1, 1926	2,520,905.02	
	$32,299,774.22	
Total actually turned over to City Treasurer for Educational Fund account by County Treasurer on or before December 1, 1926, as shown by City Comptroller's office		$32,376,714.56
Excess of amount estimated by Margaret A. Haley, over actual payment by County Treasurer on or before December 1, 1926		$116,571.62
Actual rate of Loss and Cost of Collection		10 3/10 per cent

Figures showing taxes collectible, remittances by County Collector for same and percentage of loss and cost are correct as per Comptroller's records.

Signed—MARK M. FOOTE,
December 2, 1926. General Accountant.

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Refutation of Henry's Statement

Mr. Carr's Letter Refutes Statement That $2,500,000 of 1925 Taxes Might Not Be Turned Over During 1926

The letter below from the late P. J. Carr, County treasurer, is a refutation of the Financial Statement sent to the members of the Board of Education on November 3, 1926, by Nelson B. Henry showing that $2,500,000 of 1925 taxes due the Educational Fund might not be paid over to the fund by the County Treasurer during 1926. (See page 110.) On page 112 payment, on December 1, of this $2,500,000 to the City Treasurer is shown.

EXHIBIT V *Photographic Reproduction*

JACOB LINDHEIMER
ASSISTANT TREASURER

P. J. CARR
TREASURER

OTTO C. WOERTER
CHIEF CLERK

OFFICE OF THE COUNTY TREASURER OF COOK COUNTY ILL.

IN REPLYING PLEASE REFER TO FILE NO.

November 9, 1926.

Miss Margaret A. Haley
Chicago Teachers' Federation
127 North Dearborn St.,
Chicago.

My dear Miss Haley:

In accordance with your request, I am sending you herewith a statement taken from our records referring to the 1925 school taxes collected by the County Treasurer during the year 1926.

The actual amount turned over for school taxes to the City Treasurer to date is $46,987,477.15, from this amount the City Treasurer has accredited the Educational Fund $29,778,869.20. Our final balance just completed, shows that there remains in the hands of the County Treasurer, for school taxes, $3,966,128.15. There is due to the Educational Fund from this amount $2,520,905.02.

In addition to the above, the County Treasurer will pay over to the Board of Education for school purposes all of the interest accruing on school taxes collected during the year 1926, approximately $300,000.00

All of the school taxes remaining in our hands and amounting, as above set forth, to $3,966,128.15, of which the Educational Fund will receive $2,520,905.02, will be finally and totally paid over to the City Treasurer on or before December 1st, 1926.

All of the remaining school districts and taxing bodies in Cook County, numbering three hundred and ninety three, will be treated in like manner, in other words, all moneys for taxes collected by the County Treasurer during the year 1926, will be finally and totally distributed and paid over before he retires from office on or about December 1, 1926.

Very sincerely yours,

P. J. Carr
County Treasurer.

Attested by: [illegible]
Assistant County Treasurer.

JL/C

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Newspaper Exhibits Tell the Story

History of Financial Discrepancy Told by Public Press

The newspaper clippings reproduced photographically below (EXHIBIT X), show the following: (1) The charges made on October 5th that Miss Haley's estimate of a surplus of $4,500,000 was $4,800,000 too high; (2) Mayor Dever's correction on December 8th of his August 3rd announcement of a $3,500,000 deficit, which correction followed the finding by the Schools Committee of the Council on December 2nd that there would be a $5,334,000 surplus on December 31, 1926. (See pages 3 and 4.)

Chicago Tribune
Oct. 5, 1926

$4,815,000 ERROR MADE BY CRITICS, SAYS SCHOOLHEAD

Col. Edward B. Ellicott, school board president, yesterday made public a statement of the financial condition of the board of education, pointing out discrepancies in the figures which critics of the school administration had cited to show that the board was not facing a financial crisis.

The president said that an error of $1,500,000 had been made by the board's critics in computing the amount available from tax anticipation warrants. Another mistake of $3,500,000 was made. Col. Ellicott stated, in estimating the balance receivable from 1925 taxes, and the $685,000 expenditures for August were ignored in the calculations.

The total of alleged mistakes counts up to $4,815,000, he said. It had been claimed that instead of entering upon 1927 with a deficit, that the board of education would have an unexpended fund of $4,500,000

Daily News Oct. 5, 1926

SHOWS SCHOOL FINANCES AS REPLY TO MISS HALEY

President Edward B. Ellicott of the board of education in a letter mailed to-day to Mayor Dever denies the charge made by Margaret A. Haley business representative of the Chicago Teachers' federation, that the school board would have a balance in its treasury of $4,502,545 Dec. 31, 1926. It has been mainly on the basis of Miss Haley's figures that the teachers have objected to the retrenchment policy of the school board, holding that retrenchment is unnecessary if the board has a surplus.

The president's letter points to shrinkage of tax and interest estimates from the figures given by Miss Haley and brings out several deductions not taken into consideration by the teachers' union business agent.

"It is apparent that the balance arrived at by the computation submitted in the letter referred to [of Miss Haley] is about $4,800,000 too high. Mr. Ellicott's letter concludes.

Herald and Examiner
Oct. 5, 1926

The curriculum revision committee of the Chicago schools yesterday had a questionnaire sent to teachers and other citizens, asking opinions on courses of study to be retained or dropped.

For example, the document asks opinions on what mathematics are of value after one has left school, what sciences and what are average English requirements, and whether manual training should be increased. Superintendent McAndrew is especially desirous of outsiders' opinions.

Col. Edward B. Ellicott, president of the Board of Education, directed a letter to Mayor Dever yesterday denying the board will have a balance of $4,502,545 in its treasury as alleged by Margaret A. Haley.

Daily News
Dec. 8, 1926

SCHOOL FUND MIXUP EXPLAINED BY DEVER

Anticipated Deficit Based on Misinformation, Mayor Declares.

Mayor Dever to-day cleared up much of the controversy that has resulted from conflicting statements made regarding the amount of money that will be in the school board's educational fund at the end of the year.

This controversy started when the mayor, talking before the joint tax committee of the city council and the board of education Aug. 3, said that the school board would face a deficit of $3,500,000 Jan. 1, 1927. He made it clear that he was giving these figures on information furnished him by the late Col. Edward B. Ellicott, then president of the board.

The figures contradicted a financial statement issued by President Ellicott Feb. 18, showing that the board would have a surplus of $3,000,000 with which to start the new year and also an assertion by Julius F. Smietanka, a member of the school board's finance committee, made at a meeting in the Union League club June 10, that a deficit would not be encountered until the beginning of 1928. The figures were also in contradiction of the findings of Miss Margaret Haley, business manager of the Chicago Teachers' federation, which indicated that there would be a surplus of $4,500,000 in the educational fund at the close of 1926.

Investigated by Committee.

This discrepancy was called to the attention of the city council's committee on schools, fire and civil service by the teachers' federation and it was primarily upon this notice that the committee, under the chairmanship of Ald. Leo M. Brieske, started its investigation. Before it could get well under way the mayor made his recommendations to the council of new appointees to the school board. These were referred to Ald. Brieske's committee. And now, it is charged, some members of the committee have turned the inquiry into a fight against Superintendent William McAndrew despite the efforts of the teachers' representatives to leave him out of the affair until the financial discrepancies have been settled.

In clearing up the controversy the mayor admitted that the information upon which he based his assertion of a deficit appears, in the light of later developments, to be misinformation.

"It looks as though there will be a surplus at the end of the year," said the mayor, "and I'm as happy about that as anybody else. I received my information from Col. Ellicott. It's possible, of course, that he was misinformed. It may have been that the employes, in figuring the board's finances, wanted to be ultraconservative in order to be certain that the board would get through the year."

Sure Statement Was Honest.

The mayor was certain, he said, that neither he nor Col. Ellicott had been purposely misinformed. Hints have been made that the misinformation may have been given by persons anxious to have the city council get behind a movement for a tax rate increase for the schools. It is this tax rate increase that the Chicago Teachers' federation is fighting. This issue was one of the factors that caused the organization of the federation twenty-six years ago.

Instead of a tax rate increase the teachers' federation wants an equalization of the taxes based upon an appraisal of property such as has just been completed of the loop district.

EXHIBIT X

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Dr. Schmidt Tells Aldermen He Belonged to Public School League

Held Membership in Organization Which Supported Loeb Policies

STENOGRAPHIC REPORT OF PORTION OF PROCEEDINGS AT THE MEETING OF THE COMMITTEE ON SCHOOLS, FIRE AND CIVIL SERVICE, HELD IN THE CITY COUNCIL CHAMBER, CHICAGO, ON DECEMBER 16, 1926, AT 10:30 O'CLOCK, A. M.:

Alderman Leo M. Brieske, the Chairman of the Committee called the meeting to order at 10:50 o'clock A. M., December 16, 1926, and presided as Chairman of the meeting.

(At 10.45 the following occurred.):

MR. BYRNE (Board Member): Mr. Chairman, before you start, Mr. Smietanka is a little late. We would like to have you defer calling the meeting—

THE CHAIRMAN: Until he arrives?

MR. BRYNE: Until he arrives.

THE CHAIRMAN: All right.

10:50

(Secretary Harrah called the roll.)

Present, Aldermen, Brieske, Fick, Arvey, Clark, Nelson and Hoellen.

ALD. ARVEY: Quorum, Mr. Chairman?

THE SECRETARY: Quorum present. Six members present.

THE CHAIRMAN: I counted seven.

ALD. FRANKHAUSER: I am not on the Committee.

THE CHAIRMAN: The financial situation has been deferred until Mr. Smietanka arrives.

ALD. ARVEY: Mr. Chairman, may I ask whether it is the intention of the Chairman to proceed with the meeting pending the arrival of one or two other aldermen? I understand there are two in the building.

THE SECRETARY: There are four.

ALD ARVEY: Are there four?

THE SECRETARY: Yes.

THE CHAIRMAN: Yes.

ALD. ARVEY: Mr. Chairman, I would like to be recognized at this time. In view of the fact that Mr. Smietanka is not here and unable therefore to continue with his presentation of the case of the School Board, the charges made as to the financial status of the Board, I now move that we take up for consideration—

MISS HALEY: Mr. Smietanka is here.

ALD. ARVEY (Continuing): The message of the Mayor of Chicago, containing therein the appointees to the Board of Education.

ALD. NELSON: I rise to a point of order, that there is no quorum present and you can't take up any motion.

ALD. ARVEY: Then we won't take up anything.

ALD. FICK: I submit that we should wait until we get a quorum.

THE CHAIRMAN: The business will be deferred until we get a quorum.

* * * * * * * *

(Roll call later showed Aldermen Mills, Kaindl, Cronson, Adamkewicz and Wilson present.)

(The motion was amended as follows):

THE SECRETARY: The motion as you made it was that we hear from the appointees to the School Board as made by the Mayor of Chicago in connection with the message of the Mayor.

ALD. ARVEY: Well, suppose we cut that out and say, relative to their appointment.

ALD CLARK: Yes.

ALD. CLARK: What was the motion?

ALD. ARVEY: That we hear from the appointees of the Mayor.

(The motion was then put by the chairman and carried.)

ALD. ARVEY: Well, I see that Dr. Otto L. Schmidt is here. You might ask him if he has anything to say.

THE CHAIRMAN: Dr. Otto L. Schmidt.

DR. SCHMIDT: Mr. Chairman.

* * * * * * * *

DR. SCHMIDT: I am President of the Illinois State Historical Society, President of the Mississippi Valley Historical Society; hold a position in the Grant Hospital and in the Alexian Brothers Hospital, and innumerable others that I can't think of at the moment, that are of minor importance.

ALD. ARVEY: You never held a political office either by appointment or election?

DR. SCHMIDT: No.

ALD. ARVEY: All these affiliations you mentioned are with societies organized for the public good, where you are paid no compensation for the performance of the duties involved?

DR. SCHMIDT: Yes, sir. That is right.

* * * * * * * *

ALD. HOELLEN: You have given some thought to the educational system of Chicago?

DR. SCHMIDT: I have followed the system ever since I went to school and since. As a matter of fact, to show my interest, I was a member of a certain league that existed here for a short time, the Public School League, in about 1914.

ALD. HOELLEN: And you kept up your affiliations there for how long?

DR. SCHMIDT: Oh, this league ceased to exist after about a year.

* * * * * * * *

ALD. CLARK: Why, Mr. Chairman, I am entirely satisfied with the questions answered by Dr. Schmidt, but I did want to ask him about the policy of the School League. About what time was that organized, Doctor?

DR. SCHMIDT: About 1914. I have not thought of it since. They existed about a year, merely for the purpose of investigating the school system from the layman's standpoint and getting records from over the country, all over the country.

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ALD. CLARK: Was that during the Loeb controversy?

DR. SCHMIDT: Yes.

ALD. CLARK: What action did they take, if any, on the policies of Mr. Loeb and the then Board of Education?

DR. SCHMIDT: It supported him there.

ALD. CLARK: It supported Mr. Loeb?

DR. SCHMIDT: It supported Mr. Loeb.

ALD. CLARK: That is, his policies?

DR. SCHMIDT: Yes.

ALD. CLARK: One of the main questions at that time, if I remember rightly or correctly, was the fact that 68 school teachers were discharged without any trial. Do you remember that controversy?

DR. SCHMIDT: We did not go into those details at the time. We existed only about a year. We were more for the appointment of the school trustees.

ALD. CLARK: For the re-appointment, wasn't it?

DR. SCHMIDT: Which was up at that time.

ALD. CLARK: For the re-appointment, was it not?

DR. SCHMIDT: No, not the re-appointment.

ALD. CLARK: Of Mr. Loeb?

DR. SCHMIDT: Some of that other—that was never mentioned.

ALD. CLARK: There was literature sent out through Chicago at that time in support of the policy of Mr. Loeb?

DR. SCHMIDT: Yes.

ALD. CLARK: Are you a member of the Union League Club, Doctor?

DR. SCHMIDT: I am.

ALD. CRONSON: Mr. Chairman, I wanted to ask a question. Dr. Schmidt, while Alderman Clark was asking you some questions you said that the purpose, I believe, of the Public School League, was to go into the details of the school system, etc., at that time?

DR. SCHMIDT: Not of this school system alone.

ALD. CRONSON: No. I say of all the school systems.

DR. SCHMIDT: It was our—

ALD. CRONSON: At that time there was some controversy about some 68 teachers having been discharged without a trial, wasn't there.

DR. SCHMIDT: That I don't remember.

ALD. CRONSON: Well, now, did you sign the report or were you a party to the report that recommended the carrying on of the Jacob Loeb policies?

DR. SCHMIDT: Yes; I was.

ALD. CRONSON: And was one of those policies that they recommended the carrying on, the discharge of school teachers, without giving them a trial?

DR. SCHMIDT: I don't remember that.

ALD. CRONSON: Well, Dctor, did you study the report?

DR. SCHMIDT: That is now 12 years ago and a good many—a lot of water flowed over the mill since then.

ALD. CRONSON: I appreciate that. Have you got a copy of your report any place?

DR. SCHMIDT: No.

ALD. CRONSON: Do you remember whether or not the question of discharging 68 teachers without a trial was gone into?

DR. SCHMIDT: I don't even remember that. It was formed about that time and we had large objects in view, of making a canvass of the public schools of the United States, and making comparisons, although, of course—

ALD. CRONSON: For what purpose, of making comparisons, Doctor?

DR. SCHMIDT: To get the benefits from other school systems, and consequently to be better able to judge our own.

ALD. CRONSON: Do you know why the league disorganized or disbanded?

DR. SCHMIDT: Yes.

ALD. CRONSON: Why?

DR. SCHMIDT: It was a matter of money, mostly.

ALD. CRONSON: They had run out of funds?

DR. SCHMIDT: Because these preparations would have required a great expense.

ALD. CRONSON: How was the league financed?

DR. SCHMIDT: By private contributions.

ALD. CRONSON: Do you remember the names of any of the members of the league?

DR. SCHMIDT: Oh, the Mayor's brother-in-law, Colonel Pelouze, was on it and Mr. Felt.

ALD. ARVEY: You men the then mayor, Mayor Thompson's brother-in-law?

DR. SCHMIDT: Yes, at that time. And a gentleman who—I forget his name at the moment, who is now in Detroit, Secretary of the Association of Commerce there was secretary. Mr. ———— I forget his name. He is dead now. He lived on the North Shore Drive, was another member. There were about 12 or 15.

ALD. NELSON: Was that Mr. Felt, president of the Illinois Manufacturers' Association?

DR. SCHMIDT: Yes, he was once.

ALD. NELSON: Do you know whether Mr. Felt or Mr. Lee ever took a position on the question of the dual system of education?

DR. SCHMIDT: I don't remember that.

ALD. NELSON: Do you understand what I mean by dual system of education?

DR. SCHMIDT: Oh, yes, yes.

ALD. NELSON: A vocational education for working men's children—

DR. SCHMIDT: Yes, I remember.

ALD. NELSON: And an academic education for the rich men's children.

DR. SCHMIDT: Yes, but I don't remember very much about the special actions that were taken excepting one, that there was a certain opposition to some of the appointees of Mayor Thompson.

ALD. CRONSON: Dr. Schmidt, what do you think of the policy of discharging teachers by wholesale, as it were, without a trial?

DR. SCHMIDT: It may or may not be necessary. It always depends on the individual case.

ALD. CRONSON: Don't you believe every individual ought to have a trial?

DR. SCHMIDT: Well, there are sometimes a certain definite rule. I know one institution where they had the age rule and they paid no attention to it and it got to be rather bad for the institution and a large number

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were discharged at one time, a fair number. But that was not in this city.

ALD. CRONSON: That is, were they discharged or placed upon a pension?

DR. SCHMIDT: They were placed upon a pension. But that was very much—

ALD. CRONSON: There is a difference.

DR. SCHMIDT: Yes. Very much to the dissatisfaction of some of the members.

ALD. CRONSON: I am not speaking about placing them upon a pension. I am speaking about discharging them and not placing them on a pension, just summarily removing them from the payroll, wherever it may be, in the schools or private business, and not giving them a pension of any kind.

DR. SCHMIDT: That depends on the system. It is done in large businesses. It might also be appropriate for the school system. I won't say whether it is or not.

ALD. CRONSON: Well, Doctor, you believe in the civil service law, I take it, don't you?

DR. SCHMIDT: Yes.

ALD. CRONSON: School teachers, of course, are appointed under the civil service law.

DR. SCHMIDT: The stricter the better.

ALD. CRONSON: All right. That is all.

ALD. ARVEY: Doctor, if the civil service laws provide for the trial of a school teacher you have no objection to giving that teacher a trial?

DR. SCHMIDT: None whatever.

ALD. CRONSON: No, but also if they have a merit system—I spoke about it as civil service, but it is a merit system. Don't you think she ought to be entitled to some kind of a trial?

DR. SCHMIDT: I think so. I would certainly make—

ALD. CRONSON: Then you approved the doctrine of the Loeb administration, dropping 68 teachers?

ALD. ARVEY: No. He didn't say that. That is an unfair question.

ALD. CRONSON: Yes, he did say that.

ALD. ARVEY: No, he did not.

ALD. CRONSON: Yes, he did.

ALD. ARVEY: He did not remember whether that was included.

ALD. CRONSON: Well, he said he approved of the Loeb policies.

ALD. ARVEY: Yes, but he did not remember whether that was included.

ALD. CRONSON: Yes, at that time. He said he signed that report and that was included in there.

ALD. ARVEY: And your mayor, Mayor Thompson, re-appointed Loeb.

ALD. CRONSON: Yes. After he was appointed, then he went out and tried to do a lot of things.

ALD. ARVEY: This thing was organized in 1914 and was disbanded the same year, wasn't it?

DR. SCHMIDT: Yes.

ALD. CRONSON: A lot of fellows get appointed, like Mr. Loeb, to the School Board, and as soon as they are appointed they do what they want and go on a rampage.

ALD. CLARK: Mr. Loeb, if I remember correctly, was re-appointed in 1917 as a member of the Board of Education.

ALD. CRONSON: That may be. I don't know.

ALD. CLARK: Now, Doctor, was that League disbanded in 1915?

DR. SCHMIDT: I don't remember when, but it was about 1914 or 1915.

ALD. CLARK: Didn't the League conduct a campaign for the appointment of Loeb as a member of the Board? Don't you remember that?

DR. SCHMIDT: I don't remember.

ALD. CRONSON: I wasn't a member of the League and I remember that.

ALD. CLARK: Well, it was in 1917, because I remember voting on it in the Council and he was reappointed in 1917. He was reappointed by Thompson.

ALD. CRONSON: Well, what about that? A couple of days after he was appointed he went out on a rampage.

ALD. TOMAN: Tell him why he did it.

THE CHAIRMAN: Are there any further aldermen that want to ask any questions?

ALD. CLARK: I want to ask one more question. Did your Public School League take any action on the appointment of Mr. Chadsey, who was Superintendent of Schools?

DR. SCHMIDT: No. We had nothing to do with it.

ALD. CLARK: That was after that, I guess.

DR. SCHMIDT: Absolutely nothing.

THE CHAIRMAN: Is that all? In behalf of the Committee and myself I want to thank you for being present and the patience and courtesy shown this committee.

DR. SCHMIDT: Thank you.

* * * * * * * *

ALD. KAINDL: Dr. Schmidt, you are thoroughly familiar with the present system of management over at the Board of Education, aren't you, in the light of your affiliations with various civic organizations? What I mean is, you know that the Board of Education is a separate taxing body, don't you?

DR. SCHMIDT: I know that.

ALD. KAINDL: You know that we aldermen are held more or less responsible by our constituents for your management, by our voting for members to the Board of Education. I don't know whether you are familiar with the things that have occurred in the past, but it seems that the City Council hasn't had much co-operation from the members of the Board of Education after they have been confirmed by the City Council. On numerous occasions we have requested the attendance of some of the staff before our committee and were told that they could not find time to appear. Now, in the event of your appointment, or your confirmation to the appointment of trustee, would you be willing to sit in with the Committee on Schools, Fire and Civil Service, to go into any investigation of School Board matters and then be guided by that investigation or by the result of that investigation in your acts as a member of the School Board?

DR. SCHMIDT: No.

ALD. KAINDL: You don't think you would?

DR. SCHMIDT: I am willing always to meet the Committee on Schools and to hear their advice and their investigation, but not any direction from them, because I believe the School Board is nominated for the purpose of being a superior body for the control of the schools.

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If it weren't, it might be left in the hands of a committee of the Aldermen.

ALD. KAINDL: But we in a measure share responsibility; don't you think so?

DR. SCHMIDT: The responsibilities are all—vary greatly. They may be of a high type, intellectual, with a civic object at the back of the action or they may be of an ordinary political type.

ALD. KAINDL: Yes. That is true. I suppose some aldermen in order to obtain a little publicity may hang on to some political move for the purpose of conducting some investigation into the School Board system. Is that what you have in mind?

DR. SCHMIDT: No, not alone that. Yes. But, according to your question, you want, or you believe that the School Board members should be a sort of rubber stamp.

ALD. KAINDL: No.

DR. SCHMIDT: That was the impression that I think I got from your question.

ALD. KAINDL: I have this in mind, Doctor. There is now a question as to whether the platoon system is a good system. There is a question as to whether the junior high school system is a good system. We have been informed by a number of people that they did not get the consideration that they thought they were entitled to by the School Board, and have come to the City Council. The City Council is now conducting an investigation into these matters. Just how soon we will be through with it, I don't know. But I feel that in a matter of that kind, that any man or woman who is going to be a member of the Board of Education ought to be guided by such an investigation, or the results of such an investigation. If the investigation shows that the platoon system and the junior high school system are good, naturally they want to continue it. If they find that they are not so good, then I think that the members of the Board of Education might use their efforts to discontinue; don't you think so?

DR. SCHMIDT: No.

ALD. KAINDL: You still feel—

DR. SCHMIDT: As I stated before, the Board of Education is a superior body, they are appointed for the purpose of making a special study of the schools and acting accordingly.

ALD. KAINDL: Then, according to your way of thinking, the City Council is the rubber stamp?

DR. SCHMIDT: No.

ALD. KAINDL: We merely have got to concur in the appointment of the Board Members and then let the Board members do as they see fit.

DR. SCHMIDT: Not entirely. It depends on harmonious action.

ALD. KAINDL: How would that harmonious action be brought about if you would not be willing to sit in with the Committee and consider these things?

DR. SCHMIDT: I beg your pardon. I stated before that I would be willing to sit in at any time, but I would not be willing to take a direct order on anything that would be contrary to my best understanding and conscience.

ALD. KAINDL: Have you given any thought to the platoon system, Doctor?

DR. SCHMIDT: I have read of it from the beginning. I haven't any well-defined settled thought on that.

ALD. KAINDL: And the junior high school system?

DR. SCHMIDT: I had hoped to hear Superintendent McAndrew speak on that subject this morning.

ALD. KAINDL: You have not given any thought to our junior high school system?

DR. SCHMIDT: I have, some.

ALD. KAINDL: Have you any fixed ideas on that?

DR. SCHMIDT: No. That is the purpose of devoting time to it, when one is first appointed, to study that situation.

ALD. KAINDL: You feel that if—

DR. SCHMIDT: I am not going to study it beforehand and go into all the fine details.

ALD. KAINDL: You feel, if appointed, or if your appointment is concurred in by the Council and you are made a member of the School Board, that you would devote your entire time, if necessary, or as much as is necessary for the best interests of the school children and the taxpayers, I suppose?

DR. SCHMIDT: As much as is necessary, and within one's powers.

ALD. KAINDL: Yes. That is all I wish to ask.

ALD NELSON: Mr. Chairman.

THE CHAIRMAN: Alderman Nelson.

ALD. NELSON: I had not intended to ask and I do not intend to ask any specific questions as to school policy, but this question occurred to me as Alderman Kaindl was directing questions to you, Doctor.

If you were seated on this side of the table with the duty imposed upon you by law to confirm or reject nominees for this important office, don't you think that until this committee has had an opportunity to complete an investigation, Doctor, as to this platoon system or the junior high school system that the members ought to defer action?

I have this thought in mind: Suppose I put it this way. Assume that this Committee this morning had completed the investigation of the platoon system and had found as the result of that investigation that the health of the children was being impaired, that their educational possibilities, or that is, their educational development was being impaired by that system, don't you think that we ought to ask the nominee what he thinks, in abstract, regarding such system?

DR. SCHMIDT: Yes.

ALD. NELSON: That is all.

* * * * * * * *

THE CHAIRMAN: Alderman Clark?

ALD. BOWLER: I think that the members of the City Council and the people of Chicago are very glad—

THE CHAIRMAN: A little louder, Alderman.

ALD. BOWLER: I will get louder as I go along. I generally do.

—are very happy to think that you have been picked as a member of the Board of Trustees, but the aldermen of the City Council, although not educators, are being educated by the people of their wards.

* * * * * * * *

ALD. BOWLER: The law says we have nothing at all to do with the school system. That is true. But when the people, who are really the boss of the aldermen and

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of the trustees, come to us and say that after they go to the Board of Education that they receive no—I won't say to the Board of Education, but to the Superintendent of Schools, and say that they receive not even a proper hearing; when the Mayor's office has been filled with thousands of mothers and fathers at different times during the last two years and they claim that they do not receive the proper consideration over at the Board of Education, then they say, whom can we go to? They go to the only one that they know, the alderman of the ward, and they come to him in droves. They want to know what he is going to do.

Principals of schools at Parent-Teachers' meetings make the assertion that the alderman is not doing anything for the school children. That is the reason that we aldermen feel that we are held responsible for the action of the Board. I don't think that there is any new member of the trustees that has gone into the platoon system or has gone into any of the other different theories that Mr. McAndrew has tried to put into effect or is putting into effect. The one thing that stands out in my mind is this fact: The Board of Education at the present time have said that they have not concurred in many of the plans that the Superintendent of Schools has now sent broadcast throughout Chicago.

Do you believe that in this country we should have a Czar on the school question, that he himself, all alone, should have jurisdiction over all of the schools, changing them the way he feels, the way he thinks, without taking the matter up with the people who are entrusted with those duties, the trustee of the School Board? Would you as a member of the School Board—this is my question—would you as a member of the School Board allow the Superintendent of Schools to put through any drastic change without it being concurred in by yourself and the members of the Board of Trustees?

DR. SCHMIDT: It depends on the word "Czaristic" if it is done in a Czaristic and absolutely autocratic way, that is one thing. If it is done after due conviction of my own understanding, it is another matter. In other words, I would act free and independent, according to my own judgment in anything of that kind; and should it not agree with my judgment I would, of course, oppose it.

* * *

PROGRESS IN INVESTIGATION

(Continued from Page 107)

The misrepresentations as to the facts concerning the condition of the Educational Fund for 1926, revealed by the investigation of the Council Committee on Schools, would undoubtedly defeat a referendum on the tax rate increase had the City Council been stampeded, through such misrepresentations, into submitting that proposition to the people. Such a defeat would be a great misfortune to the schools. It will be still more unfortunate to have further conflicting statements in regard to the Educational Fund for 1927 made the basis of a campaign during 1927 for a tax rate referendum.

Such a campaign will certainly prevent the cooperation essential to obtain a fair and equitable assessment in 1927 while laying the foundation for the defeat of a tax rate referendum should the equitable assessment program fail to produce the needed revenue. Both avenues for getting the revenue necessary would then be closed, a situation which now confronts other cities in this State.

Before there can be cooperation with the County Board and City Council in the program for scientific appraisal and a fair and uniform equitable assessment of real estate for 1927 the question of the actual condition of the Educational Fund for 1927 should be settled and settled now. If unhampered, unimpeded, and uncoerced, the Council Committee on Schools can be depended upon to do this and do it without delay; because the retention of the Aldermen in their office is dependent upon satisfactory service to the taxpayers and parents in their wards.

Because of your prompt and satisfactory handling of the inadvertent error in the Daily News of December 2; the fair presentation in the Daily News of December 13 of the position of members of the City Council from their own view point; your approval (conveyed to me in our 'phone conversation on December 4) of a scientific, uniform appraisal of the real estate of Cook County as a basis for the 1927 quadrennial assessment; the encouraging reports in the newspapers of the last few days of progress by President Cermak toward the accomplishment of the County Board's pre-election program for such appraisal and assessment; and because the matters here presented appear to me not to be clearly apprehended by the public, I have gone very fully into these matters in regard to the investigation by the Schools Committee of the City Council of the condition of the Educational Fund of the Board of Education requested in the communication of the Chicago Teachers' Federation of September 15.

I am sending a copy of this letter to Mayor Dever.

Yours sincerely,

Signed—MARGARET A. HALEY.



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VOL. IV

Margaret Haley's BULLETIN

NO. 7

Chicago, Ill. 28 December 31, 1926

THE king says, I rule for all; the judge says, I judge for all; the soldier says, I fight for all; the merchant says, I trade for all; the priest says, I pray for all; the working man says, "I pay for all."

—*John Ruskin.*

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MARGARET HALEY'S BULLETIN

VOL. 4. No. 7 December 31, 1926 Page 123

"Robins and Morons"

Educational Magazine Discusses Intelligence Tests

INTELLIGENCE TEST

The test was short,
The test was fair.
He scratched his head,
He pulled his hair;
Of no avail—
There's nothing there.
Succumbed at last without a sound,
Sank lifeless down upon the ground,
They opened up his head and found
Excelsior!

—Exchange.

Shakespeare in his day said that all the world was a stage.

His spirit stalking abroad today has probably decided that all the world is an intelligence test.

Following is the opinion of the Journal of Education on intelligence tests as expressed in an editorial, "Robins and Morons," published in the November 1, 1926, issue:

Teachers of the entering class now divide children into two classes, Bluebirds and Robins. The Bluebirds are the children who know their letters, and the Robins do not.

The reason the Bluebirds know their letters is because their mothers have seen to it that they do.

The distinction has nothing whatever to do with intelligence or ability of the children who are Bluebirds and Robins, but it does distinguish between the mothers who were Bluebirds and Robins.

The American Magazine for September, 1926, has a complete equipment for a child's getting a high Intelligence Quotient, eliminating him entirely from the Moron class. One can with comparative ease teach a child so that he can pass a Terman-Binet, or any kindred intelligence test, with a creditable Intelligence Quotient.

Next September children will face an Intelligence Test and will be classed either as Bluebirds or Robins, stand high or stand low in their class rating dependent upon whether or not their mothers used the equipment given in the American Magazine, September, 1926.

The Morons will have been unfortunate in not having had mothers who knew enough to secure and use the Bluebird preparation for the Intelligence Test.

This is not primarily an affair of Intelligence Tests, but it is suggestive of the importance of estimating in school work on the basis of the home-help or non-help of the pupil's preparation for school work, especially for school examinations. Universities are wrestling with the same problems. Home coaching is as unfair as professional college coaching.

There are many things which should be known before we classify Bluebirds and Robins, high Intelligence Quotients and Morons.

Editorial, Journal of Education, Nov. 1, 1926

MAYBE IT WASN'T CHRISTMAS

Ellen, four, had just returned home after her first morning in kindergarten.

"Well," asked her mother, "how did you like it?"

"I didn't like it at all," she replied. "The woman put me on a chair and told me to wait there for the present—"

"Well," interrupted her mother, "wasn't that all right?"

"But," continued Ellen, "she never gave me any present!"—Children, The Magazine for Parents.

GENERALLY SPEAKING

I wish, Johnny, you'd stop reaching for things at the table. Haven't you a tongue!

Yes, Muvver, but my arm's longer.

AND SHE DID

A little school girl boarded a Boston street car and handed the conductor her school fare. "What is your age, Miss?" asked the conductor. The little girl replied, "If the corporation doesn't object, I'll pay full fare and keep my own statistics."

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From the Masthead by The Lookout



There are one or two things
I should just like to hint,
For you don't often get the truth
Told you in print.
--James Russell Lowell.

To the Teachers of Chicago:

Encouraging and noteworthy progress has been made since the date of the last Bulletin, December 16, toward the establishment of a basis for co-operation by the Public School System with the Board of County Commissioners and the City Council in the program for a scientific appraisal of all the lands and buildings in Cook County as a preliminary step to a uniform and equitable quadrennial reassessment of real estate in 1927:

(1) The City Treasurer's office shows that the Board of Education closes its accounts today, December 31, 1926, with approximately $5,200,000 of surplus in the educational fund —cash and borrowing power—to start the new year 1927.

(2) The Bureau of Public Efficiency, as a result of its survey of the Finances of the Board of Education, issued a report on December 22, showing the above $5,200,000 of surplus on January 1, 1927, and showing, in addition thereto, that the resources of the educational fund available in 1927 are adequate to carry the expenditures for the year 1927 upon the basis of the present salary rates and other existing conditions, with reasonable allowance for increase in expenditures because of growth of school membership and expansion of school activities; that the resources of the educational fund during the year 1927 should aggregate not less than $42,000,000, and that the total expenditures for 1927 will probably not exceed $41,850,000.

(3) The Finance Committee of the Board of Cook County Commissioners, on December 30, recommended to the Board the adoption of President Cermak's Report and Recommendations for securing a county-wide appraisal of all lands and buildings as a preliminary step toward a scientific, equitable and uniform quadrennial re-assessment of real estate in 1927.

The Bureau of Public Efficiency makes the following statements in regard to its estimate of the resources of the Educational Fund in 1927:

"The foregoing estimate of resources is conservative. It does not take into account any increase in assessed valuations in either 1926 or 1927. It is highly probable that, whatever may be the outcome of the present efforts of school authorities to add to the total of such valuations in 1926, the quadrennial reassessment of real estate in 1927 will add substantially to the total of present valuations. To the extent that such total is increased, the Board of Education is benefited as to ultimate tax collection.

"The surplus in the educational fund December 31, 1926, will be approximately $10,515,162, of which about $5,200,000 will be immediately available for payrolls and other expenses of the month of January, 1927. As soon as the City Council passes the 1927 appropriation and tax levy ordinances, additional anticipation tax warrants can be issued from month to month, as money is needed, until the new loans reach a total of more than $27,000,000. In the meantime, receipts from the State distributive fund, from the rental of school fund property, from the collection of the portion of the 1926 tax levy against which loans were not made, and from various other sources will be received by the Board, until all the resources for the year are in hand. Such resources should aggregate not less than $42,000,000."

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In issuing this report at this time, which is preliminary to a fuller report to follow, the Bureau makes this statement:

"Recent discussions relative to the condition of the educational fund, from which teachers' salaries and operating expenses of the schools are largely paid, have raised the question, among others, as to the adequacy of the fund to finance immediate future demands upon it. In view of the wide spread public interest in this question, the Bureau presents the following statement concerning it."

The misrepresentations as to the facts concerning the resources and expenditures of the educational fund in 1926 and 1927 now under investigation by the Council Committee on Schools, make this Report of the Bureau of Public Efficiency a timely document.

Estimates of 1927 expenditures of the educational fund based on data and calculations furnished by the so-called financial "experts" of the Board of Education now before the Council Committee on Schools, reproduced photographically in the December 16 issue of the Bulletin, show at least $3,300,000 of padding in one item alone, namely, the cost of opening 32 new schools in 1927.

Others may accept these estimates of the "experts" concerning the resources and expenditures of the educational fund for 1927; but the teachers of Chicago, who are compelled to make little children check and prove and get 100 per cent daily, should not be expected to accept ***any*** estimates of these expensive "experts."

Assuming that the report of the Bureau of Public Efficiency is correct and reliable, there is no warrant for any attempt to stampede the City Council during 1927 to put the tax rate increase on the ballot in order to take care of the needs of the schools in 1927. This report should put an end to "expert" padding of estimates (alias "duplications") and "expert" guessing at income.

Drastic curtailments of vital school activities were made at the beginning of the school year in September, 1926, ***without action by the Board of Education;*** the reason given in the official bulletins announcing these curtailments was ***shortage of school funds for the year 1926.*** It is now publicly known that these curtailments were not necessary, nor will further curtailments be necessary for 1927, according to this report of the Bureau of Public Efficiency.

Action on the report of the sub-committee of the Schools Committee of the City Council, signed by Aldermen Nelson, Clark and Arvey, in regard to the disposition of these padded estimates of the "experts" was interrupted on December 16, on motion of Alderman Arvey, in order to hear from the Mayor's nominees for the Board of Education. The names of these nominees were sent to the City Council on November 24.

The statement by one of these nominees, Dr. Otto L. Schmidt, before the Schools Committee, on December 10, relative to his support of the policies of Jacob M. Loeb, was printed in the December 16 Bulletin. In this issue is printed a letter, dated December 27, from the Business Manager of the Chicago Teachers' Federation to Mayor Dever, explaining the meaning of "Loeb policies."

The statements of parents who appeared before the Council Committee on December 18, in regard to another nominee, Mrs. Hefferan, are printed in this issue of the Bulletin.

The announcement in the public press after the meeting of the Schools Committee of the City Council on December 2, that there would be a $5,000,000 surplus in the educational fund on December 31, 1926, showed that those school patrons had been misinformed who were urged to get after their aldermen to vote to submit a tax rate increase last April and again last November, in order to prevent the closing of schools, or curtailing of vital school activities during 1926. That propaganda fell of its own weight when the newspapers announced a $5,000,000 surplus instead of the previously advertised $3,500,000 deficit. Since the appearance of this report of the Bureau of Public Efficiency any further attempts to keep up that kind of propaganda during 1927 would be so palpably futile that it is fair to assume that it will not even be attempted because of its utter futility, if for no other reason.

The splendid program of President Cermak of the Board of Cook County Commissioners, which program will be before the County Board for its approval at its meeting on January 4, furnishes a reasonable, workable basis for the cooperation of the Public School System with the City Council and the Board of County Commissioners for securing the needed revenue for the schools, for the City and for the County, through a uniform, equitable quadrennial re-assessment of the real estate of Chicago and Cook County in 1927.

Margaret A. Haley

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City Council Takes No Action on Appointees to School Board

Mayor Says He Did Not Know Dr. Schmidt Supported Loeb Policies

No action on the mayor's appointees for members of the Board of Education was taken by the City Council at its meeting Wednesday, December 29.

Owing to the illness of several members of the Council Committee on Schools, Fire and Civil Service, the hearing scheduled for Dec. 30, a continuation of previous meetings in which the financial status of the Board of Education and the attitude of the mayor's appointees regarding educational policies were being inquired into, was postponed to January 6.

In a letter dated December 27, 1926, addressed to the mayor, the business representative of the Chicago Teachers' Federation sought to impress upon the mayor the importance of certain utterances made by Dr. Otto L. Schmidt, proposed Board member. Dr. Schmidt in a hearing of the Council Committee on Schools, had said that he supported the Loeb policies when Loeb was president of the Board of Education. The letter points out the relationship between the Loeb policies and the present Emeritus Rule of the Board of Education and other policies of this Board.

Copies of the letter were sent to members of the City Council preceding its meeting of December 29.

Following is the letter:

December 27, 1926.

Mayor William E. Dever,
City Hall, Chicago.

Dear Mayor Dever:

This letter is to clear up some of the controversies referred to and growing out of our few minutes' informal conversation last Wednesday, December 22, when you spoke to me across the balcony rail in the rear of the City Council Chamber while the photographers were taking the pictures of the school children and the Aldermen just before the Council meeting. You began by saying that you had received and read my letter of that morning, also the statement accompanying that letter setting forth briefly the "Loeb Policies"; and that you had read the printed leaflet I had previously sent you on December 18, containing Dr. Otto L. Schmidt's statement to the Schools Committee of the City Council, in which he said that he supported the Loeb policies when Loeb was president of the Board.

I call your attention to the fact that the particular Loeb policy on which the members of the Council Schools Committee questioned Dr. Schmidt was the discharge of teachers without trial. The printed leaflet to which you referred is a pre-print of four pages of my Bulletin of December 16 and consists of excerpts from the stenographic record of Dr. Schmidt's statements and replies to questions asked by members of the Schools Committee of the Council on December 16. The questions which the members of that Committee put to Dr. Schmidt more than once had to do with the discharge of teachers without trial or hearing on charges:

QUESTION: Dr. Schmidt, what do you think of the policy of discharging teachers by wholesale, as it were, without a trial?

DR. SCHMIDT: It may or may not be necessary. It always depends upon the individual case.

QUESTION: Don't you believe every individual ought to have a trial?

DR. SCHMIDT: Well, there is sometimes a definite rule.

QUESTION: I am speaking about discharging them and not placing them on a pension, just summarily removing them from the pay roll wherever it might be, in the schools or private business, and not giving them a pension of any kind.

DR. SCHMIDT: That depends on the system. It is done in large businesses. It might also be proper in the school system. I won't say whether it is or not.

These questions and answers show what I tried to explain to you last Wednesday, that Dr. Schmidt's reference above to "a definite rule" seems to carry a dangerous significance when taken in connection with his acknowledged support of the Loeb policies in the past and his attitude toward the discharge of teachers at the present time.

I tried to explain to you Wednesday that the litigation that followed the adoption December 9, 1925, by the present Board of Education, of the so-called Emeritus rule of the Board of Education, has already resulted in a decision by Judge Friend in the Armstrong case which, if confirmed by the Supreme Court, will give the Board of Education power to dismiss teachers without trial, charges, hearing or notice, merely by the adoption of rules of conduct and efficiency. The so-called Loeb rule adopted by the Board September 1, 1915, was a rule of conduct. It made it cause for fine, suspension and removal for a teacher to belong to any organization that had officers who were not members of the teaching force. By this rule Miss Goggin and I were outlawed and she died an outlaw. The other provision of the Loeb rule which forbade affiliation with labor was promulgated and advertised for public consumption, but the teeth and claws of the Loeb rule were in the provision that forbade the teachers to maintain an organization that had officers not under the control of the Board of Education. It was for this reason that John Fitzpatrick advised the Chicago Teachers' Federation to withdraw from the Chicago Federation of Labor and force the fight on the real issue of the Loeb rule—the right of the teachers to organize.

John Fitzpatrick knew that the Loeb rule was intended to break up the organization of the Chicago Teachers' Federation; that the important thing to the teachers was to preserve their organization.

The hostility in the present Board of Education to the Chicago Teachers' Federation is no secret. The confirmation of Dr. Schmidt will be notice served on the

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teachers that the sentiment in favor of the Loeb policies, known to exist in the Board of Education now, will be reinforced. It needs no reinforcement by the addition of men openly and professedly supporters of Loeb and the Loeb policies.

I wish to call your attention to the statement by a prominent member of the Bar Association as to the origin of the Emeritus rule, as printed in my Bulletin of November 16, 1926, marked copy of which I send you herewith. It shows that the teachers, and their tenure law, were sacrificed and traded off to preserve "harmony" between the present Superintendent and the present Board of Education at a time when they were close to a break over the re-election of Campbell for Examiner—that the so-called Emeritus rule was a compromise plan hatched in the Union League Club, at the expense of the teachers and their tenure; and that if the Supreme Court affirms the opinion of Mr. Righeimer, which Judge Friend adopted, the hard-won right of the teachers to notice, charges and trial before dismissal may be lost.

Dr. Schmidt's statements to the Council Committee show that he is a member of the Union League Club and his implied reference in that statement to that Emeritus rule seems more than a mere coincidence.

To refresh your memory concerning the letter which was delivered to you by my messenger, on the morning of December 9, 1925, (before the Board adopted that Emeritus rule that afternoon), I am enclosing a copy of that letter. You were unable last Wednesday to recall that letter. I told you in that letter that morning before that Emeritus rule was adopted, that if adopted it would make Jacob Loeb look like a piker and the teachers' tenure law like a ghastly joke. I reminded you that you called Miss Abbe, President of the Federation, at her school, and discussed my letter to you with her, although I never received any acknowledgment of its receipt.

The briefs in the Emeritus rule cases were filed last week in the Supreme Court; and the Supreme Court heard oral arguments on both of these cases last week.

I have gone into this fully because you seemed surprised to know of the litigation that followed the enactment of the Emeritus rule by the Board under which 74 principals and teachers were summarily removed on January 31, 1926, without trial, charges or notice.

As I told you in my letter of last Wednesday, December 22, when Dr. Schmidt announced to the Council Committee on Schools his support of the Loeb policies, I asked for time and opportunity to present to that committee information in regard to these policies and their meaning as exemplified in the present Emeritus Rule of the Board and the litigation resulting therefrom.

I have been refreshing my memory by reading the numerous and voluminous briefs filed in the Supreme Court in these two Emeritus Rule cases (the Leland mandamus case and the Armstrong injunction case). I have also re-read the 70 pages of stenographic record of the report I made to the Board of Managers of the Chicago Teachers' Federation on May 11, 1923, when I reported the visit of Judge Henry Horner to the Federation office on May 2, 1923. Judge Horner came at your suggestion to hear from me why the teachers objected to your appointing Jacob M. Loeb on the Board of Education, as was requested of you at that time by a committee of prominent Jewish citizens, headed by Judge Horner.

The end of those 70 pages shows that I told you over the telephone that I gave Judge Horner an ear full and you replied, "I bet you did." As I did not at that time furnish you a copy of the 70 pages, here are some of the high spots in the information that I gave Judge Horner:

Before Loeb dropped the 68 teachers on June 27, 1916, his Board, at his request, on June 21, 1916, rescinded the Meritorious Service Rule which for more than 25 years had protected the Chicago teachers from dismissal without notice. Loeb had previously, on Sept. 1, 1915, "persuaded" the Board to adopt the odious Loeb rule which prescribed membership in the Chicago Teachers' Federation, the only organization of Chicago Teachers that had intelligence enough to maintain officers that were not members of the teaching force to do their fighting for them so they could teach. After the adoption of that Loeb Rule, Loeb boasted that he had stuck the knife into the Chicago Teachers' Federation and was only waiting until the blood ran out. Some of the utterances of members of the present Board, notably those of Mrs. Hefferan and Mr. Julius F. Smietanka, during the investigation of the condition of the educational fund, now in progress before the Schools Committee, have been scarcely less vindictive toward the Chicago Teachers' Federation than the utterances of Jacob Loeb.

One of Loeb's favorite indoor sports was attempting to cut teachers' salaries. As Chairman of the Committee on Efficiency and Economy of the Board of Education, in the spring of 1915, Loeb brought to a meeting of that Committee a number of girls who were working in Julius Rosenwald's establishment, Sears, Roebuck & Co., as witnesses to prove that teachers' salaries were then too high. The maximum salary was then $1,260.00 for elementary teachers.

In May, 1915, Loeb recommended a 7½% cut in teachers' salaries. The Chicago Teachers' Federation called a mass meeting of teachers in the Olympic Theatre after which Loeb admitted that he had lost enough votes on the Board to defeat his salary cut.

At the hearing before that fake Senate Commission of 1915 which was the stage set to make his brutal fight against the Chicago Teachers' Federation, the fact that the Federation had prevented that salary cut was one of Loeb's most serious charges against the Federation. Another serious charge which he presented was that the teachers had worked in Springfield to secure the increase in the educational fund granted by that legislature.

These are some of the Loeb policies which I explained to Judge Horner on May 2, 1923, after hearing which Judge Horner asked me to forget that he had called. I told him the Chicago Teachers' Federation was not in the business of cultivating "forgetteries."

The survivors of the 68 teachers who were dropped by Loeb in 1916 and the thousands of other teachers who sympathized and suffered with them, received the Christmas issue of my Bulletin containing the statement that Dr. Otto L. Schmidt before the Schools Committee of the City Council on December 16, 1926, stated that he was a member of the Public School League which supported Mr. Loeb and his policies, and that he signed the report of that League which recommended the carrying out of those policies. Unlike Judge Horner, those teachers needed no explanation of Loeb's policies to grasp the significance of Dr. Schmidt's statement when they read it in the Bulletin.

There is another Loeb policy that has not been forgotten by the Chicago teachers who opposed and defeated the passage by the 1913 legislature of the Pension Bill presented by the Chicago Board of Education. That bill sought to transfer the control of the Chicago Teachers' Pension Fund from the teachers to the Board

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Parents Tell Aldermen Experiences With Board of Education

Mothers Say They Were Called "Bolsheviks" and Threatened With Jail

The attitude of members of the Board of Education, (one of whom has been suggested for reappointment by Mayor Dever) toward parents who had complaints to register regarding school conditions, was told to the City Council Committee on Schools, Fire and Civil Service at a hearing December 16, 1926.

Mothers complained that although they had been treated courteously when accompanied by aldermen from their district, they were not so cordially received when they went without representatives of the city government.

Parents said that when delegations waited upon certain board members they were called "Bolsheviks" and others said that they had been threatened with jail. One mother said that she had never been insulted as she was insulted by an employe of the Board of Education.

Following is their testimony as taken from the stenographic record of the hearing of December 16:

EXCERPTS FROM STENOGRAPHIC REPORT OF THE MEETING OF THE COMMITTEE ON SCHOOLS, FIRE AND CIVIL SERVICE OF THE CITY COUNCIL OF THE CITY OF CHICAGO, ON SATURDAY, DECEMBER 18, A.D., 1926, AT 10:30 O'CLOCK A. M.

ALD. CLARK: Mr. Chairman, I think at the last meeting of the Committee different individuals wanted to be heard, but could not be heard because of a lack of time. I think Alderman Kanidl is right, they came down here today and probably would not get down next Tuesday. I would like to suggest that the Chairman ask how many representatives of individuals or organizations want to be heard and if there are not so many, we can probably wait around a half an hour to hear them.

THE CHAIRMAN: All those that wish to be heard might rise.

MR. MINWEGEN: This is going to take considerable time, I think.

ALD. NELSON: Stand up so we get an idea how many want to be heard in connection with the consideration of these nominees. Do you want to be heard standing in the gallery there? (Those in the audience that wanted to be heard, stood up as requested.) One, two, three, four, five, six, seven.

MR. MINWEGEN: Mr. Chairman, I will say for your information I can come at any time you want me to come, it won't inconvenience me, or go ahead now, at your pleasure.

ALD. NELSON: Mr. Chairman, suppose we set a special date.

ALD. FICK: Mr. Chairman, while we are here, let us stay here. Suppose we let those mothers have their say this afternoon.

ALD. ADAMKEWICZ: I am in favor of that.

ALD. FICK: Let's get through some time.

ALD. NELSON: Mr. Chairman, I make a motion that we proceed.

THE SECRETARY: What is your name and address?

MRS. CARR: Mrs. Bradley Carr of Rogers Park, 1132 Loyola avenue.

MRS. CARR: I am representing the parents of a district where one thousand children are without a permanent elementary school. We are in the shadow of a two million two hundred thousand dollar junior high school. There are about eighteen rooms vacant in the nearest elementary schools. Our children are in groups of portables up to the third grade and scattered to the four winds above the third grade, walking long distances, paying car and bus fare, eating lunches at drug store counters, these little children from eight to twelve years old.

Who is responsible for all this?

The Board of Education in the summer of 1925 took away the site for the elementary school, five acres for a playground and school site to build this palace, covering the entire block, in the face of the most bitter protest, in the face of a petition signed by 3,321 people, more than half of the registered voters.

How did they justify that?

I will read you here a letter of October 14, 1925, written to Mrs. Helen Hefferan, 6631 Harvard avenue, Chicago, Ill. This will explain what I am about to tell you.

"My dear Mrs. Hefferan,

I do not know whether or not I made it clear to you on Monday evening that we had been sent by the Parents' Organization of the Eugene Field Branch, and they will expect a report on our interview at a public mass meeting. Thinking that you might have made statements informally that would not exactly convey your meaning to a large audience, I have written out what seemed to me to be your attitude on the situation, which I am enclosing. I shall read this report at our next meeting. Should you wish to make any additions or corrections, mail them to me at once at 1132 Loyola avenue, and I shall incorporate them in my report.

Sincerely yours,
Helen W. Carr."

I want to say I received no answer whatever to this communication, although before I gave it to the mass meeting I gave her ample time to reply.

Meeting at the home of Mrs. Hefferan, 6631 Harvard avenue, Monday evening, October 12, 1925, Present: Mrs. Hefferan, Mr. and Mrs. William Lutsch, and Mrs. Bradley Carr.

Mrs. Hefferan speaking: Experts of the Board of Education made a complete survey of your district and decided that a junior high school was needed there.

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We employ these experts who have and get information that a lay board can not be in possession of and then we must pass their recommendations. The Educational Department is responsible for this junior high school recommendation. We must back the superintendent in his recommendation or we would have chaos.

QUESTION: Are not the people of the district, the taxpayers, the parents, to be consulted at all on these school plans?

MRS. HEFFERAN: No, the people of a district can not decide what is best for it. All the people of a district can not agree on an issue. No doubt there would be as many opposed to an elementary school as for it were the opposition organized. Even in the naming of a school, neighborhoods get into a turmoil. We have found it the best policy to leave all questions in the hands of these experts whom we hire and have confidence in.

QUESTION: Do you approve of taking away the playground, for the building of the junior high school?

MRS. HEFFERAN: Yes, where we have the space and need the rooms for the children, playground must be sacrificed.

QUESTION: Do you think it fair to our little children that they have never known any school for thirteen years except a group of portables?

MRS. HEFFERAN: You parents have a perfect right to complain about the portables. If we would utilize all the waste space in the buildings we now have, we would need no portables.

QUESTION: When the junior high school is built will there be any provision made for our little children from the kindergarten to the seventh grade?

MRS. HEFFERAN: They will be absorbed in the neighboring schools. There will be space for them due to moving out the seventh and eighth grades to the junior high school. You will find that when you have the children settled in these schools that you will be much better satisfied and in a few years this will all blow over and everyone will be happy. As to the distance the children will have to travel, I am sure that if I had a chance to mill around that I could locate every child satisfactorily.

I want to say that we called mass meetings and invited the Board of Education to these mass meetings and they didn't come, so we came as a committee of parents to interview seven different members. I have the committee here but I will not stop to give them, and I was appointed to interview Mrs. Hefferan with my committee. Since it was in her home we felt that she might have received us more as guests than as parents to interview her and for that reason put this in writing and gave her a chance to verify it if she wishes.

Now, we parents circulated a petition. We wanted to show that the parents of that district were a unit for the elementary school. We had 3,321 signers. Of the people that we asked to sign that petition, only about four per cent failed to sign it and a large majority of them wished the elementary school as much as we did, but they were employes of the Board of Education and they did not like to have their names appear on that petititon.

The only opposition that we encountered came from the Parent Teachers' organization of the neighboring schools who told us that they were asked to oppose us in the elementary school and to advocate the erection of a junior high school by two members of the Board of Education. They got up a counter petition for this junior high school signed for the most part by people outside of our district, but that petition was never presented, although we presented ours at a formal meeting of the Building and Grounds Comittee. The matter was settled on December 23rd by letting a contract for the junior high school and at the same time, concurrent with the building of that junior high was to be an elementary school.

I am reading now from a stenographic report of December 21, 1925:

"Purchase of lots on Loyola avenue. Emergency. Proceedings of Board of Education, Number 13437."

At the end of this when this was concurred in Mr. Schmid, the Chairman of the Committee, said:

"This is a positive assurance to the residents of the entire territory that we intend to build this elementary school immediately as an emergency measure.

"Mrs. Severn: How soon will it be built?

Mr. Schmid: At once.

"Then the order for the letting of the contract for the junior high school came up. Mrs. Hefferan said: 'I move you that this be passed provided the report just passed is concurred in by the Board, at the next meeting of the Board of Education.'"

On December 23rd the Board meeting let the contract for the junior high school and at the same time selected a "site at Newgard and North Shore avenue as a substitute for the Loyola avenue site due to the objection of the Parochial school which is located across the street." Both orders were passed.

On December 23rd the next day the ground was broken for the junior high school. Now, the site for this elementary school has been changed four times with continual delay. Each time any objection was raised by a small number of property owners adjacent to the proposed site it was changed. Three thousand three hundred twenty-one people objected to the building of the junior high school but it went on because experts recommended it. Last week the sites to which there was no objection ever raised entered in condemnation and today we are exactly in the same place we were February 13, 1913, when the original site was filed for condemnation.

Now, we parents are not here to tell you what to do about these appointments. That is your business, but we have this situation in which we are helpless and we felt we would be doing less than our duty if we did not come down here and tell you. We can't be silent. The Board of Education is far removed from the people. We want to tell you now that since the people have nothing to say on school matters that a new situation is here. When intolerable conditions arise we are going to the only place we know to go to, the aldermen of our ward, and since the aldermen confirm appointments we are going to hold you responsible.

I suppose some people will say we are trying to put politics into this. If going to your aldermen in time of distress is putting politics into the schools, then I want to tell you we are going to have more politics from now on, because the parents of this city mean business. (Applause.)

ALD. NELSON: Mrs. Carr, I wanted to ask you a question or two.

MRS. CARR: Yes.

ALD. NELSON: In view of the answer made by Mrs. Hefferan that the school trustees must adopt the recommendations of an educational expert, irrespective of the

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protests of parents and taxpayers, do you think that person is qualified for reappointment to the Board of Education?

MRS. CARR: Now, you are putting it up to me, aren't you, Alderman?

ALD. NELSON: I wanted to get the citizen's slant on it. As a parent, what is your conception of a trustee's duty? Is it to just follow blindly the recommendations of an educational expert?

MRS. CARR: No.

ALD. NELSON: And pay no attention to the parents or their wishes?

MRS. CARR: We believe the parents know the district better than anyone else. We walk the streets there. We know the distances and we know the dangers, and we believe the parents should have absolutely something to say: We do not believe the parents should go into the schools and tell how the schools should be run. We don't believe the educational policy should be followed out by the experts. I do not know anything about building bridges, but I think I should have a right to say when bridges should be built that I have to pay for. I believe the same thing should be followed out in the schools.

ALD. NELSON: You believe then that the school trustees ought to take into consideration the parents' desires in the matter of education?

MRS. CARR: Yes, I do.

ALD. NELSON: Let me ask this question: Were you approached to stay away from the meeting of this committee?

MRS. CARR: Yes.

ALD. NELSON: By anyone?

MRS. CARR: Yes.

ALD. NELSON: Would it be violating any confidence if I asked you who tried to induce you to say away from this committee?

MRS. CARR: I do not think it is any confidence, Mr. Nelson. I was called on the telephone and they tried to get me to go into a bargain to stay away, and that in payment, if I may use that word, that our schools would be hastened, the elementary school, for which we all wish so much.

ALD. NELSON: Who tried to arrange that kind of a bargain?

MRS. CARR: I was approached by an employee of the Board of Education. I turned the matter over to the parents' committee and we proceeded as we are doing today.

ALD. NELSON: Would you mind giving the committee the name of that employee?

MRS. CARR: I will give it in private.

ALD. NELSON: All right.

ALD. FICK: Is that your ward, Alderman?

ALD. NELSON: No, it is not my ward. That is Alderman Frankhauser's ward. It is on the north side.

MR. TOMAN. Mr. Chairman—

ALD. NELSON: Just a minute. I want to ask another question.

How many vacant rooms are there in the surrounding elementary schools within a distance of a mile of the Roger Sullivan junior high?

MRS. CARR: It is very hard to determine, Mr. Nelson. I visited some of the schools yesterday. I couldn't find the principals and the teachers would not give me any information. I investigated as to the number of rooms that were locked.

In the Field there are six rooms which have been occupied in the basement. We objected very seriously when our children were put into these basement rooms, but we were told by members of the Board of Education that that were perfectly suitable for school purposes. I suppose if that held true then it holds true now. Those six rooms are now vacant and there is a sewing room, a manual training room and a cooking room that is now used for sixth grade pupils and I believe it is locked three or four days a week.

In the Hayt, I was there shortly after the junior high school opened. There were six rooms vacant at that time. I don't know whether there have been any readjustments made since that time or not.

In the Swift there are five vacant to my understanding. I cannot say that that is absolutely so, because I have not been able to get information, absolute information on it.

In the Gale, where some of our children go, there are five rooms vacant.

ALD. NELSON: Five vacant now?

MRS. CARR: Yes.

ALD. NELSON: And this site that the Roger Sullivan junior high now occupies was originally selected as the site for an elementary school, was it not?

MRS. CARR: It was condemned in 1913 as a site for an elementary school and playground, and for those thirteen years the portables, a group of portables housing children up through the fifth grade were at the north end of the lot. We had a playground with a field house and playground attendants at the south end of the lot.

ALD. NELSON: And it was your understanding and expectancy that that elementary school would be built there to take the children out of the portables?

MRS. CARR: They were promised time without number and Alderman Frankhauser will remember the number of times he went down for the parents of the district, to get the elementary school and he was made a definite promise that the elementary school would be started in 1923.

ALD. NELSON: Have you any idea as to the cost of this junior high?

MRS. CARR: Mr. Byrnes told me informally last October that it has cost $2,200,000.

ALD. NELSON: Is it fully occupied?

MRS. CARR: There are 1,483 children in there according to the last report. When they were building it, they told us it would have a capacity of 2,200.

ALD. NELSON: How far—how great a distance must children travel to attend the junior high school?

MRS. CARR: I do not know, Mr. Nelson. I am not very much interested in the junior high school because my children are in the elementary school. I understand that the children in the Gale, the Swift, the Hayt, the Armstrong and the Field, are those occupying it now. The children from the Armstrong have a great distance to come, if they all come there, but I understand they allowed some of them to remain in the Armstrong school in the seventh and eighth grades where the distance was too great.

ALD. M'KINLAY: Mr. Chairman—

ALD. ARVEY: Mr. Chairman, I would like to ask a question.

THE CHAIRMAN: Alderman Arvey.

ALD. ARVEY: Mrs. Carr, did you speak to Mrs. Hefferan about the location of the junior high school?

MRS. CARR: The parents went to the Board of Education and told them we were not trying to deter-

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mine their policy about the junior high schools. We told them that they could build the junior high schools where they wanted to if they kept off our elementary school.

ALD. ARVEY: It was a question of location with you then?

MRS. CARR: It was a question of location purely.

ALD. ARVEY: All right.

MRS. CARR: And that was the attitude of the people of the district. It was not a question of whether or not we would have a junior high school on that location and send our children all these great distances. I live a mile and three-tenths from the nearest elementary school.

ALD. ARVEY: Let me ask you this: Do you know, is it—do you know the vote of the Board of Education in establishing a junior high school on that site?

MRS. CARR: No, I do not.

ALD. ARVEY: You do not?

MRS. CARR: We did not know anything about its passing. The first thing we knew—we went away for the summer of 1925 and when the children came back in September, our children went over to the playground, and they came running back breathless with their eyes sticking out, "Mother, they are moving our schools away." They were the only schools our children had known. We went over to verify that, and we found out that the teachers and the principal of the school did not know that those portables were being moved. We did not know where they had been moved until we had tracked the marks that had been made along the street, and we found those portables were left on a lot 126 by 83 feet, west of Clark street, almost at the extreme west end of the district, that there were six portables 25 by 30 feet and a combination toilet and coal house 18 by 48 feet on that lot. We know that the Board of Education had to have experts to get all those buildings on that lot. (Laughter.)

When we went over and saw the situation, with street car lines running so close that you could almost touch the cars from the portable, we did what any parents would do, what you men would do—we kept our children at home, that is what the newspapers called a strike.

ALD. ARVEY: Well, you had a strike, didn't you?

MRS. CARR: No, it was no strike in that sense of the word.

ALD. ARVEY: You had a strike, didn't you?

MRS. CARR: You might call it that.

ALD. ARVEY: Answer this question. You spoke a moment ago about the question of appointments. You would not want to pass on the appointments, would you? You wouldn't want to take the responsibility of passing on Mrs. Hefferan's fitness for reappointment.

MRS. CARR: I said it was not my business, Mr. Arvey.

ALD. ARVEY: You said it was our responsibility.

MRS. CARR: Yes, it is your responsibility. I am not an alderman. If I were an alderman I would take the responsibility.

ALD. ARVEY: You agree with me, Mrs. Carr, in view of the situation of the Board of Education at the present time, in view of your statements, it might be a good thing to have a new Board of Education as soon as possible?

MRS. CARR: Yes, I agree with you.

ALD. ARVEY: Do you think it is the duty of all concerned, of all those having responsibility in the matter, to see that new members get over there as fast as they can get over there. Is that one of the most important things to consider?

MRS. CARR: Well, no, I don't agree with you there.

ALD. NELSON: On the other hand, don't you think they should have all of the facts?

ALD. ARVEY: Now, wait a minute, just a minute. Mrs. Carr is able to handle anything at all. She is very competent. I think we will speak for her thoroughness.

ALD. NELSON: I think she ought to know that—

ALD. ARVEY: She is very competent.

ALD. NELSON: —you are a very clever lawyer.

ALD. ARVEY: I think Mrs. Carr is competent to answer any questions.

ALD. M'KINLAY: Mr. Chairman, while they are arguing may I ask a question?

ALD. ARVEY: I think Mrs. Carr is competent to answer questions. She has been present at all these meetings.

MRS. CARR: I think, Mr. Chairman, we can very well wait until we find out all the facts of the situation. I have taken many days to come down here and tell you the facts in our district so you may have them. I feel it is a parent's duty.

ALD. ARVEY: Let me ask you this: Mrs. Carr, have you heard the statement made here that the members of the Board of Education, the present members of the Board of Education are rubber stamps in the hands of the superintendent of the Board of Education? I heard the statement and you heard it, Mr. Coath stated the members of the Board of Education were merely rubber stamps. If that statement be true don't you think in justice to the parents of Chicago we ought to have appointments on the board now without regard now to who the appointees are; we ought to have appointments of fit men and fit women to administer the affairs of the school system?

MRS. CARR: I think we should always have fit men and fit women on the Board of Education.

ALD. ARVEY: And if they are rubber stamps we ought to have new ones as soon as we can get them?

MRS. CARR: That is true, yes.

ALD. M'KINLAY: Mr. Chairman, I was just going to ask in view of Mrs. Hefferan's apparent absence today—and I was here yesterday and heard her speak—in view of one answer made to the parents in her home and Alderman Nelson's comment, I just want to ask at this meeting at Mrs. Hefferan's home was there a reporter there to take this down?

MRS. CARR: No, I think you missed the point.

ALD. M'KINLAY: It was so detailed I wanted to find out if you had some one there to take it down, in question and answer form.

MRS. CARR: No, we went there as three members of the parents' committee. There was no reporter there. And we were not sure whether Mrs. Hefferan understood that we came there as delegates of a large body, and so in order to be absolutely fair to her before I made any public statement I sent her this outline, which I read today, with a letter asking her if that is what she wanted me to say, if that represented her ideas; if it did not, that I was willing to make any correction or alteration she wished made.

ALD. M'KINLAY: Did she say it did?

MRS. CARR: She did not reply at all, as I stated at the beginning.

ALD. M'KINLAY: Then I just wanted to say in that connection, in view of the fact Mrs. Hefferan apparently today has not admitted the correctness of the answers—they may be correct I do not know—Mrs. Hefferan's answer yesterday to Alderman Nelson—I took

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note of her answer—about passing on the recommendation of experts—and she said very explicitly that the recommendations of the educational experts were given to the board, the board considered them, and that she as a member of the board would consider them and then use her best judgment in the matter.

Now, that would not follow, from the answers given here or your suggestion back to her, as I know Mrs. Hefferan, that Mrs. Hefferan would always be guided by the educational experts because she said very definitely in two different places—

ALD. NELSON: Alderman McKinlay, the record will determine just what happened exactly.

ALD. M'KINLAY: What record?

ALD. NELSON: The record of our proceedings Thursday.

ALD. M'KINLAY: Yes, and I am willing to follow that.

ALD. NELSON: And the record here today.

ALD. McKINLAY: I mean, this record apparently is the memory of what happened. All those who were here—

ALD. NELSON: I understand Mrs. Carr submitted this same statement she had submitted here today to Mrs. Hefferan.

ALD. M'KINLAY: Yes.

ALD. NELSON: She gave Mrs. Hefferan an opportunity to reply.

ALD. M'KINLAY: Yes.

ALD. NELSON: Mrs. Hefferan did not take advantage of the opportunity: she did not even acknowledge receipt of it. You recollect on Thursday when Mrs. Hefferan made the splendid address she did, I noted she made the statement very emphatically it was her idea the board could do nothing else except to rely upon the educational experts and for that reason I questioned her and then she corrected the record to say that she would, of course, give consideration to the report, give it consideration and use her best judgment. Now, what we are developing here today, I think, is the attitude she has pursued while she had been a trustee.

I wanted to ask Mrs. Carr this question.

ALD. M'KINLAY: Just a minute. Could I just answer you. I just want to say this, Alderman Nelson—

ALD. NELSON: Yes, all right.

ALD. M'KINLAY: You are much more exact always on the words of the record than I am. You usually are in the council and maybe you are better than I am in judging the general intention of principles of the school. But I got from Mrs. Hefferan's original statement, and what you would call as corrections, which I did not notice as corrections, that she has from beginning to end explicitly said that trustees should use their own judgment. That was her final remark.

ALD. NELSON: That must have been your impression, Alderman.

ALD. M'KINLAY: It is not my impression. I am not always correct. But I say that in fairness to the lady, who is not here today and was yesterday.

ALD. NELSON: I think the record will show just what she said. I want to ask Mrs Carr a question.

ALD. CRONSON: I was going to suggest that Mrs. Carr take her seat.

THE CHAIRMAN: Yes, you might be seated.

MRS. CARR: Thank you.

ALD. NELSON: Do you know, Mrs. Carr, when the Roger Sullivan Junior High was opened, whether the graduating classes of children who had finished the eighth year in the elementary were arbitrarily transferred to the Roger Sullivan Junior High?

MRS. CARR: I understand they were not, Mr. Nelson. I understand they went directly to the Senn.

ALD. NELSON: They went direct to the Senn?

MRS. CARR: As I understand it now the Roger Sullivan has a seventh and eighth grade, but has no ninth grade, and will not have it until February.

ALD. NELSON: That is it.

* * * * * * *

ALD. NELSON: There is a lady here—I have forgotten her name—from the Cameron School. What is her name?

THE CHAIRMAN: Would you mind stepping up here, please?

MR. SMIETANKA: Mr. Chairman.

THE CHAIRMAN: Mr. Smietanka.

MR. SMIETANKA: I would like to stay here and listen to these criticisms, but if the Chairman will excuse me for the rest of the afternoon I have some other matters to attend to.

ALD. CLARK: We might ask if there are any other members of the Board here who would like to be excused.

THE CHAIRMAN: We will excuse you, Mr. Smietanka, and if there are any other members of the Board that want to be excused, they may go.

MR. SMIETANKA: And I might ask, too, Mr. Chairman, while we are here on that subject perhaps we might bring in other delegations. I might speak to the Superintendent's Department and give him an opportunity to prepare on that controversy on the north side, if you wish to hear from the superintendent.

THE CHAIRMAN: That would be proper.

ALD. NELSON: Would you bring in references to the Stockton junior high and give us a report as to why that was changed from an elementary to a junior high?

MR. SMIETANKA: Yes.

ALD. NELSON: Located as it is along three-quarters of a mile of cemetery ground.

MR. SMIETANKA: It sounds amusing, Alderman.

ALD. NELSON: What is that?

MR. SMIETANKA: It sounds amusing, but there must have been some good reason back of it.

ALD. NELSON: That is what I want to develop—somebody ought to answer that, and I think you ought to come equipped.

MR. SMIETANKA: Yes.

ALD. ARVEY: Mr. Chairman, may I ask the President of the Board to bring in all records of sales made on pencils, erasers, inkwells, and tell us what happened on the 14th day of August and see what the vote was on the Board on that day with reference to certain matters. Bring in everything you got. Let us get everything, go into everything.

MR. SMIETANKA: Then, Alderman, you might add, too, bring in delegations from all parts of the city.

ALD. NELSON: Let me ask the Alderman this question; if he doesn't think there is some difference between the matter of lead pencils and erasers and forcing children to cross several car tracks, traveling a mile and a half and the Board of Education spending a million dollars locating a school along three-quarters of a mile of cemetery ground.

* * *

THE SECRETARY: What is your name?

MRS. WEGNER: Mrs. William J. Wegner.

THE SECRETARY: What is your address, please?

MRS. WEGNER: 1508 North Harding.

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THE CHAIRMAN: You might be seated, please.

ALD. NELSON: You are representing the parents at the Cameron School.

MRS. WEGNER: I do.

ALD. NELSON: Will you tell the committee what you have to say with reference to the Cameron School and your experience with the Board of Education?

MRS. WEGNER: Well, we had waited for years for a good school, and finally they gave it to us, and it wasn't quite finished when over night they wanted to take it away and make a junior high out of it. Well, we parents got together and protested. We could not get a hearing. Mrs. Hefferan was awful mean to us, she wasn't a bit nice to us; when she saw us coming, she would say, "Here come the Cameron bolsheviks."

At one time they actually wanted to have a session and they made a date for ten o'clock in the morning, after being at a meeting the day before, but they didn't finish the business, so they set the next morning at ten o'clock to finish. Well, we mothers went down again, we sat around and asked Mrs. Hefferan; she said she knew of no meeting, and I said, yes, we were to come here to finish the business. She said, no, she knew nothing. She went in a little room and closed the door, and we waited around and waited around until one o'clock. We finally got disgusted and went to the Mayor and complained about her conduct towards us because she didn't treat us like citizens at all, so the Mayor said he would look into it and that was the end of it.

ALD. ARVEY: May I ask you a question? The Board of Education, when the matter was presented to it, voted against changing it to a junior high school?

MRS. WEGNER: No, they hadn't voted against it, they took it under consideration.

ALD. ARVEY: It is still an elementary school?

MRS. WEGNER: Yes, it is.

ALD. ARVEY: So I suppose the Mayor did do something about it?

MRS. WEGNER: Yes, he did.

ALD. ARVEY: You said nobody did anything about it.

MRS. WEGNER: I mean the treatment we got down there. They didn't treat us at all like civilized people.

ALD. ARVEY: Do you know Dr. Otto L. Schmidt?

MRS. WEGNER: No.

ALD. ARVEY: Or Mr. Vopicka?

MRS. WEGNER: No, I don't.

ALD. ARVEY: Or Mr. Raymer?

MRS. WEGNER: No, I don't.

ALD. ARVEY: You don't know of any reason why they can't serve as Trustees?

MRS. WEGNER: No, I don't know them at all. I don't know anything of them.

ALD. ARVEY: Or don't know of anything against them, either?

MRS. WEGNER: No, I don't know anything either way, one way or the other.

ALD. ARVEY: I would like to ask permission of the Chair to ask Mrs. Carr that same question. Do you know any reason why Dr. Schmidt or Mr. Raymer or Mr. Vopicka should not serve as Trustees?

MRS. CARR: Mr. Arvey, I made a statement at the beginning we are not here to tell you whom to appoint or not to appoint.

ALD. ARVEY: Mrs. Carr, if you knew something about these gentlemen that they would not make good members, you would tell us, wouldn't you? (Applause.)

MRS. CARR: I would certainly tell you, Mr. Arvey. I have never seen any of the members except Dr. Otto Schmidt, and you had the same opportunity of seeing him, and of hearing the Doctor.

ALD. ARVEY: I am not trying to pass the buck to you, but if you had any information, any vital question of fitness, you would certainly tell us about it?

MRS. CARR: I certainly would. That would be my duty as a parent.

ALD. CLARK: Mr. Chairman, I happen to be familiar with the D. P. Cameron School situation. I attended one of the meetings of protest. It is in my old ward not in my new ward, but it happens to be the school I graduated from, and I want to say in justice to Mrs. Hefferan I talked to her at the Board of Education one day and she told me that on account of protests from the parents of the Cameron School, they were going to defer consideration of that until some future time. Now, Mrs. Hefferan at that time treated me very fine, and I think Alderman Nelson, the Alderman of that ward, does not differ—

MRS. WEGNER: Alderman Clark, I will tell you, they were very nice to us when Alderman Nusser was with us, but the next day, Alderman Nusser had a very unfortunate accident, and he had his limbs hurt and he was not with us and we were alone, and she didn't treat us cordially when we were alone, and she did give us nice attention when the Alderman was with us.

ALD. ARVEY: But you did hold a mass meeting out there, didn't you?

MRS. WEGNER: Yes, sir.

ALD. ARVEY: And was Alderman Nusser present?

MRS. WEGNER: Yes, sir, and former Alderman, Janke.

ALD. CLARK: And Alderman Nelson and Alderman Mills.

MRS. WEGNER: Alderman Mills and Alderman Nelson.

ALD. ARVEY: Is that why they called you bolsheviks, because Mills and Nelson were there?

MR. JANKE: May I have a word on the Cameron School, Mr. Chairman?

THE SECRETARY: Your name, please?

MR. JANKE: Conrad Janke, 1239 Monticello avenue, right opposite the school. I had this thought that a year ago, if it hadn't been for the interest the parents had taken in the school, the Board would have put it over as a junior high. I have at the present time three children that have graduated from that school, and one will be graduated at the next term and one at the next term, which will still leave three. I objected at that time the same as my wife to have them sent over about a mile away from that school.

My wife tells me the treatment they got down there from Mrs. Hefferan was not very inviting. She said they called them bolsheviks and all that. It was then put over for a year, as I understand it. I understand now that they are going to try to put it over again, going to start the same thing all over. Now, they held mass meetings but they didn't start a riot out there in the school, they stopped it from being put through. I am going to say I for one am opposed to it, after going along all these years in that neighborhood, satisfied with the school. It took us a good many years to get an addition to that school. I know I fought for a long time to have that addition put on there, and finally when they got it they wanted to change it to junior high.

THE SECRETARY: Your name, please?

MRS. WENN: Kate Wenn, 3521 Pierce Avenue, the Lowell School District. I represent ninety per cent of the fathers and mothers of that district. Last February

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our children were transferred without a minute's notice, some to go to the Cameron, and some to go to the Stowe School, and they would have to go across North avenue, others go under the railroad tracks. You know what the railroad tracks are in that district, you are familiar with it. Three little girls were attacked under that viaduct and the mothers all got up in arms, but we got no satisfaction anywhere. We went to the Board of Education. They called us a mob. Well, we went with our Alderman but had no success; and then we went with our two Aldermen because the school is in both wards.

Mr. McAndrew told us when we got an interview with him, "We are here to make the law where you send your child and you are here to obey." I said, "That is no such a thing. We are in America and we are tax payers." Then he told us we are not paying enough taxes to pay for pencils and paper that our children are using. I said, "We are paying what the law requires us and we have been fighting for eight years to get an addition to the Lowell School."

There are over eighteen hundred children in that old school and it is a fire trap. They have had the ground for eight years. They promised every year we would have a new school, and now instead of letting us have a new school, after we kept our children three months out of school, they let us take the children back, those that wanted to come back, but the principals in some of the schools said, "Now, you children will be treated better if you stay here." Of course there were a few stayed away and they said there weren't half of them went back. Well, there were three-quarters of them went back, but that was not so bad. All we wanted to get—we had what they call the double shift, two schools, five and a quarter hours for each child and we were not kicking at all until Mr. McAndrew put up what we call "shifting the children along." All we said we wanted was our children left in the double school—we were the only ones that were inconvenienced in this way. Our children had to go to school at eight o'clock in the morning, a quarter to eight, and get home, some at noon, and then the others go in the afternoon. Well, we were reasonable, we were promised a new school, and we were willing to wait, we are not grumbling at the waiting as long as they were there. We couldn't complain, they were getting their education.

Now, when they got that far they put what they call the platoon system. Mrs. Hefferan says: "We want to keep your children off the streets and you don't know enough to appreciate it." And I said, "Say, there isn't a mother in that district that won't keep her child off the street. We have interest in our children." And I said, "In the way they have put the platoon system, as they call it, now there are some children getting three hours a day. Are they keeping our children off the street? You say it is none of our business. That is what we wanted since last February.

We went to the Mayor and every member of the Board of Education, every member, not one but every one. We got insulted high and low until we got a fine political leader to go to Mayor Dever and then we got an audience with our czar and I don't know what Chicago is coming to. We've lived over forty years in Chicago, and I think it is getting worse. We never thought of butting into school affairs until they tried to have this condition of affairs. We had no kick, didn't interfere with them educating our children until they began to shift them around, and now we want something done, and we are going to have it done.

I brought a petition of ninety per cent of that district. I brought them to the Mayor. I brought them to every member of the Board of Education. The first petition we gave them, the men and women went out on Sunday and got them. They threw them in the waste basket. Our second petition we went out and got, we gave them a copy of it, and I have that petition to prove what I am saying. We wanted some action because we didn't know anything about it until they began to shift our children, and walk on our necks. The politicians are all that way. That is all I got to say and I won't take one word back. (Laughter and applause.)

MR. BYRNE: I will say for that lady that she did make a very strong effort to get an addition to the Lowell school. And I can give you that information now. The plans are being made and the contracts will be let in a very short period of time for the addition to the Lowell school.

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THE CHAIRMAN: It is 2:25 now.

THE SECRETARY: What is your name?

MRS. KRYDER: Mrs. Kryder, 751 Bittersweet Place. Our battle was about a junior high school. We had children that graduated in the middle of last year, February, from the LeMoyne school, which is situated at Waveland and Rokeby. The principal of the Lake View had made all arrangements for them to attend the Lake View school. They were even to attend a party the next day, when the children came home with the story that they had been sent to the Stockton Junior High School.

It was necessary for them to choose the courses and to give the thing great consideration, which we all did and signed the blank to say just which course we thought our child ought to take. These were all taken to the Lake View High School, and we thought the matter was all settled, that our children were going from the eighth grade into senior high school. Then the word came they were to be sent to the Stockton Junior high school and they were not to be taken at the Lake View High. The parents of the children graduating took this in hand and we decided to go down and ask the reason for this, which we did.

We went down to the board rooms and asked the reason. They said they would have an investigation of the matter and let us know. We went home and the next morning they 'phoned me and said there was nothing absolutely that could be done about it, that the children would have to be shifted to the Stockton.

Well, we decided that we would not take "No" for an answer, that they would have to give us a reason that "No" was not enough. So we kept going down to the Board of Education. On one occasion we went up to Colonel Ellicott's office and Mrs. Hefferan was there. Col. Ellicott invited us in very cordially and nicely and asked us to tell him what we had to say about it. We gave all of our reasons and brought a petition from the parents stating it was against even the principles of the Junior High school plan that the Board of Education had formulated; that they never made any statement that the eighth grade child should go from the eighth grade for one year to a junior high school; that was the thing we were complaining about, that they should be shifted for one year and then go to another school.

Mrs. Hefferan said that those matters, of course, were taken up by people who knew more about it than we did; that the thing to do would be to run back and forget it, and in a year we would come back and thank her for it. We went home but we didn't stop there. She claimed she would investigate and let us know

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within a few days as to what could be done about it but we had committees working. They visited the schools, I think the Lake View high school and the Stockton Junior high school, and we got all the information possible among the ladies that were working with us. Mrs. Hefferan called us by telephone, both Mrs. Lowe and myself—we were trying to keep all of the loose ends together; she told Mrs. Lowe and me, (she was very insulting to us) that we would just have to forget it; if we didn't she would put us in jail.

We decided we were not afraid of jail. I haven't been there, but I wouldn't mind going. So it happened that—really, I can only say this, we went to every member of the Board of Education. We went to every Trustee. We had a photograph made of our petition. We had it already to mail and mailed one to every trustee of the board. We talked to Mr. English, and he was most courteous and nice to us. I wouldn't say that about Mrs. Hefferan. Col. Ellicott was very kind and considerate of us. Mr. Bogan was very insulting. I had never been insulted before in my life, but I certainly was then.

Now, I feel if the parents are not interested in school matters, who is going to be? It is nearest to our hearts. I would feel that I had failed in my job as a mother if I didn't have something to say on matters of this kind, I think there should be some co-operation. The parents should be made to feel that they are a part of it and not some foreign element. They should be made to think that they belong to the Board of Education, that they are part of it, and be allowed to come down—we don't go down there in any antagonistic frame of mind. I do not feel that way. I went down there and wanted to know why, and they could not answer it. It was only by the help of Alderman Nelson and Alderman Boutell and Col. Ellicott's help we were able to—it was just by persistence we won it, and we did win it. Our children were not sent to the Stockton Junior High School.

ALD. NELSON: I wish you would tell the Committee where the Stockton Junior High School is located.

MRS. KRYDER: I would be very glad to. It is located on Montrose, and it is just one block or two blocks from Clark street, and it is about three blocks from Broadway; it is Magnolia and Montrose.

ALD. NELSON: What is immediately south of the Stockton Junior High School?

MRS. KRYDER: A cemetery.

ALD. NELSON: From Montrose to where?

MRS. KRYDER: To Irving Park Boulevard.

ALD. NELSON: Isn't there a cemetery south of Irving Park Boulevard?

MRS. KRYDER: There is another cemetery south of Irving Park Boulevard. I don't know the name of that cemetery.

ALD. NELSON: This transfer of the graduating class in February of this year from the LeMoyne school was an arbitrary transfer, wasn't it?

MRS. KRYDER: Absolutely.

ALD. NELSON: I can say for the record that at that time I was out of the city. My little daughter was a graduate of the Blaine School and the same preparations were made at the Blaine School as at the LeMoyne. The LeMoyne is in my ward; the Blaine School is located across the street from my ward, but about 55 per cent of the children live in my ward. My little daughter's graduating class was transferred to the Stockton. When I got back to the city I found that the parents of the LeMoyne graduating class had kept their children home. There was a strike on. The parents at the Blaine had no leadership; their children were at the Stockton.

I refused to ask for a permit for my daughter at that time. Now we had her course mapped out before I left town for the Lake View Senior High. The principal had addressed the Blaine graduating class as he had in the case of the LeMoyne. When I got back to the city I found this situation described there. Mrs. Kryder, Mrs. Wegner and some other ladies told me of their experience at the Board of Education rooms. They had been down there on three or four occasions prior to coming to me. Alderman Boutell and I accompanied the committee on two occasions. There was about three weeks lost, wasn't it, there?

MRS. KRYDER: Oh, yes, just three weeks.

ALD. NELSON: I make this statement for the committee, and this is what I had in mind when I asked President Smietanka to bring here, not necessarily next Tuesday, but at some meeting, all of the facts as to how the Stockton School was located, adjacent to three-quarters of a mile of cemetery site, where there isn't a school population, of course, and then converted from an elementary—it was built for an elementary school—it isn't occupied but used for junior high school purposes.

ALD. CRONSON: Mr. Chairman, I want to ask Mrs. Kryder a question. Does it cost you any more to send your child to the junior high school?

MRS. KRYDER: I have taken my child out of the public high school.

ALD. CRONSON: Does it cost you any more?

MRS. KRYDER: Yes, it would cost more. We were in walking distance of the Lake View, that was our main reason. There were many parents, even, whose children could come home for lunch at the Lake View if they had a single session, but most of them could walk in my neighborhood. Most of them are within walking distance. My daughter walked most every day the time that she did go to the Lake View.

MR. MINWEGEN: Another lady, Alderman Arvey, Mrs. Abrahams has something to say.

THE SECRETARY: Tell us your name and address.

MRS. ABRAHAMS: Sarah B. Abrahams.

THE SECRETARY: Where do you live?

MRS. ABRAHAMS: 3224 LeMoyne Street. I would rather not be heard today because the Chairman of the Northwest Side Parents League that was called to represent the Northwest Side Parents League had heard the meeting was going to be adjourned, and he left. He had business there to attend to. He had all the facts that we wanted to present, with him. I simply remained to hear the end. So I would rather, if it is possible, leave it for the next meeting, Alderman Arvey, and Mr. Chairman, and the rest.

ALD. NELSON: Give the secretary the name of the gentleman and we will notify him.

MRS. ABRAHAMS: You notify me, I am the secretary of the organization, so that will be all right.

* * *

MISS HALEY: Mr. Chairman, as one of those who at the last meeting signified a desire to question Mrs.

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Are School Teachers Citizens?

Teachers interested in the case of Abraham Lefkowitz, New York teacher, who was refused a promotion, presumably owing to his utterances outside of school, will be interested in the following comment of "The New Republic," for December 1, 1926, entitled, "Are School Teachers Citizens?"

At last the Board of Superintendents of the Department of Education of New York City has put into cold print what many teachers have long felt to be its reactionary attitude toward freedom of thought and utterance for teachers both in school and out. In justifying its refusal to promote Abraham Lefkowitz, an assistant teacher of history in the high schools, to head of department, the Board of Superintendents expressly charges him with undesirably radical activities outside of school. Here is the edict which Superintendent Mandel used this occasion to pronounce in the matter of teacher's rights:

A teacher may not have one set of opinions for the class room and another for the public platform. As a school teacher, he has not the same rights as other citizens to print, publish or declare his thoughts and opinions. He is no longer at liberty to "freely write, speak or publish." This is not an interference with his rights as a citizen. His rights are as free and untrammeled as they were. He may at any time "emancipate himself from the shackles of the department and exercise his full rights as an American citizen" by resigning his position.

In determining whether or not a teacher shall be promoted, the Board of Superintendents is obligated to take into account the history of the teacher, his public opinions, the persons with whom he associates, and his attitude toward governmental questions. To insist that public school teachers shall not commit the offenses charged against Mr. Lefkowitz is no interference with "intellectual freedom." We cannot concede that "intellectual freedom" is synonymous with "insolence" or "vulgarity" or with the right to sneer at our institutions.

Consider in connection with this manifesto some of the conditions which obtain in the schools today, especially in the relation between teacher and pupil. The teacher was formerly an authoritarian taskmaster who was engaged in whipping the primal sin out of his pupil's carcasses and thus training them to be law-abiding citizens. Latterly, Dewey, Montessori, Thorndyke and others discovered that even the ordinary pupil is a thinking animal, that he wants to know and do things, that he seeks standards, values and goals. The high school scholar in New York has an uncanny faculty of putting his teacher on the defensive. He will not learn unless he questions and is shown the reason why. Teachers cannot meet this pragmatic and rational turn of mind by a solemn assumption of pedagogical omniscience, by intolerance, ignorance, coercive discipline or ill-temper. They can meet it only by themselves assuming a questioning, searching, reasoning attitude and by exhibiting a reverent regard for truth.

* * * *

For that is the sad and ineluctable truth. The spirit animating the teaching in the public schools in New York and elsewhere is unprogressive. The metropolitan schools in particular can boast of lavish equipment, of an annual budget of $110,000,000; they can point to a generous program for crippled, atypical and vocational pupils; they can plume themselves on having made real progress in the instruction of reading, geography and arithmetic; they have adapted themselves in these and many other respects to the vital needs of the pupils' health and environment. But there they stop. They dare not proceed beyond an ideal of efficiency in the mechanics of learning to a frankly experimental policy of correlating school and life for the individual student. They will not encourage the spirit of honest inquiry and initiative. They will not foster human-mindedness, or the innovating spirit of the creator and the poet.

The reasons are not far to seek. They are to be found, first, in the very hugeness of the educational enterprise—the school system. This "system" must teach in New York alone a million pupils and pay for 30,000 teachers. It will be the tendency of such a vast machine in the very nature of the case to produce a certain deadening standardization. In the very effort to operate it smoothly, the individuality of teacher and pupil is often crushed. A huge bureaucracy, which exists for administrative purposes alone and which is altogether out of contact with the pupil and the classroom, presides over this educational juggernaut. It includes various boards: a Board of Education, a Board of Superintendents, a Board of Examiners, district superintendents, supervisors of this, that and the other, directors, assistant directors, heads of departments, people in charge—an endless ramification of negative and checkmating officialdom, whose business it is to see that the teacher furnishes the public with its money's worth.

But worse than the effect of this "system" on the initiative of the teacher IS THE IDEAL OF THE COMMUNITY WHICH PERVADES THE ADMINISTRATION OF THE SCHOOLS. IN THE CASE OF NEW YORK, CERTAINLY, AND ALMOST TO AN EQUAL EXTENT ELSEWHERE, IT IS THE IDEAL OF AN UNCRITICAL, NARROW-MINDED, IGNORANT AND SELF-SATISFIED AMERICANISM—an Americanism that proclaims that we are the salt of the earth; that we cannot do and never have done wrong; that our motives have always been piously altruistic; that we are the greatest, the freest, the best, the most noble people in the world. Far from "keeping the schools free from propaganda"—the war cry which the educational authorities use against so-called radical teachers—the pupils in the schools are daily subjected to the most insidious kind of propaganda—a propaganda which exploits for class purposes and in the interest of intellectual illiberality the generous patriotic emotions of youth. In so far as it is successful their minds are warped, and they tend to become hasty, gullible, suggestible, prejudiced, suspicious and ignorant human beings. They have received the worst possible training for responsible citizens to whom the welfare of the republic is subsequently to be intrusted. For they are trained to think and act not like the members of a progressive society, who, unless they are conscious of their activities, cannot know where they are going and cannot control their own future, BUT AS

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THE MEMBERS OF A HERD WHO LIVE SLUGGISHLY BY ROUTINE MOST OF THE TIME AND CANNOT MOVE TOGETHER UNLESS THEY ARE STAMPEDED.

* * * *

Already, conditions in the schools, as regards intellectual independence, are bad enough. Warned by the examples of the war pacifists who were expelled by Doty squads and Lusk laws, by snoopery official or unofficial, the natural caution of teachers has bloomed into a strange and wondrous thing. WITH A FEW OUTSTANDING EXCEPTIONS THEY ARE BECOMING THE MOST TIGHT-LIPPED AND TIMOROUS CREATURES OF ANY PROFESSION IN THE COUNTRY. THEY HAVE LEARNED TO KEEP THEIR MOUTHS SHUT AND THEIR MINDS EMPTY. When they do talk, they talk as though dictaphones were hidden in the walls; they are on their guard; not a word falls from their lips that would not satisfy the most orthodox. Never did regimentation reap a more inglorious harvest; never did an enforced intellectual diet more fully starve out the natural courage of the human soul. The teacher will not fight; he has learned that only in surrender can he find peace. And even if he enters the system with an independent mind, he soon finds that the educational treadmill has done its work, and presently he too yields, and finds solace in inertia. The result is that today even the finest minds are clogged with apathy or, even worse, with contempt and disgust for their jobs.

And what will be the effect of this latest fiat of the superintendents upon a teacher morale already so vitiated? Even though the decree will never, for legal reasons, be enforceable, it will be a venturesome teacher indeed who will risk the disapproval of the superintendents. Such a teacher must abandon forever all prospects of promotion. The necessity for a complete renunciation of his right to communicate his conviction, of his dignity as a thinking human being and his privileges as a citzen, will be made more painfully apparent than it is even now. The dissenters and radicals, the men who will not be quiet, will no doubt fight bravely on, but at a tremendous personal sacrifice. For the presumption will be, in the case of such men and women, that mentally and morally there is something wrong with them; something criminal in their wish to appear on platforms "with extreme radicals" and Bolsheviks and such-like menaces to American civilization. And, worst of all, throughout the length and breadth of the system, peace and harmony will prevail—the peace of silence and the harmony of 30,000 tight-closed minds. There is such a thing as the lockstep; BUT A LOCKSTEP OF 30,000 CRUSTACEA HAS YET TO EDIFY THE REPUBLIC.

—The New Republic, December 1, 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.

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5. Sending to the Bulletin office names of prospective advertisers, shops which you patronize and which are not Bulletin advertisers, etc.

6. Co-operating in any special task in which the Bulletin Management asks you to help.

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Maclean College—2835 S. Michigan Avenue

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(Over)

CUT OUT ALONG THIS LINE

PARENTS TELL ALDERMEN

(Continued from Page 135)

Hefferan before she left that meeting, I want the record to show that I again request the opportunity to question Mrs. Hefferan, and I want to report on many things connected with Mrs. Hefferan's record. I want to present some records of great importance to the teachers.

When these candidates were questioned by Alderman Clark he got some mighty important information. If Alderman Clark intends to follow that matter up I will subside. If this matter is to go by default and the information that Dr. Schmidt gave us is to be ignored by the committee, then I want to be heard before this committee. I can't be heard on the floor of the City Council when Dr. Schmidt's name comes up, but I have printed the statement by Dr. Schmidt to this committee and I intend to send it out to the teachers, and to the aldermen. I have some copies here for distribution.

A mighty serious situation is opened up by the statement of Dr. Schmidt of his support of the policies of a former member of the Board of Education and his connection with an organization which Dr. Schmidt said was organized for the purpose of putting over the policies of that former member of the Board of Education; that board member dropped 68 teachers. Dr. Schmidt's statement in regard to the dropping of teachers and of his connection with that organization are serious matters with the teachers. It would be unfair for me as the representative of six thousand teachers to allow the statement made by Dr. Schmidt to go unnoticed and not bring it to the attention of the teachers and the members of the City Council. I don't know whether some of the Aldermen know what I am referring to. I know there are some who do, but I don't know whether they intend to say anything on the floor of the Council if Alderman Arvey insists on bringing those names up on the floor of the Council at the next meeting. I didn't know until I heard him announce it, that Dr. Schmidt belonged to that organization, organized to put this man back on the Board and organized to defend his policies.

I want to know whether opportunity to be heard is to be denied me if Tuesday is to be given over to this financial investigation.

* * * *

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GOOD WHEEZE VACATION

"Did you know they have a new Whistler at the Metropolitan?"

"I didn't even know they had a cabaret."—New York Evening Post.

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COUNCIL TAKES NO ACTION

(Continued from Page 127)

of Education. After the adjournment of that 1913 legislature, Jacob Loeb and other members of that Board of Education insisted that the then Superintendent of Schools, the late Ella Flagg Young, should recommend the demotion and dismissal of teachers who had opposed the passage of the Board's pension bill. Mrs. Young resigned and explained to Mayor Harrison that she did so because she refused to yield to the insistent demands of Loeb and other members of the Board that she penalize teachers for what she considered an exercise of their rights as citizens. Mayor Harrison sustained Mrs. Young in this position and she withdrew her resignation.

Dr. Schmidt's statement in regard to his support of Loeb policies has added interest for Chicago teachers at this time in view of the fact that the City Council, in May, 1925, authorized the appointment by the Mayor of a Pension Commission; that no representative from the Chicago Teachers' Pension Board or from the Chicago teachers was appointed on the Commission, although all other municipal pension boards are represented on that Commission; that the Commission has before it, and over the protest of the Teachers' Pension Board, is now considering recommendations for legislation to take the control of the Chicago Teachers' Pension Fund from the teachers and otherwise interfere with and change their pension law and their fund. A copy of this protest is enclosed.

Dr. Schmidt's statements in regard to his connection with the Loeb policies have added significance because of the denial by the present Board of Education to teachers of the right to free, uncontrolled deliberation and findings on educational policies through the official teachers' councils established by the Board under Supt. Ella Flagg Young, re-established by the Board under Supt. Peter A. Mortenson, and as a substitute for which the present rules provide for "a hand picked conference of the superintendent," as Trustee Mullenbach refers to the present so-called teachers' councils.

You told me last Wednesday that you did not know when you presented Dr. Schmidt's name to the City Council that he was a supporter of Loeb's policies. The other two men whose names you sent to the Council have not yet appeared before the Committee on Schools to which their names were referred. No opportunity to know their policies has therefore yet been afforded to the members of the City Council, the teachers or the parents. The present member of the Board of Education whose name you presented for reappointment did not attend the meeting of the Schools Committee of the Council at which parents appeared and lodged complaints against her of unjust and unfair treatment of them, including threats of having them sent to jail. I requested of the Committee opportunity to present in her presence this member's voting record. This Board member has not been present at the Schools committee meetings since that request was made and opportunity so to present that voting record has not been given me and it has not been presented to the Committee.

This member's voting record on teachers' councils contradicts her statement in regard to teachers' councils which she made to the Schools Committee of the City Council on December 16.

Copies of this letter are sent to members of the City Council for their information.

Respectfully submitted,
(Signed) MARGARET A. HALEY,
Business Representative of The Chicago Teachers' Federation.

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.

With only a few more weeks of opera remaining, teachers have called our attention to special inducements for Sunday afternoons. Believing that there are teachers who might like to avail themselves of the opportunity of hearing opera Sunday afternoon from choice seats at reduced rates, the Bulletin relays the suggestion of teachers who have come to the office, that Sunday afternoon tickets for the best seats may be obtained for $3.50 from Mrs. Keeler, Superior 7823 (between 10 a. m. and 7 p. m.) or Lakeview 7412.

Sidney Hillman, president of the Amalgamated Clothing Workers of America will appear before the Chicago Forum Sunday afternoon, January 9. His subject will be, "Has Collective Bargaining Any Substitutes?"

The annual ski tournament featuring world famous stars in this line of sport will be held Sunday, January 9 at Palos Hills. The tournament is sponsored by the Forest Preserve District of the All Sports Club. It will be held at two o'clock at 111th Street and Keane Avenue. There will be no admission charge.

Blame little satisfaction in Congress cuttin' down youah income tax when yuh ain't got none tuh pay, an' the co't-house jackin' up youah valyashun an' propity tax yuh got tuh pay!—Colonel Jeff Tannehill.

The old-timers blame the cussedness of the younger generation on everything but heredity. —Arkansas Gazette.

Teachers—For sale, upright, mahogany Kranich and Bach piano. Splendid opportunity for music students. Phone Central 2552.

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VOL. IV

Margaret Haley's BULLETIN

NO. 8

Chicago, Ill. 28 January 17, 1927

Therefore when we build let us think that we build forever. Let it not be for present delight, nor for present use alone, let it be such work as our descendants will thank us for, and let us think as we lay stone on stone, that a time is to come when those stones will be held sacred because our h a n d s have touched them, and that men will say as they look upon the labor and the wrought substance of them, "See! this our fathers did for us."

John Ruskin.

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MARGARET HALEY'S BULLETIN

VOL. 4. No. 8 January 17, 1927 Page 143

Teachers' Business Representative Will "Tell the World"

"The Teachers' Side of the School Fight" to Be Broadcast by Margaret A. Haley

By the Radio Committee

The story is told (thanks to "Causes and Their Champions," by M. A. DeWolfe Howe) that some 70 odd years ago, Susan B. Anthony horrified a meeting of teachers, most of them women, by her audacity in believing she had a right to speak from the floor and her temerity in urging the point.

Not herself a "home girl," she saw fit to demand her rights in 1853 at a state meeting of teachers at Rochester, N. Y., the city since made famous or notorious by certain educational policies.

Then a brilliant young woman of 33, Miss Anthony, the story goes, "for the most of two days sat silent while all the speaking was done by men (but that was 70 years ago), although two-thirds of those present were women."

When the meeting was discussing the subject, "Why the profession of teaching is not as much respected as that of lawyer, doctor or minister," Miss Anthony asked to speak.

It took 30 minutes for the meeting to register its horror at the idea of "mere woman" speaking, but perhaps in self defense, at the end of a half hour debate, the meeting controlled by the male minority, yielded her the floor.

Her message was: "It seems to me you fail to comprehend the cause of the disrespect of which you complain. Do you not see that so long as society says woman has not brains enough to be a doctor, lawyer, or minister, but has plenty to be a teacher, every man of you who condescends to teach, tacitly admits before all Israel and the sun, that he has no more brains than a woman?"

Times have changed. Profiting by Susan B. Anthony's pioneering, it is the women who have led the teaching profession out of the educational wilderness in which it was submerged and women no longer have to demand the right to be heard. It is accorded them, perhaps still, in self defense!

Most of the progressive measures in the interest of the schools and the teachers of Chicago in the last quarter of a century have been sponsored and many times fought for and fought for valiantly by women. The business representative of the Chicago Teachers' Federation, like Susan B. Anthony, had to fight her way to recognition against forces that were armed against her, but now her facts go unchallenged and her figures undisputed.

Susan B. Anthony delivered her message to a limited group of listeners three score and ten years ago.

Miss Margaret Haley will "tell the world" next week when her message, "The Teachers' Side of the School Fight" will be heard by an audience of thousands.

Miss Haley will broadcast from the Federation of Labor radio station, WCFL on the Municipal Pier, the night of January 26, at 6:30 o'clock. Her invisible audience all over the country will hear the details of the Chicago school situation.

The Station WCFL has a wave length of 491.5 meters. The station operates daily except Monday, from 6 to 12 o'clock at night.

TOO YOUNG

"But, waiter, if this is spring chicken, where is the wish bone?"

"It was too young to wish, sir."—Boston Transcript.

HE KNEW

Professor: "Tell me what you know about the Age of Elizabeth, Mr. Hicks."

Student (dreamily): "She'll be nineteen next week."

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From the Masthead by The Lookout



"—and there was Light"

To the Teachers of Chicago:

The Committee on Schools, Fire and Civil Service of the City Council has completed its investigation into the condition of the Educational Fund of the Chicago Public Schools. The report of the Committee was adopted unanimously by the Committee on January 14, and will be presented to the City Council on Wednesday, January 19. Under the rules, the report will be deferred and published in the Journal of the Proceedings of the City Council and will be before the Council for action at the following meeting which will probably be on January 26. The report is printed here in full on page 147.

The report shows that there was a surplus of $5,175,000 in the Educational Fund on January 1, 1927, instead of the widely advertised $3,500,000 deficit. Under cover of this would-be deficit drastic curtailments were made in vital school activities last September. This investigation revealed that these curtailments had never been authorized by the Board of Education.

These curtailments were preliminary to a further attempt to stampede the City Council into authorizing the submission to the voters at the November election of the proposition to increase the Educational Fund Tax Rate One Dollar.

The Schools Committee report assures the public that there will be sufficient available resources in the Educational Fund to run the schools through the year 1927 on the same basis of salaries and other expenses as in 1926 after allowing for increased memberships and extensions the same amount of increase in expenditures in 1927 over 1926 that the 1926 actual expenditures exceeded those of 1925. This estimate does not take into account any increase in assessed valuation of property in 1927, nor in 1926, over the assessment of 1925.

The Schools Committee report finds that the entire controversy over the condition of the Educational Fund in 1926 was due to inaccurate and misleading financial statements and asks the Board of Education to make a thorough inquiry into the source of these statements and the motive leading to their issuance.

The charge made by the Business Representative of the Chicago Teachers' Federation that there was $3,800,000 padding in one item of proposed expenditures for 1926 in one such financial statement, was sustained by the Committee.

The sub-Committee of the Schools Committee investigated this charge, and the documents sustaining it, and reported its findings to the full Committee on December 18. That sub-Committee's report was adopted by the full committee on January 14. It is printed in full in this Bulletin on page 148.

The Committee's report makes it clear that the way to get the needed revenue for the schools, the City and the County is to cooperate with the Board of Cook County Commissioners and the President of that Board in their efforts to get an appraisal of all the lands and buildings of the County as a means of getting a fair, equitable and uniform assessment of real estate at the quadrennial re-assessment to be made by the Board of Assessors and Board of Review in 1927.

A newspaper fed public has been led to believe that this investigation into the condition of the Educational Fund was instituted and kept going by the Schools Committee in order to delay the consideration by that Committee

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of the Mayor's nominees to the Board of Education. Hence some facts that have not been presented or have been overlooked by the public are here presented.

The first published statement that there would be a deficit of $3,500,000 on January 1, 1927, in the Educational Fund, was made by the Mayor on August 3 at a public meeting held in the City Council Chamber to consider the tentative report of the appraisal of all lands in the central business district of Chicago.

The communications in regard to that statement were printed in full in the Bulletin of September 18, 1926. These communications show that the statement that there would be a deficit was made on information furnished the Mayor by the President of the Board of Education, and that the Mayor said he would correct the statement if shown that it was an error. The communications show that the Business Representative of the Chicago Teachers' Federation tried during the entire month of August to have that misstatement corrected in order to prevent the threatened curtailment of vital school activities which the Superintendent's bulletin of August 13 announced were to be made on the ground that there was an immediate shortage in the Educational Fund. This bulletin of the Superintendent was printed in the September 18 issue of Margaret Haley's Bulletin.

The final letter to the Mayor on August 20 showed that, on February 18, 1926, the President of the Board of Education told the Committee on Schools of the City Council that there would be a surplus of $3,000,000 in the Educational Fund on January 1, 1927, and urged a speedy correction of the erroneous statement in regard to the condition of the Educational Fund in order to avoid the threatened drastic curtailments. That effort ended in failure on August 23 in a conference with the Mayor, in his office, at which the President of the Board of Education and the Business Representative of the Chicago Teachers' Federation were present.

It was after this failure and after further inaccurate statements were made public that the Chicago Teachers' Federation sent a communication first to the Mayor on September 14 and then to the City Council on September 15, setting forth the reasons for the communication and the facts about the condition of the Educational Fund. A statement in regard to this communication and other matters connected with the investigation was furnished to the Schools Committee by the Business Representative of the Chicago Teachers' Federation, at the close of its investigation on January 11, at the request of members of the Committee. The Acting President of the Board of Education was also requested to present his findings of facts.

The Federation's finding of facts shows that there were two conflicting statements in regard to the condition of the Educational Fund presented to the City Council on September 15, that both were referred to the Committee on Schools Fire and Civil Service; that it was because of these two conflicting statements, the one from the Chicago Teachers' Federation, the other from the Chicago Principals' Club, that the Schools Committee undertook an investigation to ascertain the facts.

At the first hearing of the Committee on October 22 the then President of the Board of Education sent a communication saying circumstances over which he had no control prevented his being present and suggested a postponement of the meeting for two weeks. The meeting was not postponed. The President of the Board of Education, Colonel Edward B. Ellicott, went to the hospital that day and died on October 25.

The death of Col. Ellicott caused the first postponement of the meeting of the Committee scheduled for November 5, and the death of County Treasurer P. J. Carr on November 16, caused the second postponement. The next meeting was held on December 2. Meantime, the Mayor, on November 24, presented his four appointments to the Board of Education and, with his consent, they were referred to the Committee on Schools for investigation.

At the meeting on December 2 an attempt was made to have the investigation into the condition of the Educational Fund sidetracked, and an investigation of the Mayor's nominees ordered taken up at the next meeting. The Committee's time has been given alternately first to one and then to the other of these investigations. Sometimes the two investigations have been run consecutively, sometimes concurrently in one meeting, with manifest feeling on both sides that each investigation was being used to sidetrack the other.

The following statements are from the "Finding of Facts" on this investigation presented to the Schools Committee of the City Council by the Business Representative of the Chicago Teachers' Federation on January 11, 1927:

The communication from the Chicago Teachers' Federation sent to the City Council

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on September 15, 1926, contains the following:

(1) That this communication dated September 14, 1926, showing that there would be a surplus of $4,500,000 in the Educational Fund on January 1, 1927, was submitted to the City Council by the Chicago Teachers' Federation on September 15, 1926 (page 4514), in reply to a communication presented on September 15 to the City Council from the Chicago principals' club, dated September 2, 1926, in which appears the statement that "Bankruptcy faces the schools unless immediate financial relief is granted" (page 4372).

(2) That accompanying this communication from the President of the Chicago Principals' Club was a resolution adopted by the Board of Directors of the Club on September 2, 1926, the last paragraph of which resolution stated: "The crisis in school affairs is so great that if the assessment plan has not produced the needed revenue by approximately September 15, 1926, the City Council is urged immediately to authorize a November, 1926, educational tax levy referendum."

(3) That copies of this resolution of the Principals' Club were ordered sent "to the Mayor, the Clerk of the City Council, each Alderman, the Board of Education, the newspapers, and to Parent-Teachers' Associations and other civic organizations."

(4) That on February 18, 1926, the then President of the Board of Education, the late Edward B. Ellicott, presented to the City Council Committee on Schools, Fire and Civil Service, a financial statement showing that the Board of Education would carry over to January 1, 1927, a surplus of approximately $3,000,000 in the Educational Fund.

(5) That President Ellicott's statement that there would be a surplus in the Educational Fund on January 1, 1927, was confirmed by the information contained in the communication from the Chicago Teachers' Federation concerning the available resources and the actual expenditures of the Educational Fund for the year 1926, and that this information was obtained from the authentic official sources indicated in the communication. The information as to resources, available from, (a) tax anticipation warrants, and from (b) 1925 taxes receivable in 1926 was obtained from the City Treasurer's office on September 13, confirmed in the City Comptroller's office; the information as to (c) other available resources and (r) the actual expenditures from January 1 ,to July 31, 1926, was obtained from reports of the Business Manager of the Board of Education.

(6) That on the basis of this official information the Business Representative of the Chicago Teachers' Federation estimated that the Board of Education could run the schools for the four months from September 1 to December 31, 1926, on the same basis as they were run from January 1 to June 30, 1926, and have a surplus of more than $4,500,000 in the Educational Fund to carry over to January 1, 1927.

Following are three of the 18 exhibits presented by the Federation to the Schools Committee:

(a) Clippings from the Chicago newspapers of September 11, showing that a secret conference of members of the Board of Education with the Superintendent's staff was held on September 10 and drastic curtailments of vital activities were ordered at this conference.

(b) Clippings from Chicago newspapers of October 5, stating that the President of the Board of Education had on that day sent to the Mayor a letter denying that the Board of Education would have $4,500,000 in the Education Fund on January 1, as claimed in the Federation's communication; and alleging errors amounting to $4,000,000 in the available resources shown in that communication, $1,500,000 error in the borrowing power and $2,500,000 in taxes receivable, and $800,000 error in the expenditures, and alleging that my estimated surplus was $4,800,000 too high. One of the newspapers stated that "It has been mainly on the basis of Miss Haley's figures that the teachers have objected to the retrenchment policy of the School Board, holding that retrenchment is unnecessary if the Board has a surplus." (All clippings were reproduced in September 18 Bulletin.)

(c) Statement dated October 8, 1926, presented by Albert Keefe of the City Treasurer's office and Mark M. Foote, from the City Comptroller's office, verifying and confirming Miss Haley's estimate of $4,500,000 of surplus on January 1, 1927, shown in the communication of the Chicago Teachers' Federation of September 14 and showing that this estimate of resources was not $4,000,000 too high and her estimate of expenditures was not $800,000 too low, but showing that Miss Haley's estimate of expenditures was $780,000 higher than was estimated by the City Treasurer's office and that her estimate of resources are accurate.



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Committee Finds Schools' "Deficit" Unwarranted; Points to Surplus

Chicago Teachers' Federation Position Justified by Council Committee

Findings that justified the position taken by the Chicago Teachers' Federation in regard to the condition of the educational fund of the Chicago public schools, have been announced by the Committee on Schools, Fire and Civil Service of the City Council.

The report of the sub-committee composed of Aldermen Oscar Nelson, Jacob Arvey and John Clark was made at a meeting of the Schools Committee Friday, January 14 and adopted by the Committee at that meeting.

The Committee's report commends the "industry, initiative and foresight of the Chicago Teachers' Federation which organization directed the attention of the City Council to the fact that the statement that there would be a deficit on December 31, 1926, was not warranted and that a surplus would exist at the close of the year, and which prepared and furnished to the Committee considerable data on the subject."

The Schools Committee on January 14, also adopted the report of the sub-committee which sustained the charge made by Margaret Haley that a wholly unwarranted item of $3,800,000 of proposed expenditure for 1926 was included in the statement submitted by the President of the Board to the Schools Committee at the hearing February 18, 1926, on the Board's request to the Council to submit a tax rate increase at the April, 1926, election.

Following is the complete report adopted by the Committee on Schools January 14 to be presented to the City Council on January 19 and below that is the report on the $3,800,000 item:

Chicago, January 14, 1927.

To the Mayor and Aldermen of the City of Chicago in City Council Assembled:

Your Committee on Schools, Fire and Civil Service to whom were referred, on September 15, 1926, for investigation, two communications concerning the condition of the Educational Fund of the Chicago Public Schools, pages 4372 and 4514 of the Journal of Proceedings, having had the same under advisement, submits the following report:

Upon investigation of the status of the Educational Fund of the Chicago Public Schools pursuant to resolution of the Committee, at which investigation were present members, officers and employees of the Board of Education and of the Chicago Teachers' Federation, also parents and other citizens, we find:

1. That various statements and claims have been made from time to time since February 18, 1926, that bankruptcy faced the public school system and that there would be a deficit in the Educational Fund of the Chicago Public Schools on the 31st day of December, 1926; and,

2. We find that in almost every instance, these statements were issued and made by reason of financial statements submitted to the members of the Board of Education creating the impression that there would be a deficit in the Educational Fund at the end of the fiscal year 1926 of approximately $3,500,000.

3. We find that this latter statement was unwarranted in fact and in truth in that the end of the fiscal year 1926 developed a surplus of approximately $5,175,000 in the Educational Fund.

We base this finding on the following:

(a) Statements of Officials and Employes of the Board of Education.

(b) Status of the Educational account as disclosed by records in the office of the City Treasurer of Chicago and the City Comptroller of the City of Chicago.

We find there was a variance of opinion among the members of the Board of Education as to the above mentioned statements. The hearings of the committee have developed.

(a) A duplication of an item of expenditure of $3,800,000.

(b) That the County Treasurer paid in two and a half million dollars which was not calculated in the statements.

(c) Certain economies have been effected which had not been anticipated in the statements, results of which did not become effective until the close of the fiscal year.

We further find that certain special educational activities of great value have been curtailed because of the necessity believed to exist on account of what was thought to be the financial condition of the schools.

This Committee commends the industry, initiative and foresight of the Chicago Teachers' Federation, which organization directed the attention of the City Council to the fact that the statement that there would be a deficit on December 31, 1926, was not warranted and that a surplus would exist at the close of the year, and which prepared and furnished to the Committee considerable data on this subject.

It appears evident that the entire controversy over the financial condition of the schools resulted from the statements which were clearly inaccurate and we earnestly petition the Board of Education to conduct an exhaustive inquiry into the source of these statements and the motive leading to their issuance, and to endeavor to prevent a repetition of statements which are, to say the least, misleading.

We are grateful to the members of the Board of Education who have attended all the meetings of this Committee, participated in the discussions, and have supplied the Committee with such information as was desired.

The hearings of your committee have developed that the acting President of the Board of Education, Mr. Smietanka; the Chicago Bureau of Public Efficiency, and the Chicago Teachers' Federation, all agree that the Board of Education will have sufficient available resources in the Educational Fund to operate during the year 1927 on the basis of present salary schedules and other existing conditions and with allowances for in-

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creases in school membership and expansion of school activities equal to the amount of such increases in 1926 over 1925. The foregoing estimate of resources does not take into account any increase in assessed valuations in either 1926 or 1927.

It is generally conceded by recognized authority both within and without the Board of Education that the educational fund is in a precarious condition and that relief must be brought about in some way to the Board. The annual expenditures of the Board of Education exceed by approximately three millions of dollars its annual revenue notwithstanding every effort on the part of the Board to balance its budget in this item.

The Committee is of the opinion that real property in Chicago and Cook County is not assessed on an equal and uniform basis; that in many instances real property is escaping fair taxation. The year 1927 being a quadrennial year, all land will be re-assessed and sufficient moneys should be produced through increased land valuations to properly maintain our public school system without any increase in the tax rate, which is already too high on account of the bulk of valuable property escaping taxation. Indeed, a substantial reduction in the tax rate is consistent with an increase in public revenue adequate to take care of all public needs of the City and County, if there is a thorough equalization of assessment.

This condition should be brought to the attention of the Board of Assessors and the Board of Review in an effort to have the real value of Chicago real estate reflected in taxation.

The City Council, the Board of Education, and the Board of Cook County Commissioners are now engaged in an active campaign to bring about such equalization of assessments.

The Committee recommends that a copy of this report be sent to the Board of Education, to the Chicago Principals' Club, to the Chicago Teachers' Federation and to all Parent Teachers' Associations in Chicago by the City Clerk.

Respectfully submitted,

(Signed) Leo M. Brieske, Chairman.

Date: January 14, 1927.

REPORT OF THE SUBCOMMITTEE OF THE COMMITTEE ON SCHOOLS, FIRE, AND CIVIL SERVICE, ON $3,800,000 ITEM, PRESENTED TO THE COMMITTEE ON DECEMBER 18, 1926, ADOPTED ON JANUARY 14, 1927

We, the undersigned, members of the subcommittee of the Committee on Schools, Fire and Civil Service of the City Council of Chicago, appointed to investigate and check up the charge made by Miss Margaret Haley, representing the Chicago Teachers' Federation, that an unwarranted item of expenditure of $3,800,000 for operating 36 new schools was contained in the report showing the receipts and expenditures of the Educational Fund of the Board of Education for the year 1926 (Exhibit 12 before this Committee), submitted by the late Edward B. Ellicott, President of the Board of Education, to the Council Committee on Schools, Fire and Civil Service, on February 18, 1926, at the hearing of that Committee on the request of the Board of Education that the Council submit to the voters a tax rate increase for the Educational Fund, make the following report:

1. We find that the report above referred to, submitted on February 18, 1926, shows on page 1, among other things, an item of $41,160,629, the total budget for the Educational Fund for the year 1926, and that it also shows in addition to this $41,160,629 an item of $3,800,000 for operating 36 new schools.

2. We find by the stenographic report of the meeting of the Committee on Schools, Fire and Civil Service held on February 18, 1926, that the late Col. Ellicott in addressing the Committee said:

> "Now, the proposed expenditures cover the present budget for the year 1926, amounting to $41,000,000. To operate the 36 new schools that are coming into service this year the total of $3,800,000 additional expense will be added to the school system."

3. We find by the stenographic record of the same proceeding, page 51, that Mr. Edgar N. Greenebaum, member of the Board of Education, in addressing the Committee on the same day, said:

> "I think the statement is clear. It says the present budget is $41,160,629, which is over $3,000,000 in excess of our income, and added to that is the expense of operating the new schools, $3,800,000."

Upon an examination of the stenographic report of meetings of the Committee on Schools, Fire and Civil Service, minutes of the meetings, official reports of the proceedings of the Board of Education, and their official budget for 1926, contained in the proceedings of January 27, 1926, and other official documents, memoranda, reports and statements of the Board of Education, we find that:

1. The item of $41,160,629, the total of the budget for the year 1926, has fully provided for all of the expenditures for the new schools, opened and in operation in 1926, including teachers' salaries, and that there never was any warrant for including in the statement for the year 1926, the item above referred to of $3,800,000 for opening new schools.

We find that during the year 1926 there have been opened 22 new schools, 19 of which are elementary, 2 are Junior High schools and 1 is a school for crippled children.

We find further that the budget for 1926 has provided for 23 new schools, 19 elementary schools and four Junior High schools, but did not provide for the Christopher school for crippled children. Two of the Junior High schools provided for in the 1926 budget were not opened during the year.

From the statements made at the meetings of the Committee on Schools, Fire and Civil Service on December 9 and 10, 1926, of Mr. Nelson B. Henry, Secretary of the Finance Committee of the Board of Education, and Mr. H. H. Brackett, Auditor of the Board of Education, we find:

1. That Mr. Henry said he was willing to take full responsibility for the report above referred to, submitted to the Committee on Schools, Fire and Civil Service on February 18, 1926, and that Mr. Brackett said that the report was prepared in his office.

2. That Mr. Henry stated that the figure 1926 on page 1 of the report submitted to the Committee on February 18, 1926 (Exhibit 12) was a typographical error and should be 1927. Mr. Brackett confirmed this statement.

3. We find the financial report transmitted to the members of the Board of Education by Mr. Nelson B. Henry on November 3, 1926 (Exhibit 1 before the Committee), contains on page 4 an item of expenditure for 1927 of operating 32 new schools, $500,000.

The Committee recommends that the members of the Board of Education be given an opportunity to explain this discrepancy.

(Signed) Oscar F. Nelson, J. M. Arvey, John S. Clark.

December 18, 1926.

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County Board Takes Action for County-Wide Appraisal

Authorizes Commission to Obtain Scientific Assessment of Property

Progressive steps toward the appraisal of Cook County have been taken by the Board of Cook County Commissioners in a report presented by President Cermak on December 6, 1926 (Document No. 17107.)

The report provides for a Commission on Real Estate Valuation to study and make recommendations to the County Board on the procedure for obtaining a scientific assessment of real estate in the County and to continue as a joint advisory agency in directing the appraisal work.

The Commission is authorized to proceed with the drafting of a plan for the appraisal of land and buildings in Cook County to serve as a basis for a scientific re-assessment of real estate for taxation purposes in 1927.

The Chicago Teachers' Federation at its meeting January 15 endorsed the action taken by the County Board.

Following is the statement addressed to the County Board by its president, Anton J. Cermak and adopted unanimously by the Board January 4:

December 6, 1926.

To the Honorable,

The Board of Cook County Commissioners,

Chicago, Illinois.

Gentlemen: Under the resolution which was unanimously adopted by the Board of County Commissioners on October 25, 1926, I was requested to submit information and suggestions to the newly organized County Board for use by the Finance Committee in making its report on an appropriation for 1927 to provide for a County wide appraisal of improved and unimproved real estate and development of procedure for the assessment of real estate on a scientific, equitable and uniform basis beginning with the quadrennial assessment of 1927.

In order that early and definite decision may be reached on the practical steps to be taken for this County-wide appraisal and the development of a plan for the scientific assessment of such property for purposes of taxation, I beg leave to submit the following information and suggestions for your consideration and action.

The major provisions which, in my opinion, should be set up as essential for the successful carrying through of this work and on which any appropriation for such work should be premised are:

(1) The appraisal of real estate values of Cook County, for both land and improvements, though separately for each, to produce a fair and equitable value for taxation purposes which will be as nearly a uniform percentage of actual values as can reasonably be obtained.

(2) The appraisal to be made under the direction and supervision of competent professional appraisers who use a systematic method.

(3) The set-up of a plan, procedure and administrative methods whereby such appraisals and uniform standards can be kept currently up-to-date.

(4) The set-up of a procedure whereby the general public can be made acquainted with the basis of such apraisals for any particular parcel of property, and with the extent of the departure of the Board of Assessors or the Board of Review, in their assessments, from such appraisals.

An idea of the extent of the problem may be obtained from data on the total number of individual real estate items against which assessments are now spread. In 1925 there were approximately 400,000 individual real estate assessments in the country towns and approximately 520,000 in the city towns or a total of approximately 920,000 individual real estate items against which real estate assessments were spread in Cook County.

For the 1926 taxes, it is estimated that the country town figures will be increased to approximately 480,000 separate items and the city town figures to approximately 535,000 items, making an aggregate of 1,015,000 separate real tstate assessments in the entire County.

Data on the number of improved and unimproved parcels of land in the County were obtained from the report made by the County Clerk to the State Auditor. In this report it is shown that there were in 1925, a grand total of 541,842 improved lots and approximately 501,752 unimproved or vacant lots. In addition, there were 138,753 acres of improved lands and 121,013 acres of unimproved lands.

These figures furnish some idea as to the extent of the problem and the necessity for decision as to the division of the work between the city and country towns.

It will also be seen that the carrying through of this large program will require expert guidance in the development of procedure and uniform standards in land and building valuation and in developing of rules and procedure for the adoption, interpretation, installation and administration of the plan.

The adoption of the equitable and scientific plan above outlined would bring about many important results and cumulative benefits to the tax assessing and spending agencies as well as to the general public. Besides the assistance rendered the tax assessing and reviewing offices, there would come about increased confidence and resultant increased willingness of each taxpaying citizen to bear his allotted share, a fairer and better distribution of the tax burden, the adjustment of assessments in harmony with the general plan, easy detection of errors and decreased losses and cost of collections—all of which benefits will be shared equally by the taxpayers, the several local governments and the officials responsible under the law for the equitable assessment of property.

The problem of the appraisal of real estate values and the administration of approved plans and procedure for scientific assessment of such property to assure equit-

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able and uniform distribution of the tax burden, is, in my opinion, distinctly a function of the County officials having to do with these activities.

While the Board of County Commissioners, as the appropriating body for the County assessing and reviewing functions, has indicated its interest in and support of this program, it is obvious that the full benefits from this work to all concerned can only be obtained through full hearted co-operation and association in the work and the adoption of the plan, in principle, by the Board of Assessors and Board of Review and the general public.

The Board of Assessors and the Board of Review have a fund of information on the location, distribution and values of improved and unimproved real estate and the use of these along with the experience of the members and the valuation staffs of these offices would be of tremendous help in carrying on the survey and in the development and administration of the complete plan.

The appraisal recently completed of all real estate in the central business district of Chicago under the joint supervision of the City Council of Chicago and the Board of Education is also of value in this connection and will be of direct use in the development of uniform and equalized valuations of central business district property.

Effective and valuable work has also been done during the past three years by a conference of delegates from some twenty-six civic organizations, known as the "Civic Conference on Taxation" in the investigation of conditions and development of constructive suggestions on the procedure for the development of a scientific valuation of land for taxation purposes. This Conference on Taxation has already held extended conferences with the members of the Board of Assessors and Board of Review, his Honor, the Mayor and other public officials, all of whom have expressed themselves as greatly interested in the modernization of our taxation system and have indicated approval in principle of the working out of a complete plan for the scientific assessment of real estate for taxation purposes. The merging of the interests and support of all these agencies is essential in agreeing on the plan of procedure and assuring the sound development and the effective administration of the plan after it is adopted.

It is my opinion that an invitation for joint association and utilization of the experiences of the above County officials and citizen representatives of various civic organizations in Cook County qualified to advise upon these matters is, therefore, the first practical step to be taken to assure a well worked out recommendation on the plan and organization of the work and on the appropriation for carrying through the program.

I, therefore, respectfully suggest the establishment by the County Board of a joint Commission on Real Estate Valuation to study and make recommendations to the County Board on the procedure for obtaining a scientific assessment of real property in the County, and then to continue as a joint advisory agency in directing and guiding the appraisal work and in the development of procedure for the adoption, interpretation and effective administration of the complete plan.

This work, if started on or about the first of the coming year and carried on under the supervision of such professional appraisers, with the co-operation and assistance of representatives of the Board of Assessors and Board of Review, could be completed in time for use in the coming quadrennial revaluation.

I recommend that this Joint Commission on Real Estate Valuation should include the five members of the Board of Assessors, the three members of the Board of Review, three members of the Board of County Commissioners consisting of the President of the County Board and the Chairmen of the Board Committees on Finance and Public Service, and fifteen citizens particularly qualified to advise upon such matters, to be designated from among some of the leading civic organizations.

I propose to appoint the following citizen members on this Joint Commission as designated from some of the leading civic organizations:

Mr. Joseph K. Brittain
Mr. Albert J. Brockman
Mrs. Henry W. Cheney
General Abel Davis
Mr. Joseph H. Defrees
Mr. George O. Fairweather
Mr. Edward E. Gore
Mrs. B. F. Langworthy
Mr. Joseph R. Noel
Mr. Victor A. Olander
President Walter Dill Scott
Mr. Gordon Strong
Professor Jacob Viner
Mr. Henry Zander

The representatives of a number of such organizations have been studying this problem for some time and I have every reason to believe that these citizen members will serve. In the event that it is not possible for them to serve, I shall request the officers of such civic organizations as shown in the following to designate from among their membership such additional citizen members for the Joint Commission as may be required from time to time.

All Chicago Council
Building Managers Association
Chicago Association of Commerce
Chicago Federation of Labor
Chicago Real Estate Board
City Club of Chicago
Civic Conference on Taxation
Civic Federation of Chicago
Commercial Club
Cook County Real Estate Board
Council of Cook County League of Women Voters
Industrial Club
Union League Club
Western Society of Engineers
Women's City Club

In order to proceed on this program, I recommend that the County Board authorize the President of the County Board to appoint the Joint Commission on Real Estate Valuation in the manner indicated above and that the County Board request and authorize this Joint Commission to proceed, immediately after its appointment, to the drafting of a plan of procedure for the appraisal of land and buildings in Cook County to serve as a basis for the scientific assessment of real property for taxation purposes, to make recommendations to the County Board as to the appointment of professional appraisers and for the necessary appropriation for the work on the valuation and development of administrative plan and procedure and to continue its work in supervising and guiding the development, adoption, interpretation and administration of the plan and procedure, after their adoption in association and co-operation with the Board of Assessors and the Board of Review.

Respectfully submitted,

ANTON CERMAK,
President Board of Cook County Commissioners.

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Labor Protests Confirmation of Dr. Schmidt and Mrs. Hefferan

Resolution Passed Unanimously Against Two Appointees

Resolutions from the Chicago Federation of Labor protesting the appointment of Dr. Otto L. Schmidt and the reappointment of Mrs. Helen S. Hefferan as members of the Board of Education are scheduled to be presented to the Mayor and the City Council Wednesday, January 19, 1927.

The resolution was adopted unanimously by the Federation of Labor at a meeting Sunday, January 16, 1927. Copies of the resolution will be sent to all the local unions and to all the members of the city council.

The resolution holds Mrs. Hefferan "more than any other member responsible for the adoption of the platoon school and junior high school system and for forcing these systems permanently down the throats of the citizenry of Chicago over the protest of parents and teachers." It says further that representatives of the Chicago Federation of Labor and parents of school children were "flouted and treated with contempt and their opinions disregarded and given no consideration when they appeared before Mrs. Hefferan in her official capacity."

Their objection to Dr. Schmidt is based on his support of the Loeb policies which included the dismissal of teachers without notice, charges or trial.

Following are the resolutions:

WHEREAS, The Chicago Federation of Labor on July 26, 1924, unanimously adopted a report of its Executive Board protesting against the adoption by the Board of Education of the Platoon School, the Junior High School, and the classifying of children on the basis of so-called "Intelligence Tests," and declared that these three revolutionary policies are developments in the movement which has for its objective the curtailment of public education on the plea of public economy; that "a false theory of economy, developed in industry is now being applied in the public schools; that it is an example of materialistic efficiency gone mad;" and

WHEREAS, The Platoon School has been declared by educators to be "exactly the factory system applied to the education of the child" and a cheap way of housing school children by crowding more children into a school plant than the school will seat; and

WHEREAS, The Platoon School was adopted by the Board of Education on July 9, 1924, as "an experiment," but we find that without further action by the Board of Education, without even a pretense of a report to the Public or to the Board in regard to the results of this "experiment," and over the protest of parents and teachers, and were so reported by the Superintendent in his annual report of June 20, 1925, which reported 60 schools were running on Platoon plans more than a year and half ago and we find that since that date the platooning of schools has gone on steadily; and

WHEREAS, The Board of Education abolished the Teachers' Councils as organized by Ella Flagg Young, and substituted therefor a "hand-picked conference of the Superintendent," after these Councils had, in March, 1924, gone on record unanimously against the Platoon School, before the adoption of the Platoon School, and after the councils had asked that information as to the Board's intention in regard to Junior High Schools be given to the Public before any action be taken in regard to Junior High Schools; and

WHEREAS, When the representatives of the Chicago Federation of Labor at a hearing before the School Administration Committee of the Board of Education, on June 3, 1924, protested against the adoption of the Junior High School, members of the Board of Education declared publicly that the Junior High School which had been adopted on May 14, 1924, was adopted as "an experiment" to be tried out in four or five schools that have been picked out for experimental purposes, and that the experiment would be stopped if it was not a success in those schools; and

WHEREAS, Without any report to the Board of Education or to the Public on this "experiment," a dozen Junior High Schools are now in operation or in process of opening and more are under way, and children are being forced into these Junior High Schools and kept out of the Senior High Schools over the protests of parents, children and teachers; and

WHEREAS, A recommendation is now before the Board of Education to employ 13 more testers to test the "intelligence" of the children, while parents and teachers know that the unfortunate children are now being tested to death in the schools; and

WHEREAS, Mrs. William S. Hefferan, whose name is now before the City Council for confirmation for a five year term on the Board of Education, more than any other member of the Board of Education, is responsible for the adoption of the Platoon and Junior High School systems and for forcing these systems permanently down the throats of the citizenry of Chicago over the protest of parents and teachers; and

WHEREAS, Representatives of the Chicago Federation of Labor and parents of school children were flouted and treated with contempt and their opinions disregarded and given no consideration when they appeared before Mrs. Hefferan in her official capacity, and were told that it is the business of the Board to decide educational policies and that parents have no right even to protest; and,

WHEREAS, The name of Dr. Otto A. Schmidt is also before the City Council for confirmation as member of the Board of Education, and Dr. Schmidt told the Council Committee on Schools that he was a member of the Public School League, which, he said, supported Jacob M. Loeb, former member and President of the Board of Education, and his school policies; and

WHEREAS, Some of the Loeb policies were: dismissal of teachers without notice, charges, or trial; deny-

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ing teachers the right to organize; and cutting teachers' salaries; and

WHEREAS, When asked by members of the City Council Committee on Schools what he thought of discharging teachers summarily from the school system without a trial, he replied that it may or may not be necessary, that it depends on the system, that it is done in large businesses and may also be appropriate for the school system;

Now, therefore be it

RESOLVED, That we the Chicago Federation of Labor in regular meeting assembled on Sunday, January 16, 1927, do hereby protest to the Council Committee on Schools, and request that they refuse to confirm for reappointment, Mrs. William S. Hefferan, and refuse to confirm the appointment of Dr. Otto L. Schmidt, for the reasons stated in this resolution; and be it further

RESOLVED, That we request the Council Committee on Schools to make a thorough investigation of the operation of the platoon and program system as well as the Junior High School System, which have been established in the schools, and that they refuse to confirm any nominee of the Mayor for appointment to the Board of Education who favors a further extension of the Junior High and Platoon Schools, or any other revolutionary changes in the school policy, without first according to the citizenry an opportunity to be heard thereon; and be it further

RESOLVED, That these resolutions be sent to the Mayor, the City Council, the Council Committee on Schools, and a copy to each alderman with the information that our Chicago Federation of Labor shall watch with interest their action in this very vital and important matter to the children of Chicago.

Chicago Teachers' Federation Reiterates Stand vs. Salary Schedule

Superintendent's "Salary Adjustment" Recommendation Goes to Committee

At its meeting Saturday, January 15, the Chicago Teachers' Federation reaffirmed the stand it took a year ago against the consideration by the Board of Education of salary increases when the income for payment of salaries is admitted to be inadequate to continue the payment of the present salary schedules for teachers beyond the year 1927.

The Federation Saturday went on record as still opposed to the proposed salary schedule of 1925 which the Superintendent on January 12, recommended that the Board again take up for consideration.

The Federation objects to any salary increase predicated on a proposed tax rate increase to be submitted to the voters.

It objects to Superintendent McAndrew's proposed "salary adjustment" which takes from the poorest paid group and adds it to the highest paid.

It objects to any discussion of salary increases or tax rate increases at this time when the County Board and other organizations are trying to work out a program to obtain a uniform, scientific re-assessment of the real estate of Cook Co. in this quadrennial re-assessment year, 1927.

Following is the recommendation of the Superintendent January 12, 1927, referred to the Finance Committee.

16279

SALARY ADJUSTMENT

TO THE BOARD OF EDUCATION:

Ladies and Gentlemen:

In February, 1924, you addressed yourselves to the adjustment of the salary schedules for the employes of the Education Department. It was agreed that a careful study should be made of the whole question of salaries, living expenses, etc., and reported back to you. On March 11, 1925, (Report No. 11013, board proceedings, pages 840-852) I made a report and proposed salary schedules for the entire department.

You gave consideration to this report and these schedules, and on April 27, 1925, (pages 1409-1414 of the board proceedings) you adopted them.

But on May 22, 1925, (page 1431 of the board proceedings) you reconsidered their adoption.

Quite properly the Board of Education has, in its endeavor to recover from the delays occasioned by the war, addressed itself strenuously to supplying needed school buildings to carry on the work of the department. The Board has at the same time concerned itself with seeing that the work of instruction in these buildings shall be thorough and efficient. We all recognize that every other consideration is supplementary to this. Those who are provided for in the salary schedules have by depreciation of the currency been required, out of all proportion, to sustain financial loss, while those concerned and supplying the supplementary features of the educational service: buildings, supplies, labor, clerical work, etc., have had their income properly adjusted to the higher cost of living. While this condition continues it is indisputable that Chicago cannot hold, through any considerable period of time, a quality of educational service comparable with that of other cities which have adjusted the remuneration for educational service.

As you are now considering the budget for the present year and the reasons for the adjustment of salaries are even more urgent than they were in 1925, may I respectfully

RECOMMEND that you take this matter up for further consideration at this time, and adopt the schedules?

WM. McANDREW.

Chicago, Jan. 7, 1927.

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Do Critics of Schools Suffer for Action?

Asks the Daily News After Rogers Park Delegation Protests

Have the critics of the Chicago schools and their administration been penalized? The Chicago Daily News inquires in an article appearing January 11, 1927.

The story was printed after representatives of organizations from the Rogers Park district had appeared before the Committee on Schools, Fire and Civil Service to protest against the turning over of the site for an elementary school for a junior high school. A stenographic report of the hearing was printed in the last issue of the Bulletin.

Following is the article from the News of January 11, 1927:

By HAROLD O. TOTTEN

When fathers and mothers of Rogers Park school children appeared before the city council schools committee to make statements concerning administration of the schools did they do so at the cost of the new elementary school promised them to replace two sets of portables now in that district?

This is the question that today is occupying the minds of members of the Rogers Park Parents' association as they face the task of obtaining school facilities within walking distance of their homes for their younger children. After being promised such a school months ago, developments occurred before the buildings and grounds committee of the school board last Friday that may nullify their efforts.

As Mrs. Carr Sees Situation

The story of the present situation in the Loyola district of Rogers Park is explained by Mrs. Bradley S. Carr, 1132 Loyola avenue, who has been a member of the association since its establishment, as follows:

"Our children formerly attended school in portables on the site now occupied by the Sullivan junior high school. When that school was built they were put into portables at Clark and North Shore avenue, and at Loyola and Lakewood avenues.

"We protested at the time. We wanted an elementary school, not a junior high. But we lost out. However, the board promised us an elementary school, and finally decided on a site at Lakewood and Columbia avenues. In the meantime the children were kept in the dangerously located portables or sent long distances to other schools.

Dangerous for Children

"To show the danger at that Clark street location, two little youngsters have been taken to the hospital with injuries suffered there on Clark street recently, and a policeman stationed there had his hand hurt saving another child. It is those things that worry the parents up here almost to distraction.

"Now, on Dec. 18 I appeared before the city council committee and told, among other things, the danger our children are in; of our fight for an elementary school, and of how the Sullivan junior high, after being scheduled to cost $1,500,000, had cost $2,200,000 already.

"A few days before that meeting a certain person connected with the board of education came to me and attempted to dissuade me from appearing before the council committee. I put the matter up to our association and we felt it our duty to appear anyway.

Opposition Shows Its Head

"Last week we were haled before the school board committee on buildings and grounds for a hearing to decide whether or not a school is necessary at Lakewood and Columbia avenues. Another group of citizens had appeared to say it was not.

"I chatted with members of the committee after the hearing, and almost unanimously I was given to understand there was little chance of the school being built.

"I believe the counter-action was engineered in an effort to punish us for appearing before the council committee.

"In the meantime we are desperate as to what to do. The two sites for the portables are being rented from month to month for $600 a month, and building indications are such that the sites probably will not be available much longer.

The Results They Fear

"There are twenty classrooms vacant in near-by elementary schools caused by the opening of the Sullivan junior high. We are afraid they will try to shift our children into those rooms, which means that they will have to go three-quarters of a mile or even a mile or more to school. That is altogether too far for children of that age, especially as it involves dangerous street crossings. And it means added expense and worry if the youngsters ride to and from school morning, noon and afternoon.

"We know there are 1,000 children in this district who either are in the portables, are going more than a half mile to school or are in private schools. They need this elementary school in question. In answering the questions of the aldermen we seem to have lost the school. We do not believe we deserve that treatment."

Chicago Daily News, Jan. 11, 1927.

PAGING CHAOS

"Your predecessor," said the publisher to the new traveling salesman, "has got his business all tangled up and I expect you will have a difficult time to get order out of chaos."

"I don't know who Chaos is," replied the new man cheerfully, "but I bet I can get an order out of him if I have to hang onto him for a week."

IN CHICAGO

"Now, William," said his teacher, testing her class on proverbs, "you ought to be able to finish this one—it's very easy: Cleanliness is next to—?"

Willie promptly answered, "Cleanliness is next to impossible!"

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"Greater Faith Hath No Man"

Mrs. Ella Flagg Young's administration of the schools succeeded largely through her counsel with the teachers, according to the Chicago Journal, which adds that "Chicago schools never experienced a more peaceful or progressive administration than when Ella Flagg Young was superintendent."

Following is the editorial, printed January 10, 1927:

There is little likelihood the Chicago High School Teachers' council will get very far with its plan for simplifying and improving management of the schools of the city. Chicago conducts some of its affairs on the theory that a politician knows more about everything than an expert knows about anything. Education should be chiefly in the hands of educators.. The attitude of the board of education for years has tended to belittle the teacher, who completes the educational triangle which includes also the taxpayer and the pupil. The Chicago schools never experienced a more peaceful or progressive administration than when Ella Flagg Young was superintendent, and she more frequently took counsel with the working teachers than ever has been done by any other superintendent within memory. The teachers are neither so ignorant nor so devoid of interest in the schools that they could not wisely be made the source of Chicago's whole educational policy and plan. However, if they have faith in their ability to take the public school system out of politics, they have much faith indeed. It is to be hoped it is the kind of faith that moves mountains.

Editorial, Chicago Journal, Jan. 10, 1927.

Climbing

(*A teacher's song*)

I try to hold a steady lamp
For little feet that stumble,
And help to loose the vexing knots
For little hands that fumble.

I try to wake the sleeping god
And clear the path for him;
And with the sparkling wine of life
These empty pitchers brim.

I strive that I may always be
Patient and strong and wise.
My rich reward is that I see
The light in children's eyes.

But God, hold thou my other hand
(For one is clasped in theirs);
So shall we climb, both they and I,
Thy long and toilsome stairs.

Bertha F. Gordon.

Shopping with the Bulletin

Renewal of last year's advertising contracts for The Bulletin and the signing of new, depend upon the patronage of the teachers, their families and friends.

With their usual loyalty, the teachers have responded and have visited the places of business of the Bulletin advertisers, but we have discovered that in many cases the teachers have not made known to the shop-keepers the fact that they visited the shop as a result of seeing the advertisement in The Bulletin. Advertisers, therefore, have been unable to trace the results of their advertising or to accredit it to the Bulletin readers. The Bulletin readers form the bond between the advertisement in The Bulletin and new and increased business for the advertisers.

The Bulletin Management Committee, therefore, is asking ALL the Bulletin readers to co-operate in a movement to help the advertisers obtain good results from their Bulletin advertising.

Will you help by:

1. Clipping out the Bulletin Advertisers' Shopping List on the reverse side of this space and keeping it in your purse for ready reference.

2. Visiting the shops of five advertisers next week, five the following, etc., until you have covered the list.

3. Saying in each shop that you are a Bulletin reader and saw the ad in The Bulletin.

4. Reporting at the next Federation meeting any recommendations or suggestions you have to make regarding the advertisers visited.

5. Sending to the Bulletin office names of prospective advertisers, shops which you patronize and which are not Bulletin advertisers, etc.

6. Co-operating in any special task in which the Bulletin Management asks you to help.

On any advertising contracts which the teachers solicit, the Bulletin has to pay no commission. We shall appreciate any advertising the teachers can get for the Bulletin.

We are grateful for your loyalty in helping us get last year's advertisers. Will you help us hold them and get new ones? Please do it NOW. **BULLETIN MANAGEMENT COMMITTEE**

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John J. Moran—58 E. Washington Street
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Neighbor City Will Discuss Tax Values

Joliet Confronted with Serious School Finance Problem

How other cities are meeting the financial stress confronting their schools is illustrated in the clipping from the Joliet Herald-News of January 11, 1927, printed below.

After a proposal to increase the tax rate for educational purposes was defeated at the polls twice by the Joliet voters, action has been taken for a meeting to discuss an increase in tax values.

Following is the newspaper article:

Members of the city school board are ready to confer with Lee Morris, township assessor, for a discussion of tax values of Joliet township and the amount of revenue sufficient for the operation of city schools, it was announced at a meeting last night by Arthur Leach, president.

Mr. Leach pointed out that the city schools were not receiving sufficient revenues. He said, however, that if taxable values in the school district were greatly increased the board would be willing to cut its tax rate to a figure for sufficient revenue.

It is probable that members of the finance committee of the city school board and Attorney Frank Jones will meet with Mr. Morris before he starts his tax revaluation.

A pay roll amounting to $19,848 was approved by the board.

Members of the board requested Attorney Frank Jones to study a recent decision of the supreme court holding that school boards can levy an additional tax for erection of new buildings.

Joliet Herald News, January 11, 1927.

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MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . . Editor and Publisher

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MARGARET HALEY'S BULLETIN

VOL. 4. No. 9 February 15, 1927 Page 159

Teachers Organize Their Own Credit-Union Plan

Members May Borrow Money on Easy Terms and Co-operative Basis

For the benefit of teachers who wish to borrow money on easy and safe terms, the Chicago Teachers' Federation Credit Union has been established.

The union is a co-operative savings and loan association operating under the laws of the State of Illinois. It is composed exclusively of Chicago school teachers and operates exclusively for their benefit. It is also managed exclusively by the teachers who belong to it.

To become a member one must belong to the group and buy at least one share of small par value. The money accumulated is invested in loans exclusively for the members at low rates of interest for provident purposes, making it unnecessary for any teacher to go to a private money lender for credit accommodation, if she is eligible to the union. All profits are divided among the members in interest and dividends.

The credit union of teachers is a sort of banking system which invests the savings of teachers in loans to teachers on a co-operative plan which makes low interest rates possible, the whole business being managed by the teachers who compose the credit union. Loans are repayable in installments, prorated over such periods as the Credit Committee in the individual case may determine, and all earnings are divided among the members in interest and dividends, except a part of the earnings set aside yearly for a guaranty or reserve fund.

The San Diego Teachers' Credit Union is the pioneer credit union of public school teachers. Included in its membership are 170 teachers employed by the City of San Diego.

The Chicago Teachers' Federation Credit Union is operating under the supervision of the banking department of the State of Illinois. Offices are in the Federation rooms, 127 N. Dearborn street, and office hours are from 3 to 4 o'clock on the second and fourth Saturdays of the school month, when information regarding the Credit Union may be obtained from Margaret Powell, secretary-treasurer. Miss Powell's home address is 1215 Winona Ave., telephone Edgewater 4633.

Par value of shares is five dollars, payable in cash or in monthly installments of $1.00 per share.

Members of the Board of Directors are F. Blanche Preble, President; Lillian F. Dougherty, Vice-president; Margaret Powell, Secretary-treasurer; Mary Robson, Chairman Credit Committee; Margaret L. Hogan, Nellie C. Callahan, Anne M. Kalar, Nano T. Hickey, members Credit Committee; Clara Balter, Chairman Supervisory Committee; Emma M. McCredie and Mary M. Abbe, members Supervisory Committee.

The teacher wrote on the board 2+4. Pointing to the plus sign she said, "Johnny, what is this?" "That," said Johnny, "why that marks the spot where the body was found."

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From the Masthead by The Lookout



FROM THE TRIBUNE'S COLUMNS

25 YEARS AGO TODAY

JANUARY 30, 1902.

CHICAGO.—The board of education adopted the finance committee's report, which provides for cutting expenses $1,118,697. Teachers' salaries are to be reduced in order to avoid closing the schools.

To the Teachers of Chicago:

The Chicago Tribune of January 30, 1927, in its backward look to 25 years ago, found the Board of Education cutting and slashing the salaries of the teachers on January 30, 1902.

Four years before, in 1898, when there was no money in sight to pay an increase, the Board of Education voted to increase the elementary teachers' maximum from $825 to $1,000 to be reached in three years. The Board paid one increase of $75 that first year, then took it away the next year, gave it back and finally cut it off permanently and put the teachers back where they started at $825.

Now the teachers are threatened with a repetition of the same experience, a pretense of raising teachers' salaries with no money in sight to pay that increase or even to continue payment of the present schedule. Unless the Board of Assessors and the Board of Review do their duty and do it NOW, the teachers' salaries will be cut next year.

If the Tribune of February 24, 1927, will take another backward look to 25 years ago that day, it will find the present Superintendent of Schools lambasting the Chicago Board of Education for cutting the salaries of the teachers. It will find him telling the Chicago teachers that "principals, supervisors, superintendents and School Boards are only necessary evils" and it will find him telling the teachers that "when it comes to the actual processes of education you are essentially it."

The picture of William McAndrew saying that everything in the school system is accessory to the teacher, is interesting to the teachers of Chicago in view of the occurrences during his superintendency of the Chicago schools.

The man under whose administration the voice of the teacher was silenced in the teachers' official councils, the teachers' tenure was assailed in the passage of an emeritus service rule all under Mr. McAndrews' administration, and the teachers' pension law threatened, spoke those words in an address to the Chicago Teachers' Federation, February 24, 1902.

Following are extracts from his address February 24, 1902, to the Chicago Teachers' Federation:

"Religion, morality and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged."

The means of education! That is what you are, teachers of Chicago. Everything else in your school system is merely accessory. A school house is nothing but a place; course of study, books and apparatus are merely tools; principals, supervisors, superintendents, and school boards are only necessary evils, due to your variety of views. When it comes to the actual process of education you are essentially it. This is the age of machinery, and our people have sometimes thoughtlessly assumed that a machine, in charge of some high-priced superintendent, could educate children. If a New York paper correctly quotes your Mayor, he seems to be one of those, for he is alleged to have said: "If we were obliged to reduce the Fire Department, I would cut down the number of men rather than reduce the engines that put out the fire." Putting out fires is essentially a mechanical operation. The perfection of the machine is the most important feature of it. If that principle is to apply to schools we might as well get phonographs to do the teaching, and strap the children down

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to seats, releasing them all at a proper hour by an electric clock.

I cannot believe that all the men who have given their lives to the study of education, who have announced with such positiveness that it depends entirely upon the personality of the teacher are wrong, and that your Mayor is right, however expert he may be in the affairs of that department whose chief duty is to throw cold water. I think that the view of Huxley will continue to prevail, that "Whenever educational funds fossilize into mere bricks and mortar, with nothing left to work with, the result is educationally nothing."

Where has the most successful education been secured? Garfield said it could be upon a saw log, with a personality like that of Mark Hopkins. Who is the most eminent teacher you can mention? Will not Thomas Arnold rank among the first? I find in Dean Stanley's Life of Dr. Arnold this statement: "It was one of his main objects to increase in all possible ways the importance of the teachers and their interest in the place. It was his increasing delight to inspire them with general views of education and life." Dr. Arnold based his system upon the character and power of the teacher. Brains may make a scholar; but without the warming influence of sympathy, love and affection for children, they never make a teacher and never can. I am sure that any one who studies the problem with an unprejudiced mind will reach the conclusion that the teacher is the vital means of education; and if "the means of education are to be forever encouraged," this encouragement must be that which directly and personally encourages the teacher.

* * * but Chicago has done such fool things recently in the case of its teachers that you must patiently review obvious and commonplace truisms, just as you repeat so often to forgetful children that 2 times 2 is 4.

* * * * * * * *

Sir Walter Scott wrote Lockhart that six hours a day was the maximum amount he (Scott) could devote to literary labor without collapse. Every one knows what a phenomenal worker Scott was, but writing novels all alone by yourself is child's play alongside of teaching fifty children, each one with an active individual personality. Teaching is the hardest work I ever did in my life or ever saw done, and I have done night work on a daily paper, attended the sick at night, worked for an undertaker, and cooked on a lake schooner in stormy weather. The care and instruction of from fifteen to fifty children is a constant drain on vital force. That curious passage in the New Testament which relates that the Master knew that healing had gone out of him is paralleled by the experience of teachers who furnish a magnetic atmosphere which keeps the tone of the class clear, obedient, cheerful and hopeful. Every teacher feels it. There is no occupation that I know of that brings more frequent or complete exhaustion. I have read with much interest your City Superintendent's article on "The Gospel of Work." Good! Teachers know as well as any one on earth the glory and the joy of work. These humble words of mine are suggesting a means of keeping teachers in a physical and mental condition wherein they may work better and longer. * * *

For everybody knows that the forces which reach the highest power in teaching are those which spring from compliment, gratitude, recognition, respect, and reward. It is not born of fear of removal, dread of poverty, and the humility of low place. * * *

Every school man knows that successful education depends upon the spirit of teachers, but school men don't have the say in these things. It is getting to be the general impression outside of this town that your board ought to cultivate some acquaintance with the modern theories of education. It is still the custom to administer schools through a board of business men. They say and they believe that the school should be run on what they call business principles. These words have a sacred sound to some Americans. To my mind the application of these alleged business principles to the employment and payment of teachers is one of the most vicious errors that stands in the way of successful schools. * * * You can buy brains, may be, but you can't buy good teaching; it is more a process of the heart than of the head. It is a kind of service different from every other public work. It is distinctly dissimilar; the analogies of business procedure do not apply to it."

* * * * * * * *

Mr. McAndrew sent to Miss Goggin the letter, reproduced here photographically, asking her to have the Tribune correct an error in its story of his speech to the Federation on February 24, 1902, and enclosing the suggested letter shown here for Miss Goggin to send to the Tribune.



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WILLIAM McANDREW,
72 COLUMBIA HEIGHTS,
BROOKLYN, N. Y.

Photographic Reproduction

Feb. 28, 1902.

Miss Katherine Goggin,

Tchrs' Federation, Unity Building,

Chicago, Ill.

Dear Miss Goggin,-

Could you do me the favor to write to the editor of the Chicago Tribune to ask him to correct his report of Feb.25th! Perhaps you will be willing to write as below. If you could also send a copy of your letter to Pres. Harper, of the University of Chicago, I would very much appreciate it.

Yours truly,

Wm. McAndrew

To the Editor,

Chicago Tribune

Chicago, Ill.

Dear Sir:-

In the Tribune of Feb.25th, the report of the speeches at the meeting of the Teachers' Federation, makes Mr. Wm. McAndrew, one of the speakers say that the University of Chicago is a threat to the Public Schools. Mr. McAndrew made no such statement. What he said was this:" Shame on a city that neglects those who educate her children, while accepting from an alien and a stranger, gifts to education so generous as to excite the wonder of the world."

May we ask you kindly to correct an error on the part of your reporter, evidently due to the poor acoustic properties of the room!

Yours truly, Tchrs Federation

Catherine Goggin, Secy.

~~Tchrs' Federation.~~

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"Rubber Stamp" Rewards Septuagenarians

Veteran Teachers of 50 Years Receive Mimeographed Notices

A rubber stamp is the reward of a half century service of Chicago teachers and principals. (See next page.)

Teachers who have given more than 50 years of their life to the children of Chicago, have been notified of their transfer to Emeritus Service by a mimeographed communication rubber-stamped with the signature of the Superintendent of Schools. Mechanics have been employed in dating the communication and in filling in the blanks which are also stamped with a rubber impression.

The communication dated January 27 and addressed to those who are to be placed on the Emeritus list says:

> **"At the meeting of the Board of Education on January 26, 1927, the following report was adopted:**
> **EMERITUS—February 1, 1927**
> **To the Board of Education,**
> **Ladies and Gentlemen:**
>
> **I have the honor to RECOMMEND that the following persons, who, according to their records, will have attained the age of 70 years before February 1, 1927, be transferred to Emeritus Service:"**

Then follow blanks for the name of the teacher or principal, school, date of birth, age and length of service, followed by the stamped signature of "William McAndrew," Superintendent of Schools.

The names of four principals and 12 teachers are included in the Superintendent's recommendation to the Board of Education, dated February 1, 1927.

In accordance with action taken by the Board of Education March 10, 1926, the Superintendent is authorized to report on the first day of January, or as soon thereafter as possible, the names of all persons of the teaching force who have or will have attained the age of 70 years on the first of February next ensuing. These persons are to be assigned to Emeritus Service.

Those in the February 1, 1927, report are Bertha Benson, I. M. Schjoldager, Mary E. Skelly, G. L. Voorhees, principals; Carrie E. Allen, John M. Boyer, Bessie DelBanco, Mary Godsill, Annabel M. McLain, Alvin R. Moore, Minnie K. Nicolai, Isabel E. Richman, Anna M. Schnuhr, Jessie Shadboldt, Mary E. Sneed, Anna L. Spieler, teachers.

Those retired from Emeritus Service by virtue of a law passed by the legislature, are the following, who, according to the Superintendent's report, are 74 years of age: Laura E. Ashelman, Elizabeth C. Bodle, Mary Burke, William H. Campbell, Chester C. Dodge, Harriette C. Garrabrandt, Julia C. Howe, Mary E. Mallory, Daniel R. Martin, Isabel O'Neill, Sara E. Pettee, Mary J. Scanlan, Malvina Springe and Frances E. White.

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[Below is a photographic reproduction of the "rubber stamped" notices of removal sent teachers and principals. The name has been deleted by the editor.]

BOARD OF EDUCATION
CITY OF CHICAGO
EDUCATIONAL ADMINISTRATION BUILDING
460 SOUTH STATE STREET
TELEPHONE WABASH 9210

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

SUBJECT:

Miss

JAN 27 1927

School.

My dear Miss

At the meeting of the Board of Education on JAN 26 1927 the following report was adopted:

"EMERITUS - FEBRUARY 1, 1927

TO THE BOARD OF EDUCATION,

Ladies and Gentlemen:

I have the honor to

RECOMMEND that the following persons who, according to their records, will have attained the age of seventy years before FEB 1 1927 be transferred to Emeritus Service:

Name	School	Date of Birth	Age, FEB 1 1927	Length of Service, FEB 1 1927

Very truly yours,

Wm. McAndrew

Wm. McAndrew

Superintendent of Schools.

Prepared by:
C.E.DeBUTTS
Asst. Supt. of Schools.

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Organized Labor Assails Mayor's Nominees

John Fitzpatrick Tells Schools' Committee of Labor's Treatment by Mrs. Hefferan

After a five months investigation the Committee on Schools, Fire and Civil Service of the City Council, on Monday, February 7, heard the last of the large number of delegations of citizens who appeared before it to talk upon the merits and demerits of the mayor's nominees for the Board of Education.

Mrs. Helen Hefferan, incumbent, and Dr. Otto Schmidt were the storm centers of the hearings which will result in a report being presented by the Committee to the City Council.

In behalf of a resolution passed by the Federation of Labor (printed in the last issue of the Bulletin) asking that the City Council not concur in the appointment of Mrs. Hefferan and Dr. Schmidt, John Fitzpatrick, president of the Chicago Federation of Labor, appeared before the Committee on Schools and told it the experiences representatives of organized labor had had with Mrs. Hefferan, chairman of the School Administration Committee.

Following are extracts from the stenographic report of the Committee on Schools meeting, February 5, 1927, at which Mr. Fitzpatrick was heard:

MR. FITZPATRICK: Mr. Chairman and members of the committee: I understand that you have under consideration here a resolution that was adopted by the Chicago Federation of Labor. My purpose in coming here this morning is to try to present the views of the organized men and women of the city of Chicago in reference to that particular resolution, and also their notion as to the management of the education of the public schools of the city of Chicago. So, I presume, that this resolution has been presented to the committee and it will not be necessary for me to read it to you, only to say that it refers particularly to two persons who are named, one for reappointment and one for appointment by the mayor on the Board of Education. * * *

The Chicago Federation of Labor asks the committee not to recommend to the City Council confirmation of these two persons, and our reasons for that are set up in this resolution. One of the individuals is Dr. Schmidt, who has appeared before your committee and presented his views on educational matters. I don't know how he has impressed the committee, or how he has impressed the listeners to his presentation here, but from our knowledge of school activities and school control and domination we feel that Dr. Schmidt would be a dangerous man to put on the Board of Education at this time. If he holds the notions of education and of school management he has expressed here on this floor, then the parents of the children who attend these schools, as represented by the Chicago Federation of Labor, feel that that would be destructive of the best interests of the educational system of the city of Chicago.

The Chicago Federation of Labor asks that this committee do not confirm his appointment, and that you will also use your influence as aldermen, and with the city council, that the city council do likewise.

The other person mentioned is at present a member of the Board, Mrs. Hefferan, and she is named for reappointment. Our Chicago Federation of Labor has been dealing with the school situation while Mrs. Hefferan has been an actual member of the Board of Education, and it is not because of any doubt or because we are afraid that something MIGHT happen. In this particular situation we are talking from experience and knowledge that we have as to her position and her attitude in educational matters. In everything that the Chicago Federation of Labor has presented to the Board of Education during her term of office, we have found Mrs. Hefferan in opposition to our hopes and wishes and casting her lot on the side of the opposition, not even giving us a fair hearing. * * *

Now when I speak in the name of the Chicago Federation of Labor I am here not as the president of the Chicago Federation of Labor but as the representative of the 300 organizations that are affiliated, and in the 300 organizations we have upwards of 300,000 members. You can imagine that in the 300,000 men and women who are members of the organizations affiliated with the Chicago Federation of Labor that we represent a very large portion of the fathers and mothers of the children who are in the public schools. It is our wish that the Board of Education that administers the school funds and the school buildings and the educational activities at least give some consideration to the wishes and the desires of the fathers and mothers of the children.

Now it seems to us that the wishes of the parents as to the education of their children have been set aside and from somewhere outside is brought in a program, and that program is adopted by the Board of Education, no matter what the people say, the people who furnish the money—we take it off of our backs and out of our stomachs to be able to meet the taxes—we furnish the funds necessary to carry on the activities of the Board of Education, and all we ask is a decent opportunity for our children, without outside control and domination. And still we find this Board of Education will not harken to the voice of our people, and will listen to this outside thing and carry out this program. We feel that this program is very dangerous, not alone to the city of Chicago but to education, as well as to the rights and the interests and the welfare of our children.

Now in pushing that program Mrs. Hefferan has been foremost. She has been at the head of the committee that handled that program. I just want to refer to one instance as to her position in dealing with matters of this kind. * * *

I just want to show what kind of treatment any body of citizens will get when they go with a very definite proposition and present it, to try to get some consideration before the School Administration Committee of which Mrs. Hefferan is chairman. We were there in

(Continued on page 173)

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What Price System?

How the Chicago school system has operated under a "Peace by Edict" system is colorfully pointed out in an article, "What Price System," written by Joseph K. Hart, student of education and writer of note, who has made a study of the Chicago schools system.

Mr. Hart's article, appearing in the February Survey Graphic, is well worth reading. It throws the spotlight of publicity onto the price that has been paid for the Chicago "system."

Mr. Hart has found a healthy discontent in Chicago, and in his article, reprinted here by his permission, and that of "The Survey" points out some of the reasons for it.

By JOSEPH K. HART

Events move rapidly in Chicago, like waves on the surface of Lake Michigan when an east wind is blowing. It is difficult to keep up with them, especially as they throw up great clouds of spray when they strike an obstacle—the waves on the lake, I mean. Politics, industry, religion, crime, education—who can follow the kaleidoscopic changes that play over the surface and through the spray? No situation lasts; no statement of conditions seems dependable. But, is there nothing that lasts under the surface of the lake, or in Chicago? Let the question be directed to education and the schools.

For thirty years, Chicago had known little but warfare in school affairs, until war had become tradition. Then, in 1925, peace was proclaimed—by edict. What happened? During the year 1924-25, the city newspapers had carried one hundred and one headlines using the words "fight," "feud," "breaks" and "slaps" in referring to school matters. In the succeeding year, those papers carried but eight such headlines. So last fall peace seemed assured: there would be no more east gales!

By December, the winter storms had set in and the surface of events was lashed by new furies. Some recent appointees to the school board were to be confirmed by the City Council. Local patriots took a hand, and asked the candidates, "Will you, if confirmed, vote to unhorse the outsider who is superintendent of schools and choose in his place a Chicagoan?" A noble issue to raise a fancy spume! What has a man's birth-place to do with his abilities? Ask the politicians, most of whom were born elsewhere. There are reasons, having to do not with education but with the perquisites of office, building sites and the like.

So, storms like these get the headlines, but they are surface affairs. We must look beneath the surface for the real issue—leaving behind the newspapers, the City Council and its politicians, the talk of the street and all the petty waves that people waste their emotions upon. Let us look into the schools themselves.

Recently I had opportunity to make some personal investigations. The situation was not entirely strange to me. I had lived in Chicago for five years while studying "education" at the university. I had followed the old fight between the Teachers' Federation and its enemies—the tax-dodgers, newspapers, school boards and superintendents—with keen interest. I had once been employed by a citizens' committee for a few days to make an investigation into the ways of Chicago school boards. Even while living in a distant part of the country, I maintained an eager interest in the Chicago situation. So I came to this personal investigation with some of the history of the case ready to my hands. The time at my disposal was too brief, but even so, I came upon some deep-running currents in the Chicago School system.

One of these has been flowing and ebbing for at least thirty years, under all the surface waves and blinding scud, and it is important enough, in view of certain recent developments, to be described in some detail. I shall set the story down as I know it, not with any desire to praise or to blame, but because educational issues, present everywhere, have come to dramatic climax in Chicago. The public must ultimately reckon with those issues. They are fundamental to our civilization: they rise out of the deeps of human living; they rise to the crests of human hope; they are not "academic," they are vital.

The first notable fact about this Chicago situation is the deep unrest of the seas where this current runs. Notwithstanding the edict of 1925 and the headline proof of peace, this unrest is present. The testimony is universal. This unrest is not, as often in the past, open rebellion; it is something deeper, not to be cured by the mere veering of the winds. It runs through the schools and the community. It is found in the Chicago Teachers' Federation, in the Men's and Women's High School Federations, in teachers and principals who do not belong to the unions; in the School Board, in the supervisory staff, and it is not unknown in the offices of the superintendents. It is outside the schools, in the criticisms of radicals, in the questionings of liberals, in the doubtings of public-spirited citizens, in the charges, not always credible, of labor leaders. Old warfares may have passed, but the currents of unrest run deep.

What is it all about?

The answer to this question takes us back to the remarkable story of the last thirty years in Chicago's schools. Throughout those years Chicago has been, not too willingly, the scene of a great educational experiment, on the large scale. Its full story cannot be told

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here. Enough to say, now, that that experiment, which was begun in a time of Great Expectations and under the personal stimulation of three great educational theorists—Francis W. Parker, John Dewey, and Ella Flagg Young—undertook to reorganize the whole school system of Chicago on lines of modern and democratic principles, in contrast with the formal principles and practices theretofore in control in those schools, as well as in most other systems in the land. These thirty years have been, as all Chicagoans know and as others may guess, years of turbulence in school affairs.

The issues at stake cannot be stated with intellectual nicety, because emotional factors distort all our educational deliberations, and because, in this very human world, educational programs, however diverse they may seem, always overlap at points. But, if the following statements are not taken as completely disjunctive, they will help to place the emphases of the two parties to the argument: The dominant group in our public school-systems holds that if society, through its institutions, including especially the school, can establish order, freedoom will taken care of itself. The "modern" school, on the other hand, holds that if education can secure and establish freedom, order will take care of itself; "freedom is the only true discipline." That is to say, the formal school stands for order, for the discipline of the young, and holds that freedom for the individual must ever be subordinated to the need of security for the group. On the other hand, the "modern" school stands for freedom for the individual, and holds that the only order and security that can be had, or that amounts to anything when had, is that which comes of freedom. But, neither side holds its own doctrine absolutely, save in moments of hot debate, when emotions take the place of reasons and charges take the place of facts.

The deflecting of the whole Chicago system in this "modern" direction began in the '90s of the last century and reached its climax in the period from 1909 to 1915, when Mrs. Young was superintendent of schools. But the supporting influences began early to fail. Colonel Parker died in 1902. Professor Dewey left Chicago for New York in 1904. And Mrs. Young, in whose executive personality the experiment had culminated, left the Chicago schools in 1915. No effective successor remained. The experiment dragged along with weary ups and downs, until May, 1924, when by executive order, the Teachers' Councils, its last visible reminder, were dissolved. That was supposed to end the matter: the experiment was written off as a failure. A business administration took charge of the School Board, and shortly thereafter peace was proclaimed by edict. A year later, that is in 1926, evidence such as the tally of newspaper headlines was presented to the people of Chicago as proof that peace had come.

But now, ignoring the surface storms that lash the times, we must face the fact that an experimental movement that has run deep in the attention and loyalties of many teachers for many years cannot be so easily dammed and stopped. Something works through. That current is still in the schools, with something of the surge of those thirty years still in it. And, unless all signs fail, it will remain. What is to be the outcome?

Nobody knows. Here is a problem in social or educational engineering, but the situation is characterized, not by intelligence but by emotions, by struggles for prestige, by various sorts of crimination and recrimination, as is usually the case in our very human conflicts. To be sure, that original experiment never had much of a chance. It was never understood by the public which, having no conception of education as the fostering of intelligence, can have no adequate understanding of the part the teachers' own initiative must play in a good school. Perhaps even most of the teachers never quite accepted Mrs. Young's doctrine that both teachers and children must feel some sense of a share in the task of school administration, although that doctrine is now becoming commonplace in industry, a leading American industrialist holding that even the elevator boys in his plant are a part of the administration. The newspapers were almost continuously hostile to the program. School boards did not know what it was all about. After 1915, with the loss of Mrs. Young, the experiment drifted to futility and defeat. The judgment of "failed" passed upon it in 1924 was not unwarranted. Everyone was sick of experiments in 1924; that was the year of retreats everywhere. The public wanted an end of uncertainties. "Give us system," was the cry, and the school officials prepared to furnish System.

* * * * * * *

I was warned, more than once, to be cautious. Men said: "After thirty years of war, this city intends to have a system of schools, with a man who knows his business at the head and with teachers doing what they're supposed to do. If you dare write anything about what you find here, for heaven's sake, don't say anything that will interfere with the development of a real school system." Therefore, let the reader take warning. Nothing set down here is to be construed as an argument against a real school system, that is, one which will be able to do the work of education in a modern industrial city, like Chicago—if anyone knows what such a system is like.

The city wants a system. What shall be the nature of that system? Official documents and public discussion disclose a ready answer. The system must provide, under the state constitution, for "a common school education for all children," whatever that may be; it must help fulfill provisions of the federal constitution which call for "a more perfect union" with "justice, tranquility" and the like; it must meet state provisions which require the teaching of "honesty, kindness, justice, moral courage for the purpose of lessening crime and raising the standards of good citizenship, American patriotism, and the principles of representative government." It must employ practices that will give children habits and skills of a useful sort; loyalties that express respect for law and duty; and knowledge that will provide useful information, and, mayhap, in some cases, intelligence.

The school is thus conceived as an institution where the community keeps its store of habits, loyalties and knowledge, and to which the children will repair to get their life supplies of those commodities. The community is the final authority as to what the child needs: but the community delegates authority in these matters to a school board, which, in turn, employs a technical staff to carry on the actual work of schooling. Theoretically, the true school is in the class-room, where the teacher meets the child; everything that is done by boards or officials is done for the purpose of making this meeting of the teacher and the child "fruitful in educational values." But the system is a going concern. It employs twelve thousand teachers, teaches a half million pupils, has a yearly budget of nearly eighty million dollars. This is big business. The taxpayer must get value for his money. A business of this size must be run realistically. An eighty-million-dollar* concern cannot spend too much high-priced administrative time on a three-

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thousand-dollar employe, even though that employe is a teacher meeting children in the class room. One teacher out of a thousand is not many, it's the system that counts. Children come and go; teachers appear and disappear; even superintendents do not last long: the school goes on. It has come down out of the past, hoary with history. It conserves the community. It shapes the materials of childhood into uses for the world. It preserves the relatively important modes of adult experience, selected by the race in its ten thousand generations, as against the relatively unimportant moods of the five- or the ten-year-old child. It turns the child —the product of the brutal biological ages—into something fit to be the heir of the Age of Civilization, with its devotions to science, democracy, industry, fellowship and peace. At least, it is reassuring to think so.

The system, we are prone to believe, guarantees the habits, skills, attitudes and knowledge needed by our stage of civilization: efficiency and accuracy; thoroughness in the fundamentals; desirable types of character; and that ultimate "success" which marks the complete adjustment of the individual to his world. Under no sophistry of "freedom," or "initiative" may the system abdicate this work, for it concerns not merely a few thousand children today, but the whole future of orderly civilization.

Such a system is in accord with our other social institutions today, especially as since the war we have revived some of our great primitive fears, such as fear of new experiences, fear of non-conforming individuals, fear of ideas, fear of the unknown, fear of children. Through the ages, the race has been afraid of its children. Plato wrote, echoing his own primitive fears: "Of all animals, the boy is the most insidious, sharp-witted, unmanageable; wherefore he must be bound with many bridles." So, in all ages, systems of moralities, prohibitions, repressions, subordinations and initiations have grown into folkways, and have been used to forestall the rising generation and to save existent society from the menace ever present in the untutored child. The school has taken over much of this task of moralization or socialization. School teachers did not invent these processes, they are survivals of the ages of primitive fears. The fearful part of our age wants just this sort of education: the more of it the better. "Fundamentals" —that's what we want! And why?

If we could translate this mood into speech, we should get something like the following rationalization of our current schooling: We have today in America the best civilization the world has ever known. Affairs may need occasional patching, but no new fabric. The present adult generation, under God and by inheritance, owns and controls this civilization. Our money and our emotions are invested in it; our security rests upon it; it suits our moral inclinations, our economic habits, our political propensities, our religious hopes; and our minds have no difficulty in defending it, when the facts are not stacked against us. Therefore, we do not intend to permit any newcomer, whether impudent child not yet dry behind the ears, or impertinent foreigner who doesn't even speak good English, to try to tell us how to run this world. We've labored too long for that. We want our children taught devotion to this economic and social order, and to the constitution ("Leave out the amendments; they add nothing to the document"). We want to see civilization built into our children in the schools.

And this attitude has support among some educational theorists, too. Professor Charles H. Judd, of the University of Chicago, says in his latest book, The Psychology of Social Institutions, published in 1926: "The standards and judgments of the group are, on the whole, superior to the standards and judgments of the individual." Hence, he argues, "the school must take over the nervous system of the child and mould it to patterns furnished by the community."

It is this traditional public school system, revived because of fear that come of cities too big to understand themselves, and of educational conditions that appal by reason of numbers, and rationalized by an educational theory that makes intellect identical with living, that now in Chicago, joins issue with what remains of the ideals and practices of that thirty-years experiment in freedom. The system finds some resistance, as is not unlikely in America. Of course, not all resistance is praiseworthy. The lazy, the conscienceless, the holders of sinecures all resist change; but these refuse the responsibilities of freedom, too, with quite the same unanimity. They should not be confused with those who resist intelligently and critically, of whom there are many.

For the system as now developing in the era of peace is widely resented and resisted, by teachers, by intelligent public opinion, and even by some officials. This resentment gathers mainly about what seems to many a deliberate attempt to secure order by mechanizing instruction, thus reducing the teacher to an automaton, and the child to a sort of memory-machine. One critic says, "They want to 'Ford-ize' the schools." An ancient conundrum has been revived—

Why is a school room like a Ford?

Because there's a crank up front and a lot of little nuts back behind.

This system, says the more intelligent teacher-critics, is effective in getting work done—if you don't care what the work is. It certainly makes the wheels go round. "Our teachers are working harder than ever before." Say the supporters of the system. "Yes," reply the teachers, "at things less worth doing, such as writing endless reports and filling out useless questionnaires. But we are doing less teaching than ever before—if that means anything." These critics say that this revived system does not release intelligence in either teachers or pupils; it does not assure understanding of the world, but at most only some bits of scattered information, a few partly-formed habits, and to most children, an inescapable sense of failure and defeat; and it can not produce genuinely democratic loyalties, but only unintelligent habituation to the routines of job, sect, and party, or a more or less complete disintegration of the moral personality through the after-effects of the process of "getting by," to which all children resort more or less.

Moreover, say these critics, system tends directly to an institutional hierarchy, in which the higher administrative officials are cut off from all contacts with real educational process and are compelled to depend, for all their information, on the not always disinterested reports of their subordinates. These subordinates often find it easy and advantageous to build up personal organizations within the system, where they play the petty monarch in their own private domains. Under the former system, with the Teachers' Councils, any teacher could be heard and real educational intelligence could play up and down the scale of positions and duties. But now a Chinese wall is build about the higher officials, shutting them off from the teachers and from all spiritual understanding of the educational situation.

Are these criticisms valid? Nobody knows. They are not to be accepted as valid or as fallacious merely because they are made by teachers. Much modern educational theory supports them. Modern educational psy-

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chology tells us that intelligence develops in the handling of problems, in the solving of conflicts, in the following up of actual interests. Now system largely eliminates the children's own problems, conflicts, and interests, and substitutes lessons to be learned. And system compels teachers to devote so much personal energy to defending their own intellectual and spiritual integrities that they have only fractional energies to devote to these lessons to be learned. Hence, the whole system becomes mechanical, formal, remote from life and the world. This is the ultimate reason why the most intelligent teachers and thoughtful liberals are, without exception, critics of this self-enclosed school system. These groups want an educational instrumentality that finds room for mind to grow. They hold that problems and intellectual conflicts are not evils to be outlawed, but great human goods—the sources of all the gains the race has ever made. They want intellectual activity, not mental stagnation; and they hold that the only basis upon which the imposition of system can be justified is that those who advocate system do not expect the race to make any further gains as long as the world—or at least, the system—stands.

Now it is a common error of the advocates of system that they seem unable to distinguish between the inert and corrupt on the one hand, and the intelligent critic on the other. The supporters of system usually assume that their own is the only possible sort of order and that any critic of their position is, without further proof, a conscious rogue. The word 'freedom" seems to them a sort of blind from behind which enemies of the race can attack our most sacred institutions with immunity.

On the other hand, it is a common error of the advocates of freedom that they seem unable to see that order of some sort is indispensable to freedom; that freedom and order are not to be set in eternal opposition but that almost any kind of order may be filled with the spirit of freedom. True, one element in the failure of Mrs. Young's great experiment was the difficulty of organizing the world for freedom. But that experiment was not the last of its kind and its failure was not conclusive. Certainly that failure does not mean that the world must give up freedom for the sake of order; to give up either of these factors would mean, in the long run, giving up both of them. Freedom can escape the limitations of order not by over-throwing it, but by transcending it and using it.

Hence, because the issues in Chicago have often become too personal, they have taken on absurd forms. Frequently both sides have seemed to see nothing but a complete disjunction: order versus freedom—you can have the one or the other, but you cannot have both.

But no reputable person in Chicago admits any such disjunction in his own mind; at least, I found none. No one is for order and against freedom, or vice versa. Everyone, in his lucid moments is for both. "Why can't we have both?" he asks, rather plaintively.

But such an attitude means that this Chicago controversy is not in the realm of morals, as many people would like to believe, with the "good" people all on one side, and the "bad" people all on the other. It is in the realm of social logic; the goods and the bads are so interwoven that nothing but the most painstaking investigation can ever determine what is good and what is bad. The issues between order and freedom are probably not anywhere today, and certainly not in Chicago, issues between individuals and groups. They are issues within individuals, on both sides of the ostensible controversy. Those issues are within us all. They boil down to the problem of modern civilization, namely, How can we live in society and still be free? How can we have freedom—that boon promised by all the modern centuries—and still have the security that comes of living in ordered society—that human community for which the ten thousand generations have labored? Is there any solution for this problem?

Not in calling individuals or groups good or bad—on either side, by either side. Its solution, if one shall ever be found will come of the application not of moralistic classifications, but of intellectual analysis, of scientific investigation, perhaps of long, intelligent experimentation to the diverse facts in the situation all in the spirit of good-will. Here we can dispense with emotional moralists who hold that all the good is on our side and all the bad on the other side, with nothing between. Here we need scientists who are able to believe that both those who lay the emphasis upon freedom and those who advocate order are equally desirable citizens, equally patriotic; and that both doctrines have something to contribute to that larger future we all envisage, if we have the patience and the technics to find out what is good in each.

But, as long as we have our institutional absolutists—schoolmen who argue that "if the school were let alone to do its work, it would solve all these problems in a jiffy"—we shall also have emotionalists who will do little but call attention to evils in the system. We shall get rid of neither of these, however, by merely inviting them to "make themselves scarce." They will both "stick around" and even serve ends by calling attention to factors scientific investigators would likely overlook or deny. But, the educational situation calls for men and women who are through with merely emoting about education, on the one hand, and with merely re-affirming platitudes about "the service of the schools," on the other. There is nothing sacred about a school organization: it's a tool, and like any other tool, it needs to give an account of itself at times. There is room for educational statesmen here; for critical laymen to use their minds; for rebellious teachers to escape from mere rebellion into intelligence; and for troubled officials who want to save and to integrate their modern views and their sense of system and order into a single educational program—with a view to the furthering of civilization.

After all, the real question is education in the modern industrial city is this: Can any institution like the organized school subserve the real interests of education under present social conditions? Those interests would seem to include efficiency, freedom, vocational interests, initiative, humane culture, beauty, joy of living, intelligence, and justice among men. Can schooling of any sort release, cultivate and bring to maturity these interests and capacities, both in the individual and in the group, in the modern city? Nobody knows. Nobody knows how to educate today, in the industrial city. Experiments and inquiries in this field are frowned upon and misunderstood; and we retreat from intelligent inquiry into the processes of education to the fancied securities of system, on the analogue of the old-time countryside common school, which in its old time neighborhood, in the midst of the inclusive activities of the farm and shop and household, gave us a crude but very real education, but which, incontinently uprooted from that old milieu, and brought to the city, stands today bewildered and mildly tolerated by the heedless throngs of the city streets.

That's our problem, now: What must educating be-

(Continued on page 175)

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Mr. Editor, We Thank You!

It is seldom that a newspaper understands so thoroughly and presents so graphically, a school situation, as has the Journal in the Editorial printed below.

The Journal fought the good fight for a "seat for every child" and knows whereof it speaks, but speaks too modestly of its own part in the fight. It stood shoulder to shoulder with the Chicago Teachers' Federation and all the other organizations co-operating to assure seating accommodations for Chicago school children, and speaks with a knowledge born of experience, in the following editorial:

CHICAGO

Our mayor, with justifiable pride, offers in support of his candidacy for re-election a survey of the city's record as a builder of schools during his administration. Although there remains a shortage of tens of thousands of seats, handsome schoolhouses of the most modern type have sprung up with a mushroom suddenness in many parts of the city. This multiplication of light, airy, attractive, well-equipped school buildings is a spectacle of which the mayor may well be proud—even as proud as he could be of doing eighteen holes in 90 on a Biloxi golf course in the Mississippi sunshine.

The work of providing children with seats in schools has proceeded so satisfactorily during Mayor Dever's administration that it seems a pity the Chicago teachers, who were responsible for this intensive building program, were not able also to submit a plan for providing straphangers with seats in the street cars. The teachers' organization, under the leadership of Margaret Haley, was successful in placing on a ballot early in Mayor Dever's administration a proposal for the increase of the tax rate for school-building purposes. In order to secure this increase of taxes the teachers found it necessary to combat the proposal for a tax for the Riverside zoo. With funds for school buildings secured and with construction proceeding, organized opposition to the zoo disappeared and public money has since been voted for that great addition to Chicago's innumerable attractions.

The campaign for new schools began when the Teachers' Federation passed a resolution demanding the tax increase. I. T. Greenacre, attorney for the federation, prepared the necessary legal documents. A proper resolution was then passed by the board of education and then by the city council. The assistance of Corporation Counsel Busch was enlisted by Miss Haley, and the mayor acquiesced in the plan. The proposal was placed on the ballot, and The Journal and the teachers led the fight for new schools. This was a non-political battle, with this newspaper, teachers, improvement clubs, neighborhood associations, realty organizations, parent-teachers associations, clergymen, clubwomen, and, very importantly, school children engaged on one side. The teachers distributed 1,500,000 pieces of literature and spent what was for them a large sum of money. The proposal won in a popular uprising.

It is to the credit of the mayor that under his administration the building campaign has been pressed with vigor. The lesson in municipal government taught by the teachers' victory might now be taken to heart by any organization which has a perfect solution of the traction problem. The mayor's traction plan in 1925 was smashed in another popular uprising.. Perhaps if a new deal were initiated by the people, and straphangers would show as much enthusiasm for this cause as the teachers showed for theirs, one of Chicago's perennial problems would vanish. The mayor's record in the building of schools is sufficient promise that, if someone will settle the traction problem, he will put the plan in operation. Where's the plan?

Editorial, Chicago Journal, Feb. 7, 1927.

Teachers' Views to Be "Aired"

Educational Talks to Be Broadcast from Station WCFL

Chicago teachers and others interested in the schools are being heard over a series of educational programs arranged by the American Federation of Labor station WCFL.

Mrs. Florence Curtis Hanson, secretary-treasurer of the American Federation of Teachers was the speaker Wednesday, February 9, on the subject, "Why Should Teachers Affiliate With Organized Labor?"

On. Tuesday, February 10, Miss Beulah Berolzheimer, President of the Federation of Women High School Teachers talked on "One Educational Situation."

"The Teachers' Pension Fund" was discussed Friday, February 11 by Miss Mary Abbe, President of the Chicago Teachers' Federation and Secretary of the Teachers' Pension Board.

Alderman Oscar Nelson, vice-president of the Chicago Federation of Labor, was the speaker Saturday, February 12, talking on "The Public School System."

Miss Margaret Haley, Business Representative of the Chicago Teachers' Federation, will be heard in another radio talk Saturday, February 19, from the same station.

All the programs will be at 7 o'clock in the evening.

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Chicago Pension Commission Makes Little Progress

Recommendations Favor Teachers' Fund on "Reserve and Allocation" Basis

The Chicago Pension Commission which was appointed by the mayor to make a study of Chicago pension funds, and which has held a series of meetings, has made little progress. The Commission has before it the recommendations of the actuary and secretary of the Commission but has taken no definite action on them.

These recommendations refer principally to the Policemen's, Firemen's, Muncipal Employes' and other pension funds for Chicago employes. They do, however, recommend that the teachers' fund be put on a "reserve and allocation" basis and that the administration of all the pension funds in Chicago be put into one bureau, under the City Comptroller, which official would have authority to invest all the funds. This bureau would have control of all routine, non-discretionary matters. The real control of the funds would be transferred to boards in which the appointees of the Mayor would be a majority. The Secretary of the Commission in his "Recommendations" states that "administrative boards as a rule are nuisances and should be dispensed with wherever possible." This plan to unify the administration of all the funds is meeting with opposition from practically every group of employes affected.

The Secretary also recommends an official advisory board made up of Aldermen and citizens appointed by the Mayor, and of members elected by contributors and beneficiaries. He does not object to giving representatives of employes and beneficiaries a majority of this advisory board. It should be the duty of this board to keep close scrutiny over the administration of pension funds, and to consider continuously the need for changes in pension laws suggested by experience.

This board would have no authority, therefore contributors may safely be given the majority in its membership.

He further recommends an official agency composed in part at least of pension experts, entirely representative of public interests, to examine all pension proposals presented to the Legislature, and to advise the Legislature, the Governor and the public with respect to the merit or lack of merit of the proposals.

In regard to this agency the Policemen's Annuity and Benefit Fund Protective Association comments as follows:

If it should be demonstrated that there is need for an agency of the sort suggested, it occurs to us that the advice of such a body would at least be more reliable and impartial than the propaganda that has been disseminated by various self-appointed groups in the past. It seems also that this should be a state-wide body not dominated by local politics. It does not seem fair or wise, however, that the body itself or even the suggested pension experts should be entirely representative of public interests. Governor Lowden saw fit to appoint a municipal employee as a member of the Illinois Pension Laws Commission of 1918, and any body that has to deal with public pension matters ought to have in its membership one or more public employees. Experience in the administration of some of the local pension funds has clearly shown the viewpoint of the employee to be not only valuable but indispensable.

LONDON PUBLICIST TO ADDRESS CHICAGO TEACHERS

Norman Angell, London publicist, will answer the question, "What's Happening in Europe?" in an address Saturday morning, February 19, in the Studebaker Theater.

The Chicago Division of the Illinois State Teachers' Association is sponsoring the program which will start at 10:30 o'clock.

Mr. Angell has been acclaimed by the NATION as, "Perhaps the greatest pamphleteer since Swift." He draws his conclusions from his experiences as correspondent for American newspapers and writer for a French Journal. Teachers of social studies have been especially invited to attend the lecture, which is open without charge to all Chicago teachers and their friends.

FAIR ENOUGH

Master—Can you tell me the name of any animal peculiar to Australia?

Boy—The rhinoceros, sir.

Master—Wrong. That's not found in Australia.

Boy—Well, sir, that's exactly why it would be peculiar.—Edinburgh Scotsman.

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Teaching Profession of America Invited to Educational Congress

Zurich to Be Scene of Gathering of Educators

The memory of John Henry Pestalozzi, one of the illustrious sons of that modest, but very active republic in the heart of turbulent Europe, Switzerland, is to be honored this year, the centenary of his death. The city and the state of his birth, Zurich, are co-operating in the preparation of elaborate plans, in which the educational authorities, the University of Zurich, and other educational institutions will take leading parts. Special exercises, educational exhibits and conferences, to which foreign representatives have been invited, will mark February, 1927, as a real "Pestalozzi Month."

For August 1st, 2nd and 3rd a great International Educational Congress has been planned to which the teachers of Europe and America are invited. A National Advisory Committee for America has been organized, consisting of Dr. Nicholas Murray Butler, President of Columbia University; Dr. J. J. Tigert, U. S. Commissioner of Education; Dr. Frank P. Graves, President of the University and Commissioner of Education of the State of New York, and President of the National Education Association; Dr. Lillian Stroeb, Professor, Vassar College. The Educational Directors of the branches, representing the various countries of Europe and America form an International Committee.

The organization of the work for the Zurich Convention, and the transmission of the official invitation to the American teaching profession have been placed in the hands of Dr. K. E. Richter, College of the City of New York, who in his capacity of Educational Director for the American Branch, will be glad to furnish any information concerning the educational congress.

He is also closely co-operating with the authorities of Zurich to work out an interesting program for the three days of the convention which will attract the teachers of Europe and America. During the three days the mornings will be devoted to conferences, the afternoons to sight-seeing, the evenings to social functions such as a Venetian night on the Lake, a concert and dance, and finally a farewell dinner. Other attractive features will be included in the program of the other cities, which will be visited. It is expected that the American teaching profession will be represented by a large contingent commensurate to the dignity, calibre and numbers of the American teachers.

Dr. K. E. Richter, College of the City of New York, Convent avenue and 138th street, will be glad to furnish teachers with further information regarding the congress and transportation to Zurich.

EFFETE BOSTON

Recently a tramp taken up in a New York police court for drunkenness gave his birthplace as Boston. "Yours," said the magistrate, "is a sad case. Yet you don't seem to thoroughly realize how low you have sunk." The prisoner struck his brow with a pained gesture, "Heavens," he exclaimed devoutly, "I have stood many indignities, but to be sentenced by a magistrate that splits his infinitives! This is the last blow!"

REFERRED TO THE JURY

There is a certain youngster who isn't going to be subpoenaed as a witness any more by a certain attorney. One case is enough to lose.

The local youth was on the witness stand, when the lawyer started in to examine him.

"Have you an occupation?" asked the attorney.

"Nope."

"Don't you do any work of any kind?"

"Nope."

"What does your father do?"

"Nothin' much."

"Doesn't he do anything to support the family?"

"Odd jobs once in a while."

"As a matter of fact, isn't your father a worthless fellow, a deadbeat and a loafer?"

"I don't know," the witness replied. "You better ask him; he's sitting over there on the jury."—C. E. W., The Christian Evangelist (St. Louis.)

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Go Thou and Do Likewise

Seattle Says It With Jingles

WE PATRONIZE—OUR ADVERTISERS

Every wise and faithful teacher,
When on Saturday she sallies
Forth to spend her hard-earned money,
Spend her fleet-winged, hard-earned money,
In the shops and market-places,
Will think long and think profoundly
Ere she spends her precious earnings.

Whether she buy food or shelter,
Gay-hued silk or woolen clothing,
Or bright gems for her adornment,
She will think, and think profoundly,
And will come to one decision—
That she'll spend her dimes and dollars
In the marts of Advertisers,
Of all worthy Advertisers
In the Grade Club Magazine.

—Jessie E. Williams.
Seattle Grade Club Magazine, December, 1926.

And ere today's red sun has sunken
Sunken o'er the dim horizon,
Wilt thou profit by the lesson
That Seattle, Wash., has taught us?
Wilt thou journey forth to purchase
From the shops whose wares are broadcast
Thru the columns of THIS paper?
And wilt thou tell them that thou saw it
In the pages of the Bulletin,
Thereby bringing peace and plenty
To ye ed and all her cohorts?

ORGANIZED LABOR

(Continued from page 165)

earnest, trying to get consideration of these three particular matters, intelligent test, platoon and the junior high. Mrs. Hefferan was chairman of the committee, and after Mr. Olander made an exhaustive report imagine the situation when Mrs. Hefferan asked if we were through, if there was anything more to be said. We said that was all we had to say. And then she drew out a typewritten statement from some paper she had on her desk and she says, "Now I am going to read to you the action and the conclusions of the Board of Education in this matter." She then read a very definite statement that our proposition was not going to receive any consideration. She did give us the courtesy of presenting our objections, and then practically shooed us out of the room by telling us that they already had their program adopted. And that program was to carry into effect these things that we wanted to protest against.

Stop to Shop

CORSETS
Elizabeth N. Eichorn—72 E. Madison Street
Stella Hageman, 17 N. State Street
Mrs. F. E. Wick (Spencer)—15 E. Washington Street

DRESSES
Bains, 1224 Stevens Bldg.

EDUCATIONAL GUIDANCE
Laura Mae Hayward—2001 Straus Building

ELECTROLYSIS
Martha B. Dowdy—Room 800, 5 S. Wabash Avenue
Louise B. Everett—Room 1033, 17 N. State Street

FLORISTS
Streiff and Dagobert—3211 W. Madison Street

FURS
O. R. May—Room 501, Capitol Building
John J. Moran—58 E. Washington Street
F. Ranke—Room 309, Capitol Building
Siegel and Barth—39 S. State Street
Robert Staedter—17 N. State Street
Fanchon Troeger—209 S. State Street

HANDICRAFT MATERIALS
Favor Ruhl Co., 425 S. Wabash Avenue

HATS SHAPED
Chicago Hat Manufacturing and Bleaching—12 N. Michigan Avenue

INSURANCE
Mary L. Funfar—39 S. LaSalle

MASSAGE and EXERCISE
Elin Gustavson Studio—15 E. Washington Street

RADIOS
Arthur E. Anderson, 1757 Sunnyside Avenue

REDUCING METHODS
Edgewater System, 1126 Granville Avenue
W. R. Gardner, 611-612 Capitol Bldg.

PERMANENT WAVE
Anne Heathcote—209 S. State Street
A. G. Heding, 15 E. Washington St.

PRINTERS
Barnard and Miller—172 N. La Salle Street

READY-TO-WEAR
Murray Black Co.—21 N. Wabash Avenue
Greene's—230 S. Michigan Avenue

RESTAURANTS
Henrici—71 W. Randolph Street

SCHOOLS
American Schools Ass'n.—17 N. State Street

SECRETARIAL TRAINING
Garnett L. Stevens—21 E. Van Buren Street
Shorthand Coach School—431 S. Wabash Avenue

SHORTHAND REPORTER
George Johnson, 1105 Ashland Blk.

TEA ROOM
Julia King—122 N. Dearborn Street

TOURS
C. O. Sundstrom, Lake View High School
Atlantic Travel Co., 140 N. Dearborn Street
Mrs. Frank Brown, 955 W. Grand Avenue
Mrs. A. Baron, 5154 S. Parkway
Lauders Tours, 112 W. Adams Street
L. B. Mansell, 4139 N. Long Avenue
National Academy of Art, 230 E. Ohio Street

VOCATIONAL COUNSELOR
E. W. Drake, Atlantic Hotel

Please cut this out and carry in your bag for ready reference

OVER

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Shopping with the Bulletin

Renewal of last year's advertising contracts for The Bulletin and the signing of new, depend upon the patronage of the teachers, their families and friends.

With their usual loyalty, the teachers have responded and have visited the places of business of the Bulletin advertisers, but we have discovered that in many cases the teachers have not made known to the shop-keepers the fact that they visited the shop as a result of seeing the advertisement in The Bulletin. Advertisers, therefore, have been unable to trace the results of their advertising or to accredit it to the Bulletin readers. The Bulletin readers form the bond between the advertisement in The Bulletin and new and increased business for the advertisers.

The Bulletin Management Committee, therefore, is asking ALL the Bulletin readers to co-operate in a movement to help the advertisers obtain good results from their Bulletin advertising.

Will you help by:

1. Clipping out the Bulletin Advertisers' Shopping List on the reverse side of this space and keeping it in your purse for ready reference.

2. Visiting the shops of five advertisers next week, five the following, etc., until you have covered the list.

3. Saying in each shop that you are a Bulletin reader and saw the ad in The Bulletin.

4. Reporting at the next Federation meeting any recommendations or suggestions you have to make regarding the advertisers visited.

5. Sending to the Bulletin office names of prospective advertisers, shops which you patronize and which are not Bulletin advertisers, etc.

6. Co-operating in any special task in which the Bulletin Management asks you to help.

On any advertising contracts which the teachers solicit, the Bulletin has to pay no commission. We shall appreciate any advertising the teachers can get for the Bulletin.

We are grateful for your loyalty in helping us get last year's advertisers. Will you help us hold them and get new ones? Please do it NOW. **BULLETIN MANAGEMENT COMMITTEE**

(Please cut this out and carry in your bag for ready reference.)

Misleading Comparison of High School Failures Made

The Bulletin prints below an example of the misleading grandstand plays made by the present school administration.

The table indicated purports to be a comparative record of failures showing a marked improvement in the grades of two years.

Upon close scrutiny, however, it is discovered that two things not at all comparable have been compared for the sake of the record they make.

The table of grades in major subjects for one year is compared with the grades for ALL subjects for another year. Obviously, "All subjects" includes physical education, music, drawing, etc., in which there is naturally a small percentage of failures, compared with the number in the heavier "major subjects."

The comparison is misleading and gives a false impression of the alleged improvement in the scholastic standing of the schools.

CHICAGO SENIOR HIGH SCHOOLS
PERCENTAGE OF FAILURES

School	Jan., 1925 Major subjects	Jan., 1926 All subjects	Indicated Improvement
Austin	9.3	7.6	1.7
Bowen	12.3	6.8	5.5
Calumet	10.1	9.5	.6
Crane	13.3	8.9	4.4
Englewood	10.4	8.6	1.8
Fenger	9.2	6.1	3.1
Flower	12.6	9.3	3.3
Harrison	8.1	4.3	3.8
Hibbard	11.1	5.9	5.2
Hyde Park	14.8	10.1	4.7
Lake View	13.4	8.5	4.9
Lane	10.3	6.4	3.9
Lindblom	12.4	9.0	3.4
Marshall	13.6	8.7	4.9
McKinley	9.9	7.3	2.6
Medill	5.8	4.2	1.6
Morgan Park	14.7	12.3	2.4
Parker	11.9	7.3	4.6
Phillips	14.6	9.8	4.8
Schurz	15.9	12.3	3.6
Senn	14.7	11.3	3.4
Tilden	17.1	9.9	7.2
Tuley	17.4	12.4	5.
Waller	11.2	8.5	2.7
Crane College	..	8.2	..
Average	12.4	8.6	3.8

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WHAT PRICE SYSTEM?

(Continued from page 169)

come, under these changed condition? And what sort of instrument must we have for this purpose? These problems are not being faced squarely, anywhere, today. They are not problems that any individual or group can solve. They are problems of the whole community, of our whole civilization. The city, frightened, may demand system—knowing little else. School officials may provide system—as the shortest way out. The whole educational situation may be compromised by politicians. Scared officials may yield to fallacious arguments while strong men and groups jockey for personal or class advantage. These are all in the democratic dialectic. Psychologists, even, may prove by infallible tests the finality of their own prejudices, and institutionalizers may run away with the "swag." Most of these doingings are surface waves, or spray that blinds most of them do not touch the great currents that run deep in the educational welter of the times.

Rebellious teachers may fight system and mechanization, blindly striking out for freedom, driven by a sense of impending dangers. The materialistic crowd may cry "Peace, peace," but there can be little peace—not because men are perverse, but because life is what it is. No man can stop life's currents or deny its deeps by setting up his own private tempest. Mrs. Young did not supply the energies that moved Chicago in her direction through an eventful period—she merely furnished the direction. When her directing was ended, those energies did not dissolve, they merely began to run for a time in other directions. They are still there. Given intelligent direction, they can again be devoted to the development of community intelligence, to the fructifying of all contemporary social effort. Why should we be content with mere system in education when we might have intelligence as well?

Doubtless we shall have both in time. But optimism will not bring that result; it will require broad social wisdom and rare professional courage. It will mean that the community must put the best educational intelligence it has at work investigating these areas or social and educational unrest. Nor may we assume that that "best educational intelligence" is now in the schools. The point is well made in a fine review of the new Henry Ford book, Today and Tomorrow, in the September, 1926, number of The Educational Review. I quote: "Ford's distrust of tradition is picturesque. When he wants a process improved, for instance the making of glass for windshields, he does not employ a glass-maker. Why not? 'Because,' says Henry, 'he'll decide from what he has done what he can do!' Rather there will be chosen an adventurer, with a fresh point of view. He will be set studying glass-making."

Ford accepts this method for improving processes, at least within limits. Something of the same method must be employed in education, it would seem, if we are to escape from mere schooling into education; that is, from regimentation of mind on the patterns of tradition into that larger experience within which both order and freedom will have their places. For such escape, educational processes must be studied by men whose minds have either never been subordinated to traditional academic routines, or have completely escaped such subordination. In the education of the future, what has been done must not be permitted to dictate what can be done. The System failed to meet the needs of Chicago thirty years ago, and a great experiment was undertaken for the purpose of finding a better educational instrument. That experiment may have failed of its purposes, but experimentation has not failed. The better instrument must yet be found. The System that failed thirty years ago will scarcely succeed today. Eventually we shall again come upon the currents of social experimentation and following them closer to their sources, we shall win nearer to the heart of life. Chicago, herself, will some day become aware of her former leadership in educational experimentation and will learn to be proud of her turbulent past. Some day she will want to learn what it was all about; and find out, she will, soon or late, regain her former courage and she will undertake, on more intelligent and practical lines, the fostering of that old experimental mood, in the great hope that she may find out, eventually, how to educate both her children—and herself, not for the dogmatic past but for the democratic future.

From February, 1927, Survey Graphic.



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

No orchestral din

TEACHERS

You are cordially invited to refer your students to us for beginning or review work in shorthand, typewriting, bookkeeping. They are assured private instruction by competent teachers.

We can prepare you to instruct in shorthand, typewriting and bookkeeping. Our correspondence courses will help you prepare.

SHORTHAND COACH SCHOOL
MYRTLE M. VOSS
101-3-4-5 Auditorium Building 431 S. Wabash Ave. Phone Wabash 3732; Harrison 1995



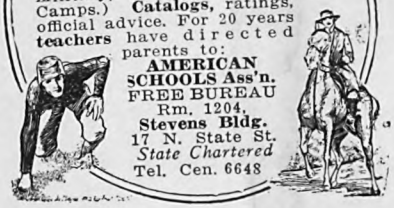
56 Years In The Fur Business!! I KNOW FUR
Buy from one who KNOWS values, and will give you an honest deal
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159 N. State St. Dearborn 5831

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VOL. IV

Margaret Haley's BULLETIN

NO. 10

Chicago, Ill. 28 March 15, 1927

It Couldn't Be Done

Somebody said that it couldn't be done,
But he with a chuckle replied
That "maybe it couldn't," but he would be one
Who wouldn't say so till he'd tried.
So he buckled right in with the trace of a grin
On his face. If he worried, he hid it.
He started to sing as he tackled the thing
That couldn't be done, and he did it.

Somebody scoffed: "Oh, you'll never do that;
At least no one ever has done it";
But he took off his coat and he took off his hat,
And the first thing we knew he'd begun it.
With a lift of his chin and a bit of a grin,
Without any doubting or quiddit,
He started to sing as he tackled the thing
That couldn't be done, and he did it.

There are thousands to tell you it cannot be done,
There are thousands to prophesy failure;
There are thousands to point out to you one by one,
The dangers that wait to assail you.
But just buckle in with a bit of a grin,
Just take off your coat and go to it;
Just start to sing as you tackle the thing
That "cannot be done," and you'll do it.

—EDGAR A. GUEST,
From *The Path to Home.*

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MARGARET HALEY'S BULLETIN

VOL. 4. No. 10 March 15, 1927 Page 179

Distinguished Service Honor To Miss Inger M. Schjoldager

In recognition of the long and faithful years of service Miss Inger M. Schjoldager, principal of the Peirce School, has given to the community, citizens of Edgewater tendered her a banquet February 28. Miss Schjoldager was transferred to the Emeritus Service list in January. Miss Schjoldager is president of the Teachers' Pension Board. The following tribute was paid to Miss Schjoldager and copies of it distributed at the banquet:

State of Illinois . . . . Department of the People



Principal Inger M. Schjoldager, commanding general of the Peirce division, having reached the age of 70 years, has retired from active service, in conformity with the rules of the board of education.

In observing the transfer from the active to the emeritus list of this distinguished educator and leader of our children, the people of Edgewater deem it proper to remind the other citizens of Chicago and the state of Illinois of the high quality of her service in their behalf, to review her performances of duty and love and to recognize the obligation of the state of Illinois to one whose accomplishments have contributed much to the educational and social efficiency of the commonwealth.

Miss Schjoldager was born in Stavanger, Norway, Nov. 26, 1856, and brought to Chicago love for education, yearning for freedom, respect for law and desire for service to her fellow men, which were an inheritance from a line of sturdy ancestors.

After her graduation from the Chicago Normal College in December, 1874, she enlisted as a private in the American educational forces. In April of the next year she was assigned as a teacher in the Washington school, 1000 Grand avenue. In September, 1888, Miss Schjoldager was transferred to the Burr school, 1621 Wabansia avenue, where she was both teacher and assistant principal. Her accomplishments won recognition and in September, 1892, she was appointed to the Monroe street school, at the same time supervising the work of the Burr school branch.

In October, 1893, Miss Schjoldager was promoted to the principalship of the Adams school, 849 Townsend street. In September, 1915, she was appointed principal of the Peirce school, 1423 Bryn Mawr avenue, where she served until January 26, 1927.

DISTINGUISHED SERVICE AWARD

As fellow citizens, as friends and neighbors, as former pupils and as parents of pupils, we assemble in public meeting on Feb. 28, 1927, to pay our tribute to this great leader in the largest and most important army of the republic, the army of its common schools, wherein she has trained our boys and girls to be soldiers marching side by side under the Stars and Stripes in the great campaign for human brotherhood. Poets and painters, housewives and teachers, business men and business women, lawyers, doctors and dentists, men of public affairs, soldiers and Red Cross nurses—workers in every line of human endeavor, have profited by her inspiration, her instruction and her example.

She has rendered service of inestimable value at all times, even to the very day of her retirement, showing energy, zeal, vigilance, understanding and unswerving devotion to her trust. She was actuated during this remarkable career of fifty-two years by a profound interest in the good of the schools and those under her charge.

Her distinguished record should impress those still in the educational forces as especially worthy of emulation. Her advancement from a private to one of the foremost ranks was the merit of duty well done, a high standard of honor always maintained, kindly judgment and unselfishness and loyalty to the school system, to the city, to the state and to the country which she served.

We extend to her not only for ourselves but for hundreds of thousands the thanks which this eminent service deserves and wish her long life, happiness, prosperity, and above all we extol that ever-pleasant smile and that youthful spirit and perspective which, we believe, should still be available for the guidance of those who can not reconcile themselves to her too-early retirement.

THE CITIZENS OF EDGEWATER

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Amendment Proposed to State Compulsory Retirement Law

House Bill 130 Provides for Pension Based on Age Rather Than on Length of Service

To meet the widespread interest manifest in House Bill No. 130, the Bulletin is printing it in this issue for the information of the teachers.

The bill is a proposed amendment to the 70-year compulsory retirement law signed by the Governor on May 19, 1926.

The Bill provides for voluntary retirement on a graduated annuity ranging from $700 to $1,000 of any teacher, principal, district superintendent or assistant superintendent between the ages of 60 and 70 who has taught 25 years in Chicago.

The bill gives the Board of Education power to require AT THE REQUEST OF THE SUPERINTENDENT, a physical or mental examination of any teacher, principal, district superintendent, or assistant superintendent who is 65 years or more of age, and, if found incompetent, he shall be retired involuntarily at the same rate of annuity provided for voluntary retirement in the act mentioned above.

The bill provides further that the rights of any teacher, principal, district superintendent or assistant superintendent in any other statutory pension shall in no way be impaired or prejudiced. It provides that this proposed annuity may be IN ADDITION to the present pension.

In short, any teacher who is 60 years old and who has taught 25 years could draw $700 and $800 from the pension fund, a total of $1,500.

A teacher who is 61 years old and who has taught 25 years could draw $800 from this proposed fund and $800 from the Pension fund and so on to 70 years as per the schedule set forth in the Bill.

The Teachers' Pension Board and the Board of Managers of the Chicago Teachers' Federation have approved House Bill 130 with the insertion of the proposed amendment recommended by the Attorney for the Pension Board, Mr. I. T. Greenacre, which makes the language clear that the Board of Education must conform to the requirements of the Tenure law in retiring teachers between 60 and 70 years of age.

The amendment recommended by Mr. Greenacre provides that from the paragraph just preceding the last paragraph of the Bill, the two words, "found incompetent" be stricken out and in lieu thereof the words, "any such teacher, principal, district superintendent or assistant superintendent be found incapacitated for service after trial as already or hereafter provided by law, be," should be inserted.

Miss Inger M. Schjoldager the president of the Pension Board represented that Board, and Miss Mary M. Abbe and Miss Nano T. Hickey represented the Federation at the hearing on House Bill 130 in the House Committee on Education at Springfield on Wednesday, March 9. No action was taken by the Committee. Another hearing will be held on or about March 17th.

Following is the Bill:

HOUSE BILL NO. 130

55th G. A.—1927

Introduced by Mr. Steven, Feb. 9, 1927.

Read by title, ordered printed and referred to Committee on Education.

A BILL

For an Act to add Section 3 to and to amend the title of "An Act to provide for the compulsory retirement of teachers, principals, district superintendents, and assistant superintendents, and the payment of retirement annuities," approved May 19, 1926.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

SECTION 1. Section 3 is added to "An Act to provide for the compulsory retirement of teachers, principals, destrict superintendents, and assistant superintendents, and the payment of retirement annuities," approved May 19, 1926, the added section to read as follows:

Sec. 3. All teachers, principals, district superintendents, and assistant superintendents who have served in the public schools of such city for twenty-five years or more prior to retirement under this Act and who are 60 or more years of age and who have not reached the age of compulsory retirement as provided in sections one and two of the last mentioned Act to which this section is added, shall upon their own request be retired from active service and thereafter be paid annuities for life from the moneys derived from the general tax levy for educational purposes. Such annuities shall be paid respectively according to the following table of ages and annuities annually as follows:

(Continued on page 195)

Be Sure to Register March 15.

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Teachers Ask Scientific Appraisal

Address Letter to Board of Review Requesting Action to Obtain Appropriation

The Chicago Teachers' Federation, has asked the Board of Review and the Board of Assessors to take action at once to secure a scientific equitable, uniform appraisal of all real estate in Chicago as a basis for the 1927 quadrennial assessment. The letter is printed below.

Real estate is assessed only once in four years in Chicago and Cook County. Unless the County Board appropriated for such an appraisal in its budget on or before February 28, there would be no opportunity for four years, that is until 1931, to get a scientific, equitable, uniform assessment of real estate in Chicago and Cook County.

A meeting of the Chicago Teachers' Federation was held on Friday, February 18, after school, to hear a report of the action taken to date by these two Assessing Boards to secure from the County Board an appropriation for such an appraisal, and to hear from Mr. Anton J. Cermak, the President of the County Board.

The County Board February 28 appropriated $250,000 for an equitable, uniform assessment. The City Council appropriated $25,000 for such an appraisal and a resolution providing for an appropriation of $100,000 by the Board of Education for such a purpose, was presented to the Board by Mr. English March 9.

February 15, 1927.

To the Honorable the Board of Review,
of Cook County, Illinois,
Edward R. Litsinger, Chairman,
Charles V. Barrett, Member,
William H. Weber, Member.

Gentlemen:

The Chicago Teachers' Federation earnestly urges that the Board of Review officially approve and request an appropriation by the Board of Commissioners of Cook County for the purpose of carrying into effect the intent of the resolution adopted by the County Board on October 25, 1926, instructing the President to secure estimates and proposals from recognized companies experienced in municipal appraisal work who are competent and qualified to perform such appraisal service for assessment purposes on a scientific, equitable and uniform basis; and that your Board take this action in time for the County Board to instruct its Finance Committee to provide in the budget for 1927 a sufficient appropriation for the payment of such appraisal service.

Your attention is respectfully called to these facts set forth in the resolution of the County Board, referred to above:

(a) That more than 100 cities in the United States have had their real estate appraised for assessment purposes on a scientific, equitable and uniform basis with the result that tax-payers in these cities have a feeling of confidence and satisfaction because such appraisal has secured lower tax rates and greater equity in the distribution of the tax burden.

(b) That the appraisal of the entire central business district of Chicago, made for the Board of Education and City of Chicago in 1926, revealed gross inequalities in the distribution of the tax burden in Chicago.

The most recent report of such a scientific, equitable appraisal was made to the Mayor and assessors of Ithaca, New York, on January 20, 1927, showing that the general results of the appraisal for assessment purposes made in the City of Ithaca, N. Y., reduced the assessments on small homes and increased the assessments on revenue producing property and high class residences which are now put upon a comparable basis in that city.

In the City of Jamestown, N. Y., where such an appraisal was made for assessment purposes in 1926, the city and school tax rate was reduced from $40 per $1,000 valuation, under the old assessment, to $20.88 under the new assessment, based on the 1925 budget.

The records show that the assessment was more equitable and therefore more satisfactory than any previous assessment, less than three per cent of the individual tax-payers making complaint against it.

The Chicago Teachers' Federation has persistently opposed any increase in the tax rate for the Educational Fund as a means of securing the needed revenue for that Fund to prevent the ten per cent cut in teachers' salaries officially announced some time ago to be unavoidable if that Fund is not substantially increased in 1927. Such an increase in the tax rate was proposed at the April primary and the November general election in 1926 and its submission was urged at the coming primary or April election this year.

The Federation insists that the needed revenue for the Educational Fund and for the needs of the City and County should be obtained through an adequate, fair, equitable quadrennial assessment in 1927, which, we are convinced, can be secured only through such an appraisal as that referred to above.

As the County Board must make provision in its budget for such an appraisal before February 28, the Chicago Teachers' Federation has called a meeting of teachers for Friday of this week (notice herewith) to hear the report of the action taken to date by the assessing Boards to secure this appraisal and the appropriation therefor by the County Board.

On behalf of the teachers I respectfully request information, to be presented to that meeting Friday, as to what action the Board of Review has taken toward approving and requesting such an appraisal and appropriation therefor as are specified in paragraph one of this letter.

Yours sincerely,

(Signed) MARGARET A. HALEY,
Business Representative.

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Unequal Taxation on Two Homes

Diagram Showing Unequal Taxation Due to Unequal Assessments on Two $10,000 Homes

Fig. 1

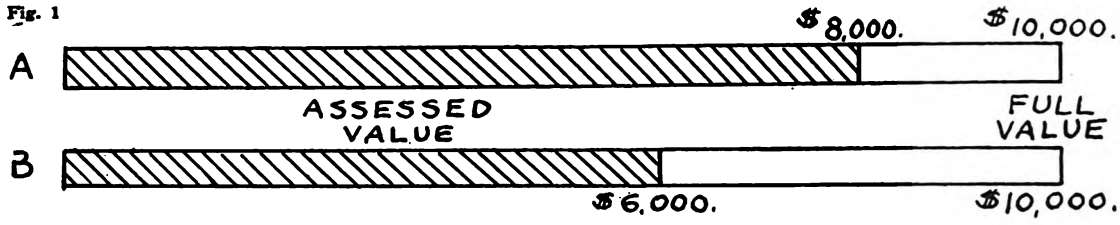


Fig. 2

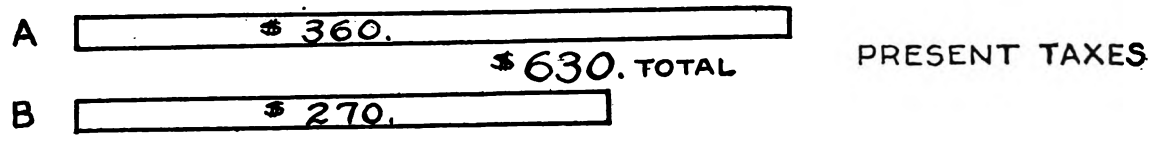


Fig. 3

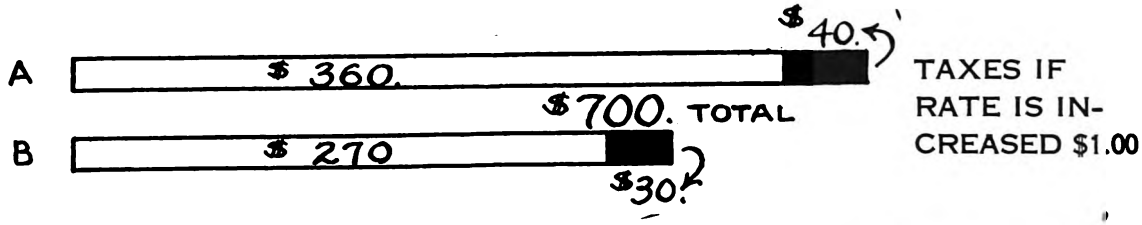
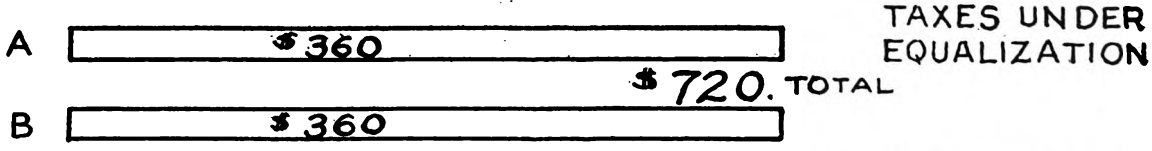


Fig. 4



A and B are two home owners in Chicago. Each of their homes is valued at $10,000 (Fig. 1, white and shaded areas combined).

Due to the present system of unequal assessment, the full value fixed by the Assessors and Board of Review on B's home is only $6,000, while that on A's is $8,000 (Fig. 1, shaded area), making a difference of $2,000.

The assessed value of any piece of property is one-half its full value. Therefore the assessed value of A's home is $4,000 while that of B's is $3,000, a difference of $1,000.

Taxes paid by both A and B are at the same rate, approximately $9 on each $100 of assessed value. A pays $360 while B pays $270, a difference of $90 on the two homes whose actual full value is the same (Fig. 2). These are the conditions under the present system of unequal assessment.

If the tax rate were increased one dollar on each $100 of assessed value, as has been proposed, A, who is now paying $360 taxes would pay $400; and B who is now paying $270 would pay $300 (Fig. 3, white and black areas combined).

If, however, the assessments were equalized, a policy which the Chicago Teachers' Federation has been sponsoring for more than 25 years, A would pay $360, the amount he is now paying, and B would pay $360, or $90 more than he is now paying under the present inequitable assessment system; that is, A, who is bearing the burden of the present system, would not have his taxes increased, while B, who has been escaping paying his share of taxes, would have his taxes increased to the point where A is now paying. (Fig. 4.)

If, instead of increasing the tax rate, the assessments were equalized, A, who is discriminated against now by the unequal assessments, would not have his taxes raised (by an equalized assessment) but would continue paying what he is now paying, $360—an amount which is $40 less than what he would pay if the tax rate were increased.

On the other hand, B, who, compared with A, has been profiting by the unequal assessment, would pay (if the assessments were equalized instead of the tax rate increased) the amount of taxes he is now paying, plus $90.

In brief, equalizing assessments on these two homes would produce $90 public revenue as against $70 produced by increasing the tax rate, a net gain in revenue of $20. This amount would be produced through justice, equity and uniformity as between taxpayers, instead of by increasing the present injustice, inequity and lack of uniformity.

In the one hundred cities where assessments have been equalized through scientific, uniform appraisals of real

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Comparative Valuations in Loop

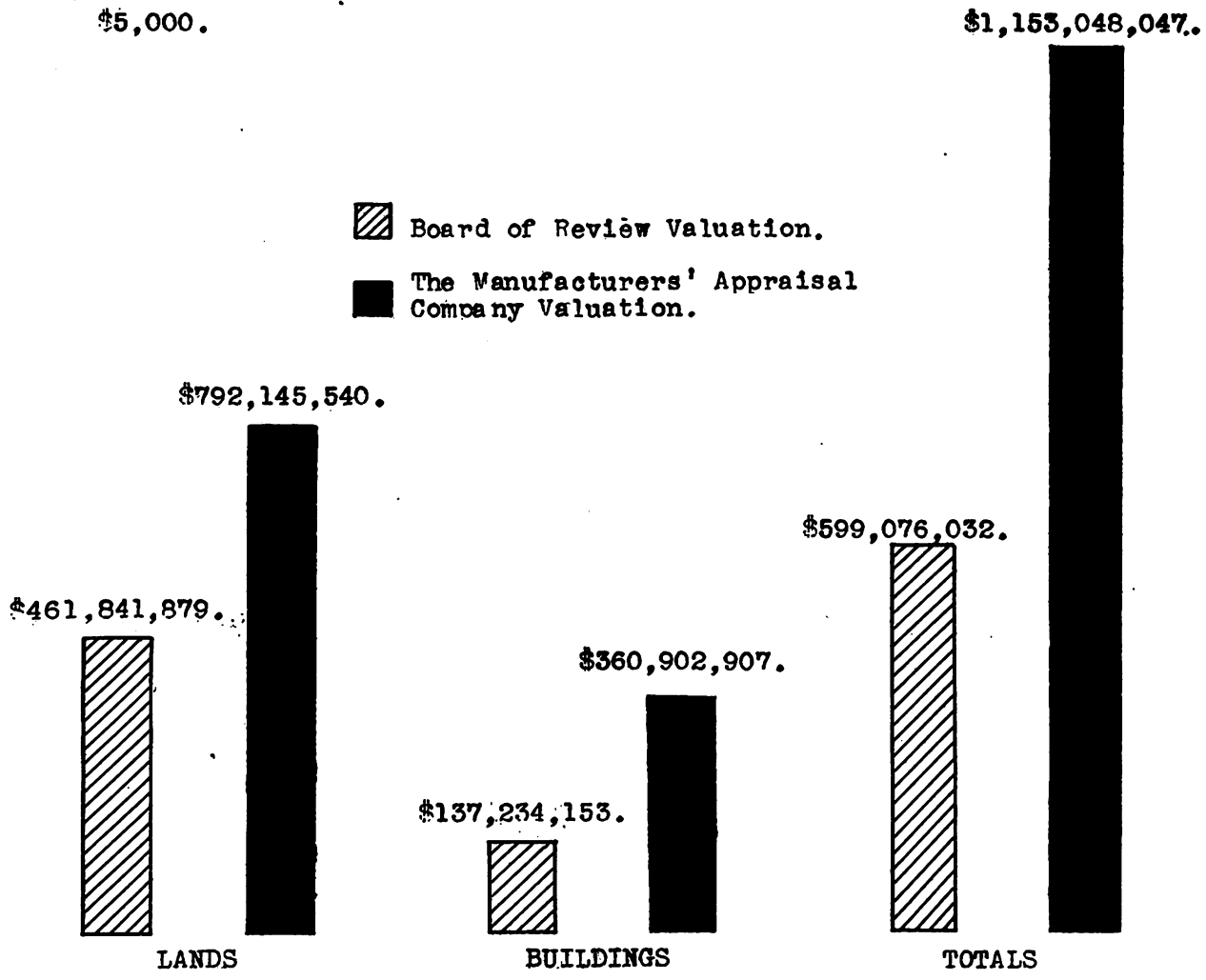
Chart Showing Comparative Valuations of Chicago Central Business District Bounded by the Lake, the River and Roosevelt Road

Excess of the Manufacturers' Appraisal Company 1926 valuations over those of the Board of Review.

72% on land
163% on buildings } =$555,972,415 total
93% on totals



110,794 Little Homes Like This One Here Are Needed To Equal This Underassessment.



estate, such as was made in the loop in 1926, the general result has been to lower taxes on small homes and to raise taxes on revenue producing property and high class residences and at the same time to increase the total revenue received from taxation.

Let B's $10,000 represent one $10,000 unit of value in a $5,000,000 Loop office building and site instead of a home:

Then B would save $60 on each $10,000 unit of value of which units he has 500; total 500 times $60 or $30,000 B would save by an increase of one dollar in the tax rate instead of by equalizing assessments.

There are 500 owners of $10,000 homes, or 1,000 owners of $5,000 homes, for every owner of a Five Million Dollar sky scraper in Chicago. On a clear cut issue on equalizing assessments instead of increasing the tax rate, these home owners have a voting power of 1,000 to one against the owners of loop sky scrapers. But on the proposition to equalize assessments, one owner of a loop sky scraper knows how to make more noise, through his exclusive clubs and newspapers, than can be made by 5,000 newspaper-fed voters. "For ways that are dark" the "heathen Chinee" has nothing on the assessment fixer.

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From the Masthead
by The Lookout



Full many a gem of purest ray serene
The dark unfathomed caves of ocean bear
—Gray's Elegy

To the Teachers of Chicago:

Here are a few gems from the ocean of oratory that flooded the City Council at its meeting on February 23, 1927—the day after the primary election—when the aldermen were explaining their votes on the Mayor's nominees for the Board of Education. Of the 28 aldermen who voted on February 23 to confirm the Mayor's nominees, three were defeated the day before and a fourth was not a candidate for re-election. It requires 26 votes to confirm.

Alderman Mills: When the schools adjorned for the long vacation, at the end of June, 1924, not a teacher in the system below the tenth grade knew positively where his or her child would be allowed to attend school when the schools opened in September following. Mrs. Hefferan said that was true, but she did not think it a matter of great importance. I think it is utterly inexcusable and indefensible, and would not be tolerated in any other community I can think of.

* * *

I find in the ward I represent a platoon school with little children six years or so having seven different teachers in the course of their day. They can get no help from teachers who have several hundred children before them in the course of a day. How can they get any benefit under such a system? It is a crime against little children. The children cannot speak for themselves. I shall vote against the confirmation of the people who have been responsible for this.

* * *

Alderman Nelson: Teachers were dismissed, 68 of them at one swoop, without written charges, without an opportunity for defense, no consideration given as to whether they were efficient or not. * * *

Public opinion rose up and this League was created to help stem the tide of public sentiment against that action, and I think it was Alderman Clark, or Alderman Kaindl, some member of the Committee, asked the Doctor (Doctor Schmidt), if appointed, would he be in favor of dimissing teachers without an opportunity for a hearing, and his answer was, "That depends upon the circumstances."

* * *

Alderman Nelson: Mr. Chairman, I know I am rather long winded and I know I am not going to make many converts after the work that has been done by the administration in lining up votes for the minority report [the report recommending the confirmation of the four nominees], * * * I make this talk for the purpose of a record that will go down not only in this next month's campaign, but will go down for years to come. You and I and every member of this council are going to be a part and parcel of this record.

* * *

Alderman Seif: If there is any member of the City Council who questions these school trustees, I should. There is not a member of this City Council who has had as much trouble with the Board of Education as I have had in the last year. * * * I vote to confirm.

* * *

Teachers, dig down through the pages of this Bulletin and you will find some more gems.

Margaret A. Haley

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City Council Confirms Mayor's Board Appointees

Nominees Voted on En Bloc Over Protests

In spite of the protests of parents, in spite of the objections of the Chicago Federation of Labor, in spite of the majority report of the Committee on Schools which had heard the evidence and drawn up its report accordingly, recommending the confirmation of only one of the four nominees presented by the Mayor, Mr. Vopicka, the City Council on February 23 confirmed all four nominees, Mrs. Helen Hefferan, Dr. Otto Schmidt, Charles J. Vopicka and Walter J. Raymer.

The meeting was featured by one of the most heated debates ever staged on the Council floor. The final vote was the culmination of a five months' investigation into Board of Education affairs, particularly the financial status of the Board, and the climax of a three months' hearing on the merits and demerits of the proposed Board members.

The final vote stood as follows:

The Committee had recommended the confirmation of only one of the four members presented by the Mayor, Mr. Vopicka, and had recommended that the other three be not confirmed.

For Confirmation of the Four Appointees:

Aldermen Coughlin, Eaton, Guernsey, Woodhull, Meyering, Govier, Cross, Moran, Barbee, McKinlay, Horan (D. A.), Cepak, Toman, Arvey, Horan (A. J.), Clark, Adamkewicz, Petlak, Kaindl, Seif, Adamowski, Ringa, Jensen, Albert, Loescher, Brieske, Frankhauser, Pontow—28.

Against Confirmation of the Four Appointees:

Aldermen Anderson, Jackson, Wilson, Kunstman, O'Toole, Ryan, Fick, Smith, Nusser, Mills, Nelson, Hoellen—12.

Absent: Cronson, Byrne, Powers, Mendel, Maypole, Bowler, Crowe.

Present but not voting: McDonough—1.

There are but 48 aldermen in the Council since November 3, 1926, when Mr. Touhy and Mr. Boutell were elected to other offices.

The vote stood 28 to 12 for confirmation, with 7 aldrermen absent and one present but not voting.

As the conclusion to its three months' investigation into the records and policies of the mayor's nominees the Committee on Schools, at the City Council meeting a week previous, had presented a report recommending that the names of all the nominees except Mr. Vopicka be rejected.

A minority report recommending the confirmation of all four members was also presented to the Council. Action on both reports was deferred.

Following is the record of the aldermen as they voted in the Schools' Committee for the mayor's nominees:

VOTE OF CITY COUNCIL SCHOOLS COMMITTEE ON NOMINEES FOR MEMBER OF BOARD OF EDUCATION
February 11, 1927

Name	Ward	Schmidt, 6 No; 1 Aye	Vopicka, 4 Aye; 2 No	Raymer, 6 No; 2 Aye	Hefferan, 6 No; 2 Aye
Arvey	24	Aye	Aye	Aye	Aye
Brieske	45	Chairman, Not Voting			
Clark	30	No	Aye	Aye	Aye.
Cronson	4	No	No	No	No
Fick	20	No	No	No	No
Hoellen	47	No	Aye	No	No
Nelson	46	No	Aye	No	No
Mills	37	No	No	No	No
Wilson	11	Absent		No	No

Absent: Adamkewicz (21), Bowler (41), Kaindl (38), Pontow (50).

At the Council meeting February 23, Alderman Nelson made a motion to have the vote on the confirmation of the Mayor's nominees postponed, after Alderman Brieske had moved to substitute the minority report for the majority report. Alderman Brieske withdrew his motion and called up both reports, whereupon Alderman Arvey moved to substitute the minority report. His motion was seconded by Alderman Toman.

Alderman Arvey moved to table Alderman Nelson's motion to defer action until the next regular meeting of the Council and Alderman Arvey's motion prevailed with a vote of 26 ayes, 12 noes.

Again Alderman Arvey moved to substitute the minority report for the majority re-

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port, following which there was a discussion in which Alderman Anderson moved to amend the report. Alderman Arvey moved to lay Alderman Anderson's motion on the table and the motion carried with a vote of 26 ayes, 12 noes.

Alderman Arvey renewed his motion to substitute the minority report and the motion carried with a vote of 26 ayes, 12 noes, the aldermen explaining their votes.

Alderman Arvey moved to adopt the minority report and Alderman Nelson moved to amend by voting on the candidates separately. Alderman Nelson's motion was tabled by a viva voce vote.

Again Alderman Arvey renewed his motion to substitute the minority report for the majority report with the result, 28 yeas, 12 noes.

Then Alderman Arvey moved to confirm the four appointees and his motion was carried by a vote of 28 to 12, with 7 absent, one not voting.

The action was taken by the City Council after it had been shown in Schools Committee hearings that Mrs. Hefferan had treated parents with discourtesy and contempt; that she was responsible to a large degree for the Junior High School policy as it is operating in Chicago; that she had voted against teachers' councils and in favor of the superintendent's "hand picked conference," a makeshift which silenced the voice of the classroom teacher.

The City Council's vote was taken after it was known that Mr. Raymer refused to appear before the Committee to answer questions which it might see fit to ask him.

The Council vote was taken by the aldermen with the knowledge that Dr. Schmidt acknowledged he belonged to an organization which had backed the Loeb policies (among which was the dismissal of 68 teachers without charges being preferred against them) and his open admission that he believed it might be necessary to dismiss teachers without a hearing.

That the teachers may know the attitude of the aldermen, extracts from the stenographic report of the City Council meeting of February 23 follow:

* * *

ALD. NELSON: Mr. Chairman, just briefly replying and not discussing these appointments now because the motion before the Council is my motion to defer until the next meeting of the Council, be that a week or two weeks. Alderman Arvey attempts to place all of the blame for delay on me. I am willing to shoulder all of that if you are so disposed to give it to me. But the majority vote of the Committee on Schools, and it was tested out on about nine different occasions, was to vote to complete the work then before the committee.

The Alderman states that we had no jurisdiction, no right to make this financial investigation. But we were charged by action of this Council to investigate the financial status of the school system. The efficiency of the whole system was being destroyed by reason of the muddled condition of the public mind due to conflicting statements with reference to the finances of the schools: The Mayor of the City made public a statement, based on information from the President of the Board of Education, that there would be a deficit of $3,500,000 in the educational fund January 1, 1927; this Committee on Schools of the Council had the information given to it by the Board of Education that there would be a surplus of $3,000,000 in the educational fund on January 1, 1927; and men and women connected with the system were going up and down our city making the statement that our schools would be closed in the month of January or February, 1927, unless we voted an increase in the tax rate.

That investigation was vital. That was a service that restored some of the efficiency lost in our public school system because the minds of the parents and the minds of the teachers were cleared as a result of that investigation.

But Alderman Arvey states that I made a motion to defer action on those nominees after the Committee had adopted the motion to consider these nominees in December. The records of the Committee speak for themselves Alderman Arvey moved that these nominees be taken up for consideration. Anderman Mills moved as a substitute that the nominees be invited to appear before the Committee. I was a little tardy that day in attending the Committee meeting and came in and found that substitute motion before the Committee. I was opposed to both motions. I was for postponing action on these nominees until we had completed our financial investigation. Mr. Mills' motion prevailed and three of the nominees put in an appearance and we listened to them; first, Dr. Schmidt and Mrs. Hefferan and at a subsequent meeting, Mr. Vopicka.

I am going to read to the Council when we take up the Committee action and this report, letters received by the committee from former Alderman Rayner, who had been three times requested to appear before the Committee. The Committee decided by majority vote at least nine times to finish the work in hand, and we did, and we developed as a result of that investigation that the information given by the Board of Education to the Mayor and to the City Council and to the public at large was misinformation, to say the very least, to treat it kindly, to talk of it in a charitable vein, is to say that it was misinformation. They came in and admitted, the Board, that they had made an error of $3,800,000 in one item, and another error of two and a half million dollars in another item and another error of one and a half million dollars in another item.

We finally straightened it out, and when we had that striaghtened out, I was for a further postponement until our Committee had an opportunity to investigate the platooning of schools and the institution of the junior high school in our public school system.

Why did I want that investigation? I wanted it so that our committee as laymen, not educational experts, could have accurate information so that we might question the nominees as laymen, and not educational experts, as to what they thought of the platoon system in

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the abstract, what they thought of the junior high school proposition in the abstract, and yet Alderman Arvey pressed and pressed until the committee by majority vote decided on a definite day to take up for consideration the Mayor's nominees. There has not been a day lost by the Committee on Schools in giving service to the citizenry of Chicago in connection with our public school system, and after these appointments came to our committee in November, three months ago, just three months, calendar months, why couldn't we wait a week or two from now, so when we are all fresh, with clear minds, we could meet and go into this matter thoroughly? That is why I am asking the members of this City Council today to postpone action. This delay won't hurt, won't affect the Board. No harm can come by a delay of a week or two now.

I hope my motion will prevail to postpone.

* * * * * * * * * * * * *

ALD. NELSON: Mr. President and gentlemen of the Council—I take it every member of this Council agrees with me at least to this extent, that this is an important duty we are called upon to perform this afternoon, the confirmation or rejection of the nominees for membership on our Board of Education. Just for a slight repetition, I do not know of any public office that is anywhere near equal in importance to the public office of trustee of our Chicago Board of Education. Men and women legally appointed to serve in that public office have within their jurisdiction and within their duty, sworn duty, the future welfare of the future citizens of our city, and our nation.

They not only have the expenditures of millions of dollars in the way of erection of buildings, but have the administration of the school system. What is more important than the expenditure of the millions of dollars for the maintenance of our public school system is the kind of curriculum, the kind of education that is given in our public school system; and the members of our Board of Education are the men and women who are in the last resort responsible for what the curriculum in our public school system is or is going to be. That is why we ought to consider carefully, that is why the legislature of Illinois imposed upon this Council the duty of confirmation or rejection so that not only the chief executive, whose duty it is to nominate, shall consider carefully the caliber and the qualifications of the men and women to serve on that important public office, but that his nominations shall be reviewed before they take office, because once confirmed and sworn in in that office, there is not any power vested in the Mayor, no power vested in this City Council, no power vested in any body to remove them before they serve their term of office, five years, or whatever term they are appointed for. The only way they may be removed is by impeachment proceedings before the Supreme Court or the Illinois legislature. It is almost impossible, it is practically impossible once they are confirmed ever to dislodge them prior to the expiration of their term. What has your Committee done in connection with these nominees submitted to us by the Mayor of Chicago? We are trying to be careful. We come here today, a majority of the committee, recommending one of the four nominees for confirmation, Mr. Charles J. Vopicka, and Mr. Vopicka presented himself before the Committee. He has submitted himself to question and he satisfied a majority of the Committee.

Then we heard from two other nominees, Mrs. Helen Hefferan and Dr. Otto L. Schmidt. There were four nominees. Former Alderman Walter J. Raymer, in response to the first invitation, neither put in an appearance nor even addressed a communication to the Committee. He ignored the Committee absolutely. On the second invitation to appear, under date of February 3, he writes the following letter, addressed to the Honorable Leo M. Brieske, Chairman of the Council Committee on Schools.

Raymer Ignores Committee

"Dear Alderman:

Following out the conversation of last night, in which you informed me that apparently the letter intended for me was sent to Mrs. Hefferan and Mrs. Hefferan's letter came to me, this is the second letter. Apparently your Committee would be expecting to see me this morning. I told you, however, that it would not be possible for me to come before the Committee, but that I would write a letter to you. From the reports of the Committee meetings which I have seen in the daily papers it seems that the committee are desirous of knowing the views of the Mayor's appointees to the school board on different matters of policy pertaining to the management of our schools. Not having served on the Board or having any experience of that kind, of course it would be foolish for me to presume to offer any opinions at this time. I can only say that if my appointment is concurred in by the City Council, that I will give such time to the affairs of the Board as seems necessary to do good work. During my forty years of residence in Chicago I spent twelve years of it in the public service, eight years as a member of the City Council and four years as Commissioner of track elevation, under the late Mayor Busse. I can hardly see what can be accomplished by requiring me to appear before your Committee.

Trusting this will serve the purpose that would have been by a visit with your Committee, I beg to remain

Very sincerely yours,
Walter J. Raymer."

Here is a nominee of the Mayor, a man of public experience, that makes a statement in a letter that he relies on the information of the daily press as to what the committee wanted of him. He did not dignify the Committee or the Mayor who appointed him, to the extent of responding to our invitation to learn first hand what we wanted of him. Of course, all we wanted of Mr. Raymer is what we wanted of any nominee, to ask him, not as an educational expert, but as a citizen, as a layman, what he thought of certain educational matters; not necessarily questions that would require expert advice; what we wanted to ask Mr. Raymer was, if appointed, would he co-operate with the City Council, would he give to the citizens of Chicago a hearing before the Committees of the Board of Education, before the Committees of which he was a member before he would take any action. Those are questions that we are going to put to every nominee, and yet he would not come so that we might ask those questions.

Then, again, we gave him another opportunity to present himself to the Committee. By motion, the Secretary was instructed, on February 4th, again to request his appearance, but here is his reply under date of February 10th:

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Raymer Must Go South

"Honorable Leo M. Brieske,
City Council Committee on Schools.
My dear Alderman:

Replying to your favor of February 9th, will say that I am sorry that my letter to you on the subject of my appointment to the Board of Education did not satisfy the members of your Committee. I regret that I have not been able to satisfy your Committee with a letter. I cannot, however, see my way clear to change my attitude in reference to appearing before the Committee, and this attitude was one of refusal, as I have nothing to add whatsoever to what I stated in my former letter, and I am afraid the Committee will either have to confirm or reject my appointment to the Board as it now stands.

I intend to leave the City, as is my custom every winter, for a visit to the South, and I am naturally, as a consequence, quite busy."

I submit to the members of this City Council that the attitude of a citizen dignified by appointment to such an important office as member of the Board of Education refusing to come before that body, whose duty it is to confirm or reject it, but sends in a letter in place of his appearance, does not in the first instance show a proper appreciation of the importance of the office to which he has been appointed, and takes the attitude that the Committee would have to be satisfied with that letter, and then points out that it is his custom every winter to go to the South, and that he is quite busy. What kind of service to the children of Chicago could that kind of appointee give? I say, that the Mayor of Chicago, when he learned of the contents of his letters, ought to have withdrawn his name as a nominee.

Eleven members of the Board of Education, spending more money than we spend in our corporate budget here every year, and more important, charged with the duty of safeguarding the education of hundreds of thousands of children, and by a letter written and signed, presenting an attitude of contempt for the elected representatives of the people of Chicago, refusing to give one statement as to what his attitude would be, if appointed to this public office.

Now, if you men here, who have just recently been re-elected, the vast majority of you, would say that was forgetting the duty you owe to your constituency to vote EN BLOC and carry with it to appointment to that public office a man of the attitude and frame of mind of Walter J. Raymer, then I say to you that you are making a most serious mistake. The record will be here and rise up to confront you sooner or later. So much for Mr. Raymer.

Dr. Schmidt Belonged to League

The Committee heard from Dr. Otto L. Schmidt, who came before the Committee in response to the first invitation. He was in attendance at practically all of the meetings of the Committee. In response to the questions, it was developed that Dr. Otto L. Schmidt was, some years ago, a member of the Public School League, a league which was organized at the time that Mr. Jacob Loeb was president of the Board of Education, and I take it that practically every man here remembers the turbulent times in our public school system under the presidency of Jacob Loeb. Teachers were dismissed; 68 of them at one swoop, without written charges, without an opportunity for defense, no consideration given as to whether they were efficient or not, done for the purpose of breaking up their association, done for the purpose of breaking down the spirit of the men and women in whose hands were placed the destiny of our schools—sons and daughters.

Public opinion rose up and this League was created to help stem the tide of public sentiment against that action, and I think it was Alderman Clark, or Alderman Kaindl, some member of the Committee asked the Doctor, if appointed, would he be in favor of dismissing teachers without an opportunity for a hearing, and his answer was, "That depends upon the circumstances"; and then following that day that he was questioned, he came before the Committee, and when asked the same question, immediately assailed me as a member of the Committee. His attitude was one that honestly justified the thought that some of us received when he replied and admitted the fact that he was a member of the League that attempted to defend Mr. Loeb when he discharged 68 teachers without charges or an opportunity for defense, and for that reason I take it the majority of the Committee refused to vote to confirm or to recommend for confirmation Doctor Otto L. Schmidt.

Mrs. Helen Hefferan, another nominee, and present member of the Board of Education, who served there just about three years, or a little over,—we had considerable questions to ask Mrs. Hefferan because we had her record, had some knowledge of her record as a member of that important body.

ALD. GUERNSEY: Your five minutes are up.

ALD. COUGHLIN: I move five minutes more be extended to the gentleman.

ALD. NELSON: We had a number of questions to ask Mrs. Helen Hefferan. This Council chamber, and the seats of the gallery were crowded almost at every meeting of the Committee, with mothers and fathers, not from the North Side alone, but from the West Side and South Side down here to protest to the Council Committee on Schools against the treatment by Mrs. Hefferan. Why were they here? They had been to the Board of Education, some of the delegations a number of times, trying to have matters affecting their children's lives and interests adjusted, and in each instance they were referred to Mrs. Helen Hefferan, Chairman of the School Administration Committee and the record is here—Alderman Arvey knows it because he undertook to cross examine a number of those mothers and fathers, and in every instance they replied that they were treated with contempt by Mrs. Hefferan. Some of them testified that they were ordered away by her, and told to go home; that mothers and fathers were not competent and were not the best judges of what was best for their children in an educational way. The record is replete with statements of mothers and fathers to that effect.

John Fitzpatrick Testifies

More than that, there came before the Committee John Fitzpatrick, President of the Chicago Federation of Labor, and he testified before this Committee on Schools as to experiences that the Chicago Federation of Labor had with Mrs. Helen Hefferan; that in 1924, when the Board of Education, without notice to any citizen, without an opportunity for hearing, adopted the order instructing the Superintendent of Schools to establish Junior High Schools; that when our Committee, the Committee of the Chicago Federation of Labor, found out about it, protested in the month of May, 1924, and only petitioned in behalf of thousands of school children in Chicago, that that system be not instituted until we had an opportunity to discuss it with the members of the Board of Education. All we wanted before that

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system was instituted was the opportunity of a hearing, so that we might present, in behalf of the parents of Chicago that are represented in the Federation of Labor, our feeling with reference to the Junior High School. We were accorded a hearing—Mr. Victor A. Olander, who was a spokesman of our Committee on Schools, and who at that time unfortunately was blind, sat in the Board of Education rooms, without the ability to read from any references, relying solely on his memory and his investigations on this important subject. He addressed the Board of Education Committee on School Administration for an hour and a half, giving a statement equalled by no one there as to the study of the Junior High School System.

Immediately upon the conclusion of his statement, Mrs. Helen Hefferan rose and read a statement from a typewritten document which in substance said, We are glad to have the information you give us, but action has already been taken. Then Mr. Olander turned to Mrs. Hefferan and said, "Is the lady reading from a written document?" and she answered, "Yes." He said, "Then, am I to understand that before I came here today that you, as Chairman of the Committee on School Administration, had already concluded as to what disposition you were to make of my statement, that it was not going to affect your mind or your action in the slightest?" And then there was considerable confusion in an attempt to cover up the manipulation of those very people. I admit she is able from the standpoint of ability to talk, and I admit that she is very able from the standpoint of being a manipulator. I have met men in poliitcs, and some men in politics who might have never gone out of public office, but no more crafty, competent manipulator than I have met in the person of Mrs. Helen Hefferan. Her ability is what makes her dangerous. No comprehensive, no conception nor idea of the duty she owes as a member of the Board of Education to the mothers and fathers, not the slightest; look through this record of probably two thousand or three thousand, typewritten pages of stenographic reports. You will find men and women who are not on the Committee who were here. You would have visualized hard working mothers, coming to this Committee away from their household duties to talk to our Committee on Schools, because it offered them the only opportunity to protest against an intolerable situation.

And this woman is Chairman of the Committee on School Administration, and it has been through these manipulations, working with the Superintendent of Schools, Mr. McAndrew, that twelve junior high schools have been instituted in Chicago.****

Mrs. Hefferan and Platoons

She (Mrs. Hefferan) joined and she was the leader of the movement that put over the platooning of schools, and, for the information of you men in the Council who have not sat on the Committee on Schools, what does the platoon system mean? It means a factory system of education. It means housing 1,200 children in a school built for 800 or 850 children, keeping them rotating, some of them in the central playground, or play room, then moving from one room for one lesson to another room, into the gymnasium, into the auditorium, one teacher handling 200 to 250 children a day. Why we deferred, why we wanted to defer action on these nominees is not to ask them as experts what they thought of the platoon system. We wanted to ask them as laymen what system, you men in the Council, not as educational experts, but as laymen, that you ought to be qualified to say whether you were in favor of the platooning of schools. Every one of you, I take it—at least it was my attitude and experience—the sweetest memory I probably have, outside of the memory of my parents, is the memory of the teacher when we went to school. Where she teaches 30, 35 or 40 children, has them under her supervision all day, or the biggest part of the day, she has an opportunity to study the little child's personality and tendencies of the child, and that adds more to the efficiency of teaching than anything else. Under the platooning system they move from room to room, and Mrs. Hefferan, as chairman of the Committee on School Administration, did not afford to any of the parents an opportunity for a hearing on such an important change by our Board of Education, in the educational system as the platooning of the schools, and I submit any man or woman that will deprive mothers and fathers of an opportunity to talk to.**** [Alderman Nelson was interrupted at this point and resumed as follows:]

ALD. NELSON: I simply want to say to you, to my colleagues of the Council, that if today you vote for the minority report, don't vote individually on these nominees, or if voting individually you vote for the confirmation of Helen Hefferan, then you put your stamp of approval on all of the actions of all the trustees in attempting to thwart the will of the parents of the City of Chicago.****

ALD. NELSON: I say if you vote today for Mrs. Helen Hefferan, you put your stamp of approval on all of these manipulators that I have just mentioned. I say that there is no locality or neighborhood in Chicago where you won't find a wide range of discussion amongst parents as to the conduct of our Chicago Board of Education during the last two years or two and a half years, particularly, and most of the actions can be traced directly to the door of Mrs. Helen Hefferan.

Depended on Mrs. Hefferan

Many of our members, members of the Board of Education, are somewhat, somewhat like Mr. Rayner, so busy with their own business affairs that they don't have an opportunity to study the reports submitted to them by the Superintendent of Schools. They come to the Board meeting direct from their offices, and they take action, and they come to rely upon a person such as Mrs. Hefferan, a lady of leisure, a married woman. It is not necessary for her to give time to any line of business or commercial enterprise. She has plenty of time to devote herself to school affairs, but she has seen fit throughout her entire service on the Board of Education to do what? To sit down with Professor Judd of the University of Chicago. And who is Judd, aside from being a professor at the University of Chicago? He is the head and the directing genius of the Rockefeller Foundation's activities in the educational field. And who is the Rockefeller Foundation? What is it? The Rockefeller Foundation is a corporate body created by Mr. John D. Rockefeller, subsidized with millions of dollars. To do what? To do so-called civic work. What does their civic work consist of in the educational field? It consists of doing what has been done in the last two and a half years in the City of Chicago in our Board of Education, circumventing and sidetracking education. Why is the Rockefeller Foundation

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anxious to sidetrack education, to curtail the educational facilities? Well, let's reason on that.

There are reasons. One is the cost of education. We know that approximately twenty-five per cent of our taxes go to the maintenance of public schools.

Mr. Chairman, I know I am rather long-winded, and I know I am not going to make many converts after the work that has been done by the administration in lining up votes for the minority report. I am going to ask the members of the Council just to bear with me a little bit and I will be through in about three minutes.

I make this talk for the purposes of a record. I am making it for the purposes of a record that will go down not only in this next month's campaign, but will go down for years to come. You and I and every member of this Council are going to be a part and parcel of this record.

I say, there are two reasons for the Rockefeller Foundation and the Union League Club to be interested in instituting the platooning of schools and the instituting of the junior high schools. One of them is the cost of education. The big tax-dodgers in Chicago and Cook County, throughout the State, the corporate interests that are dodging taxes, they know that sooner or later we are going to make them pay their just share of taxation. They want to cut down the expense.

And then there is another reason just as important, and probably more important than the actual cost of education; that is the matter of control; that is the matter of ability for the upper crust of society to control the so-called lower crust. When these billionaires are drawing their wills, when they are nearing the end of life, their thoughts are given to how they can protect their sons and daughters and the future generations and keep their billions intact for them. What do they think of? They think of the mass of the people, and labor particularly, who constitute most of the people. They think of the possibilities of an uprising, where their fortunes might be disputed and taken from them. They think of cheap labor and unintelligent labor.

They know that the Congress of these United States have placed on the statute books a law restricting immigration, requiring a test as to literacy and apportioning the representation. So that today the corporations are not getting the flow of European labor, and what is happening—***

Why the Platoon?

They think of this immigration restriction law and they know what is happening in America today. They know that the American citizen, the wage-earner—the records will show it, are making sacrifices, sending their boys and girls to school, giving them a well-balanced education, or at least desirous that they shall receive a well-balanced education. They know that the records show that twenty-five years ago about six to seven per cent of the children left elementary schools, and did not get into the senior high schools; that today about sixty-seven per cent of the workmen's children go to the high schools and get a high school education.

As they think of protecting their fortunes for future generations, they think how difficult it is going to be to handle American labor, because it is intelligent; that if they don't stop education, they are not going to be able to fill the steel mills and the stock yards and the other industries with cheap, unintelligent labor. That is why they want the platooning of schools. That is why they want the junior high school.

And Mrs. Hefferan has sat with Professor Judd and taken the educational policy of the Rockefeller Foundation and foisted it, with the assistance of Superintendent McAndrew, on our Chicago Public schools.

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ALD. MILLS: I believe as a member of the Schools Committee, and former member of the Board of Education, I have an obligation to the members of the City Council who are not members of the Schools Committee. Some of them attended a number of the meetings. I attended all of the meetings. I quite agree with what Alderman Nelson has said in regard to Mr. Walter J. Rayner.

But before I discuss the motion in question, I have just one word with regard to the delay Alderman Arvey has spoken of. It is true there have been a number of delays. Unfortunately, some of them—if I am not mistaken Alderman Arvey himself moved for delay, due to the death of Mr. John J. Sloan. Another time there was a delay because of sickness of the Chairman, and certainly none of us can be held responsible for that. So much for that question.

Now, in regard to Mr. Rayner, I think in addition to what Alderman Nelson has said, a word in regard to Alderman Rayner only, that his attitude is an insult, not only to the Council and the Committee, but also the Mayor, because the names of the nominees, if you please, were sent to the Committee at the request of the Mayor, expressed through Alderman Woodhull, and so I say when he takes that attitude, he is insulting not only the Council, and the members of the Council, and the Committee, but the Mayor himself, and I agree with the Alderman that the Mayor should withdraw the nomination; but I go further and I say now—and there is nothing personal in the attitude—in addition to what he has said in regard to Mr. Rayner; we find on this Board of eleven, already three or four bankers. Mr. Rayner is a banker. I say to you that this is giving an over-representation to a particular group, from the point of view that no one group or interest in this city should have so large a representation.

The business of the Board of Education is to settle the educational policies of the city, school policies of the city. I know they are not doing it. I know they are leaving it altogether to the Superintendent and the school administration. The function of the superintendent is administrative and not legislative, to settle school policies.

Now, then, in regard to Mrs. Hefferan: I agree that she is one of the ablest persons on the Board of Education to my knowledge, and I have been familiar with that body more than twenty years, and I know that she is very able, but she has been before the Committee and said she believed in the kind of changes that had been made as a part of the educational system.

Let me say just a word about the introduction of the junior high school. The recommendation of the Educational System was adopted, designating certain schools to be converted into junior high schools, and that that would be done in September, then the administration gave out information that there would be five junior high schools ready in September, five unnamed schools. What did that mean? It meant that when the schools adjourned for a long vacation, at the end of June, 1924, not a teacher in the system below the tenth grade knew positively where she was to return to work in September. Not a man or woman having children in those grades knew positively where his or her child would be allowed

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to attend school when they opened in September following. Mrs. Hefferan said that was true, but she did not think it a matter of great importance. I think it is utterly inexcusable and indefensible, and would not be tolerated in any other community I can think of.

Mrs. Hefferan said that she thought that she had been derelict in not asking for reports of the experiments of the platoon school. In July, 1924, the Board of Education passed another recommendation, in which it was provided that the platoon plan be tried as an experiment in a few schools. No further order was ever made by the Board of Education, and yet the Superintendent's report of June, 1925, states that at that time more than sixty schools were being operated under the Platoon plan. Now, if you are going to be so reckless as to permit a thing of that kind, as to permit such a gigantic, far-reaching, revolutionary change to be brought about in the school system, then I say, regardless of ability, whatever your motives are, a man of recklessness, laxness, or whatever it may be, I will say that the person who will permit such revolutionary changes to be brought about in the system is not fit for membership.

ALD. ARVEY: Does that apply—

ALD. MILLS: Mr. Chairman, let me say to you on the platoon plan, I find in the ward I represent a school platooned, little children six years or so having seven different teachers in the course of his day. He can get no help from teachers who have several hundred children before them in the course of the day. How can they get any benefit under such a system? It is a crime against little children. The children cannot speak for themselves.

I shall vote against the confirmation of the people who have been responsible for this.

Mr. Schmidt came before the committee and said he helped to organize the Public School League, that it was organized to help put over the policies of Jacob Loeb, including the dismissal of 68 teachers without a hearing, and I cannot vote for a man who takes that position.

Mr. Vopicka was a member of the Board of Education years ago, and he voted for a reduction of teachers' salaries when they were possibly $850 a year.

I say to you where that is done, members of the City Council, I cannot vote to permit these appointments, and I feel that I would be doing a wrong to you if I did not bring these facts to your attention.

ALD. ANDERSON: Mr. President, I wanted to vote for some of these trustees, and there are some I do not, or rather, would not, but having been placed in the position that I have either got to take them all or none, I cannot vote the way I want to vote, so I vote no.

THE CLERK: Jackson.

ALD. JACKSON: Mr. President, I am in the same position. I want to vote for some, and I am instructed by several organizations to do so, but there are two trustees that I can not vote for. Now, I do not think it is fair to those who desire to vote for those who ought to be worthy as against two that perhaps are not, to be compelled to vote for them in a body. There are perhaps two, or one, considered by the people I represent in my ward, as not worthy of their vote.

One of these trustees you have named is said by the people of my ward, and the people of my race, 250,000 in Chicago, to have discrimination and prejudice in their mind in operating the public school system, and I do not want to vote for that noimnee. But you force me into the position of voting against all of them, which I do not want to do, and I think it is unfair. This is simply a proposition of voting on four trustees. It may be they will be confirmed by a majority vote. If you did not put this cloture rule on us for the purpose of strangling us or forcing us to vote for somebody that we want to vote against, we would be provided an opportunity for some of us to make a record as Councilmen and as the representatives of our people. I think it is unfair, and I vote no.

ALD. RYAN: Mr. Chairman, and gentlemen of the Council: I just want to explain my vote. This matter has been in the Council for some time. I have weighed and considered it from every angle. I have been at the point of waivering at times upon the way I would vote, for the simple reason that personally I do not believe in condemning anybody. I thought that my vote might mean the condemnation of four persons of whom I haven't the slightest knowledge, that is, personally. After hearing these discussions I believe some things have been brought to light concerning these appointments, that have been given publicity and spread broadcast, to lead one to believe that there is something wrong in China. I wish I was as well able to represent the interests of the children of Chicago as my colleague, not only in the City Council, but in the Board of the American Federation of Labor, and the Chicago Federation of Labor, and I speak of Oscar Nelson, who has attended meeting after meeting.

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I come from the ranks of labor, represented a labor organization fifteen years and I say that no one can point a finger at me for anything during that fifteen years. When I vote I vote with my full conscience, and my conscience guides me in my vote and nobody else, politically or otherwise, and I am saying now that no one is trying to guide me politically. I too went through a political campaign like Alderman Moran, and I am going to register what may be called a so-called bad vote, and I am going to vote against the Mayor's appointees.

ALD. SEIF: Mr. Mayor, and gentlemen: If there is any member of the City Council who questions these School Trustees, I should. There is not a member of this City Council who has had as much trouble with the Board of Education as I have had in the last year.

January 29, 1925, or 1926, there was an order passed by the Board of Education over night on the Lowell School district, that caused turmoil in that district, that is not settled yet. The Mayor himself well knows that last fall I filed a petition with him, which represented ninety per cent of the parents in that district. On account of this order they changed a double shift system into what is known as a double platoon system, which was afterwards called by them the program system. In company with Alderman Nusser, we made several visits to the Board of Education, with a committee of the Northwest Side Parents League. These ladies are women who were mothers that represented our League, and to our amazement on September 29th we read in the Chicago Daily News, "Rule threatens schools. It has got so that every order of the Board is opposed by a noisy group." This article was written by Harold C. Totten of the Chicago Daily News. In conversation with Mr. Totten I asked him where he got his information, and he told me he got it confidentially over at the School Board.

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I further asked him if he had talked to Warren Phinney of the Chicago Daily News in reference to this situation, as Warren Phinney resided in that district and knew the condition and knew what the trouble was. He said he had not. He did not care to give me the information who gave him the information at the Board of Education. I say that that is wrong. Three ladies who are sitting here now are from that district, and represent that league. They asked for information; they did not ask anything that was unfair, they were satisfied with the arrangement that was already there. But it seemed some one in the Board of Education issued this order over night which caused this turmoil, and caused one child in a family to go to one school and one to another, and up to the present time it has not been settled.

I am glad this investigation was made. I do not believe that they had a right, under the oath of office that they took, to make it, but I am glad it was made, because I think this, that the members of the Board of Education in the future will consult or talk things over with parents, instead of taking the action that they did take in the last year. It was autocratic.

Now, here is my reason that I am going to vote to confirm these appointments. I am reading from Section 128 of Chapter 122, Hurd's Revision of the Statutes of Illinois, 1925. I am not a lawyer, but I can read between the lines, and I can understand the English language.

"The said Board of Education shall consist of eleven members to be appointed by the Mayor, with the approval of the City Council." * * * *

"No power vested in such Board of Education or in any of its officers, agents or employes, shall be exercised by the City Council of said City."

This investigation was a mistake in the first place. As I understand it, we have only one right here under our oath of office, is to know whether a man is honest, whether he is capable, whether he is—his reputation is such to qualify him to act on that Board.

And in my investigation of the four members appointed by the Mayor I cannot find any flaw in them. Probably Mrs. Hefferan has made mistakes. I have made mistakes. We have all made mistakes. But, for the life of me, I cannot understand how a member of the City Council can call in three members of a Board to be appointed as members of the Board of Education, any more than an attorney has a right to question a juror before he is put on a jury as to what his verdict is going to be after he is put there.

I vote Aye, to confirm.

* * *

ALD. MILLS: I will be brief, gentlemen.

I again say that I think no one questions the good faith of the Mayor in submitting these names. I do think we have a legal obligation; the statute imposes the right to approve them. I wish the full responsibility were on the Mayor, and the Council did not have that obligation, but since it has it, we shall not shirk the responsibility. I regret exceedingly that partisanship, political partisanship and personalities have been injected into this discussion, and they have no place.

I have known Mrs. Hefferan for fifteen years. A dozen years ago I prepared for her a bill to be presented at Springfield for an elective Board of Education. I have even served with her on committees. I have a very high regard for her ability, but as Alderman Nelson said, if that ability is going to be devoted to a policy or policies destructive of the interests of the children, then I say that regardless of her ability, I cannot vote to confirm.

Alderman McKinlay has brought out another matter that was before the committee, the particular incident the alderman referred to, and also from the North Side, said they were insulted when they were exercising their constitutional right of petition for redress of grievances. Also Alderman Nelson has brought out another matter that should cause you to vote against these nominations, the tremendous pressure or influence that was brought to bear to establish those platoon and junior high schools in Chicago.

I vote No.

* * *

ALD. NELSON: Mr. Chairman, and gentlemen of the Committee: I am not going to attempt to add anything to the—anything of any great length to what I have already said except just briefly, as a result of some members of the Council injecting here the political issue.

Extracts were read from an editorial of the Daily News. Some members of the City Council have alibied by saying that Mrs. Hefferan made a mistake, has made mistakes. We are judged by our records. When we

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make mistakes with reference to the future citizens of Chicago, now the school children of Chicago, it is hard for you to pass judgment upon those mistakes. I say the Mayor has made a mistake; he made a mistake when he didn't listen to the protests, based on the record of Mrs. Hefferan. He made a mistake when he did not scrutinize this record of the Committee on Schools and find—read these letters of Mr. Rayner, where he treated the Council with contempt, where he said he would go South every winter, is too busy to respond to the invitation by the Council; when he did not read the record that I said I would produce for Alderman Arvey's benefit, of May 24, 1924, from McAndrew, where he says: "I think you would be interested to know that the whole matter has been covered in a series of meetings elucidating the junior high school methods which series begins at four o'clock, Monday, May 26th, at Lane Technical High School. If your committee will send a representative to these meetings you will get a much more complete exposition of the system than you in one meeting could possibly secure."

Then Mrs. Hefferan's letter of the same date to Dorsey Crowe, who was Chairman of the Committee: "I regret exceedingly that a very important educational meeting which I had promised to attend will prevent my attendance at a meeting of your committee tomorrow afternoon."

And the Mayor did not pay attention to the protests against the riding rough shod over all of the people's desires who were interested in the school system, and permitted them without protest to institute the junior high and the platoon school.

And taking into consideration all of these things, when we make mistakes we correct them just as soon as we can. We can be forgiven for those mistakes, we can make obvious mistakes.

There was time, up to the time of the finding of the Council Committee, on the part of the Mayor to correct these mistakes. He could have withdrawn these names, Mrs. Hefferan, Mr. Raymer and Dr. Otto L. Schmidt. He has not done so.

I have approached this subject honestly. I have let everybody know where I stood. I have not any personal prejudice against any of these four nominees. I voted for one of them. None of them ever did me any personal harm outside of the action of Mrs. Hefferan with reference to the junior high, that inconvenienced my family and affected the education of my little daughter.

And I did not approach it from a partisan, political standpoint; but this is an important question and the mistake could have been rectified prior to two o'clock today. It has not been rectified.

I am voting No.

THE CLERK: Hoellen.

ALD. HOELLEN: Mr. Chairman, and gentlemen of the Council: I happen to be a member of a political party that is known as the Republican Party. During my term of office here I have at all times had the greatest respect for his Honor, the Mayor. I have supported all of his policies that have been of a constructive nature, and I was proud to do it. I was very much criticized during the last campaign because of voting for some of the measures that were sponsored by Mayor Dever and his administration. I met all of those arguments in a way that would be a credit to this administration. I did not—I want to recall a statement that

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appeared in the press about five months ago or four months ago, when his Honor submitted these names to the Council, and in this statement he was quoted this way, he says, "My duty ceases when I submit these names to the City Council." When I read that statement I got to thinking, if his duty ceases at that time, somebody else's duty begins, and I, as a member of that committee, the committee on schools, felt that I had a duty to perform as a member of that committee, as a member of the City Council representing the people of Chicago.

I attended every one of those meetings, and I just want to call your attention to this fact, going back prior to the time when the nominees were submitted to the Council, at the time when the committee on schools investigated the financial statement as it was presented to our committee, and the City Council for the purpose—for what purpose? To increase the tax rate of the City of Chicago when there was absolutely no need for additional funds for the public schools. The statement was spread broadcast that unless the Board received this additional money the schools would close during the months of November and December, and that I, as a Republican, voted against that tax rate increase. One of the Aldermen who attended every one of these hearings insisted on an early vote for the appointees—this was his sole argument, "What are you trying to do, embarrass the administration? You will embarrass the administration by withholding these appointments." He was one of the members that voted for that tax rate increase, and I want you gentlemen to know if that tax rate had been increased at that time that this administration would have been very much embarrassed, to vote a tax rate increase when it was not necessary. But I have at all times tried to uphold this administration, in my judgment. I am one of the men that signed the majority report to confirm the appointment of one of the members and vote against three of them.

The question of "German" has been brought into this discussion, and I want to say that I am a German, father and mother German, both came from Germany, men on both sides served in the German army, so that there is not anybody that can question my being a good German. I have at all times had the highest regard for the German nationality, and for men to get up and state just because a man is a member of the German race he should be confirmed. It is wrong, because any man who knows the history of the German people, knows the history of Germany, will tell you there is one thing that the German people believe in, and that is to be on the square, to use your own judgment, and that is what I have attempted to do, is to use my own judgment. I believe that the greatest thing that a man can do who represents the German citizens of Chicago is to vote in the way that his judgment dictates. I don't want any member to believe or to feel that I in voting against the appointment of Dr. Otto L. Schmidt, that I was in any way trying to cause or cast any reflection upon the German people, because I am not.

* * *

As an American citizen I want to say this, that it is unfair, it is unjust, for anybody to raise a question of nationality in a body such as we have here, when we are elected to come here and serve the people in an honest, efficient manner. I have attempted to do that. I have attended every one of the meetings of the Schools Committee, and after paying strict attention to all that has been said during these hearings, my judgment told me to vote the way I did, and I vote—I regret, and I think it is a serious mistake to vote upon the four appointees at one time.

* * *

I want to vote for one appointee. I consider it an honor to vote for that gentleman, because I believe he was qualified to act and serve as a school trustee; but, putting me in the position the way you have, calling upon me to vote for the four, or either for or against, facing that situation, I am forced to vote No.

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AMENDMENT PROPOSED

(Continued from page 180)

Age 60—Seven hundred dollars ($700).
Age 61—Eight hundred dollars ($800).
Age 62—Nine hundred dollars ($900).
Age 63—Ten hundred dollars—$1000).
Age 64—Eleven hundred dollars ($1100).
Age 65—Twelve hundred dollars ($1200).
Age 66—Twelve hundred seventy dollars ($1270).
Age 67—Thirteen hundred forty dollars ($1340).
Age 68—Fourteen hundred dollars ($1400).
Age 69—Fourteen hundred fifty dollars (1450).
Age 70—And thereafter Fifteen hundred dollars ($1500).

And provided that at the age of 65 and at any year of age thereafter, the board of education of such city may require a physical or a mental examination of any such teacher, principal, district superintendent or assistant superintendent upon the request of the superintendent of schools of such city and if found incompetent, shall be retired at the annuity above provided for that age of voluntary retirement.

And provided, further, that all such teachers, principals, district superintendents, assistant superintendents shall be subject to the same conditions as to advisory service as provided for in section 2 of said last mentioned Act to which this section is added. Nothing contained in this section or in said last mentioned Act to which this section is added shall in any way impair or prejudice any right of a teacher, principal, district superintendent, or assistant superintendent so retired to annuity under other statutory provisions concerning any teachers' pension fund or teachers' pension and retirement fund established in accordance with the provisions of any statute of this State, and the payment to be made under this section or the Act to which it is added may be in addition to any such annuity.

Section 2. The title of said Act is amended to read as follows:

"An Act to provide for the compulsory and voluntary retirement of teachers, principals, district superintendents, and assistant superintendents, and the payment of retirement annuities."

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VOL. IV

Margaret Haley's BULLETIN

NO. 11

Chicago, Ill. 28 March 31, 1927

AND HOW?

MR. McANDREW:

* * * I have never known any school system to be as badly off for funds as we are. There isn't any doubt in my mind but that drastic economies must be planned for the immediate future. * * * We regret having to cut anything anywhere, but in the straightened condition of the funds we must make decided sacrifices. * * * *

(Superintendent's Bulletin of August 13, 1926.)

MR. SMIETANKA:

* * * My estimates have been substantiated to the extent that I might say that we may run to within two months of January 1, 1928. * * * *

(To Council Committee on Schools, December 9, 1926.)

MRS. HEFFERAN:

"On April 8 the finance committee will approve the schedule and on April 13 it will pass the board," Mrs. Hefferan announced. "This is the biggest thing," she added, "that the present board is aiming at."

(Chicago Tribune, March 26, 1927.)

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MARGARET HALEY'S BULLETIN

VOL. 4. No. 10 March 31, 1927 Page 199

Curtail Activities or Cut Salaries Says Smietanka

Acting President of Board Points to Shortage of School Funds

Pronouncements of Mr. Smietanka, acting president of the Board of Education, belie the possibility of meeting an increase in teachers' salaries.

Mr. Smietanka has made public utterances, not once but many times, showing the shortage of funds in the school treasury and the imperative need of more money to finance the schools through 1928.

In the face of these facts and in the light of the public statements that he and financial officials of the Board of Education have made, the Board of Education has before it a proposal from the Superintendent to adopt his schedule.

Following are excerpts from stenographic reports of meetings at which Mr. Smietanka spoke and expressed his opinion regarding the condition of the school funds, which excerpts were presented by Miss Haley at the salary hearing of the Finance Committee of the Board of Education on Friday, March 25, 1927:

MR. SMIETANKA: Mr. President, I am taking the privilege of presenting on behalf of the Committee of the Whole the budget which was referred to it, prepared in substance by the administrative forces of the system. It represents the joint labors of the Board, meeting as a Committee of the Whole. I believe the members acted conscientiously and for the best interests of the Board, and it is surprising, with the responsibility that is lodged in the Board and its various heads of departments, that ***they were able to hold down the deficit to a sum equivalent to $2,521,000 in round figures, and that deficit arises in the educational department. After serious consideration there was no avenue from which to escape this deficit, unless we should endorse a decrease in the salaries of the school teachers by a horizontal decrease, as an equivalent to ten 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.

From Meeting of Board of Education, April 23, 1924.

* * *

MR. SMIETANKA: * * * * Let me say that when this city administration came into office it was whispered into our ears by the auditor of the Board of Education that the Board was in a serious plight, that the educational fund wasn't sufficient to meet the outlays, that we were borrowing on our anticipated income until the limit was well nigh reached, and ***unless additional provisions were made for income we would have to curtail the activities of the board or cut future salaries. The cutting of future salaries is the easiest way to get income, but such a program is entirely indefensible.***

So, in short, let me say this, that by the beginning of 1928 we must have more money, otherwise we will have to shorten the school year or cut out some of the board's activities.

From Conference on Taxation June 10, 1926, at Union League Club.

MR. SMIETANKA: ***I was going to say that there is legitimate anxiety about this situation. The statement has been made that we are going to operate our schools during 1927. Well, our figures don't justify any such assertion as that.*** You will have to give thought, if this program of equalizing tax values here doesn't go through, to an increased tax rate, because we have gone all the way within legitimate bounds towards financing ourselves. But what with this constant increase in the school population annually, the building of additional schools, and the organization that goes into each school, it requires serious thought of giving this tax rate increase question very fair consideration.

From City Council Committee on Schools, December 2, 1926.

* * *

MR. SMIETANKA: I would like to discuss these things with you. ***I am seriously concerned with my colleagues about the financial situation. It isn't fair to expect us to carry on and tread on thin ice at the same time.***

* * *

MR. SMIETANKA: ***We probably will carry on through November, 1927, and then we will be without funds.***

ALDERMAN MILLS: Now could you say

(Continued on Page 214)

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From the Masthead by The Lookout



AN OPEN LETTER
To the Chairman of the Finance Committee of the Board of Education:

To Mr. Charles T. Byrne,

Chairman of Finance Committee, Board of Education:

"Dog in the Manger," These are the words reported in the newspapers of Saturday, March 26, and the stenographic record shows they are the words actually used by you, in referring to my statement of facts and request for information at the hearing before your Committee last Friday, March 25, on the Superintendent's proposed salary schedule report.

At the opening of that meeting a motion was unanimously adopted by vive voce vote limiting speakers to five minutes each. That was the first meeting of the Finance Committee at which that report was considered since the date of appointment on the Board of Education of the maker of that five minute motion, the member who seconded it and you, Mr. Chairman, who put the motion.

The accuracy of a statement which I made in regard to that salary report at that meeting last Friday was then and there challenged by the Superintendent, and neither time nor opportunity was given to determine the issues involved in that controversy. These issues are fraught with serious import to about 3,000 teachers now in the system because the question is again raised as to whether or not their salaries shall be cut this year from $75 to $250 if that report is adopted; and whether or not automatic increases due for years to come under the present schedule shall be cut off and their salaries remain stationary during those years.

Your Committee adjourned last Friday leaving that controversy unsettled.

The facts in regard to the Superintendent's salary report which I tried in vain to present at your meeting last Friday I presented to the Finance Committee of the Board nearly two years ago, April 18, 1925, when that committee met and for the first time considered that salary report. The Superintendent was not present at that committee meeting but he sent a letter to the Committee after that meeting disputing the accuracy of my information. The Committee adopted its resolution that day without making the changes I showed were necessary to protect the salaries of those teachers from diminution and loss.

An opinion from Mr. I. T. Greenacre, attorney for the Chicago Teachers' Federation, sustaining my contention, was shown to Mr. Mullenbach before the next meeting of the committee on April 21. After reading the opinion Mr. Mullenbach made this statement:

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 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.

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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.

The Tribune on March 26, 1927, contained the statement (reproduced here on page 207) by one of the members of the Board of Education, who was present at that meeting last Friday, that the Finance Committee will approve the Superintendent's report at its next meeting on April 8, and at the next regular meeting of the Board of Education, on April 13, the Board will adopt that report:

No copy of the Salary Resolution which, according to Mrs. Hefferan, is to be approved by the finance committee of the Board on April 8 and adopted by the Board on April 13 has seen the light of day to date.

Neither the teachers nor the public know whether it is to be predicated on a tax rate increase or what its provisions are for paying salaries when and if the money to pay becomes exhausted as Mr. Smietanka says it will at the end of the year under the present schedules.

Mr. Byrne, don't you think it a bit unfair to characterize as "Dog in the Manger," the efforts of the representative of the teachers who will be hit the hardest when trying to find out what is to happen to those teachers before it happens?

In view of Mrs. Hefferan's statement and for the information of the present Board members who were not on the Board in April, 1925, the Masthead report of October 17, 1925, is reproduced here. It tells the story of three days of gymnastic performances, made necessary two years ago in order to delay the adoption of a salary resolution long enough to get out of it a provision that would have permitted the Superintendent to retard individuals on the salary schedule, and to put into that resolution a provision protecting 3,000 teachers from having their salaries cut from $75 to $250 in 1925, and from losing their automatic increases for three or four years thereafter. Following are portions of that Masthead report:

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 committee 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.

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 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

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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 Superintendent, ***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 ***sugested 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 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

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in the proposed Schedule. The Board then recessed 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 teaching with one important omission which I shall discuss in a later report.

* * *

The new Board of Education, appointed by the Mayor on April 27, was confined 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. [On October 28, 1925, that resolution was rescinded by the Board.]

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 copies 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.

Margaret A. Haley

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Teachers Vote Insurance Fund for Reassessment Appraisal

Resolution Providing for $100,000 Appropriation Adopted by Board of Education

Chicago Teachers, at a meeting of the Chicago Teachers' Federation, March 12, by unanimous vote, provided for an insurance fund of $100,000 to insure the payment of $100,000 provided for in a resolution presented to the Board of Education March 9 by Trustee English.

Mr. English's resolution provides for the appropriation of $100,000 by the Cook County Commissioners toward an equitable assessment of Cook County property. The City Council has made an appropriation of $25,000 which will be used, with that appropriated by the Board of Education, for an appraisal of lands for reassessment in 1927, a quadrennial year.

The resolution introduced by Mr. English was unanimously adopted by the Board of Education at its meeting, March 23.

Following is Mr. English's resolution and also the letter sent by the Chicago Teachers' Federation to Anton Cermak, President of the Board of Commissioners of Cook County, notifying him of the Federation's action:

RESOLUTION RE APPROPRIATION OF $100,000 FOR APPRAISAL OF LANDS FOR REASSESSMENT IN 1927, ADOPTED BY BOARD OF EDUCATION MARCH 23, 1927.

WHEREAS, the Board of Cook County Commissioners has included in its annual appropriation the following item—

"For necessary expenses in making the next general assessment to be made in the year 1927 for the quadrennial period for which such general assessment is to be made, in addition to the appropriation elsewhere provided for the Board of Assessors of the County of Cook, the further sum hereinafter set forth, for the development, installation and maintenance of a legally scientific system of securing information and analyzing, systematizing and preserving same for future reference, concerning valuations of lands and buildings and improvements on lands, and data and methods of procedure connected therewith, and for the publication of land assessment maps and building assessments as made by the Board of Assessors and Board of Review, and to that end to enable said Board of Assessors of Cook County to employ expert and other services on such matters with the consent of the Board of Commissioners, but subject to the conditions that $50,000 of said $250,000 shall be so used concerning valuations of lands, provided such further sums as may be necessary shall be contributed or donated to the Board of Cook County Commissioners for such purposes by public bodies or persons interested in equitable assessments, or others; and that any arrangement for expert or other services for the expenditure of any part of above $250,000 shall be approved by the Board of Cook County Commissioners, after reasonable notice thereof to the State's Attorney of Cook County and to the Joint Commission on Real Estate Valuation, or the members thereof .....$250,000.00."

And WHEREAS, The City Council of the City of Chicago has included in its annual appropriation bill the following item—

"For expense incident to checking assessed valuations and presenting information relative thereto to Board of Assessors ond Board of Revitw (including unpaid bills) .....$25,000.00."

And WHEREAS, The City of Chicago and this Board of Education thereof and the schools and students thereof are interested in the revenues dependent upon proper assessments and valuations of property in said city.

Therefore be it RESOLVED, by the Board of Education of the City of Chicago, that the sum of One Hundred Thousand Dollars ($100,000.00) is hereby appropriated and set apart for and shall be contributed to the Board of Cook County Commissioners to be expended in addition to said $50,000 mentioned in the preamble hereto, for the same purpose for which said $50,000 is to be used, and on the same conditions, all as mentioned in the first paragraph of said preamble.

RESOLVED FURTHER, That in the event of the failure of the Board of Cook County Commissioners to expand said $50,000 or to provide for the expenditure of all or any part of said $100,000 contribution for said purposes and on said conditions aforesaid, then all or such part of said $100,000 contribution as is not so provided to be so used shall be retained by the Board of Education and may be expended by this Board, under the direction of the Committee on Taxation in further investigation of assessment methods and valuations in the City of Chicago, and in continuance of the efforts made in 1926 to establish uniform and systematic methods of real estate assessments.

AND BE IT RESOLVED FURTHER, That the sum of Sixty-Seven Thousand Dollars ($67,000.00) of the above appropriation of $100,000 shall be paid from the Educational Fund of the Board of Education, and Thirty-Three Thousand Dollars ($33.000.00) of the above $100,000.00 shall be paid from the Building Fund of the Board of Education.

LETTER TO COUNTY BOARD

Honorable Anton J. Cermak, President
Board of Commissioners of Cook County,
County Building, Chicago.

Dear Mr. Cermak:—

Herewith is a copy of a resolution presented to the Board of Education on March 9, 1927, by Trustee John A. English, providing for the appropriation by the Board of Education of $100,000 to supplement the $50,000 appropriated by the Board of Commissioners of Cook County on February 28, 1927, for the 1927 quadrennial

(Continued on Page 215)

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Litsinger Favors Equitable Assessment He Tells County Board

Addresses County Board on Urgency of Appraisal

Mr. Litsinger, chairman of the Board of Review, told a meeting of the County Board of Commissioners, February 21, 1927, that as a member and as chairman of that Board he is desirous of having assistance in obtaining an equitable assessment for the purpose of obtaining all the revenue that is is possible to get.

STENOGRAPHIC REPORT OF PORTION OF PROCEEDINGS BEFORE FINANCE COMMITTEE OF THE COUNTY BOARD OF COMMISSIONERS, HELD IN ROOM 536, COUNTY BUILDING, CHICAGO, ON MONDAY, FEBRUARY 21, 1927, AT 10:00 A. M.

Chairman Newby called the meeting to order at 11:15 a. m.

There were present the following members of the Finance Committee:

Jaranowski, Whealan, Carolan, Nettlehorst, Boutell, Metzger, Busse, Gibson, Schimdt, Kriz, Cermak, President, Newby, Chairman.

There were also present:

Mr. Litsinger, Chairman of the Board of Review, Mr. Ringer of the Board of Assessors, Mr. Reese of the Tax Commission, Mr. Fairweather of the Tax Commission, Mr. Cutmore of the Manufacturers' Appraisal Company, Miss Margaret Haley.

Following is Mr. Litsinger's statement:

MR. LITSINGER:

The question relating to the quadrennial assessment has been discussed and in connection with it a commission appointed by the County Board in reference to having some outside assistance in the matter of fixing equitable values and advising the Board of Assessors and the Board of Review.

Speaking for myself as a member of the Board of Review and as Chairman, and I think in this two other members will concur, that we are desirous of making the best kind of a legal assessment, if possible, but I doubt whether that is possible, and if not then the best kind of an equitable assessment that can be made this year with a view of getting all the revenue that is possible and with a view of treating every property owner fairly and equally under the law; and if it is equity, then give them all the equity they are entitled to.

To that end we are willing—I am willing to obtain any assistance that is possible to obtain. I know that nobody, of course, would expect the members of the Board or the Board itself to transfer any of the functions of the Board or the responsibilities, but to get assistance and advice from anybody that is authorized by this Board, or any reputable outside parties, governmental or private, whichever it may be, any help that we can get. As far as I am concerned, I would not only accept it but be glad to encourage such help.

And we would like—I would like as far as I am concerned—to get information and to get the information accurately. I would be glad to have that information to guide us in determining assessments, and whatever is done in that respect, and I say I do not know the detail, I shall be very glad to accept that help in any way it is given.

I may say for the benefit of this committee, from my experience, I suggest that we zone real estate; take the loop property as one zone; take manufacturing as another; take residential property as another; and take apartment property as another—get an elastic zoning system and then try to keep values, land values uniform, and then take up building values separately.

Referring to what is used in other cities, there is a card index system kept containing the dimensions of the property, containing the sales and in addition to that, where improvements are on properties, having a photograph of the improvements, and a precise record all the time, when the buildings were constructed and anything special about the character of the construction. Then that kind of a record, if it could be once gotten up, even if started in only some section of the city, would be an absolute safeguard against misrepresentation that creeps in.

Aside from this help that is being offered by this Board, and which I shall be glad to accept, ultimately there will have to be a further step taken. We should get from the Torrens system the legal description, with the total assessment, the fixing of the full value on improved property. But there will have to be another step taken beyond that, and that is to keep an actual record as a part of the records of the Board of Assessors and the Board of Review and have that record open to reference, not only to the members of the Board, but to the public itself; in that way we would

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prevent much fraud, much imposition and much unwitting misrepresentation.

Our great difficulty in many cases is this: There may be an apartment building, say, of three apartments that might cost $15,000.00. The owner or agent appears before the Board of Review and states that the building contains two apartments and is only worth $5,000.00. We may be misled and make an assessment on a basis of $5,000.00.

Then along comes a neighbor who has the same kind of a three apartment building. Now he says, "You assessed me on the basis of a three apartment building and Mr. Jones, next to me, has a three apartment building, but you assessed him on the basis of a two apartment building, and of course, there is a vast difference in the assessment and you never scale upward but you scale downward."

That is one of the very bad and faulty features of not having a photograph or something that you could look over or a complete detail of all the property, not only in the city but all the property in Cook County for that matter.

By that I may be volunteering something that is a little beyond the purpose of this meeting here today. I was asked whether I favored the help of any organization. I say specifically that I do. I don't care where the organization comes from or what it is, if it renders service in good faith that will help the Board of Review.

PRESIDENT CERMAK: Has the Board of Review had this matter up?

MR. LITSINGER: Not officially.

MR CERMAK: Do you feel that the Board of Review will agree with you, the majority of the Board?

MR. LITSINGER: I have not talked to any of the members since we adjourned. Some of them have been away. Some of them have been busy and I have been away a little and a little busy.

SECRETARY O'CONNOR: I would say so.

MR. LITSINGER: I tried to get some of the members all last week.

THE CHAIRMAN: You are for a revaluation, though, Mr. Litsinger?

MR. LITSINGER: There must be a revaluation under the law, this year.

THE CHAIRMAN: I mean—

MR. LITSINGER: A scientific revaluation.

COM. BUSSE: An equalized revaluation.

MR. LITSINGER: Yes.

THE CHAIRMAN: An honest-to-goodness revaluation?

MR. LITSINGER: Yes, I am for it. I think the matter has gotten to such an abuse that unless something is done, and I say this in good faith, that unless something is done to try to equalize values the whole assessing situation will just become a farce.

THE CHAIRMAN: That is what we want to know.

A Stunning Alibi

Liza was on the witness stand.

"Are you positive," inquired the prosecutor, "that you know where your husband was on the night this crime was committed?"

"Ef Ah didn'," replied the witness firmly, "den Ah busted a good rollin' pin ovah an innercent man's haid, dat's all!"

NOT ON THIS JURY

"Dear me!" exclaimed Mrs. Jenkins after watching her husband for several moments pace nervously up and down the length of the room. "Whatever is the matter?"

"Matter?" repeated Mr. Jenkins. "Woman! have you forgotten that tomorrow morning I'm to face the grand jury?"

"Well, Henry," advised his wife, "whatever happens you must be patient. You know, the Lord helps those that help themselves!"

"Yes, I know," admitted Henry, "but—the Lord isn't on this grand jury!"

BIRDS OF A FEATHER

"Mamma, this paper says that cattle when with other cattle eat more and fatten better than when kept alone." "Yes, my child. I guess that is right." "Well, Mamma, we must be like cattle." "Why, what do you mean, child?" "We always have more to eat and eat more when we have company."

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Federation Asks City Council to Appropriate $100,000

Toward an Equitable Assessment

To the Honorable the City Council,
City of Chicago.

The Chicago Teachers' Federation respectfully requests the City Council to appropriate $100,000 for a scientific uniform and equitable appraisal of the lands of the entire City for the 1926 quadrennial re-assessment on the conditions contained in the resolution adopted by the Board of Education, March 23, 1927, appropriating $100,000 for this purpose. (Copy of the resolution of the Board of Education herewith.)

Such an appropriation by the City Council of $100,000, together with the $100,000 appropriated by the Board of Education, will make it possible to obtain within four months, at a total cost of $200,000, an appraisal of the entire lands of the City, for assessment purposes, of the kind that was made of the lands in the central business district of the City in 1925 under the direction and at the expense of the Board of Education and the City Council.

The appraisal company which made that appraisal of the lands and buildings in the central business district in 1926 submitted to the Board of Cook County Commissioners, on March 8, 1927, an offer to complete within four months a similar appraisal of the lands of the entire city for $200,000.

On February 28, 1927, the Board of Cook County Commissioners appropriated $250,000 toward an equitable, scientific and uniform appraisal of lands and buildings in Chicago to be expended by the Board of Assessors for appraisal service in connection with the 1927 quadrennial re-assessment of lands and buildings, on condition that the Board of Assessors and the County Board agree upon a plan for such appraisal and re-assessment, and also "provided such further sums as may be necessary shall be contributed or donated to the Board of Cook County Commissioners for such purpose by public bodies or persons interested in equitable assessments."

Of this $250,000 of the County Board's appropriation the sum of $50,000 is to be used by the Board of Assessors toward an appraisal of the lands of the entire city.

In the event the Board of Assessors and County Board agree on a plan for the expenditure of this money the $100,000 appropriated by the Board of Education for the appraisal of lands will be available to supplement the $50,000 of the County Board's appropriation for lands and only $50,000 of the $100,000 here requested to be appropriated by the City Council will be needed to provide the necessary $200,000 for the appraisal of the lands of the entire city for such quadrennial assessment. The remaining $50,000 should in that event then be applied on the appraisal of buildings, or as the Council should otherwise direct.

But in the event the Board of Assessors and the County Board do not come to an agreement on a plan for an equitable assessment of lands then the $50,000 appropriated by the County Board will under the terms of its appropriation, be available for the payment of an appraisal of these lands independent of the Board of Assessors. In this event the $100,000 appropriated by the Board of Education, together with the $100,000 here requested to be appropriated by the City Council, will be sufficient without any part of the County Board's appropriation to secure a scientific appraisal of the lands of the entire city independent of the Board of Assessors and the County Board.

The Chicago Teachers' Federation reaffirms its pledge of wholehearted cooperation with the City Council and with other public bodies working to obtain needed public revenue through scientific, equitable, and uniform assessment of property for taxation. The Federation earnestly urges prompt appropriation by the City Council of $100,000, as herein requested, in time to make possible such a re-assessment of lands in the entire city this year, and urges it as a consistent next step for the City Council to take in following up (1), the Council's action on March 10, 1926, refusing to submit to the voters the proposition to increase the tax rate for the Educational Fund; (2), the Council's efforts in 1926 to secure a uniform and systematic assessment of real estate; and (3), The Council's action on March 16, 1927, favoring an increased salary for teachers.

Respectfully submitted,

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

(Photographic Reproduction, See Masthead)

CHICAGO DAILY TRIBUNE

MARCH 26, 1927.

TEACHERS' RAISE SURE, DECLARES MRS. HEFFERAN

The board of education will adopt Supt. William McAndrew's salary schedule providing for a 10 to 30 per cent increase for teachers and principals on April 13, according to the unqualified statement of Mrs. W. S. Hefferan, a school board trustee, yesterday.

"On April 8 the finance committee will approve the schedule and on April 13 it will pass the board," Mrs. Hefferan announced. "This is the biggest thing," she added, "that the present board is aiming at."

Mrs. Hefferan's prediction was made at the end of a meeting of the finance committee, at which various teachers' groups submitted criticisms or indorsements of the pay schedule.

Margaret Haley, business agent for the Chicago Teachers' federation, argued at length the board's inability to pay the increase.

Chairman Charles T. Byrne of the finance committee charged Miss Haley with being an obstructionist.

"If we followed your suggestions, Miss Haley," he asserted, "we would be like a dog in a manger. No one would ever get any raises. We'd never get anywhere."

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Federation Reiterates Stand on Tax Rate Increase

Miss Haley Presents Letter and Exhibits to Finance Committee

Printed below is the letter, which with exhibits, Miss Haley, at the direction of the Board of Managers Chicago Teachers' Federation, presented at the meeting of the Finance Committee of the Board of Education March 25, 1927.

The Board of Managers met Tuesday night, March 22 and directed Miss Haley to reiterate the position taken by the Federation at its meeting April 6, 1925, which was a reaffirmation of previous action opposing an increase in the tax-rate.

Miss Haley told the committee that she was presenting the last expression of the Chicago Teachers' Federation and that inasmuch as the proposal to increase salaries could come up only at a regular meeting, and that the next regular meeting of the Board would not be until April 13, there would be ample time for her to receive an up-to-date expression from the Federation which she would proceed to do, and acquaint the Board with her findings before its next meeting.

Accordingly, the special meeting of the Federation to discuss the salary question was called for March 31 in the Studebaker theatre.

LETTER TO BOARD OF EDUCATION

March 25, 1927.

To the Finance Committee of the
Board of Education
Mr. Charles T. Byrne, Chairman,
650 S. Clark Street, Chicago.

Ladies and Gentlemen:

The Board of Managers of the Chicago Teachers' Federation at a special meeting held on Tuesday, March 22, 1927, considered the report of the Superintendent No. 16813, to be presented, and which was presented, to the Board of Education at its meeting on Wednesday, March 23, and referred to the Finance Committee. This report recommends that the Board approve the Superintendent's Report No. 11013, March 11, 1925, setting up certain salary schedules for the Department of Education."

The Board of Managers directed the Business Representative to re-present to the Finance Committee of the Board of Education the record of the last official action of the Chicago Teachers' Federation in regard to Superintendent's report No. 11013 referred to above.

The last official action of the Chicago Teachers' Federation in regard to the Superintendent's "Report No. 11013, March 11, 1925" was taken at a special meeting of the Chicago Teachers' Federation held at Studebaker Theatre, April 6, 1925.

At this meeting the Federation reaffirmed the position taken at a previous meeting of the Federation held on February 5, 1925, declaring the Federation opposed to any further increase in the tax rate. Copy of this statement setting forth this position of the Federation is submitted herewith.

The Federation at the meeting of April 6, 1925, also adopted unanimously a communication to the Board of Education. This communication was presented to the Board of Education at its meeting April 8 and was by the Board referred to the Committee on Finance (page 966, Proceedings April 8, 1925, Report J-11238).

The Federation's statement of Feb. 5, 1925, was attached to and made a part of the communication sent to the Board on April 8, 1925. The Board of Managers on March 22, 1927, directed the Business Representative to present to the recessed meeting of the Finance Committee of the Board of Education to be held on Friday, March 25, 1927, a copy of the communication of April 6, 1925, referrel to above, together with the statement of February 5, 1925, attached thereto.

The Board further directed the Business Representative to call the attention of the Committee to the questions contained in that communication of April 6, 1925, which respectfully asked that the Board make public certain information and to request the Finance Committee to make public at this time the information as to the years 1927, 1928 and 1929 therein requested on April 6, 1925, for the years 1925, 1926 and 1927.

The Business Representative was also directed to present to your Committee official information in regard to the status of the Educational Fund of the Board of Education as set forth in (1) the statement made to the Board of Education by the then Chairman of the Finance Committee on April 23, 1925; (2) the information in regard to the Educational Fund presented by the acting President of the Board of Education to the City Council Committee on Schools, Fire and Civil Service at the meetings of that Committee held on December 2, 9 and 10, 1926, and January 11, 1927; (3) the Bulletin of the Superintendent of Schools in regard to the condition of Educational Fund dated August 13, 1926, and the Bulletin of the First Assistant Superintendent in regard to that matter dated Sept. 9, 1926. This information is respectfully submitted.

The Business Representative was directed to report to the Board of Managers of the Chicago Teachers' Federation at its special meeting to be held on March 25, 1927, to hear this report.

Respectfully submitted,
(Signed) MARGARET A. HALEY,
Business Representative,
Chicago Teachers' Federation.

QUESTIONS NOT ANSWERED

Questions regarding the Superintendent's Salary Schedule contained in a communication sent by the the Chicago Teachers' Federation to the Board of Education April 6, 1925, were re-presented by Miss Haley at the Finance Committee hearing March 25, 1927.

A sphinx-like silence regarding the answers to the questions has been maintained by the Board of Education and the Finance Committee and the information sought has not to date been made public.

Following are the questions:

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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 1927, 1928, 1929 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, 1928?

4. How much additional money for 1929?

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 the proposition to raise the tax levy?

* * *

EXCERPTS FROM STENOGRAPHIC REPORT OF MEETING OF FINANCE COMMITTEE, MARCH 25, 1927

THE CHAIRMAN: The next on the list is Miss Haley of the Chicago Teachers' Federation.

MISS HALEY: Mr. Chairman and members of the Board:

I cannot possibly present the matter I have here in five minutes so I will not attempt to do that, but I shall present a copy of it to the Committee.

I am directed by the Board of Managers of the Chicago Teachers' Federation to present to your Committee the last official action of the Chicago Teachers' Federation in regard to the Superintendent's report No. 11013 of March 11, 1925, which I understand is the report which is before the Committee.

THE CHAIRMAN: That is the salary schedule as presented by the Superintendent.

MISS HALEY: Mr. Chairman, that report is a great deal more than the salary schedule. It is an entire report of some ten pages, and it includes the salary schedule and certain provisions which it states should be included, but are not included in the schedule and should be made a part of it. It includes history and other matters that are extraneous to the schedule itself, so this is addressed to the question of that report.

THE CHAIRMAN: Go ahead.

MISS HALEY: I presume that is what I am going to discuss.

THE CHAIRMAN: We are talking now of the salary question, and we should confine ourselves today particularly to the salary schedule, Miss Haley. That is a matter that is up today before the Committee.

I do not not know about the other matter. That is a matter that may not have any reference to the Finance Committee.

MISS HALEY: I want to be particularly clear on this, Mr. Chairman.

THE CHAIRMAN: There is no objection to your filing a brief on the other matter, or anything else outside of it.

MISS HALEY: Mr. Chairman, the reason I want to be perfectly clear about this is, because I presented on a former occasion, I presented very fully matters on the salary schedule.

THE CHAIRMAN: Yes.

MISS HALEY: In this report I pointed out there were certain omissions in that schedule which required board action in order to incorporate certain provisions in the schedule.

I will not go over that because I have that in printed form and will present it to your committee.

THE CHAIRMAN: Yes, please do so.

MISS HALEY: What I want to say now, Mr. Chairman, is, and what I say today I say as directed by the Board of Managers of the Chicago Teachers' Federation, I am presenting no personal opinion and no information other than what I am directed to present, and I am so stating in the communication to this Committee.

The Board of Managers of the Chicago Teachers' Federation met on the day that it was announced that this report was to be presented to the Board. That was on Tuesday, March 22nd, and that Board of Managers directed me to present the latest findings of the Federation in regard to that report, Report No. 11013 of March 11, 1925.

The last action of the Chicago Teachers' Federation is contained in a communication addressed to the Board of Education on April 6, 1925, and presented to the Board at its meeting on April 8, 1925.

With that communication was a statement adopted by the Federation on February 5, 1925. Briefly, that statement of the Federation is: "We are opposed to any further increase in the tax rate." The communication of April 6, 1925, which was presented to the Board of Education April 8th asked certain questions about the salary schedule that are not answered by this report of the Superintendent, No. 11013.

[The questions are printed above.]

* * *

In addition to that, the Board of Managers directed me to present to the Committee today certain information in regard to the conditions of the educational fund which was presented to the Board of Education on April 23, 1924, at the meeting of the Board held on that day, the information being furnished by the then chairman of the Finance Committee.

[See Page 199.]

The rest of the material consists of the statements by the acting president of the Board of Education made to the Committee on Schools of the City Council December 2, 9, and 10, 1926, and January 11, 1927, in which the acting president of the Board of Education makes clear that the condition of the educational fund is such that there was sufficient money to run the schools through December but not beyond that date.

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I submit those for the record, Mr. Chairman.

Now, Mr. Chairman, I wish to say that I will report to the Board of Managers of the Chicago Teachers' Federation that I have obeyed their directions and presented this matter, and inasmuch as the Otis Law, under which this Board is operating, Section 131, provides that salaries shall be fixed and changed only at regular meetings, and as the next regular meeting is April 13th, that gives ample time for the Board of Managers to take the necessary action in order to find out what is the latest sentiment and opinion and desire of the Chicago Teachers' Federation in regard to this. I shall recommend to our Board of Managers at the special meeting called for this evening that the Board call a meeting of the Chicago Teachers' Federation to be held some day next week to determine what is the latest sentiment, if there is any different sentiment from that expressed by the last official action of the Chicago Teachers' Federation which I have here submitted.

I thank you.

THE CHAIRMAN: Any questions?

MR. SMIETANKA: Would you mind answering a question, Miss Haley?

MISS HALEY: Certainly not.

MR. SMIETANKA: You know we have gone along and spent some money on a program to secure a better appraisement of property for taxing purposes, and there is an added program toward that same purpose.

Now, from your experience as a leader of the teachers here in Chicago, keeping abreast, as I take it, as I have heard you do, of tax matters, do you have any reasonable notion about what the probable increased assessments for tax purposes will be at the next quadrennial assessment? Have you an estimate? Have you made up in your mind what the probable results will be?

MISS HALEY: Mr. Chairman, scattered through the excerpts from the stenographic reports in the hearings before the City Council Committee on Schools are many estimates on that question, some by Mr. Smietanka, some by the chairman of the Tax Committee of the City Council, Alderman Clark, and by other members of that committee, and they vary from $86,000,000, which was the amount said to be added in 1925 over 1924, to $100,000,000, and from that up to double that amount.

Of course, I have no way of telling or knowing whether the Board of Assessors or Board of Review will make any attempt this year to use the $50,000 appropriated by the County Board on the 28th of February—or the $100,000 that the Board of Education appropriated at the last meeting of the Board—Wednesday, was it not,—or the $25,000 that the City Council appropriated; but if the Board of Assessors or the Board of Review later on in the year sees fit to do what the County Board has outlined for its program, to secure the services of competent, scientific appraisal companies or persons to make an assessment, such as one hundred other cities have made, on an equitable, uniform and scientific basis, it will be utterly impossible for anybody to forecast what the results will be in Chicago because we have never had any such assessment.

In all the other cities where such assessments have been made, the result has been that the total revenue for all purposes has been increased. In most of the cases the tax rates have been lowered and property that had been paying the highest, on the highest assessments, has paid on a lower assessment, and those properties that have been paying on less, in proportion to their value of course I mean, were raised, but they did not raise the value of property which was assessed the highest in proportion to value, they lowered it, and whether that will happen in Chicago, I don't know.

I have a graph showing the condition made known as the result of the appraisal of the loop last year, that is the territory from the river on the north to 12th Street on the south, the Lake on the east, and the river on the west, a little more than the loop. I have a graph at the office, it is not quite completed, but it shows something like this:

(See graph printed in supplement)

* * *

There are buildings that are assessed higher than the Manufacturers Appraisal Company found to be the actual value, actually valued by the Board of Assessors higher than the appraisal company fixed the value; some so much below that you sink down into a valley several inches long on the graph, and others up again, then others down.

If there are such gross inequalities within the loop district where the eyes of the owners can easily be focused on these values, because all the assessments are shown on maps available for every business man, every owner of property in the loop, there is no telling what happens to property outside of that district.

THE CHAIRMAN: May I ask you a question, Miss Haley? Do you think it is advisable at this time—

MR. SMIETANKA: She has not answered my question yet. She is just about to do it. She is just about to answer the question.

THE CHAIRMAN: Well, go ahead.

MR. SMIETANKA: That is true, you were about to answer my question?

MISS HALEY: Well, I have told you I could only answer the question by citing to you what has happened in Jamestown, New York, and the other cities that have had an equitable, uniform and scientific appraisal; tax rates have been cut and revenue increased. Mr. Chairman, on the supposition that the assessing board would do the work that way that should be the result in Chicago. If they do the work as in other quadrennial years I do not think anybody can tell anything about what you will have on the assessment roll, either when or after it is put on, because when they add one hundred million dollars, maybe fifty or sixty millions of that will be property that no taxes will be collected on. The Board of Assessors puts values up and the Board of Review knocks them down or the taxes cannot be collected or they do not collect them for some reason or other.

Of course, I don't know what the result will be, Mr. Chairman, but I do know that any salary increase that this Board of Education votes at this time must be predicated on tax rate increases or increase of assessments or else it is predicated on cutting teachers' salaries, because you have no money at the present time, on the admission of the financial officers of the Board of Education, as shown in their record before the City Council.

THE CHAIRMAN: Then you think it is inadvisable at this time to do anything with the increase in salary?

MISS HALEY: I have not said anything about whether I think it is advisable or inadvisable.

THE CHAIRMAN: Judging from your remarks, that is your attitude.

MISS HALEY: I am simply presenting the facts concerning the educational fund which were presented by the responsible officers of this Board of Education to the City Council Committee on Schools which was making the investigation ordered by the Council.

Now, I am not expressing any opinion, I don't know anything about what you would consider advisable or inadvisable.

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MR. SCHMID: Miss Haley, you represent the Teachers' Federation?

MISS HALEY: I represent the last official utterance of the Chicago Teachers' Federation.

MR. SCHMID: And they are against the salary raise?

MISS HALEY: Mr. Chairman, I object to having any statement of that kind made at this time. I object to any responsibility put upon myself or the Chicago Teachers' Federation.

I have announced we will call a meeting of the Teachers' Federation next week. I shall so recommend to the Board of Managers, and if the Teachers Federation has not changed its mind, as some organizations represented here today seem to have changed theirs in that time— that is the privilege of both men and women— I have told you their position the last time they spoke, that is two years ago.

Now, if they have changed their minds, we will let you know, and if they have not changed their minds we will let you know, too.

Mr. Chairman, I do not take any responsibility for the people I represent on matters of this kind except as those people express themselves in their official action of record and that record has been made known to this committee.

MRS. HEFFERAN: Mr. Chairman, it is just her personal opinion as to whether she approves or disapproves of the salary schedule.

MISS HALEY: I am not giving you any personal opinion. I am giving you the opinion of the Chicago Teachers Federation when last expressed, Mr. Chairman, and I see your Board of Education cannot meet until the 13th of April in regular session, and the Board cannot pass a salary schedule except at a regular meeting, and you have until then to consider this matter, and the earliest possible date to call a meeting of the Federation will be next week. I shall heartily recommend to our Board of Managers that we call such a meeting.

* * *

MR. McANDREW: Mr. Chairman, yourself and a number of members here have said they have engagements at four o'clock and wanted to adjourn, but before you go away, I would like to ask through you that the representatives of the various groups who are here get from their associations as soon as possible these facts:

What it would cost, for one, two and three years to make the changes that you propose in the schedule of February, 1925.

The trouble is there are so many points to be discussed that the five minutes to discuss, which you allowed, is not enough for these groups, so let them be ready on call, and as many of our regular salary committee as you can get together, have them come over with their points and be questioned so that this committee can be supplied with the pertinent facts affecting the schedule, what it is going to cost, and so on, because you recognize we have got to be limited by the amount of money that you have, and when the schedule was presented we admitted that everybody ought to get more money than is put down there in that schedule. If things were paid as they ought to be—but such a thing at that time was not possible. We can get this up in detail, and get it in shape, together with all the subject matter, so as to reduce the detail labor that your committee will have to do.

Will you ask the representatives if they will get those facts?

THE CHAIRMAN: I do not believe there will be any objection to that. The representatives all heard your request, and I think they would be glad to comply with it.

MISS HALEY: I object to the request on behalf of the organization I represent.

In April, 1925, I presented, on behalf of the Chicago Teachers Federation, an ojection to the Superintendent's report and pointed out a deficiency in that report affecting all teachers, high, elementary, assistants to principals, every group in that report except the principals— I pointed out to the Finance Committee of the Board of Education on the 18th of April, 1925, that the Superintendent's report did not provide against the diminution of the salaries of teachers, where the Superintendent's schedule was lower in any year than the salary they were then getting; that there was no provision for keeping those teachers' salaries from being cut; that the enforcement of that schedule would operate to cut the salaries of three or four thousand teachers.

THE CHAIRMAN: Just a minute, Miss Haley. The Superintendent's suggestion is, if there is any suggestion or any amendment or changes suggested in the schedule, he asks the cooperation of the different groups to try to eliminate that.

MISS HALEY: He asks that they cooperate with his committee. .I want to state for the record and for your information that I knew that provision was not in the Superintendent's report and so stated to your committee on April 18, 1925. The Superintendent on April 20, 1925 sent a communciation which is on record in this committee, stating that my objection was not well-founded, that my point was not well taken. I presented to this committee on April 21, 1925, an opinion from the attorney for the Federation, Mr. Greenacre pointing out that provision was not in that report. I now submit that opinion of April 21, 1925, to the Secretary of the Board of Education, also the Superintendent's communication of April 20, 1925.

What is the use of referring any group to the Superintendent who has insisted that his report is perfect in that respect, when it was the opinion of the attorney for the Federation it is not?

This committee revised its resolution three times, not at the request of the Superintendent, who said it did not need revision, but at the request of the Chicago Teachers Federation. The Board adopted the third draft.

I object, Mr. Chairman, to being turned over, or having our organization turned over to meet with a committee, the chairman of which, the Superintendent of Schools, has already taken issue not only with the interpretation put by our organization on his report, but by the attorney for the Chicago Teachers Federation, whose opinion is there and whose opinion this committee and the Board adopted.

That is why I wanted you to say Mr. Chairman what you have before you, whether you have that resolution adopted by the Board on April 27, 1925 and later rescinded or the Superintedent's report of March 11, 1925. According to Mr. McAndrew you have his report before you. .That is the reason I talked to the report, because you have his report and not that resolution before you.

These provisions of Mr. McAndrew were discussed and we had several controversies, we had three meetings of the Finance Committee which Mr. Smietanka will remember no doubt as he was chairman at the time; we brought these objections, and the Superintendent insisted that our objections were not well taken, and we have had a controversy with regard to that, and you can not avoid the necessity of determining that contro-

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versy with regard to that, and you cannot avoid the necessity of determining that controversy if you are going to consider this report. If you are going to make any recommendations to the Board on this report this committee should hear and decide those matters.

THE CHAIRMAN: Miss Haley, please understand this, that this is not in the hands of the Superintendent. The schedule is in the hands of the Finance Committee. I want you to understand that.

Now, if we can give him any help, if the Finance Committee can give him any help, he should be given it. The position you take, nobody would get any advancement at all. It would be like a dog in the manger, not doing anything. We want to do something for these people, if we can see our way to do it.

MISS HALEY: Your own vouchering officers, your secretary, and other officers, informed us at the time that the teachers' salaries would be diminished, they would be cut if you adopted the report in the form it now is.

MR. McANDREW: Mr. Chairman, just to set you right on this, very briefly, I want to read an excerpt from your proceedings:

[Here Mr. McAndrew read the provision prepared by Mr. Greenacre which on his advice and in spite of Mr. McAndrew's opposition was inserted in the resolution adopted by the Board of Education on April 27, 1925. It is printed here on page 201, also the Superintendent's letter and Greenacre Opinion.]

MR. McANDREW: From the beginning, and every time it came before your Board and in the opinion offered by your attorney and fixed in the form I read now, is the provision made that the salary schedule would not result in the lowering of the salary of any persons in the employ of the Board.

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MISS HALEY: Mr. Chairman, I would like to ask Mr. McAndrew * * *

THE CHAIRMAN: Just a moment.

MISS HALEY: May I ask, what are you reading from?

MR. McANDREW: I was reading from the proceedings of the Board of Education, page 1410, April 27, 1925, which repeated, each successive report repeated, the provision that there should be no lowering of the salaries.

MISS HALEY: I want to enter my objection, Mr. Chairman.

MR. SCHMID: We are wasting considerable time here.

MISS HALEY: Mr. Chairman, this is a serious matter. That resolution that the Superintendent read from is the resolution you rescinded on the 28th of October, 1925. That resolution is not before this committee. The Board of Education adopted that resolution on the 27th of April, 1925, and that is what he was reading from, and that was rescinded, and the thing that is before your committee, Mr. Chairman, is not what the Superintendent read from.

THE CHAIRMAN: Miss Haley, that was his position at that time, and I do not think it has been changed. I do not think your argument or objection is well taken on that.

MISS HALEY: I want to enter, on behalf of the six thousand elementary teachers I represent, I want to enter a protest against allowing before this committee today the report that was rescinded, when all you have before your committee is the Superintendent's report No. 11013.

MR. SCHMID: We are taking up a lot of time, Mr. Chairman.

THE CHAIRMAN: Whom do you represent?

MR. HARLEY: The assistant high school principals.

THE CHAIRMAN: Can you defer for a few minutes?

MR. SCHMID: I was going to make a suggestion—we are taking up unnecessary time.

THE CHAIRMAN: I know we are, but we cannot help these controversies.

MR. HARLEY: I can finish in three minutes.

THE CHAIRMAN: Step up here, but be brief.

* * *

MR. McANDREW: Now, just a minute, Mr. Chairman. I understood the statement to be made that in the original salary schedule there is no provision preventing reduction of salaries.

I would like to have the secretary put in the minutes Paragraph 4 of Section 2 of the original report on salary schedules as it came from the Superintendent. "No salaries reduced"—there are two paragraphs which make the provision which has been under discussion here.

THE CHAIRMAN: No objection, that will be entered in the record.

MISS HALEY: Then, Mr. Chairman, I wish to present for the record the opinion of our attorney, Mr. Greenacre, to the effect that in his opinion that is not part of the schedule and could not be in operation unless the Board made it part of the schedule by resolution; also the resolution they adopted, making it part of the schedule, which was later rescinded.

THE CHAIRMAN: Any other teaching group to be heard?

MR. RAYMER: Mr. Chairman, I would like to offer a motion at this time, that we adopt the recommendation of the Superintendent, that the various groups get in touch with his committee for the purpose of adjusting the various differences which they have, and have them ready for the committee to take up on April 13th, for some action or other on the proposed salary schedule or question.

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CURTAIL ACTIVITIES

(Continued from Page 199)

that there is justification for submitting a tax rate increase before the quadrennial assessment is made?

MR. SMIETANKA: Yes.

ALDERMAN NELSON: ***You have at least reached this agreement that there is no danger of shortage until November.***

MR. SMIETANKA: ***I think we can carry it through November, yes.***

* * *

MR. SMIETANKA: In no instance have I been inconsistent anywhere in my statement, and if anybody has been mistaken I resent being put in the position of the proverbial goat. I never made any statements to anybody that did not represent the facts. When I went before the Union League Club and was asked to give my views on the state of the finances I said what in my judgment was the truth, that we might, in all probability, due to the savings that we had effected, be able to run until January, 1928. ***My guess was as good as any one else's, because my estimates have been substantiated to the extent that I might say that we may run to within two months of January 1, 1928.***

From City Council Committee on Schools, December 9, 1926.

* * *

MR. BRACKETT: (Reading) * * * *

"During the existence of the present teachers' salary schedule expenditures have been consistently in excess of revenue each year as shown by the following figures." There is a table of figures here. Shall I read them?

MR. SMIETANKA: Read them, go right ahead.

MR. BRACKETT: "1923: revenue, $34,118,729.63; expenditure, $35,841,260.69; excess of expenditure, $1,722, 531.06.

"1924: revenue, $36,167,465; expenditure, $37,999,983; excess of expenditure, $1,832,518.

"1925: revenue, $36,097,461; expenditure, $39,117,415; excess of expenditure, $3,019,953.

"1926: $37,919,790; appropriation*, $41,160,629; excess of expenditure, $3,240,839.

"A total of revenue, $144,303,446.; expenditure, $154,119,288; excess of expenditure, $9,815,841.

"The Board is now facing the problem of financing expenditures for the year 1927 under conditions similar to those of a year ago.

"Two estimates have been submitted up to the present time of the probable conditions of the educational fund on December 31, 1927, viz—

"1st—Upon the basis of 1926—$1,550,000.00 Deficit.

"2nd—If the assessed valuation is increased $100,000,000.00—$1,650,000.00 free surplus.

"If all of the tax collectible in 1927 is not paid during 1927 the above deficit will be increased and the surplus decreased by the amount unpaid.

"Even if the assessed valuation is increased by the above amount the free surplus would not be sufficient to cover expenditures for the first two months of 1928."

From City Council Committee on Schools, December 10, 1926.

***NOTE: Appropriation in 1926, $41,150,000, actual expenditures, $40,600,000. Mr. Brackett so stated on January 11, 1927.**

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TEACHERS VOTE INSURANCE FUND

(Continued from Page 204)

reassessment of lands by the Board of Assessors as provided in the item covering that subject matter in the appropriation bill of the County Board adopted on that date. Mr. English's resolution was referred to the Finance Committee of the Board of Education.

The Chicago Teachers' Federation at its regular meeting last Saturday, March 12, by unanimous vote, provided for an insurance fund of $100,000 to insure the payment of the $100,000 provided in Mr. English's resolution for the purpose set forth in that resolution, said $100,000 insurance fund to be available for the purpose and on the conditions specified in the English report in the event that the $100,000 so proposed to be appropriated by the Board of Education is not made available from the funds of the Board of Education for any reason whatsoever.

This information is submitted to you in response to the question, as to what the Board of Education would do in this matter, which you asked me at the meeting on February 28 of the Finance Committee of the Baord of Cook County Commissioners.

As directed by the Chicago Teachers' Federation this communication and the resolution herewith are submitted for presentation to the County Board at its meeting today with the request that they be printed in the priceedings of the Board.

Respectfully submitted.
(Signed) MARGARET A. HALEY,
Business Representative of the
Chicago Teachers' Federation.

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Small Dorothy was accustomed to hearing considerable shop talk at home, both her parents being in the advertising business. One day she brought home a text from Sunday school.

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"Nothing much," answered Dorothy, with a little shrug of her shoulders. "It's only an ad about Heaven."

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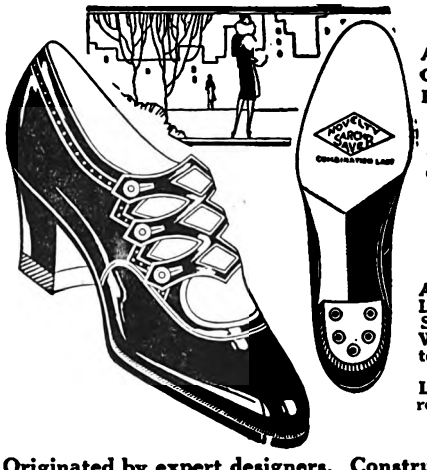
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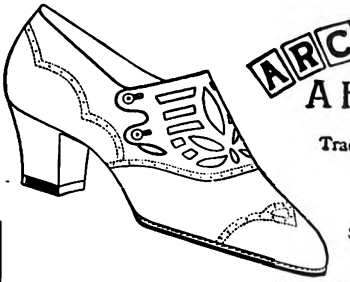
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MARGARET HALEY'S BULLETIN

Vol. 4. No. 12 April 15, 1927 Page 219

Classroom Teacher Progresses In N.E.A.

Is Making Influence Felt in Department of Superintendents

Progress being made by the classroom teacher in the National Educational Association is reported by Miss Frances E. Harden in an outline of the meeting of the Department of Superintendents of the N. E. A. held February 28 to March 4 in Dallas, Texas.

Miss Harden was a delegate from the Chicago Division of the Illinois State Teachers' Association and has written the following resume of the session in the South:

By Frances E. Harden

The Department of Superintendents of the National Educational Association met February 28 to March 4 at Dallas, Tex.

Altho it was a meeting of the Superintendents, many representative classroom teachers were present. They came from every section of the United States, from Massachusetts to California and from Minnesota to Florida.

When I went to the Superintendents' meeting at Atlantic City in 1917, just 10 years ago, I was the only classroom teacher there, and so far as I know, the first to attend a Superintendents' meeting.

My chief interest in the Dallas meeting was the work of a committee of which I am a member. To this committee has been given the task of formulating amendments to the by-laws to bring them into agreement with the Federal Charter under which the N. E. A. operates, and also of working out a plan for the reorganization of the Representative Assembly.

This committee held two long and interesting meetings at which general plans were mapped out and certain basic principles agreed upon.

The committee was unanimous that there should be no duplicate representation as is now permitted, by having both state and local delegates.

It was also agreed that some method should be found to limit the number of delegates, as the Representative Assembly has increased from 553 delegates in 1921 to 1126 in 1926, or more than doubled its membership in five years.

After outlining in a broad way its policies, a sub-committee was appointed to work out the details and the committee adjourned to meet just prior to the Seattle meeting to receive and act upon the report of the sub-committee.

As a member of the sub-committee I should be very glad to receive any suggestion which would be helpful in this work.

There were many inspiring addresses and interesting social events. The Texas-Illinois dinner Monday evening was unusually fine, bringing together as it did, the North and South where we all joined in singing our state songs.

There is in Dallas a large high school for colored children called the Booker T. Washington High School. One evening a chorus of 600 children from this school, led by a daughter of Booker T. Washington, entertained the visiting teachers with a number of negro songs.

The Department of Classroom teachers gave a luncheon and had several conferences.

The Dallas schools were closed two and a half days in order that the teachers might attend the meetings.

THE SON THAT WENT TO SEA

A farmer in Iowa sent the following letter to the Navy Department:

"My youngest son has gone away and enlisted in the Navy. I can't get him out. Won't you help me? He is a good boy and I was raising him for my own use."—Our Navy.

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From the Masthead by The Lookout



ANOTHER OPEN LETTER
To the Chairman of the Finance Committee of the Board of Education:

To Mr. Charles T. Byrne,

Chairman of Finance Committee, Board of Education:

As requested by you, I am printing in this Bulletin your reply of April 4 to my open letter to you in regard to the salary hearing before your commitee on March 25, printed in the Bulletin of March 31.

In your letter you quote from the stenographic report of the meeting of March 25, as printed in the March 31 Bulletin, the following statement made by you:

"Miss Haley, please understand this, that this is not in the hands of the Superintendent. The schedule is in the hands of the Finance Committee. I want you to understand that.

"Now, if we can give him any help, if the Finance Committee can give him any help, he should be given it. The position you take, nobody could get any advancement at all. It would be like a dog in the manger, not doing anything. We want to do something for these people, if we can see our way to do it."

I presented your communication to the Chicago Teachers' Federation at its meeting on April 9. It was the unanimous sentiment of that meeting that no interpretation could be put on the expression, "Dog in the Manger," used in connection with my position before your committee on March 25, that would not be discourteous both to the organization I represented and to me as the representative of the organization.

Whether you referred to the position which I took in declining to go into a salary conference with the Superintendent and the representatives of the activities in the schools present at that meeting, or whether you referred to the position that I took in presenting to your committee the last official action of the Chicago Teachers' Federation in regard to the Superintendent's salary schedule, is not a material question because the position which I took before your committee was to present the facts that I was directed by the Board of Managers of the Federation to present and to ask for the information I was directed to ask your committee.

The organization I represented asked for information which to date has not been made public. The first question is, Where is the Board to get the money to pay salary increases? It is admitted that there is no money to pay salary increases, and the Board has not pointed out how or where it expects or intends to get the money. Nor has any resolution been before your committee to date indicating in what way it is the intention to obtain the money to pay increases in salary, or how the salary schedule is to be enforced.

The position which the Chicago Teachers' Federation has taken is based on more than one experience in which the Board adopted salary schedules in the past without the available revenue to pay those increases. That experience, as shown by the records, is that the salary raises without the money provided first to pay them have been followed by salary cuts and these cuts have been in the salaries of the largest group, the elementary teachers at the maximum, of whom there are practically 5,000 in the system now.

The table on the next page tells why the elementary teachers have learned to ask "Where is the money?" before the increase is voted:

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Maximum Salary Actually Paid 2,500 Elementary Teachers

Year	Primary	Grammar	Maximum Salary Adopted in 1898, $1,000
1897	$ 800	$ 825	Salary paid for many years prior to 1898.
1898	875	900	Raised $75—Year before Mayoralty election.
1899	875	900	Stationary—Mayoralty election year.
1900	800	825	CUT $75—Year after.
1901	875	900	Raised $75—Mayoralty election year.
1902	800	825	CUT $75—Year after.
1903	850	875	Raised $50—Mayoralty election year.
1904	850	875	Stationary.
1905	850	875	Stationary.
1906	850	875	Stationary.
1907 (February)	900	925	Raised $50—Two months BEFORE Mayoralty election.
1907 (June)	850	875	CUT $50—Two months AFTER Mayoralty election.
1908 (January)	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—$1,000 paid at last.
1910	1075	1100	Adv. to 10th yr. of schedule, the maximum in 1910.

The experience shown in the above table was so often repeated that the teachers learned from these bitter experiences to insist on getting the money and putting it into the treasury and getting the salary increase voted afterward.

There was never an increase in the elementary teachers' salaries voted when the money was not there first that that increase was not followed by a cut.

The experience of two years ago, set forth fully in the open letter in Bulletin of March 31, has convinced the teachers that it is absolutely esential that they know what the provisions of any salary resolution are before that resolution is adopted. It is in the light of this experience that the teachers have asked, and are still asking, that the resolution which the newspapers are now reporting is to be adopted on April 27 be made public.

After the meeting of your committe on March 25, the Federation held a special meeting in the Studebaker Theater, on March 31, and reaffirmed its position of two years ago in regard to the Superintendent's salary schedule. That action is set forth in this issue of the Bulletin. Two resolutions were adopted, one asking for publicity on the proposed Salary Schedule Resolution, the other one urging equitable assesment and no tax rate increase.

At that Studebaker Theater meeting the Federation adjourned to meet on April 4 to hear the response to its request to the President of the Board for a copy of the resolution.

At the adjourned meeting on the 4th of April a letter was received from the acting President of the Board of Education Mr. Smietanka, which is printed in this Bulletin informing the Federation that the resolution had not been drafted and this notwithstanding the fact that on March 26 the Chicago Tribune quoted a member of the Board of Education as saying that the salary schedule would be adopted on April 13 and the papers are now quoting other members of the board as saying that it will be adopted on April 27.

As the Finance Committe did not receive the Superintendent's revised salary report at its postponed meeting of April 11 only one copy of that document of 200 typewriten pages was presented to the Board on April 13, referred to the Finance Committee and ordered printed, it was not available for reviewing in this Bulletin, and the teachers must rely upon the newspapers for information concerning this report.

It has never been necessary for the small groups, as it has been for the large groups, to concern themselves with the question of where the money is to come from. The amount required to give a substantial raise to a small group of say, 300, can always be found; but the money to pay even a relatively small increase to the very large group of 8,000 elementary teachers becomes a problem to which these teachers must address themselves, and it is the fact of the size of the group that has determined, not only the amount of the raise, but the frequency with which raises are given.

This lesson has been well learned through a long period of years. The knowledge of these facts is the special possession, the special experience, of the large group. Until this fact is recognized the difference between the attitude of the small groups and that of the large group in the school system will not be understood. It is a mistake not to recognize the diference between the necessities of the large group in the matter of procedure where sal-

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ary raises are concerned and that of the smaller groups.

Of course all these experiences have not been shared by the younger teachers who have come into the system. Of course the teachers of Chicago have not always known that the Board of Education could not pay raises whenever it wishes to. There is always in the Chicago system, as well as in other school systems, new entrants, younger teachers, who know nothing at all about the finances of the Board of Education, who still believe in Santa Claus, as far as salary increases are concerned. They haven't made the critical study of the Board's finances and haven't followed those that others have made. The informed portion of the large group have made reasonable and commendable efforts to bring the facts to the younger and inexperienced portion of the teaching body.

It is absurd to expect Board members whose activities have been in other fields immediately on becoming Board members to acquire the experiences that have taken these teachers twnty-five years to acquire.

It is a mistake not to recognize and utilize this knowledge and experience of the teachers.

It would be a more serious mistake for the teachers to permit their knowledge and experience to be ignored by newcomers into the system, whether teachers or Board members.

For twenty-seven years it has been the work of the Chicago Teachers' Federation to record those facts and enable the teachers and Boards of Education to capitalize these experiences and utilize them in the interest of the school system.

Until this peculiar function of the Chicago Teachers' Federation is recognized and properly evaluated its officers and representatives will continue to be misunderstood and their motives misinterpreted, as was clearly the case at the hearing of the Finance Committee of the Board of Education on March 25.

In the interest of harmony and good will, which can grow only out of understanding, this open letter is respectfully submitted.

Margaret A. Haley

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Charles T. Byrne Replies to "Dog-in-the-Manger" Charge

Answers Open Letter in Masthead of Last Issue

In the Masthead of the last issue of the Bulletin appeared an open letter addressed to Mr. Charles T. Byrne, chairman of the Finance Committee of the Board of Education.

It criticised his reference to the position of the representative of the Chicago Teachers' Federation as "dog in the manger" when she appeared before a meeting of the Finance Committee March 25 and asked for information regarding the Superintendent's proposed salary schedule.

In a letter of April 4, 1927, Mr. Byrne has replied to the Masthead article in the Bulletin of March 31, 1927, attempting to explain his position.

Following is Mr. Byrne's reply:

April 4th, 1927.

Miss Margaret A. Haley,
Business Representative,
Chicago Teachers' Federation,
127 North Dearborn Street,
Chicago, Illinois.

Dear Miss Haley:

My attention has been called to your Bulletin of March 31st, in which you printed (p. 200 ff.) an open letter addressed to me as Chairman of the Finance Committee of the Board of Education, the first paragraph of which reads:

> "Dog in the Manger." These are the words reported in the newspapers of Saturday, March 26, and the stenographic record shows they are the words actually used by you, in referring to my statement of facts and request for information at the hearing before your Committee last Friday, March 25, on the Superintendent's proposed salary schedule report.

This statement is clearly a misrepresentation of my position as Chairman of the Committee and my attitude toward you during the meeting of this Committee on March 25th when the Superintendent's salary schedule was discussed. I did not use the expression "Dog in the Manger" in referring to your "statement of facts and request for information" at this hearing. The stenographic report of that meeting as printed in the same issue of your Bulletin shows (p. 210 of your Bulletin) that at the close of your discussion of the salary schedule I asked you the simple question, "Do you think it inadvisable at this time to do anything with the increase in salaries?"

The stenographic report of the discussion shows further that the Superintendent requested the cooperation of representatives of the various groups desiring changes in the schedule as originally drafted, to which request you replied: "I object to the request on behalf of the organization I represent." In explaining your objection you said, in part:

> I object, Mr. Chairman, to being turned over, or having our organization turned over to meet with a committee, the chairman of which, the Superintendent of Schools, has already taken issue not only with the interpretation put by our organization on his report, but by the attorney for the Chicago Teachers' Federation, whose opinion is there and whose opinion this committee and the Board adopted.

(See p. 211 of your Bulletin.)

In reply to your objection, I made the following statement:

> Miss Haley, please understand this, that this is not in the hands of the Superintendent. The schedule is in the hands of the Finance Committee. I want you to understand that.
>
> Now, if we can give him any help, if the Finance Committee can give him any help, he should be given it. The position you take, nobody would get any advancement at all. It would be like a dog in the manger, not doing anything. We want to do something for these people, if we can see our way to do it.

(See p. 212 of your Bulletin.)

It must be obvious to any fair-minded person that my remarks were intended only to secure the harmonious cooperation of all of those who are interested in arranging for the satisfactory adjustment of the salaries of teachers. The superintendent's request seemed to me to be entirely reasonable and seemed to offer a fair solution to the problem of settling the differences of opinion among those who believe that the teachers are entitled to a better compensation for their services than they now receive. I do not feel that I was discourteous to you, nor to anyone else who appeared before the Committee to discuss the schedule originally recommended by the Superintendent. Furthermore, I have never been discourteous to any member of the teaching force during the time I have been a member of the Board. But I do feel that the statement contained in your "open letter" as published in your Bulletin of March 31 places me in a wrong light before the teachers of the Chicago schools, and I respectfully request that you give the same publicity to this letter that was given to your statement.

Yours very truly,

(Signed) CHAS. T. BYRNE,
Chairman, Committee on Finance.

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Finance Committee Fails to Act on Salary Schedule

Matter Postponed at Committee Meeting

At the meeting of the Finance Committee Monday, April 11 (postponed from the meeting scheduled for Friday, April 8) the Board rooms at 640 S. Clark street teemed with those anxious to hear the last word on the far-famed salary schedule.

There were those there who believed that it is better to be right than to be Superintendent of Schools. There were those who believed, right or wrong, my salary schedule still. There were those who builded castles in the air from the "increase on paper." There were as many solutions to the shortage of funds with which to pay an increase in salaries as there were persons there. The nervous tension seemed to be transmitted through the atmosphere.

A teacher in the front row toyed with her beads; a teacher in the back row drew a paper full of kerleykews on his pad. A board member tapped his foot incessantly and the secretary droned on through the reports.

Reams of verbiage regarding such prosaic things as repairs, supplies, etc., dragged through the meeting—and then a figure, like an animated portrait was framed in the door. The Superintendent of Schools entered. To the nearest teacher he said sotto voce, "Are you here in the interest of the salary schedule?" to which she gave an affirmative answer.

"Tell the faithful," said he, "that the salary schedule has been put over for two weeks."

Thus endeth for a fortnight consideration of the Superintendant's proposed salary increase which had been the occasion of four meetings of the Chicago Teachers' Federation within the last two weeks.

At a special meeting of the Federation March 31 in the Studebaker Theater, the resolution (printed on Page 226) requesting the Chairman of the Finance Committee and Acting President of the Board of Education to make public at once the Salary Schedule Resolution, notice of the proposed adoption of which resolution by the Board of Education on April 13 was given to the public by Mrs. W. S. Hefferan March 26, was passed.

Below is printed the letter transmitting to Mr. Smietanka the resolution requesting Mr. Smietanka to make public the Salary Schedule resolution, and his reply and a similar letter sent to Mr. Charles T. Byrne, Chairman of the Finance Committee:

LETTER TO MR. SMIETANKA

April 3, 1927.

Mr. Julius F. Smietanka,
Acting President, Board of Education,
650 South Clark Street, Chicago.

My Dear Mr. Smietanka:

As directed by the special meeting of the Chicago Teachers' Federation, held at the Studebaker Theater on Thursday, March 31, I mailed you, on Friday a copy of a resolution adopted at that meeting.

The resolution, marked copy enclosed, requested the Acting President and the Chairman of the Finance Committee of the Board of Education to make public the Salary Schedule Resolution which will be before the Finance Committee on April 8.

The officers of the Federation were further directed at the Studebaker Theater meeting to call a special meeting, to be held on Monday, April 4, for the purpose of presenting the information received in response to the request of the Thursday meeting, in order that the teachers and the public may know whether the Salary Schedule Resolution predicates the proposed salary increases on a tax rate increase, or what provision said resolution contains for the maintenance of the proposed salary increases.

I, therefore, respectfully request that a copy of the Salary Schedule Resolution, to be before the Finance Committee of the Board of Education on April 8, be furnished to the Chicago Teachers' Federation in time to present at its meeting on Monday, April 4, at four o'clock.

Very truly yours,
(Signed) MARY M. ABBE,
President.

MR. SMIETANKA'S REPLY

April 4th, 1927.

Miss Mary M. Abbe, President,
Chicago Teachers' Federation,
127 N. Dearborn St.,
Chicago, Ill.

Dear Miss Abbe:

I have just received your letter of April 3rd requesting a copy of the salary schedule resolution to be presented at the meeting of the Finance Committee of the Board of Education on April 8th, and asking that this resolution be submitted to you before 4:00 o'clock today. Mr. Charles T. Byrne advises me that he is in receipt of a similar request from you, and you may consider this letter as the joint reply of Mr. Byrne and myself.

As you know, the superintendent was instructed by the Finance Committee at its last meeting to consider the objections to the original salary schedule and to report back to the Committee on April 8th, with recommendations as to desirable modifications of the schedule as presented to the Board in February, 1925. When these

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Teachers Urge Equitable Assessment-No Tax Rate Increase

Resolution Adopted by the Chicago Teachers' Federation at a Special Meeting in the Studebaker Theater, March 31, 1927

RESOLVED: That the Chicago Teachers' Federation re-affirm its position taken at its special meeting held in the Studebaker Theatre on February 5, 1925, and reiterated at the special meeting held in the Studebaker Theatre on April 6, 1925, that we are opposed to a tax rate increase for the Educational Fund and to salary increases predicated on a tax rate increase;

IT IS FURTHER RESOLVED: That we heartily commend the efforts of the Board of Cook County Commissioners to secure a scientific, equitable, uniform appraisal of the property of Chicago for the information of the Board of Assessors in making the 1927 quadrennial assessment of real estate in Chicago, and again pledge our continued co-operation and support to these efforts;

IT IS FURTHER RESOLVED: That we express our appreciation of the action of the Board of Education on March 23, 1927, in appropriating $100,000 to be used for payment of such an appraisal and we respectfully request that the City Council take prompt action to appropriate a like amount for such an appraisal on the same conditions;

IT IS FURTHER RESOLVED: That the Chicago Teachers' Federation renew and confirm its pledge of February 18, 1927, to President Anton J. Cermak of the Board of Cook County Commissioners, to raise a guarantee fund to assure the payment, for the purpose appropriated, of any appropriation made by the Board of Education for such appraisal for the quadrennial assessment; and

IT IS FURTHER RESOLVED: That this meeting call upon the Board of Assessors and the Board of Review and urge these Boards to take prompt action to co-operate with the County Board and the Board of Education in putting into effect the resolution for such an appraisal and the appropriation therefor made by the County Board on February 28, 1927; and

RESOLVED: That these Resolutions be sent to the Board of Education, to the President of the Board of Education, to the Chairman of the Finance Committee of the Board, to the City Council, to the Board of Cook County Commissioners and President Anton J. Cermak, to the Board of Assessors, and to the Board of Review.

MARY M. ABBE,
President.

---

modifications come before the Committee they will be considered in the light of the requests made by the various groups presenting objections to the original schedules, and if the changes suggested by the superintendent seem to be such as will remove the objections that have been made, the Committee will then consider the question of the adoption of the salary schedule as modified, as well as the date at which the schedule shall be put into effect. The recommendation of the superintendent providing for a new salary schedule, and the resolution making such schedule effective now before the Finance Committee are subject to amendment and this resolution may be modified or supplanted by the substitution of a resolution of different form and wording when the question of the adoption of the resolution is acted upon. Up to this time such amendment or substitute resolution has not been drafted, and I cannot say exactly what form it will assume.

The attitude of the members of the Board with reference to financing an increase in salaries for teachers is that the money should be provided for by means of equitable assessments of property, if possible. The Board of Education has made every reasonable effort to secure additional funds by this means. Besides co-operating with the Committee of the City Council in its drive for an equalized assessment in 1926 and appropriating $25,000 to help defray the expenses of this drive, the Board recently adopted the resolution appropriating $100,000.00 to aid in the larger undertaking of securing an equitable revaluation of property assessments in this the quadrennial assessment. It is the hope of the Board that the results of this year's work may provide sufficient funds to finance the present activities supported by the educational fund and to provide for a reasonable adjustment of the rates of compensation for teaching service in the schools.

Yours very truly,
(Signed) JULIUS F. SMIETANKA.

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Teachers Ask Publicity on Proposed Salary Schedule

Resolution Adopted by the Chicago Teachers' Federation at a Special Meeting in the Studebaker Theater, March 31, 1927

WHEREAS, the Chicago Daily Tribune of March 26, 1927, referring to the salary schedule presented to the Board of Education by the Superintendent of Schools on March 11, 1925, quotes Mrs. W. S. Hefferan, a member of the Board of Education, as follows:

> "On April 8th, the Finance Committee will approve the schedule and on April 13th, it will pass the Board;" and

WHEREAS, the acting President of the Board of Education on December 9, 1926, at the meeting of the City Council Committee on Schools, Fire and Civil Service, made the following statement in regard to the condition of the Educational Fund:

> "We will probably carry on through November, 1927, and then we will be without funds;" and

WHEREAS, to date no copy of the Salary Resolution which, according to Mrs. Hefferan's published statement, is to be approved by the Finance Committee of the Board on April 8th, and adopted by the Board on April 13th, has been given to the public; and

WHEREAS, the Resolution passed by the Board of Education on April 27, 1925, adopting the Superintendent's proposed Salary Schedule predicated the payment of that schedule on a tax rate increase to be submitted to a referendum of the voters of Chicago; and

WHEREAS, the teachers of Chicago know that the condition of the Educational Fund will not permit the Board to continue the payment of the present salary schedules, much less to pay increases in teachers' salaries, unless either the tax rate for the Educational Fund is increased THIS YEAR or the assessed valuation of property for taxation is substantially increased THIS YEAR; and

WHEREAS, neither the teachers nor the public know whether said proposed resolution to be adopted by the Board on April 13th, predicates the proposed salary increase on a tax rate increase or what provision said resolution contains for paying salaries, if, and when, the money to pay said salaries becomes exhausted; now therefore, be it

RESOLVED: That the Chicago Teachers' Federation, in Special Meeting assembled, at the Studebaker Theatre, on March 31, 1927, request the Chairman of the Finance Committee of the Board of Education, Mr. Charles T. Byrne, and the acting President of the Board of Education, Mr. Julius F. Smietanka, to make public at once the Salary Schedule Resolution, notice of the proposed adoption of which resolution by the Board of Education on April 13th was given to the public by Mrs. W. S. Hefferan on March 26; and be it further

RESOLVED: That the Chairman and Secretary of the Chicago Teachers' Federation be directed to transmit these Resolutions to the Chairman of the Finance Committee of the Board of Education, and to the acting President of the Board of Education, and that copies be sent to the press.

MARY M. ABBE,
President.

LETTER TO MR. BYRNE

April 11, 1927.

To the Finance Committee
of the Board of Education,
Mr. Charles T. Byrne, Chairman.

At the regular meeting of the Chicago Teachers' Federation, held on Saturday, April 9, the Federation directed its officers to renew the request made by the special meeting of the Federation, held at the Studebaker Theatre on March 31, namely, that the Chairman of the Finance Committee and the Acting President of the Board of Education be requested to make public the Salary Schedule Resolution before the date on which that resolution was to be considered by the Finance Committee.

At the meeting of the Federation held on Monday, April 4, a communication, under date of April 4, was received from the Acting President of the Board of Education stating that on that date the Salary Schedule Resolution had not been drafted.

As, to date, this Salary Schedule Resolution has not been made public, the officers of the Federation, as directed, again respectfully request that this resolution be made public and that opportunity to know and study this resolution and to bring it before the Teachers' Federa-

(Continued on Page 235, Column 2)

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Councils Furnished Intelligent Contact Between Teachers and Administration

Mr. Mullenbach Says in Address Broadcast by Radio

The Superintendent's "hand picked conference" which succeeded the former Teachers' Councils has had no part in the formulation of policies or criticism of present methods or proposals for new departures, according to Trustee Mullenbach whose address on Councils was broadcast February 24 from the Chicago Federation of Labor station, WCFL.

Following is Mr. Mullenbach's summary of the value of Teachers' Councils as they existed before the voice of the classroom teacher was silenced:

In THE SURVEY MAGAZINE for February is an article by Joseph K. Hart, one of the contributing editors and an educational authority of the first rank in this country. That article deals with the school situation in Chicago, and should be read and studied by teachers, parents and citizens of this community.

The central theme of the article is the change, for better or for worse, that has come over the Chicago schools in recent years through what Mr. Hart intimates is the abandonment of adventurous experimentation to a development of a set system in the schools.

Now the outstanding feature of the schools during this period of adventurous experimentation was the existence of teachers' councils, both of elementary and of high school teachers.

Because of their importance historically and their significance prophetically, it has seemed worth while to review briefly this history, and especially the principles that underlie this type of teacher organization.

Teachers' Councils of voluntary organization were known in the Chicago schools nearly thirty years ago. The first official notice occurs in the proceedings of the Board June 1, 1898, when the Board appropriated $100 to the Central Council for printing expenses. But the Councils of that time, tho the foretokens of the later organizations, were anemic and ineffective.

It was not until 1907 that the Councils got real attention from the Board. In the beginning of that year, the School Management Committee drew up a report. Miss Jane Addams was chairman of the committee; the report was written by Mr. Louis F. Post.

Because this report sets forth so definitely and clearly the justification and service of teachers' councils, I make liberal quotations from it:

"I. Your committee finds that under existing conditions the Board of Education and the teaching body are as widely separated for consultative and freely cooperative purposes as if they had no educational interests or duty in common. For the teachers are inarticulate as a body, and the Board, compelled to act without their direct advice and only upon reports of official intermediaries, is forced into the position of governing by the mere might of its legal authority and often in ignorance of matters regarding which the teachers would be its best advisers. .This is manifestly detrimental. It tends especially to lessen the effectiveness of the teachers in their school work, by destroying in them that spirit of cooperation, which is vital to a homogeneous school system.

"II. 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 cooperation is therefore essential.

"And inasmuch as teachers are neither soulless machines to be despotically manipulated by master hands, nor soldiers with no other function than unquestioning obedience, nor mechanical producers of the inanimate commodities of the factory, but are the personal guardians and guides of the children they teach, and come into more intimate relations with these wards of the public school than any one else in the system, their hearty and intelligent cooperation in promoting the educational policies of the Board is not to be secured by methods of management which are or seem to them to be despotic. If they feel the weight of despotic hands, the less assertive among them will cringe in their official intercourse with superiors in authority and be despotic in turn in their official intercourse with subordinates. Thus perpetuating itself, the despotic or decree-promulgating policy must inevitably react upon the pupils, tending to turn some of them into little learning machines and others into little rebels, instead of making eager students of them all.

"In the opinion of your Committee the teaching force must be sympathetically considered and trusted. If they are to do the best for the children, the teachers must be consulted about educational policies—not now and then and here and there as real or apparent favorites of superiors in authority, but as a body of educators organically recognized by the Board and its employes. Their cordial acquiescence in the wisdom, justice and sincerity of the policies they are called upon to promote must be secured, or

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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.

"III. One of the most important steps, therefore, which in the opinion of your Committee the Board ought to take, is the organization of the teachers into an official consultative and advisory body.

"There is no implication here, nor have we learned satisfactorily of any demand from any source, that the teaching body should govern the Superintendent or the Board or in any manner dictate to either. What is in principle proposed is: (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. And the teaching body in its advisory capacity, should it be thus organized, should have the fullest parliamentary freedom of expression. The common sense of the teachers, far better than arbitrary rules or decrees from their superiors, would soon indicate to them the proper limitations of subject-matter for their discussion."

* * *

"VI. Among the educators who have approved it are found the names of Charles W. Eliot, President of Harvard University; Nicholas Murray Butler, President of Columbia University; Dr. Albert Bushnell Hart, and Dr. John Dewey.

"Writing on 'The Unity of Educational Reform,' President Eliot has said ('Educational Reform,' page 333): 'Teachers should have large advisory functions in the administration of both schools and universities. * * * All the teachers of a single system should be associated together in such a way that by their representatives they can bring their opinions to bear on the superintendent and his council, or, in the last resort, on the committee or board which has the supreme control of the system.'

"To the same effect was President Butler's opinion, given in answer to the questions of the committee of fifteen of the National Educational Association in 1895 (Proceedings of N. E. A. of 1895), who said: 'A second suggestion I deem of great importance, and I base it upon the success of the French people in securing counsel and assistance in the management of the schools from the teaching force itself. All teachers who have passed the probationary period and are serving on a permanent appointment should be ex-officio members of a teachers' council, which should meet regularly for the discussion of questions relating to textbooks, courses of study, methods of teaching and so on. * * * I need not enlarge on the great advantage that will follow from giving teachers an indirect voice in the matters that directly concern them. Such a policy promotes the solidarity of the school system and tends to harmony and order as well as to increase the efficiency of the teaching force.'

"Dr. Hart was even more explicit when at the National Educational Association (Proceedings of 1895, page 393) he said: "For the participation of teachers in school organizations there are many positive reasons. In the first place, the community needs their expert advice. * * * They are in a better position than their supervisors to discover at least the minor defects of school systems * * *. Not to draw upon the results of their experience is to waste a part of the nation's resources * * *. The teachers need the stimulus of debate and of formulating opinions which go on record * * *. The Superintendent will not be harmed by organized advice. * * * School boards need such direct relations with their teachers.'

"Dr. Dewey expresses himself on the subject as follows: 'Until the public school system is organized in such a way that every teacher has some regular and representative way in which he or she can register judgment upon matters of educational importance, with the assurance that this judgment will somehow affect the school system, the assertion that the present system is not, from the internal standpoint, democratic seems to be justified. Either we come here upon some fixed and inherent limitation of the democratic principle, or else we find in this fact an obvious discrepancy between the conduct of the school and the conduct of social life—a discrepancy so great as to demand immediate and persistent efforts at reform.'" (Elementary School Teacher, Dec., 1903.)

Because of a change in the personnel of the Board, however, this report of the School Management Committee was never passed by the Board. So that from 1898 till 1913 Teachers' Councils remained voluntary organizations.

In March, 1913, the Superintendent of Schools, Mrs. Young, brought in a recommendation for the official organization of Teachers' Councils "to give full and free expression or voice to the different attitudes and judgments of the teaching force," and "to enable the Superintendent to become conversant at first hand with those attitudes and judgments."

These councils met on school time and without any administrative officer being present. According to Mrs. Young, "the voice of authority of position not only must not dominate, but must not be heard in the councils." Mrs. Young's plan was adopted by the Board March 20, 1913.

In 1921 Mr. Mortensen added local school councils to the plan of Mrs. Young, and in 1921 and 1922 the councils, for high school and elementary teachers, were given still more definite standing, granting them greater responsibility and by making the calling of the Councils mandatory upon the superintendent.

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On April 22, 1924, Superintendent McAndrew sent out a bulletin to the principals notifying that it did not seem to him to be a good time to call the councils—and no call was issued.

A dispute extending over several months developed out of this refusal to call the councils, but in the end a majority of the Board supported the Superintendent, and the councils as an official and professional part of the school system ceased to exist.

On February 11th, 1925, the Superintendent brought to the attention of the Board his own proposal which set up a small group made up of representatives of class room teachers, principals, various kinds of supervisory officials. This conglomerate body is known as the Chicago Public School Teachers' Council.

The recommendation of the Superintendent was approved by a majority of the Board April 8, 1925.

So far as the present speaker has observed this so-called teachers' council has had no part in the formulation of policies, or criticism of present methods, or proposals for new departures, or fresh development in the school system. If this council has been active it has not come to my attention.

And in my opinion it is bound to be ineffective, because it does not represent the classroom teacher, its discussions are cramped by the presence of supervisory officers whose good will is of moment to every teacher. Hence there can be no free criticism of methods or school organization and the whole purpose of providing a council for a free voice by the teacher is frustrated. The Chicago schools will not again be known for their adventurous experimentation until the system provides for the free expression of the experience of the classroom teacher.

I do not maintain that the Councils were above criticism, or that they brought to the system as much helpful suggestion as they might, or that they were always wisely or unselfishly conducted, but they furnished the condition for an intelligent and open contact between the teachers and the administrative authorities that is not now available. In my judgment until councils of this type are again organized in the system, happy, interested and contented teachers will not be characteristic of the Chicago schools.

"Board of Superintendents" Against Councils on School Time

Secretary Says No Member Favors Return to Old Council Meeting Plan

No member of the so-called "Board of Superintendents," is in favor of a return to the plan of dismissing school children for the purpose of giving teachers time for the discussion of school policies, according to a letter from Elsa Z. Brinsley, secretary to the Board of Superintendents, addressed to Mr. Lemuel E. Minnis, President of the Chicago High School Teachers' Council.

The letter as printed in the February 21 issue of the Council Reporter, official organ of the High School Teachers Council is as follows:

COUNCILS DISCUSSED BY SUPERINTENDENTS

Not to Meet on School Time. Principals Should Be Admitted

February 1, 1927.

Chicago High School Teachers' Council, Room 1515, 19 S. La Salle St., Chicago, Illinois.

Mr. Lemuel E. Minnis, President,

Ladies and Gentlemen:

All matters affecting the school system as a whole are transmitted to the board of superintendents. At its meeting on January 31, your communication of the 18th, addressed to the Superintendent of Schools, was given careful consideration. I was directed to thank you for your communication.

Opinions expressed by different members of the board of superintendents and agreed to by the board were as follows:

The organization of teachers' councils in groups small enough to admit intimate knowledge of classroom problems and teacher contributions, and large enough to comprise the entire system through discussion by delegates to a central council as outlined in the Council's communication do not require the dismissal of students nor the remission of classroom instruction. The meetings can be held without such dismissal or remission. By recommendation of the Superintendent of Schools in 1924 the Board of Education provided that free use of the school buildings could be had every Friday for such purposes;

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when a school grows so large as to go upon a double session it becomes large enough for two teachers' councils. For a double school the afternoon teachers meeting before their teaching begins, and the morning teachers meeting after their teaching ends. This should keep the group small enough to admit of intimate knowledge of classroom problems and teacher contributions. The board of superintendents welcomes teacher contributions for the improvement of the service whether submitted by individual teachers or by groups of teachers such as the Chicago High School Teachers' Council. It is not apparent, however, that the suggestions of individual teachers subjected to discard by a majority vote of a large number of teachers and thereby failing to reach the board of superintendents, are without merit. The board of superintendents and the Superintendent of Schools feel that what should determine the acceptance of a plan is not the number of votes behind it but the reasons supporting it.

The proposition to return to the plan of dismissing school children for the purpose of giving time for the teachers' discussion of school policies was not favored by *ANY* of the members of the board of superintendents for these reasons:

It does not appear that the instruction in the high schools has reached a point to warrant diminution of the time devoted to it. If propositions for the benefit of the school system are to be decided on by discussion, consideration of reasons for and against, the board of superintendents believe that the responsible heads of the schools, the principals, should not be excluded from these discussions. To hold these meetings in school time, paying teachers for service at such meetings, and to exclude from these meetings the "responsible administrative heads of schools charged with the organization, supervision and administration thereof," appears to the board of superintendents inconsistent with the rules of the Board of Education, and inadvisable. Nor does it appear that the results accruing in the past from such meetings, principals excluded, warranted the deprivation of pupils from instruction and the financial outlay involved in paying teachers for attendance at these meetings.

The board of superintendents does not discourage teachers' organizations. On the contrary, its members belong to several. The annual report of the condition of the school records the names, purposes and membership of these organizations. They afford opportunity for the study of specific propositions looking toward the improvement of the teaching service. But the necessity of any exclusion, from such organizations of principals of schools is not apparent to the board members. If there is distrust, lack of sympathy or other disagreement between teachers and principals the board of superintendents believes such untoward conditions would be sooner ended by cooperation than by mutual exclusion.

Yours truly,

(Signed) ELSA Z. BRINSLEY,
Secretary to the Board of Superintendents.

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What of It?

A woman who was living in a hotel in San Francisco hired a Chinese boy.

She said: "What's your name?"

"Fu You Tsin Mei," said he.

"Your name is too long. I'll call you John."

"What's your name, please?" said he.

"Mrs. Elmer Edward MacDonald."

"Your name too long. I call you Charlie."—Wall Street Journal.

Just Look at the D— Thing

The Lord Bishop of London, returning from America, announced that he was unable to distinguish between a Republican and a Democrat. It's easy, your Lordship. A Republican says, "Just look at prosperity under Coolidge"; a Democrat says, "Yes—just ***look*** at it."

Literarily Lacking

Customer—"I want to return this book I bought, 'Stories for All Occasions.' "

Bookseller—"What's the matter with it?"

Customer—"It's a fake! There's nothing there for a man to tell his wife when he gets home at 2 A. M."

In the Vernacular

Judge: And are you the defendant?

Rastus: No, sah, Jedge; Ah's jus' the man what stole the chickens!

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Powerful Business Men Picked Superintendent of Schools

Mrs. M. V. Ayres Tells Woman's City Club

Speaker, Mrs. M. V. Ayres, Member of Advisory Board of National Progressive Education Association, Headquarters at Washington, D. C.; Chairman of Chicago Schools Committee of the Cook County Council of League of Women Voters; Member of Educational Committee, Woman's City Club of Chicago, and Member of Program and Executive Committees of the Joint Committee on Public Schools of Chicago (consisting of delegates from 40 organizations, including Union League Club, Association of Commerce, City Club, Bureau of Public Efficiency, the Chicago Woman's Club, the Woman's City Club, and others.)

Excerpts from Stenographic Report of Meeting of Education Committee of the Woman's City Club, 360 N. Michigan Avenue, at 4 P. M., December 9, 1926

The meeting was called to order by the Chairman, Mrs. John P. McCune.

THE CHAIRMAN: I hope each one of you has a copy of the Annual Report of the Superintendent. [Report of June, 1926.] Our speaker this afternoon, Mrs. Ayres, will review this report. Our speaker does not need any introduction to this audience. . . .

MRS. AYRES: You realize that I have a very hard situation here with Mr. McAndrew present, but I am going on as though he were not here.

MR. McANDREW: If you like, I will retire.

MRS. AYRES: Not at all, Mr. McAndrew. I am very glad to see you here. I hope I am not going to say anything that will in any way deepen your trials at this time.

Mrs. McCune asked me when this report came out [June, 1926] if I would review it as I had reviewed the first report that Mr. McAndrew got out at the end of June [1924] and the next report [June, 1925]. I have spoken to two groups on this subject before.
* * *

You see we came here at the same time, I from a secretaryship in a National Association in Washington, and Mr. McAndrew from his great work in New York City.* * *

At the time Mr. McAndrew came here the men of Chicago, as a part of a great national movement resulting from the war, had turned their attention for the first time to the public schools en masse. * * * *

In Chicago there were groups of powerful men, I mean by that powerful thinkers and quick to act, organized. They were in men's clubs. They saw the situation here. They said, "Here are our public schools spending millions and millions of dollars,—this last year, $66,000,000 for school purposes with no organization. What business man or what group of business men would ever stand for a situation like that?"

They didn't know anything about schools. They knew they were not right, but they did not know—they simply looked at it from a business man's viewpoint.
* * * *

Because they were business men and because they were successful men, because they had the type of mind that thinks quickly and acts quickly, they got into the arena here first in Chicago, and because they know how to do things, they said, "We will get our finger into the selection of the superintendent of schools. We don't know how these schools should be run, but we will try and find the biggest educator."
* * * *

They looked the country over and they picked out the man whom they thought was best fitted to come here and really get us a system of schools.

So Mr. McAndrew has come here I think largely through the instrumentality of that public spirited body. I think they were thoroughly and fundamentally sound in their attempt.

* * * * * * *

(Here follow 20 pages of discussion on Mr. McAndrew's three reports by Mrs. Ayres, after which she closed as follows:)

I was going to point out some high spots in the reports of these departments, but I know Mr. McAndrew will set you right and me right too on that and I will close so as to give him a few minutes.

THE CHAIRMAN: We did not know that Mr. McAndrew was coming until a short time before the meeting. He is a very pleasant though unexpected visitor. Mr. McAndrew, will you say a few words to us?

MR. McANDREW: Ladies and Reporters. . . . [Then follow 27 typewritten pages of discussion by Mr. McAndrew on his Annual Reports and on Mrs. Ayres' review of those reports but no comment on the above statement of Mrs. Ayres in regard to powerful business men having picked him as Superintendent of Chicago Schools.]

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Reprinted from "Teachers Are People," being the Lyrics of Agatha Brown, Sometime Teacher of English in the Hilldale High School.

A VOCATION

I began teaching because it was a lady-like profession,
I continued because I was not fitted for anything else.
For two years I taught commas, meter,
And the history of literature
With true normal-school zeal, arrogant and condescending.
Suddenly I began to teach children.
Each new term I strive to make plain
To the eager young minds
What it all means.
My evening prayers always contain a plea
That the crumbs I am privileged to scatter
May be worthy.

INDIVIDUALITY

On the first day of school
They pour into their seats.
Little nonentities,
All frowsy,
All the same,
Like so much batter in cake rings.
Then they begin to rise,
Each reveals a separate sweetness and a worth
All his own.

EENY, MEENY, MINEY, MOE

The Principal has a hard job,
He must serve three masters:
He must obey the voice of Public Opinion,
(The School Board sees to that);
He must take care of the "Dere Children,"
(The Community sees to that);
He must consider the teacher,
(Nobody sees to that).

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MALPRACTICE

We teach democracy in all our classes;
The constitution and freedom of speech
Have become tremendously popular.
Yet should a teacher intimate
That she has a right
To a voice in the school board election;
That she suspects that the anti-labor newspaper
Is backing the wrong candidate;
That because a man holds a public office
He is not necessarily endowed
With divine intelligence;
That the local politicians
Are not all they should be;—
She is not called liberal-minded,
She is fired.

DEMOCRACY

Intensive training, they say,
Produced leaders.
Is it better to have five men
That are mental experts
Or fifty thousand
That have had a glimpse
Of what life may mean?

TIMES DO CHANGE

My mother's school master
Used a long ferule
To preserve order.
My instructors I regarded
With adoration
Or with awe.
Flossie sticks her head in my door,
Crying,
"Come on, old dear,
Don't keep the gang waiting—
You'll have to sit on my lap."

MISPLACED SYMPATHY

"Poor old school-teacher,"
Croons the sentimentalist.
Perhaps,
As to the possessions of the world;
Yet how rich
In the vicarious extension of life
Through the youth
With whom
We come in contact.

COMPLIMENTS

Once Bob Carter said I had nice hair;
"Chuck" Weil wondered how anyone could know so much;
Many pupils have brought me flowers,
Also boxes of candy;
But what pleased me most
Was when Mike exclaimed:
"Gee, Miss Brown, you're not a bit like a teacher,
You're so human."

Found

Several pairs of gloves were left in the Studebaker theater after the meeting March 31. They are at the Federation office.

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City Council Votes $85,000 for Property Appraisal

Seeks to Equalize Values for Taxation Purposes

The City Council at a meeting Wednesday, April 6, 1927, voted to appropriate $85,000 to be used for the work of property appraisal with a view to equalizing assessments for taxation purposes. The Council had appropriated in February for the same purpose, $25,000 of which $15,000 remain unexpended. The Board of Education has voted to appropriate a similar amount and the fund has been further assured by the Chicago Teachers' Federation, which has voted to provide an insurance fund of $100,000 to insure payment of the amount provided for in a resolution adopted by the Board of Education March 23, 1927.

A resolution providing for the appropriation of $100,000 by the Board of Education for the appraisal of lands for reassessment in 1927 was adopted by the Board of Education at its meeting March 23, 1927.

The resolution, as presented by Mr. English March 9, was printed in the March 31 issue of the Bulletin.

The resolution was subsequently amended at a meeting of the Finance Committee March 21, 1927. The resolution as amended is printed below.

Following is the Resolution of the City Council:

BE IT ORDAINED BY THE CITY COUNCIL OF THE CITY OF CHICAGO:

SECTION 1. That there be and is hereby appropriated from miscellaneous receipts of the corporate fund the sum of $85,000 to the credit of Account 3-S-2 Committee on Finance—for the work of property appraisal with a view to equalizing values for taxation purposes.

SECTION 2. This ordinance shall be in full force and effect from and after its passage.

RESOLUTION RE APPROPRIATION OF $100,000 FOR APPRAISAL OF LANDS FOR REASSESSMENT IN 1927, ADOPTED BY BOARD OF EDUCATION MARCH 23, 1927.

WHEREAS, the Board of Cook County Commissioners has included in its annual appropriation the following item—

"For necessary expenses in making the next general assessment to be made in the year 1927 for the quadrennial period for which such general assessment is to be made, in addition to the appropriation elsewhere provided for the Board of Assessors of the County of Cook, the further sum hereinafter set forth, for the development, installation and maintenance of a legally scientific system of securing information and analyzing, systematizing and preserving same for future reference, concerning valuations of lands and buildings and improvements on lands, and data and methods of procedure connected therewith, and for the publication of land assessment

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maps and building assessments as made by the Board of Assessors and Board of Review, and to that end to enable said Board of Assessors of Cook County to employ expert and other services on such matters with the consent of the Board of Commissioners, but subject to the conditions that $50,000 of said $250,000 shall be so used concerning valuations of lands, provided such further sums as may be necessary shall be contributed or donated to the Board of Cook County Commissioners for such purposes by public bodies or persons interested in equitable assessments, or others; and that any arrangement for expert or other services for the expenditure of any part of above $250,000 shall be approved by the Board of Cook County Commissioners, after reasonable notice thereof to the State's Attorney of Cook County and to the Joint Commission on Real Estate Valuation, or the members thereof .....$250,000.00."

And WHEREAS, The City Council of the City of Chicago has included in its annual appropriation bill the following item—

"For expense incident to checking assessed valuations and presenting information relative thereto to Board of Assessors ond Board of Revitw (including unpaid bills) .....$25,000.00."

And WHEREAS, The City of Chicago and this Board of Education thereof and the schools and students thereof are interested in the revenues dependent upon proper assessments and valuations of property in said city. Therefore be it

RESOLVED: By the Board of Education of the City of Chicago that the sum of One Hundred Thousand ($100,000.00) Dollars be and the same hereby is appropriated and set up for the purpose of securing, by the means and methods herein referred to, a more equitable taxation of property in the City of Chicago, to the end that as far as possible all taxable property shall be fairly and justly taxed; AND BE IT FURTHER

RESOLVED: That the money thus appropriated shall be expended under the direction of and only upon order of the Special Tax Committee and the Finance Committee of the Board of Education of the City of Chicago; AND BE IT FURTHER

RESOLVED: That the sum of Sixty-Seven Thousand Dollars ($67,000.00) of the above appropriation of $100,000 shall be paid from the Educational Fund of the Board of Education, and Thirty-Three Thousand Dollars ($33,000.00) of the above $100,000.00 shall be paid from the Building Fund of the Board of Education.

AND BE IT RESOLVED FURTHER, That the sum of Sixty-Seven Thousand Dollars ($67,000.00) of the above appropriation of $100,000 shall be paid from the Educational Fund of the Board of Education, and Thirty-Three Thousand Dollars ($33.000.00) of the above $100,000.00 shall be paid from the Building Fund of the Board of Education.

(The Amendment is contained in Paragraphs 3, 4, and 5 on this page)

MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . . Editor and Publisher

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TEACHERS ASK PUBLICITY

(Continued from Page 226)

tion for consideration and report be given before any action thereon is taken by your Committee.

The Federation respectfully calls the attention of the Finance Committee to the fact that when a salary schedule resolution was presented to the Finance Committee of the Board on April 18, 1925, and approved that day by that Committee without such opportunity for scrutiny and consideration, very serious defects were revealed by such scrutiny and consideration by the Chicago Teachers' Federation, and as a result that resolution was not adopted by the Board of Education. Some of the defects so revealed were an illegal delegation of power to the Superintendent to retard teachers on the salary schedule and failure to provide against the diminution or cutting of the salaries of large numbers of teachers then in the service.

Members of the Board of Education publicly stated that they did not know the resolution for which they had voted on April 18, 1925, contained these serious defects, that lack of opportunity for careful study of the resolution by the members of the Finance Committee resulted in its adoption without their knowing the contents.

On Saturday, April 9, the Federation reaffirmed its former position, that it is opposed to the voting of salary increases for teachers until the needed revenue has been provided in advance to pay these increases, and directed its officers again to request the Finance Committee and the Board of Education to make public at once and in advance of any action increasing teachers' salaries, how the Board intends to obtain the needed revenue to pay such increases. Respectfully submitted,

CHICAGO TEACHERS' FEDERATION,
(Signed) MARY M. ABBE, President.

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VOL. IV

Margaret Haley's BULLETIN

NO. 13

Chicago, Ill. 28 May 15, 1927

BITTER are the tears
of a child:
Sweeten them.
Deep are the thoughts
of a child:
Quiet them.
Sharp is the grief of a
child:
Take it from him.
Soft is the heart of a
child:
Do not harden it.

—Lady Glenconner

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MARGARET HALEY'S BULLETIN

Vol. 4. No. 13 May 15, 1927 Page 239

"Greater Love Hath No Man . . . . . .

Miss Annie Keller, White Hall, was killed when Centerville School, 2½ miles southwest of Carrollton, was razed by the storm. An instant before she was killed, she wisely had her flock of 18 pupils take refuge under their desks and this saved their lives. *Springfield State Journal, April 21, 1927.*

Surely, "greater love hath no man than this, that he lay down his life for his friends." Annie Keller's heroic death was only a reaction to the thing which made her a teacher. She might have thot of herself first; she might have saved herself. To have done either of these things, was no part of her life. She was a TEACHER.

She might have let the boy, who knew all about the Greeks and the Romans, but who couldn't add a column of two digit figures, fail in his grade. She did not have to work with him after school. She might have let the motherless little girl break her heart because the other girls were "mean to her." She did not have to take the child in her arms, soothe away her tears, and lead her back smiling to her playmates. She did not have to find the lost mittens, seek the wandering rubber, fix the broken roller skates, see the "something in my eye" nor by some strange necromancy cause a bottle of milk to appear on the desk of the little girl whose cheeks blushed scarlet each afternoon. She might have thot of herself first and she might have saved herself these labors for which no Board of Education can ever compensate. So much a part of her had these daily sacrifices on the altar of Education become, that to give her life for her children was a merest incident. There was no question in her mind thruout those years in which she had been their mentor, between her welfare and theirs. So there was no question when the Grim Reaper hovered over the little school. Her impulsive response was to that divine spark which the Great Teacher implanted in the hearts of teachers when he bade them, "Suffer little children to come unto me, for of such are the kingdom of Heaven."

We never knew Annie Keller. We never heard of her until she was dead, yet we know these things. We know them because we know teachers, and we know that she, like them, could not escape that indefinable something with which teachers are born.

We didn't know you, Annie Keller, but we know how you have endured those endless hours of droning pupils conning their lessons; we know how your head has grown heavy and your eyes dull as figures danced crazily on blackboards and pencil boxes leaped from their desks. We know the fetid air, the too bright light, the reams of records, the cold lunches you have suffered in the name of pedagogy and we know the times that you have prayed to Some Power to restrain you from slaughtering in cold blood the 18 wriggling mites of human clay in front of you.

You think you hear it yet, Annie Keller, in children's piping treble, "Good Morning dear Teacher, we're glad to see you." But it isn't. It is a cherubic chorus sounding Hosannas of praise for you and your kind from the spirit of hundreds of children who have laid down their lives with their teachers' in those thousands of school tragedies which have marked the onward march of education.

We are proud today to belong to those ranks on which you have reflected such glory. Your sacrifice has justified the faith that mankind has placed in its teachers when it entrusts to their care the physical, mental and spiritual welfare of their helpless and impressionable little ones. The teaching body is better because you were of it. A little town is wrapt in grief for its friend and a countryside mourns a heroine, but a profession rejoices in the supreme sacrifice you made in vindication of the ideals for which it has stood and the traditions which it has established. You were true to the teaching profession, Annie Keller. Verily, you were the Good Shepherd and laid down your life for your sheep.

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From the Masthead by The Lookout



"All Things Come to Him Who Waits"—
If He Waits Long Enough and Works While He Waits

To the Teachers of Chicago:

Now comes official, documentary proof of the soundness of the position taken by the Chicago Teachers' Federation at its Studebaker Theatre meeting on March 31, 1927, in reiterating and reaffirming its position of two years ago:

(1) *Against* further increases in tax rates:

(2) *For* an equitable, uniform assessment of property:

(3) *For* information as to how, when and where the Board proposed to get the money to pay salary increases, this information to be made public before Board action purporting to increase teachers' salaries.

Proof of the soundness of the Federation's position comes in the form of:

(a) A Report of the Finance Committee of the City Council, adopted unanimously by the Council on May 2, setting forth the present deplorable condition of the city's finances and recommending prompt action to obtain financial relief for the city and for the Board of Education through an equitable reassessment of the real estate of Chicago this quadrennial year, 1927.

(b) A request from the Board of Education to the City Council to submit to the voters at the judicial election on June 6, a referendum on an increase in the Educational Fund tax rate from $1.92 to $2.42, which request was received by the Council on May 2 and referred to its Committee on Schools.

The report adopted by the City Council on May 2, printed on page 248 of this Bulletin, provides for the calling of a conference "of the Mayor, such members of his cabinet as he may designate, members of the Board of Assessors, of the Board of Review, of the Board of Education, and of the Committee on Finance...with a view toward discussing such steps as may be necessary in order to bring about the relief needed to finance the corporate as well as the educational fund, by the equalization of taxable property values which will eventually relieve the situation."

Speaking for the adoption of this report providing for the calling of such a conference, Alderman John S. Clark, Chairman of the Finance Committee of the Council, said:

"There is only one way this deficit can be made up, and that is by the Board of Assessors and Board of Review placing proper valuations on real estate in the City of Chicago. The Finance Committee made a survey last year in conjunction with the Board of Education, and in our survey we found that the small property owner was paying upon a valuation of about 35% and the large property owner was paying upon a valuation of about 17%.

. . . ***With the methods used by the Board of Assessors and the Board of Review,—and I don't blame those two assessing boards now, because they are using methods which have been used for many years in the past, and they are not modern methods—the property is not assessed on an equitable and uniform basis. The Council did everything in its power to try to have the property assessed in the right way, but did not succeed. Our attempt did not meet with any success.***

I think if the two assessing boards are called into conference, and they are informed of the condition of the corporate fund and that the City of Chicago won't be able to pay

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its employees for 1927, I think if that is called to their attention, and that the schools of Chicago will either have to reduce the teachers' salaries or close the last month of the year, I think we can accomplish it."

The foregoing statement of Alderman Clark points to a condition in the conduct of the business of this city and county which has no right to exist in any progressive city or county. The fact is that we are, in our appraisals of property for assessment purposes, proceeding by ox-cart methods in the day of aeroplanes, and that, too, in spite of the fact that more than a hundred cities in the United States are already using a modern, scientific method of appraisal for assessments. As was pointed out in a previous issue of this Bulletin, the adoption of a scientific method of appraising property has brought about in most cases an actual reduction in the tax rate of the cities so appraised, in addition to providing greatly increased revenue for their corporate and educational needs.

Teachers who are informed on these matters, who take into consideration the interests of the small tax payers—the parents of the children, the renters and home owners—and who look to the future of the profession, know that discussion of salary schedules purporting to increase present salaries is not only misleading, both to the teachers and to the people, but is distracting their attention at a critical time when public attention should be focused on the real issue before the city today, namely, getting the needed revenue for the schools and the city through an equitable, scientific reassessment, in this year 1927, of the real estate of Chicago for the quadrennial period which begins this year.

It will be four years before there will be another re-assessment of real estate and the time is being frittered away and nothing done—"Nero fiddling while Rome is burning." The introduction of increase-of-salary discussion under such circumstances, when the Board of Education and the city are facing bankruptcy, is, to say the least, confusing. It raises in the minds of all thinking teachers the one question, "When is an increase not an increase?" And there is but one answer, "When there is inadequate revenue to pay even existing salary schedules to the many and an apparent determination to bestow liberal favors on the few.

Two weeks ago there came to the schools official, documentary proof of the soundness of the Federation's position, taken at the Studebaker Theatre meeting on March 31, 1927, on another phase of this salary question. In the light of the experiences of two years ago the Federation at that Studebaker Theatre meeting called on the Finance Committee of the Board of Education to make public the salary Resolution and schedules thereto attached which the newspapers were at that time announcing the Board of Education was about to adopt.

That official, documentary proof was Report No. 17070, the Superintendent's Revised Salary Report which was presented by him to the Board of Education on April 13, 1927. On that day it was sent to the Finance Committee, where, for "lack of a quorum," it still awaits resurrection. On the same day the Board had 500 copies of that report printed and one copy sent to each school.

One copy of that printed Report was received by the principal of each school on Friday, April 22, the last day of school before the week's vacation, and the day the Finance Committee of the Board was scheduled to meet to consider this Report. April 22 was also the day which the President of the Principals' Club had previously set for the President of the Board of Education to receive from the principals their letters showing that "their" teachers had endorsed the "Superintendent's Salary Report."

April 22 was also the day ***after*** the teachers in many schools had been lined up and "requested" to "sign on the dotted line" 100 per cent in favor of these 193 Revised Schedules, concerning which schedules these teachers' only information had come to them through the principal or the newspapers.

Few, if any, teachers had opportunity before signing that "endorsement" to see even the outside of that 58-page Report containing these 193 various and devious schedules, and the still more various and devious provisions for the application of these schedules to the various sized groups of teachers now in the service, and especially that largest of all the groups in the system, the 3,500 to 4,000 regular elementary teachers now at the maximum salary of their schedule; and the next highest group, the high school teachers on regular certificates now at the maximum of their salary schedule.

A casual reading of this report leads one to speculate as to whether the wording of the provisions in the schedules for these two large

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groups of teachers at the maximum is due to the characteristic slovenliness of the Superintendent's language or to the deliberate choice of words to conceal rather than to reveal facts. But careful study of this unique report removes the element of speculation.

Be it said to the credit of the principals that when the word came over the telephone from the President of the Principals' Club to get the signatures of the teachers—and this word came before a copy of the Superintendent's Revised Salary Report had even arrived in the schools—there were many principals who refused to ask the teachers for an endorsement of that report. They refused to insult the intelligence of the teachers by presenting such a proposition to them. In some schools, however, where teachers were asked to sign, in explaining what was happening in their schools, these teachers said they signed in defense of their efficiency rating.

Without discussion, without opportunity to secure first hand information as to what the numerous schedules of the various groups of teachers contained, with their efficiency rating depending upon the principal, and the time for sending in the teachers' "marks" at hand, these teachers were "requested" to "endorse" these schedules, 193 of them!

Teachers, what more can be said than is disclosed by that action itself?

There are teachers who feel that any principal who would be so unfair as to ask teachers to endorse this report under these conditions could hardly be expected to be fair enough not to retaliate against the teachers who would not buy "a pig in a poke."

In simple, clear, concise, direct, definite and unquestionable language, the half column of schedule of elementary principals guarantees to every principal from $950 to $1350 increase the *first* year of its adoption and an additional $250 increase for each of the two succeeding years, thus absolutely insuring the payment to the principals of a maximum of $6250, an increase of $1450 above the present maximum. And the high school and junior high school principals fare even better than the elementary principals.

Did those elementary principals who requested the teachers to sign know that the Revised Salary Schedule of the 7,000 regular elementary teachers now in the service ends at the 8th year of the new schedule, at a maximum of $2,750 instead of continuing to a maximum of $3,250 on a 10 year schedule as do all the small bonus groups in the elementary schools except the head assistants whose maximum is $3,750?

If those principals did know this it has not been brought to our attention that they informed the teachers before they asked them to sign on the dotted line. If they knew it, why did they request the teachers who did not know it to sign? If they did not know it, why did they request teachers to sign?

Nor has it come to our attention that any high school principal called to the attention of the high school teachers, the other large group, the provision of a 15-year schedule for limited certificate teachers, and also what appears to be the omission of a definite provision for the advancement of general certificate teachers, now in the service, beyond $3,900 without meeting the same 15-year requirement imposed upon limited certificate teachers to attain the proposed $4,700 maximum.

But the provision for a bonus of $15.00 a month is very definitely set forth for heads of the departments in the high schools. They form a very small group created by administrative act, not by Board action.

The purported increase is said to meet the wishes of the Continuation school teachers, but there were only 97 teachers in the Continuation schools, as shown by the September, 1926, payroll. The schedules in the Superintendent's Revised Report states specifically the amounts the Manual Training, Household Arts and other bonus groups, now in the system, shall receive; but again, these are very limited numbers, less than 1,000 in all, while there are more than 7,000 regular elementary teachers, from kindergarten through the 7th grade and more than 2,000 high school teachers.

The teachers realize that the teaching profession is reverting to the law of the tooth and the claw when it tolerates the holding back on low salaries of large groups of teachers ***only because they are large groups and the money adequately to increase their salaries cannot be found;*** while the small groups get large increases only because they are small groups and money can be found to pay them large increases. The large groups on the low pay should insist that the small groups should at least wait until sufficient money to do justice to all is found; and if the small groups won't work while they wait, then the large groups should at least make the small groups wait while they, the large group, work to get the money.

In the past the large groups, the class room teachers, have done the giant's share of the work that obtained the money, and the smaller groups have got the lion's share of it.

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The proposed revised schedules provide for our successors in the profession a lower standard of living than we of the present have enjoyed in the service of Chicago's children.

Teachers with ethical and professional standards refuse to approve schedules for future teachers which withhold thousands from teachers in the early years of service on the doubtful promise of a higher maximum. Certainly the endorsement of such schedules increases the responsibility of the teachers of the present to ask where the revenue is to come from to pay these higher maximums?

And where is the money to come from to educate the children of the future?

The Finance Committee of the City Council fortified itself with an opinion from the Corporation Counsel showing that the City Council and the Board of Education have a right to use the $200,000 appropriated for the purpose of obtaining correct information to present to the assessors and to the Board of Review, as to real estate values in Chicago. Read that opinion printed in this Bulletin. It points the way. The means are at hand. Let us keep faith with the children and with the public we serve and the public we serve will keep faith with us.

Margaret A. Haley

When a Feller Needs a Friend

With Apologies to Briggs



Class Room Teacher: "Oh, Santa Claus, don't I get my maximum, too?"
Santa Claus: "No, little girl, there are too many of you!"

[This cartoon is reproduced by request from the Bulletin of April 16, 1925.]

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City Council Resolutions Summon Supt. McAndrew to Appear

Council Opposes McAndrew Salary Schedule; Asks Him to Explain Position

At the first City Council meeting at which Mayor Thompson presided following his election, resolutions regarding Superintendent McAndrew's alleged utterances covering his coming here, and his proposed new salary schedule for teachers, occupied the attention of the aldermen.

Both resolutions were presented at the meeting of the City Council Monday night, April 18 at 7:30 o'clock, when the mayor and newly elected aldermen were inducted into office and appointments made.

The first resolution, introduced by Alderman Mills, inquires into Mr. McAndrew's quoted statements to the effect that he was brought to Chicago to "loose the hold that certain outside agencies and the city hall had around the school system." The resolution, which was adopted, requests the Superintendent to appear before the Council Committee on Schools, Fire and Civil Service, state if he were correctly quoted and produce correspondence, etc., indicating how he was to proceed to "loose the hold."

The other resolution, also adopted, recommended that the Council oppose all efforts to adopt the McAndrew salary schedule, in view of a shortage of funds as indicated by the Superintendent himself, and according to him, necessitating drastic economies.

Both resolutions are printed below:

HOW "LOOSE THE HOLD?"

WHEREAS, in the Chicago Tribune of April 17, 1927, Superintendent of Schools, William McAndrew, is quoted as follows:

"I was brought here specifically to loose the hold that certain outside agencies and the city hall had around the school system. I have loosed that hold and I believe it will stay loose,"

therefore be it

RESOLVED, That the Committee on Schools, Fire and Civil Service request said Superintendent McAndrew to appear before said Committee and state whether he is correctly quoted and, if he made the statement there attributed to him, that he produce before the Committee all papers, correspondence, telegrams, letters, memoranda and contracts showing in what respects he was to loose the hold of the city hall around the school system and what were the outside agencies whose hold he was to loose and how the proposed loosings were to be brought about.

WILEY W. MILLS,
Alderman, 37th Ward.

OPPOSES SALARY SCHEDULE

WHEREAS, at a meeting of the City Council on the 16th day of March, 1927, Alderman Coughlin introduced a resolution requesting the Board of Education to secure for the teachers an increase in salary; and

WHEREAS, when said resolution was read Alderman Nelson and others asked that it be sent to the Committee on Schools, Fire and Civil Service; and

WHEREAS, in the brief discussion which followed, Alderman Nelson asked Alderman Coughlin if his resolution referred to the so-called McAndrew salary schedule, and when Alderman Coughlin replied that it did not refer to that schedule but was merely an expression that the Council favored an increase when there was money to pay it, the demand for reference to the Committee was withdrawn; and

WHEREAS, on March 23, 1927, the Superintendent of Schools, William McAndrew, sent to the Board of Education a report (No. 16813), dated March 17, 1927, in which he said:

"TO THE BOARD OF EDUCATION:
Ladies and Gentlemen:
I beg leave to
RECOMMEND that you take from the table, discuss, and approve the Superintendent's recommendation, report No. 11013, March 11, 1925, setting up a salary schedule for the Department of Education."

* * * * * *

"The occasion of my venturing to bring this matter again to your attention is a unanimous motion of the City Council of Chicago advocating such action as your adoption of this schedule would be."

* * * * * *

"The hope of the Board for financial adjustment through modification of assessment schedules ought not to justify further delay in putting the schools of Chicago on a first-class basis. Adjustments within the salary schedule will need to be taken up and referred to the Board for settlement because of change of circumstances since the original schedule was submitted; but the main thing is to take action.

Respectfully submitted,
Wm. McAndrew,
Superintendent of Schools," and

WHEREAS, the last paragraph of the recommendation of Superintendent McAndrew above quoted necessarily implies that he would have the Board of Education adopt at this time a salary schedule involving an additional expenditure of millions of dollars annually, regardless of whether the pending attempts to secure an equitable assessment of property values shall succeed in producing revenues sufficient to meet such increased expenditure; and

WHEREAS, in the Superintendent's Bulletin of August 13, 1926, Mr. McAndrew says:

*" * * * * I have never known any school system to be as badly off for funds as we are. There isn't any doubt in my mind but that drastic econo-*

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*mies must be planned for the immediate future. * * * * We regret having to cut anything anywhere, but in the straightened condition of the funds we must make decided sacrifices. * * *;" and*

WHEREAS, during a hearing on said recommendation of the Superintendent, Mr. McAndrew, Mr. Don C. Rogers, Principal of the Smyth School, in urging the adoption of McAndrew's salary increase, on behalf of the Chicago Principals Club, said:

"We have the recommendation of the Superintendent of Schools based upon a study of nearly one hundred persons, and finally, the City Council within the past two weeks has unanimously recommended that the Board of Education adopt the schedule; let me point out that all the figures given today to the Board were in the hands of the Schools Committee of the City Council, and yet it asked the Board of Education to adopt the schedule now;" and

WHEREAS, whether so intended or not, said recommendation and proposed action thereon, might embarrass, and in a measure defeat, the attempts now being made to put upon the Assessors' books the billions of dollars worth of property heretofore and now escaping taxation through under-assessment; and

WHEREAS, the adoption of the said salary schedule, regardless of whether an enormous increase of school revenues were first secured by such equalization of assessments might mean another attempt to increase the tax rate upon the home-owners or home-buyers of the city who are now literally staggering under a burden of excessive taxation; and

WHEREAS, the enormous and growing deficit of the Board of Education is itself a conclusive argument against increasing avoidable expenditures until the revenues to meet these expenditures are first made actually available;

THEREFORE, BE IT RESOLVED that we oppose all efforts to adopt, and to use the City Council's position in favor of salary increases for public school teachers and other employees when there shall be money to pay such increases, as an excuse for adopting the McAndrew salary schedule, or any other schedule, which involves many millions of dollars additional expenditures until the additional revenues to meet such added expenditures have been made available.

WILEY W. MILLS.

Labor Refuses to Endorse McAndrew Salary Schedule

Men's Federation Appeals in Vain; Fitzpatrick Assails McAndrew

Labor has refused to endorse Superintendent McAndrew's proposed salary increase for teachers thru his new salary schedule which has been referred to the Finance Committee of the Board of Education.

At a meeting Sunday, May 1, the Federation of Labor failed to endorse the schedule.

Following is a reprint from the Herald-Examiner of May 2, 1927, regarding the meeting at which James A. Meade, delegate of the Men's High School Teachers' Federation attempted in vain to get the endorsement of the Federation of Labor for the schedule:

FITZPATRICK ASSAILS McANDREW AT LABOR MEETING

Fights Plan to Raise Pay of Teachers

Superintendent of Schools William A. McAndrew was assailed yesterday before the Chicago Federation of Labor by its president, John Fitzpatrick.

Mr. Fitzpatrick's remarks followed a vain appeal from James A. Meade, delegate of the Men's High School Teachers' Federation, for the labor organization to indorse Mr. McAndrew's proposed salary increase for teachers.

Mr. Meade criticized Mr. Fitzpatrick for not attending meetings at which the plan was discussed. In reply Mr. Fitzpatrick declared he had "nothing in common with Superintendent McAndrew" and would cross the street to avoid him.

"I am opposed to the McAndrew schedule," said Mr. Fitzpatrick, "because the Chicago Teachers' Federation is against it."

A resolution was adopted urging Mayor Thompson to appoint William C. Wayman, member of the Chicago Printing Pressmen's Union, city athletic commissioner.

Chicago Herald-Examiner, May 2, 1927.

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Superintendent Lets the Cat Out of the Bag

"I Was Brought to Chicago for a Distinct Task—the Loosening of the Hold of This 'Invisible Empire.'"

Newspapers of two weeks ago quoted Superintendent McAndrew as saying, before the University of Michigan Club, that he was brought to Chicago to "loosen the hold of an 'invisible empire' within the schools."

As the Journal says in an editorial, April 20, 1927, "This admission lays low the contention long bruited about that Superintendent McAndrew was selected by the teachers themselves, or that he was the free choice of the Board of Education."

The Superintendent's alleged utterances at the University of Michigan club were made the basis of a resolution presented to the City Council by Alderman Mills, April 18, and printed in this Bulletin.

Following is the Journal's newspaper account of the meeting at which the Superintendent is quoted in regard to the "Invisible Empire" and also the Journal's editorial, the newspaper article appearing April 18 and the Editorial April 20:

"THE INVISIBLE EMPIRE"

The row over Superintendent McAndrew is about to free the cat from the bag. His own admission, in his speech before the University of Michigan club, that he was brought to Chicago "to loosen the hold of an 'invisible empire' within the schools" newly illumines his appointment to the superintendency. This admission lays low the contention, long bruited about, that Superintendent McAndrew was selected by the teachers themselves, or that he was the free choice of the board of education. Add to the superintendent's admission the statement made before the Woman's City club by Mrs. M. V. Ayres that he was placed at the head of the school system as a result of the interest of a "public spirited body" made up of groups of powerful men in the clubs, and the angle of view widens.

What was the "invisible empire" whose hold on the schools Superintendent McAndrew came to loosen?

If this "invisible empire" was the Teachers' federation, what "groups of powerful men" were interested in having its hold loosened?

The taxpayers who support the schools and depend upon them for the education of their children are entitled to know what "invisible empire," what "weird, selfish system" needed to be extirpated. They are entitled to know who compose the "groups of powerful men" and what exactly their interest was in "getting a finger into the selection of a superintendent," as Mrs. Ayres said in praise of them.

That politicians do engage in unwarranted interference with the conduct of the schools everyone knows. Superintendent McAndrew has discovered this to be so. Who else is interfering? If the interference is political the school board should oppose it; if it is industrial or capitalistic the meddlers should be exposed.

The Teachers' federation has often been a target of criticism, and has been accused by its opponents of endangering education in this city. But does it seem reasonable to suppose that the teachers, whose interest in the improvement and perpetuity of the schools may be thought to be at least as high and as zealous as anybody's interest, would imperil education and their own livelihood? Perhaps they were trying to destroy the public school system when, with the assistance of this newspaper, they obtained the funds with which the Dever administration was able to carry out the greatest school-building program in the history of the city, if not the greatest in the history of any city in the world. And the flow of funds which enabled the Dever administration to make its fine record in this respect will enable the Thompson administration to continue the work now so well under way.

Perhaps the teachers are fighting against the best interests of Chicago when they oppose Superintendent McAndrew's plan for raising their wages when no money is in sight to pay them. Or perhaps the teachers are guilty of seeking to exert some influence within the profession they practice, thereby being guilty of the crime of assembly and conference, which, by some new interpretation, is a menace to the safety of education.

How guilty the teachers are of any bolshevik plan to sovietize the schools, and how hurtful their activities have been in multiplying school buildings and reducing the seating shortage, can be told only by their opponents. The public would like to know who some of these opponents are—what "powerful men" interested themselves in bringing to Chicago an educator "to loosen the hold of the 'invisible empire' within the schools."

—Editorial, Chicago Daily Journal, April 20, 1927.

FROM THE NEWS COLUMNS

Superintendent of Schools McAndrew, admitted today that he was brought to Chicago to "steam roller" the Chicago Teachers' federation.

He did not mention the organization by name, but he referred to it during an address before the University of Michigan club at luncheon as "an invisible empire" which manifested itself in the school system here by calling out the teachers from the schools every so often, gathering them in meetings and having them pass resolutions as to how the schools should be conducted and dictating terms of their employment.

Strikes Back at His Critics

In the course of his address he struck back at the critics in the new municipal administration who are seeking to oust him, declaring the schools are not for political exploitation, but to give Chicago's children as thorough an education as possible.

(Continued on page 255)

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City May Legally Spend Money for Equitable Appraisal for Taxation

Corporation Counsel Says City Is Acting Within Legal Rights

The City Council is within its legal rights in expending money to obtain an equitable appraisal of property for taxation purposes, according to an opinion given by Leon Hornstein, assistant corporation counsel, and subscribed to by Samuel A. Ettelson, corporation counsel.

The opinion was given in reply to a letter from Alderman Clark asking the corporation counsel as to the legality of the expenditure of an appropriation of $85,000 for the work of proper appraisal with a view of equalizing valuations for taxation purposes.

Dated April 25, 1927, the opinion is as follows:

CITY OF CHICAGO
Department of Law
511 City Hall
Telephone Main 0447

April 25, 1927.

Opinion No. 25.
In re Expenditure of Money to Secure Equitable Appraisal of Property for Purposes of Taxation.

Honorable John S. Clark, Chairman,
Committee of Finance.
Dear Sir:

In reply to your letter of the 22nd instant in which you ask us to give you an opinion as to the legality of the expenditure of money of an appropriation of $85,000 for the work of proper appraisal with a view of equalizing valuations for taxation purposes, we submit the following:

The primary purpose of the appropriation in question is to secure for the City of Chicago the revenue to which it is justly entitled under the law, and we assume that the point has been raised that by using the money of the City for purpose of appraisal before and at the time the Board of Assessors is making its survey for the same purpose, there would result an overlapping of functions not contemplated by law. This idea is very likely predicated on the theory that we have no right to assume at this time that there will be anything else but a proper assessment made by the Board of Assessors. In other words, we take the position that the propriety of asserting the City's rights after an assessment has been made that is looked upon as improper or inadequate cannot be seriously assailed. Therefore, the only question is what limitation there is on the power of the City to take steps to secure the proper assessment at the beginning of the work of making a survey for such purposes.

The City Council's authority with respect to the finances and property of the corporation and the appropriation of money for corporate purposes is very sweeping. In addition to that, by the third clause of Section 1 of Article 5 of the Cities and Villages Act it is given power,

> "To levy and collect taxes for general and special purposes on real and personal property."

The power of the Board of Assessors under which it proceeds to value property and make the quadrennial assessment of real estate is contained in Section 12 of the Revenue Act of 1898. There is nothing in that section which in any way prevents the City Council in taking such steps as will assist such Board to make the proper assessment. If an improper assessment is made, the City Council will have authority to act, even so far as instituting suit to compel the Board of Assessors to make proper assessment. (38 Corpus Juris 836.) Such being the case it must follow that the City Council can take such preliminary steps as it deems necessary to prevent making improper assessment.

While it is true that no one has the right at the present time to assume that the Board of Assessors will make a quadrennial assessment that is not correct, nevertheless the experience of the past has demonstrated that the law is not strictly followed in making assessments by the Boards which are charged with that duty. Some of the members of the Board of Assessors and Board of Review have even taken it upon themselves to state that they are standing between the taxpayer and public officials who are seeking to impose excessive taxes. The law does not impose such an obligation on these offices. It is in fact very exact in its requirements, and states that they should value property at its actual value for purposes of taxation. Moreover, it is a fact that the City Council has been compelled to take notice of it repeatedly, that real estate valuations for purposes of taxation and valuations of other property have been lower than the law contemplates. Therefore, it is clearly within the discretion of the City Council to make such modifications as it deems proper at the outset to avoid the possibility of a lower assessment again being made. There are certain passages of the Revenue Act of 1898 which indicate that the taxing authorities interested may proceed in such manner as they deem proper to procure assessment according to law. Thus under Section 35, relating to the power of the Board of Review to tax property omitted from assessment during previous years, there appears the following:

> "For the purpose of enforcing the provisions of this Act the several taxing bodies interested therein are hereby empowered to employ counsel to appear before said Board and take all necessary steps to enforce the assessment on such omitted property."

Again in Section 25 it is stated:

> "That the office of the Board of Assessors, County Supervisor of Assessments and the County Assessor, shall be open all the year during business hours to hear or receive complaints or suggestions that real property has not been assessed at the proper valuation."

There are other provisions of the statute which might be quoted in this connection indicating that action may be taken at any time of the year looking toward a better assessment. Inasmuch as the statute expressly says that

(Continued on Page 255)

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Finance Committee Shows Deficit Confronting City

Calls Conference for Relief of Corporate and Educational Funds

In the face of a serious deficit confronting the City of Chicago, the Committee on Finance in a report submitted to the City Council Monday, May 2, recommended a conference between Mayor Thompson, members of his cabinet designated by him, members of the Board of Assessors, Board of Review, Board of Education and Committee on Finance.

According to the report read by Alderman Clark, Chairman of the Committee on Finance, an emergency has arisen as a result of the financial condition of the City, and the conference has been called for the purpose of discussing the steps which may be necessary to bring about financial relief for the corporate and for the educational fund. The report recommends that this relief come from equalization of taxable property values.

Following is the report of the Finance Committee:

May 2, 1927.

To the Mayor and Aldermen of the City of Chicago in City Council Assembled:

Your Committee on Finance submits herewith a statement regarding the condition of the City's finances.

The Comptroller's Office has submitted a revised statement of surplus as of December 31, 1926, which statement, together with information furnished by the Committee on Finance Staff, will serve to explain the situation.

In the Department and Comptroller's Estimate submitted to the City Council for the year 1927, there is shown an estimate of the corporate fund balance as of December 31, 1926, of $2,177,351.99. A recent report from the Comptroller shows that on that date there is a deficit amounting to $1,997,466.51. This indicates a loss in resources of $4,174,818.50 as of December 31, 1926, as follows:

Loss in Taxes	$1,177,406.88
Loss in Miscellaneous Revenue	1,369,323.40
Loss in Salvage	510,505.31
Adjustment of Surplus	1,117,682.91

The loss in taxes is by reason of the fact that the Comptroller's estimate of increased values for taxation purposes amounted to $85,000,000.00, whereas the actual, certified, increased values for taxable purposes amounted to approximately $8,000,000.00.

Loss in miscellaneous revenue was caused by the Comptroller's over-estimating the anticipated, miscellaneous revenue for 1926.

Loss in salvage was due to an estimate of 3.6% as against an actual salvage of 2.6%.

Adjustment of surplus account loss was due principally to adjustment of the excess of loss and cost of collecting taxes over reserve, and other items.

The Committee on Finance presented a budget to the City Council amounting to $55,254,545.13, less anticipated salvage of $1,989,160.00, leaving estimated expenditures of $53,265,385.13, and an estimated income of $53,270,603.67 based upon the Comptroller's original estimate of resources and subsequent recommendations as to increased valuations and increases in miscellaneous revenues. It will be noted that the budget recommended to the City Council by the Committee on Finance was within the estimated revenue certified by the City Comptroller. Up to April 6, 1927, there were added appropriations amounting to $228,356.64, making a total revised budget at April 6, 1927, of $55,479,446.77.

The current corporate revenue for 1927, upon which the 1927 budget was predicated, was estimated by the Comptroller to be $51,893,251.42. This estimate includes $235,000,000.00 of increased valuations for taxing purposes.

It follows that the amount available for expenditure in 1927 will amount to the current revenues less the reported deficit of December 31, 1926, of $49,895,784.91.

An estimate of the deficit as of December 31, 1927, involves a consideration of an increase in valuations for taxing purposes for the year 1927, which at this time is uncertain, as well as the salvage which may be effected in the administration of the appropriation bill.

In view of this financial condition, an emergency has arisen and it is, therefore, recommended that a conference be held and that His Honor, the Mayor, such members of his cabinet as he may designate, members of the Board of Assessors, of the Board of Review, of the Board of Education, and of the Committee on Finance be called together with a view toward discussing such steps as may be necessary in order to bring about the relief needed to finance the corporate as well as the educational fund, by the equalization of taxable property values which will eventually relieve the situation.

Respectfully submitted,

(Signed) John S. Clark,
Chairman.

Start With the Eleventh

Young son (to shoe clerk waiting upon his fastidious mother)—"No use showing her the first ten pairs—she won't take 'em."

A QUIET DRESSER

Mrs. Suburb: "Your husband always dresses so quietly."

Mrs. Travelingman: "Oh, does he? You ought to hear him when he loses his collar button."

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Without Benefit of Counsel

Educational Policies Now Emanate From Star Chamber Sessions

Where previous school administrations have proceeded in outlining new educational policies with the assistance and counsel of the classroom teachers, as voiced through their official groups, the Teachers' Councils, the McAndrew school administration has blundered into so-called "educational experiments" like a June bug bumping into a window pane.

Behind closed doors and without the benefit of counsel, so cherished by previous superintendents, have the plans of educational procedure been formulated and subsequently foisted upon the school children of Chicago. The defenseless children have become raw materials in a laboratory, subjected to the whim of itinerant "educators" and studied for the possible value of their reactions to given tests.

How far the McAndrew administration has come a cropper is perhaps best judged by the opinions of previous superintendents, by the reports of Councils as they existed before they were unceremoniously junked in favor of the Superintendent's "hand picked conference" and by the expressions of teachers gleaned from the following extracts from the printed volume of the Reports of the Elementary Teachers' General Councils:

DR. BAGLEY ON COUNCILS

The opinion of Dr. W. C. Bagley of Columbia University on "Democracy in Education," was expressed at a meeting of the General Council which met in adjourned session November 24, 1922, at 4:30 o'clock in the Conference room, 7th floor, 460 South State Street.

Superintendent Mortenson introduced Dr. Bagley and invited him to tell the Council what he thought of democracy in education. Dr. Bagley said:

Superintendent and members of the Council: It is indeed a great privilege to come here and look at you and speak with you and talk to you at the Teachers' Council. I won't try to tell you in two minutes what I think of democracy in education. But I can tell you very briefly what I think about teachers' councils, and the teachers' participation in the construction of educational affairs.

I think that it is one of the most important movements in education. It is important in two ways. In the first place, it is a great thing for our profession. I just told Mr. Mortenson as I was coming down from the high school, that insofar as our profession is concerned we walked on air. I think we as a profession are developing in a more hopeful manner. It is good for our profession, because we can say to the teacher coming into it, 'Here is a group of workers who are actively engaged in constructing the plans and progress and policies of the great profession, and each member of this group who has found himself or herself is going to have something to say in the way of how the profession is going.' And that is a great thing to my mind—a great thing for our policies; that is why they are justified, not because we are teachers and want to run things, but particularly because you are closest to the problem. You know the feelings of teachers, you know how to reach the boys and girls and ought to be best qualified to advise the public in regard to the policies it should develop in the school system. And so while it is development for you and for me, it also means better development for the boys and girls, a better nation and a better country. I am very proud of the profession and very proud of the way it is being developed, particularly by the teachers' councils, and that movement is spreading all over the country, and whenever I find it I find it making good.

We find that when the public gets the classrpom teachers to help them in framing policies, the classroom teachers give the public every reason to justify their choice. I am glad I am with you because I am primarily a teacher. I always have been. My interest is primarily in the line of elementary education although I am a teacher in a university, I am teaching in a normal school, and teaching teachers who are going to train elementary teachers. I thank you and thank Mr. Mortenson for allowing me to come in and speak to you.

From Reports Elementary Teachers' General Council, Pages 60-61, Printed Volume.

INFORMATION AND COMMENT FROM THE SUPERINTENDENT

The elementary Teachers' General Council met with the Superintendent at 9 o'clock, Saturday morning, May 26, 1923, in the Conference Room of the Board of Education, 460 South State Street, the Superintendent presiding.

In opening the meeting the Superintendent pointed out that the value of having a teachers' council under the direction and control of educational forces through the advice of educators has been demonstrated in the latest violent change in the Board of Education.

If we did not have all these organized professional groups, the teachers and others might become panic-stricken. Organized as we are in Chicago, things will go on just as if nothing had happened so far as the schools are concerned—another argument, if argument there need be, in favor of professional organization and professional control of educational matters. The Council has already justified itself and no doubt every Board of Education will feel that to discontinue the Elementary Teachers' Council or the High School Teachers' Council would be decidedly reactionary.

One of the advantages of the Council system is that

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the Superintendent's office can know definitely how things react upon the teacher who is right out in the field.

From Reports of Elementary Teachers' General Council, Page 107, Printed Volume.

PRINT HANDBOOKS IN ENGLISH

At the meeting of the Board of Education, February 7, 1923, Superintendent Mortenson presented the following report:

To the Board of Education:

The Superintendent of Schools reports that on December 28, 1921, report No. 3995, the Board of Education instructed the Superintendent to prepare the proper and necessary text-books for use in our public schools.

Pursuant to the above resolution a committee working under the supervision has prepared teachers' handbooks in English for the kindergarten, first grade and for second grade.

The Superintendent of Schools recommends that the Business Manager be authorized to print 2,000 copies of the handbook Language and Literature in the kindergarten; 5,000 copies of the teachers' handbook in English for the first grade; 5,000 copies of the teachers' handbook in English for the second grade, all to be charged to the Text-book Fund.

Respectfully submitted,

PETER A. MORTENSON,

Superintendent of Schools.

Chicago, February 7, 1923.

In presenting this report the Superintendent said:

The work in this as in all of these manuals has been contributed by teachers who have come down evening after evening, two evenings or two afternoons a week, after the close of school, who have put their best efforts and energy to bring this work for the use of the children in their grades, by grade, and I want to take this opportunity, Mr. President, and I am sure you will all be glad to join with me in expressing my appreciation and your appreciation of the unselfish devotion of those teachers who would do that work week after week, for those children, with no compensation except the consciousness that they are doing something that they believe, and that we believe, will make the teaching of that subject more vital and better than it has ever been before. I do not want, Mr. President, to let this pass without expressing my sincere appreciation of their efforts in making that contribution to this work, and I know you will be glad to join in that expression of appreciation.

From Report of Elementary Teachers' General Council, Pages 67-68, Printed Volume.

APPRECIATION OF THE SERVICES OF THE SUPERINTENDENT

The Elementary Teachers' General Council met with the Superintendent in the Conference Room of the Board of Education, 460 South State Street, at 9 o'clock, Saturday morning, January 13, 1923.

The following resolution was adopted by all the Groups:

The Group Councils at their meetings on December 15, 1922, take this occasion to express their appreciation of the services rendered to the children of Chicago and to the cause of education by Superintendent Peter A. Mortenson who, through the Class-Room teachers' Councils, is utilizing for the benefit of the school system the collective experience of the class-room teachers, gained by daily personal contact with the children.

The General Council presented to the Superintendent the following reports on action taken by the Group Councils at their meetings on December 15, 1922:

We recognize that these Councils not only furnish opportunity for the development of the initiative of the teachers through the discussion of educational policies and interchange of ideas, but that, by bringing the findings of these Councils directly to the Superintendent, the experience of the classroom teacher is brought to bear directly on the school system for its improvement.

From Report of Elementary Teachers' General Council, Page 69, Printed Volume.

REPORTS FROM DELEGATES
THE PURPOSE AND SCOPE OF THE STANDARD TESTS BEING GIVEN IN CHICAGO SCHOOLS

One of the delegates presented the subject of standard tests as follows:

The teachers of Chicago, through the Councils, ask for information regarding the purpose and scope of the standard tests being given in Chicago schools. The teachers also offer several criticisms and suggestions which they believe to be constructive.

Educators are divided in opinion upon the proper content of standard tests and the actual value of the results obtained. All, I believe, agree that they are in the experimental stage. It is, therefore, important, that teachers know whether Chicago is participating in an educational experiment, or using accepted tests to influence subject content and test teacher and pupil achievement. Teachers are anxious for an answer to these questions. A candid statement of aims would promote co-operation.

A test used for the purpose of judging teacher and pupil achievement will of necessity influence subject content. School people, like other human beings, are strongly inclined to emulation, and quickly respond to suggestion in regard to subject matter upon which their work may be judged. Because of its possible influence, the subject matter of all tests should be carefully selected and subjected to the approval and criticism of experts in the particular subject to be tested.

In the opinion of many teachers, the recent test in his-

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tory for 8-A pupils is very far from meeting this requirement. It bears no trace of awareness of recent effort to select the type of subject matter which may be properly called social science. It is overwhelmingly political and military. It takes little account of folk life, daily work and neighborly co-operation.

If the tests constitute an effort to find some standard of achievement, the teachers wish to suggest that they be given in a scientific manner so that they may produce records worthy of respect.

There is a sort of wireless means of communication in Chicago schools, as in any great organization, by means of which teachers are kept informed of what happens throughout the system. The teachers know or believe that the element of personality so entered into the giving of the recent test that they believe it to be valueless as a measure of comparative achievement.

The teachers have no slightest intention to criticise the individuals in the schools who administered these tests. They do ask that, if Chicago schools propose to engage in a scientific educational experiment, the Bureau in charge define its aim and conduct the experiment in a manner calculated to command respect for its results.

In reply, the superintendent stated that neither the efficiency nor intelligence test had ever been used to test the efficiency of a teacher. In a large city not far from here, the teachers' promotion is determined very largely through the tests of pupils.

Many people think that Chicago is very remiss in not having a large number of people going about from school to school to make tests of intelligence, etc., and they argue very well for that sort of thing. Others believe that the school is a unit and that a school can do better work for a child by having school work than by having a lot of people going around, each insisting on the highest development of his subject. If a test could be devised that would be a test of real all-around achievement, all would be glad. In the meantime intelligence tests and achievement tests are interesting merely as a psychological subject. Chicago does not want to be behind other cities. If there is anything worthy trying anywhere, it should be tried here, but merely as an experiment. Chicago ought to be able to say that it is giving pedagogical recognition to any experiment that is worth while. No record is made of the name of the teacher whose class is being tested. The test has no bearing whatever on the status of the teacher.

From Reports of the Elementary Teachers' General Council, Pages 113-115, Printed Volume.

CODE OF ETHICS

That a committee be appointed to draft a Code of Ethics for adoption by the Chicago Elementary Teachers*

That the General Council provide for a Committee on Adjustment. This committee would function in such cases as salary adjustment when a new schodule has been adopted and teachers have inadvertently been placed in the wrong group.

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*This committee was authorized by the General Council, and appointed by the Chairman.

Page 66, Reports of the Elementary Teachers' Council, Printed Volume.

Mr. McAndrew's Opinion

The management of any school system, by this body before me, would be much more intelligent if the intelligence of the whole body were used than if the school system were managed by the most intelligent person in this audience. For it stands to reason that the intelligence of the whole teaching force must be immensely superior to that of any person who is running it.

The quotation is from a speech which was delivered by a highly distinguished New York educator, one William A. McAndrew.

From Reports of the Elementary Teachers' General Council, Page 159, Printed Volume.

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Teachers are People

Reprinted from "Teachers Are People," being the Lyrics of Agatha Brown, Sometime Teacher of English in the Hilldale High School.

NOT MELLIN FOOD

In Study Hall today
I took a lurid-back novel
Away from Clarice Ritter.
It was called "The Purple Passion."
I warned her
Not to waste her God-given intellect on such trash,
To spend the remainder of the period
On Pope's Essay on Man.
I was about to consign the Passion
To the waste basket,
When a phrase intrigued me;
I took it home and finished it in bed.

COMMON GROUND

I waxed enthusiastic over the gerundive;
I grew eloquent in consideration of mood and voice.
When I started in zealously on subjective complements,
I saw Mike's eyes feasting hungrily on the hills
Whose pine-crested tops he could see through the windows.
I closed the grammar
And I read to the class Keat's Ode on a Grecian Urn.
Mike's eyes traveled back from the hilltops
And smiled into mine.
We had both visioned the vale of Tempe.

PROGRESS

Four years ago the teachers were lecturing about short dresses,
Last year it was bobbed hair and colored slippers.
Every term there seems to be something to harp on—
Something
That a few years later
We shall be doing ourselves.

INTERCEPTED

Jimmy sits in the front row;
Across the aisle is Flossie.
Today as I turned from the board
I intercepted a look,
Holy as altar fires,
That flamed from youth to youth.
I caught my breath.
All afternoon I've felt old and lonesome.

VICARIOUS PRAISE

Before the School Bond elections
Teachers receive many pamphlets
From the School Board,
Bidding them pass the Good Word
To parents of their flock;
Asking the teacher's co-operation,
Also their after-school hours;
Praising their intelligence.
There are pageants,
Which the teachers write,
And costume,
And train,
And put through,
When the Bonds carry,
The School Board publicly thanks—
The children.

Shopping with the Bulletin

Renewal of last year's advertising contracts for The Bulletin and the signing of new, depend upon the patronage of the teachers, their families and friends.

With their usual loyalty, the teachers have responded and have visited the places of business of the Bulletin advertisers, but we have discovered that in many cases the teachers have not made known to the shop-keepers the fact that they visited the shop as a result of seeing the advertisement in The Bulletin. Advertisers, therefore, have been unable to trace the results of their advertising or to accredit it to the Bulletin readers. The Bulletin readers form the bond between the advertisement in The Bulletin and new and increased business for the advertisers.

The Bulletin Management Committee, therefore, is asking ALL the Bulletin readers to co-operate in a movement to help the advertisers obtain good results from their Bulletin advertising.

Will you help by:

1. Clipping out the Bulletin Advertisers' Shopping List on the reverse side of this space and keeping it in your purse for ready reference.

2. Visiting the shops of five advertisers next week, five the following, etc., until you have covered the list.

3. Saying in each shop that you are a Bulletin reader and saw the ad in The Bulletin.

4. Reporting at the next Federation meeting any recommendations or suggestions you have to make regarding the advertisers visited.

5. Sending to the Bulletin office names of prospective advertisers, shops which you patronize and which are not Bulletin advertisers, etc.

6. Co-operating in any special task in which the Bulletin Management asks you to help.

On any advertising contracts which the teachers solicit, the Bulletin has to pay no commission. We shall appreciate any advertising the teachers can get for the Bulletin.

We are grateful for your loyalty in helping us get last year's advertisers. Will you help us hold them and get new ones? Please do it NOW. **BULLETIN MANAGEMENT COMMITTEE**

(Please cut this out and carry in your bag for ready reference.)

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CAMPS
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Mrs. James Hunter, Ekalaka, Mont.

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Elizabeth N. Eichorn—72 E. Madison Street

DRESSES
Bains, 1224 Stevens Building
Greene's, 230 S. Michigan Avenue
Johnson and Harwood, 37 S. Wabash Avenue

FLORISTS
Streiff and Dagobert—3211 W. Madison Street

FRENCH LESSONS
Mme. Bertha D. Bourdeau, Capitol Bldg.

FURS
John J. Moran, 58 E. Washington Street
Thos. McElroy, 17 N. State Street
F. Ranke—Room 309, Capitol Building

HATS SHAPED
Chicago Hat Manufacturing and Bleaching—12 N. Michigan Avenue

PERMANENT WAVE
A. G. Heding, 15 E. Washington Street

PRINTERS
Barnard and Miller—172 N. La Salle Street

RESTAURANTS
Henrici—71 W. Randolph Street

SHOES
Ray Parker, 162 N. State Street
Red Cross Shoes, 53 W. Madison Street

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George Johnson, 1105 Ashland Block

SUMMER HOTELS
Malloy Hotel, Boulder, Colorado

SUPERFLUOUS HAIR
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Julia King—122 N. Dearborn Street

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Canadian Pacific, Stevens Bldg.
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Mrs. A. Baron, 5154 S. Parkway
French Line, 109 N. Dearborn Street
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SLAVIAN SCHOOLS HARD HIT BY CUPID

Spinster "school marms" are at a premium in Jugo-Slavia. Recently there has been such a high "mortality rate" from cupid's arrows that the government has taken the matter in hand. The minister of education issued a decree that henceforth no woman school teacher may marry without his consent and further ruled that under no circumstances may a woman teacher marry a man who is also a school teacher.

—Journal of Education.

MODERN WAY TO BREAK UP PARTY

A New Jersey resident recently wrote to a New York radio broadcasting station and stated that he was planning to hold a radio party at his home on a certain night. He requested that at 11:45 p. m. the selection "Show Me the Way to Go Home" be played at the station.

—Journal of Education.

NICE MAN!

Doctor—"Your husband needs complete rest. I will prescribe a sleeping draught."

Wife—"When shall I give it to him?"

Doctor—"Don't give it—take it."

—Journal of Education.

SCHOOL TEACHERS' "A. B. C." SHOPPING GUIDE
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ONLY LIGHTWEIGHT TEACHERS NEED APPLY

The Salmon River School of Northern California makes weight the governing factor in the choice of a teacher. Applicants are required to state their weight and too much avoirdupois automatically stamps the application "unsatisfactory." The reason is that the school is situated in the mountains far from a road. Going or coming, the trip must be made across snow-covered divides on muleback. Experience has proved to the satisfaction of both guide and mule that heavy teachers are a source of trouble, so the board adopted the policy of engaging physical lightweights.

Journal of Education, June 24, 1926, page 706.

TEACHERS' WAR OPENS IN ENGLAND

War to a finish has been declared by the schoolma'ams of Britain because of a recent resolution by the English schoolmasters that no male teacher should serve under a woman principal. In a public announcement the National Union of Women Teachers aver they welcome the "sex warfare" resolutions of the Schoolmasters' Association, "as we now know exactly where we stand, and by organizing our forces we shall the more easily be able to resist this belated effort to stem the tide." The women teachers are backed up in their stand by the Women's Freedom League, Lady Frances Balfour and other women of prominence.

Journal of Education, June 24, 1926, page 707.

JUNE COLD WEATHER SHUTS BOSTON SCHOOL

Cold weather on June 7 closed a Boston, Mass., school. Miss Gertrude E. Dudley, principal of the John Marshall School, called a conference of teachers, after an hour of shivering in the unheated rooms, and it was decided to dismiss the pupils for the day. This is believed to be the first time in the history of Boston schools that cold weather caused a closing in June.

Journal of Education, June 24, 1926, page 706.

FAMOUS AND ONLY

Mrs. Newriche (patronizingly)—"Were any of your ancestors men of note, Mr. Cynic?"

Mr. Cynic—"Yes, Madam, I should say so. One of them was the most famous admiral of his day and commanded the allied forces of the world."

Mrs. Newriche (with altered tone of deep respect)—"Is it possible? And what was his name?"

Mr. Cynic—"Noah, madam."

—Journal of Education.

TEACHERS
Rest and play this summer in an exclusive ranch home at a minimum cost. Scenery, cool climate, horseback riding, best of home-cooked food.
ALL FOR $25.00 A WEEK
Reference, Miss Margaret McCoy, Fairfax 1496, Chicago.
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CITY CAN SPEND MONEY

(Continued from page 247)

suggestions may be made to the Board of Assessors at any time that real property has not been assessed at its proper valuation, any attempt to limit this power in such a way that it cannot include a suggestion as to the future would be drawing an exceedingly fine line. The possibility of premature action on the part of the City is not controlling, so far as its power is concerned. This was practically decided in the case of Goggin vs. State Board of Equalization, 191 Illinois, 528, where it was contended that no writ of mandamus should be asked for until the Board had concluded its labors. The Supreme Court held that it was proper to apply for such writ on the facts presented, which showed that the Board had done nothing in the furtherance of a request made, even though it still had time to act.

We are informed the appropriation made in the present instance contemplates such an investigation as will enable the City to render substantial assistance to the Board of Assessors in its work, and at the same time, if the plan to give the Board of Assessors information on which it can act is successfully carried out the City will be relieved of the expense of the investigation later on and the cost of attorneys and litigation to enforce its rights.

Thus it will merely pay at this time money for purposes which can be more effectually accomplished now than later, and since there can be no question about its rights to use money at a later time to enforce its demands, it is clearly within its rights at the present time in taking preliminary steps and resorting to measures in advance which will accomplish the results that it is lawfully authorized to bring about.

Yours very truly,

(Signed) LEON HORNSTEIN,
Assistant Corporation Counsel.

Approved:
J. W. B.
SAMUEL A. ETTELSON,
Corporation Counsel.
LH:IC.

SUPERINTENDENT LETS CAT OUT

(Continued from page 246)

Then Mr. McAndrew uttered a direct defy to Mayor Thompson, who made a campaign pledge to oust McAndrew for spreading unpatriotic propaganda in the schools.

"The purpose of the schools is not to further any political scheme," said Mr. McAndrew, himself a University of Michigan alumnus. "Interference with the schools by municipal officials is contrary to law."

"Purely a State Function"

"The schools," he continued, "are purely a state function. Their duties and their authority and their very existence come not from municipal officials but from the state, and they are controlled wholly under state law.

"When I left Brooklyn, N. Y., for Chicago, my friends here advised me against the move, declaring I'd not last longer than five weeks.

"I knew full well what I had to do here, and I did not think I'd last that long," and here he smiled. "But I have lasted a little longer and I may be overdue now."

Came to Shake "Invisible Empire"

"I was brought to Chicago for a distinct task—the loosening of the hold of this 'invisible empire' within the schools, a weird system, a selfish system, doing everything to indicate a selfish purpose and demanding the right to govern the schools.

"Although the grip of this invisible empire has been loosened, it seems now that it is trying to regain its lost control.

"The people of Chicago can not afford to let this weird group come back and dominate school affairs again."

"The purpose of the school system is not to provide positions for teachers and superintendents," Mr. McAndrew continued, "nor for the furtherance of any other political scheme."

Not only is municipal interference in the schools entirely unwarranted by law, but Chicago is the only city in Illinois, and one of the few in the country, where appointments made by the mayor have to be ratified or confirmed by members of the council, Mr. McAndrew pointed out.

The University of Michigan club indorsed Mr. McAndrew strongly, passing unanimously a resolution expressing its confidence in him.

—Chicago Daily Journal, April 18, 1927.

THE GAY CITY LIFE

Fortune Teller—"You are going on a journey and you will meet with good fortune."

Motorist (eagerly) — "You mean when I drive downtown tomorrow, I will find a place to park?"—Judge.

—Journal of Education.

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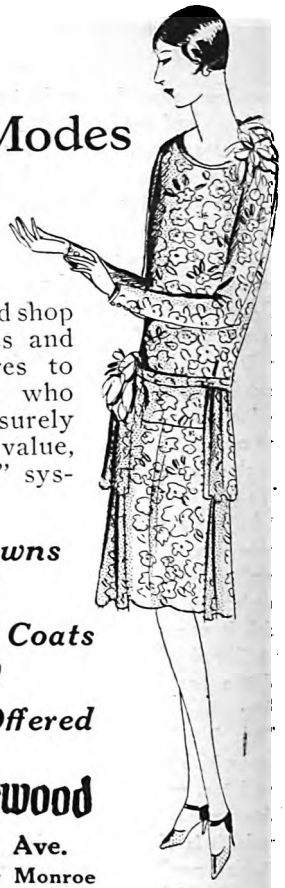
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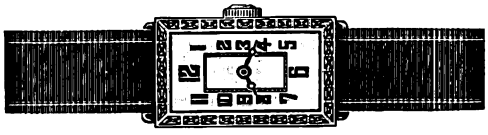
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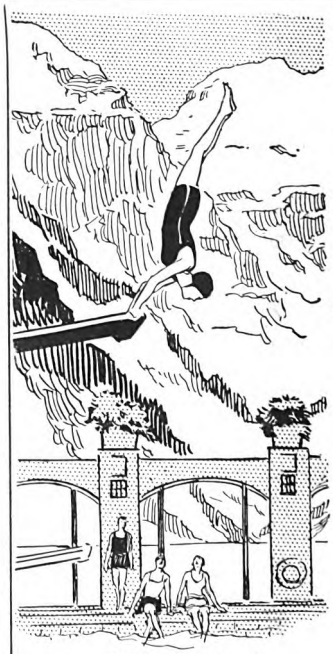
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VOL. IV

Margaret Haley's BULLETIN

NO. 14

Chicago, Ill. 28 June 15, 1927

THE STRUGGLE

Edgar A. Guest

He is dead who sees nothing to change,
No wrong to make right;
Who travels no new way or strange
In search of the light.

Who never sets out for a goal
That he sees from afar,
But contents his indifferent soul
With things as they are

Bulletin of Milwaukee Teachers' Association. March, 1927.

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MARGARET HALEY'S BULLETIN

Vol. 4. No. 14 June 15, 1927 Page 279

Culture Versus Standardization
Mastery Versus Misery
Which ?

Excerpts from a speech by Supt. R. J. Condon, given at meeting of Department of Superintendence, Dallas Texas, March 1, 1927

Teach reading, writing and arithmetic, of course, but not as fundamentals, except as in the learning one is taught to read fine things, to write beautiful thoughts, and to know that in the fundamentals of life the sum of one's happiness can not be obtained by subtracting from others; and that the way to multiply the value of one's possessions is to divide them with others, especially with those in need.

Teach geography, but only that to world knowledge may be added world sympathy and understanding and fellowship.

Teach history, that against its gray background of suffering and sorrow and struggle we may better the present and may project a finer future.

Teach civics, to make strong ideals of liberty and justice, and to make free through obedience, the citizens of a republic.

Teach art, music and literature; reveal beauty and truth, inculcate social and civic ideals.

Teach that which gives intelligence and skill; but forget not soul culture, for out of this comes the more abundant life bringing forth the fruits of the spirit. These are the real fundamentals in education for "Character is higher than intellect."

Place the emphasis where it belongs on the things that make for right and noble living.

Excerpts from Annual Report of Supt. Wm. McAndrew, June 30, 1926. Standard School, pp. 36-37

Reading (Standard 80%)—At the completion of each grade, pupils should be able to reach standard score on accepted standardized tests.

Penmanship (Standard 100%)—All pupils completing grades 6, 7, 8 should habitually write with a quality on the Ayers' Scale equal or better than the following:

Grades 6—50.
Grades 7—55.
Grades 8—60.

Arithmetic Fundamentals (100%).

Arithmetic Reasoning (100%).

(Geography omitted in Plan in Superintendent's Annual Report for rating Standard School.)

(History omitted in Plan in Superintendent's Annual Report for rating Standard School.)

Citizenship (Standard 80%)—At the end of the 6th grade in school each pupil should have to his credit 100 distinct services which he has rendered during the year to his home, the school and the community. Record of services should be certified by the teacher.

Music (Standard 80%)—"After the 6th grade, every public school boy and girl should be able to stand and without hesitation render in clear tones from notes on the staff music of the difficulty of "The Minstrel Boy."

(Art and literature omitted in Plan in Superintendent's Annual Report for rating Standard School.)

Any school reaching the standard of the twelve specifications will be rated as a standard school.

"You have the hand of iron. Use it."

(Direction given to principals at meeting with superintendent on March 4, as quoted in Chicago Tribune of March 5, 1927.)

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From the Masthead by The Lookout



AN OPEN LETTER

To Samuel A. Ettelson, Corporation Counsel of the City of Chicago:

Springfield, Ill., June 15, 1927.

To Mr. Samuel A. Ettelson,

Corporation Counsel of the City of Chicago:

Last night, June 14, a reporter for the Chicago Tribune, who was in Springfield reporting the Legislature, called me on the telephone at my hotel in Springfield and told me he had received instructions from his paper to ask me what reply I wished to make to the statement printed in the Tribune yesterday morning in which my name was used. As the edition of the Tribune that reached Springfield contained no reference to me and neither I nor the reporter had seen any other edition, I refrained from comment.

This morning, June 15, I received by mail a clipping from yesterday's Chicago edition of the Tribune of the article referred to. It contains quotations from a statement which the Tribune says was issued over the signature of an attache of the Mayor's office. As the quotations state essentially the criticism of me implied in the statement you made to the Revenue Committee of the House on June 14, the same day the statement appeared in the Tribune, I have assumed you are the inspiration, if not the writer, of the statement given to the Tribune.

The Tribune says:

"Miss Haley, in fighting the bills, according to the statement, is figuratively sawing off the limb on which she sits.

"Miss Haley has been trying for a long time to justify her job with the school teachers and she finally has placed herself in the position of sponsoring a 20 per cent salary cut for them," the statement asserted. "I think Miss Haley is out of luck in her efforts to defeat the bills. If she does succeed I know she will be out of luck with the teachers.

"Miss Haley presumes to represent and speak for organized labor. I am advised that she has a grossly exaggerated opinion of the weight of her voice. Perhaps she thinks the trade unions place greater faith in her opposition to the bills than they do in the endorsements the measures have received from labor leaders.

"When big business men and organized labor join in approving a revenue measure, it's pretty safe to quit hunting for jokers."

As I read the threat in this statement of June 14, 1927, that salaries of the teachers of Chicago will be cut unless they stop supporting the opposition to the proposed plan to hand over to the City's Corporate Fund 40c of the Dollar tax rate which was voted by the people of Chicago less than four years ago to build schools for the children, and unless they stand for the transfer of another 40c of that Dollar to the Educational Fund when they assured the people of Chicago not a penny of that Dollar would ever be used for salaries, I am reminded of the threatening letter I received from the then attorney of the Board of Education just six years ago at the time a Bill that had passed the House and was pending in the Senate would have permitted the sale of the children's School Fund Lands without the consent of the City Council.

That threatening letter six years ago stated that if the teachers continued to oppose the passage of the School Lands Sales Bill they would suffer a cut of $500,000 from their salaries, a cut of approximately 10 per cent instead of the 20 per cent cut threatened now. It is a matter of public record that a special meeting of the Chicago Teachers' Federation was held at the

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Olympic Theater on May 26, 1921, at which I presented the threat of six years ago to the teachers who packed the Olympic Theater. The teachers unanimously voted to continue their opposition to that School Land Sales Bill. It was defeated in the Legislature and the provision protecting that school fund which requires the consent of the City Council for the sale of school lands still remains in the law.

You will probably remember, Mr. Ettelson, that there was not only a dead bill in the Legislature at Springfield that year but also another dead Bill in Chicago for whom there was no resurrection, and a few dead candidates for Judge. Due to the fact that you were the Senator who moved to have the School Lands Sales bill reported out of the Committee on Education with the recommendation that it do pass, your picture and that of the attorney for the Board of Education appeared in the Chicago papers after the Olympic Theater meeting, together with a photographic reproduction of the $500,000 threatening letter. When you were complaining that the newspaper articles at that time unjustly involved you in the matter, you made the remark to me, "I told Bill Bither to lay off that bill until after the Judicial election."

The teachers' defeat of that bill did not bring the threatened cut in their salaries. On the contrary, teachers' salaries in Chicago were increased in September of the next year, 1922, out of Revenue provided by that Legislature without "raiding" either the children's School Fund Lands or their School Building tax rate.

If, however, fighting Senate Bill 575 means I am "sawing off the limb on which I sit," Mr. Ettelson, then I say to you as I said to the Attorney for the Board of Education who sent the letter threatening the teachers six years ago, "Lay on! Macduff."

Insistent rumors that the Legislature will hold over during next week, which is the last week of school in Chicago, make it impossible to call another Olympic Theater meeting of the Chicago Teachers' Federation or such a meeting would be called to give the teachers a third opportunity to say whether they wish to continue the fight against Senate Bill 575, of which the Chicago Federation of Labor said in its letter to the members of the Legislature on June 11:

> **"The Chicago Federation of Labor urges the defeat of Senate Bill 575. This bill raids the School Building Fund of the Chicago school children. * * *"**

I presented that letter to the members of the Revenue Committee of the House yesterday, in answer to your statement before the House Revenue Committee regarding the attitude of organized labor on this bill. I am printing the letter in full elsewhere in this issue of the Bulletin, marked "Exhibit A." It disposes, also of the paragraph in the statement which appeared yesterday in the Tribune on the attitude of organized labor.

I also refer you, Mr. Ettelson, to the letter against Senate Bill 575 printed on page 290 marked "Exhibit B." This letter was authorized by the Chicago Teachers' Federation at its meeting on June 11, is signed by me on behalf of the Federation, and was delivered today to every Representative.

In lieu of another Olympic Theater meeting of the teachers, I am taking the only means available to present to the teachers of Chicago all the facts and documents that can be crowded into the limited space of this last issue of the Bulletin for the school year. They will be, I think, complete enough for a full understanding of the proposed Revenue program as it affects the school children of Chicago. A copy of this Bulletin will be mailed to every teacher in Chicago before school closes on June 24, and a pre-print of this portion placed in the hands of every member of the Legislature.

I hope that when this Legislature adjourns, Mr. Ettelson, the Dollar tax rate for the children's school building fund, voted by the people of Chicago four years ago will remain in that part of Section 189 of the school law which applies to Chicago as it remains in that part of Section 189 that refers to the State outside of Chicago.

At a meeting of the Senate Committee on Revenue held in the Senate Chamber at two o'clock on May 24, you, Mr. Ettelson, presented the financial program, embodied in the 87 bills, introduced in both houses on May 17, known as the "Bonding Bills." In that program you included your "Key Bill," Senate Bill 446 (House Bill 631) to raise the assessed valuation of property throughout the State from one-half to full value, and the 86 companion bills cutting the tax rates down to one-half of their present rates in order to keep the tax rates unchanged.

As part of that revenue program, you also presented on that day the proposal to abolish the Dollar tax rate for the school Building Fund of Chicago. In order not to misquote you, Mr. Ettelson, I print elsewhere in this issue the typewritten memoranda given to me at noon that

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day by Mr. Leon Hornstein, Assistant Corporation Counsel, explaining this phase of the revenue program Exhibit . (Exhibits "D" and "E," pages 285 and 286.)

When I asked Mr. Hornstein at noon that day what bills would be introduced to split the 80c of the school Building Fund tax rate between the City Corporate Fund and the Educational Fund, he informed me that no bill would be introduced but that the splitting would be accomplished by introducing an amendment to House Bill 374 and, another amendment to House Bill 438, when these Bills were called up for second reading in the House. I asked him for copies of these amendments and he gave me the typewritten memoranda containing these amendments. Both of these bills were then on the calendar for second reading in the House and there would, therefore, be no opportunity for discussion on these amendments except by members of the House. I realized that no one except members of the Legislature would have any opportunity to present objections to these amendments because there would be no Committee hearing on matters introduced as amendments to bills on second reading.

I had no time then to spend demurring to this objectionable method of shutting out discussion by amending pending bills on second reading instead of introducing new bills which would automatically go to a committee for a hearing. I spent all my noon time examining the copy of the proposed amendment to House Bill 374 given me by Mr. Hornstein only an hour before the Senate Revenue Committee was to meet. (This amendment is printed here as "Exhibit D.")

House Bill 374 amends a number of sections of the school law, among them Section 189, the Section which provides the tax rates for the school Building Fund and the Educational Fund both for the City of Chicago and also for the school districts outside of Chicago. (Exhibit C.)

The only change in Section 189 that House Bill 374 would make in the present law is found in the second line, where the word "seven" is changed to "eight,' thereby changing the legal school year from seven months to eight months. With this exception and the correction of a typographical error in the printed Bill, noted at the end of line 42 of the Bill, these 42 lines are identical with the same lines in the present law.

The fact that the amendment you brought from Chicago to be inserted in House Bill 374 on second reading reproduces the serious error found in the printed copy of that Bill, which is not in the original bill as introduced, indicates that the amendment was drafted from printed House Bill 374 without comparing it with the law.

This amendment proposed to increase the Educational Fund tax rate from $1.92 to $2.32 and the Building Fund tax rate of One Dollar was wiped out entirely. I discovered, too, that according to this amendment the provision in the present law (which is also in House Bill 374) requiring the Board of Education to pay the cost of "repairs, improvements, and benefits" to buildings out of the Building Fund was to be stricken out of the law by striking it out of House Bill 374. That part of Section 189 of the School Law House Bill 374 was to amend, is printed here and marked Exhibit "C."

I asked Mr. Hornstein how it was proposed to pay the cost of repairs and improvements to buildings if that proposed amendment to House Bill 374 were adopted. Mr. Hornstein replied, "Out of the Educational Fund." I then informed Mr. Hornstein that the Proceedings of the Board of Education show that the cost of "repairs, improvements, and benefits" paid out of the Building Fund in 1926 amounted to nearly $3,000,000—to be exact, $2,913,881—which is approximately one-half of the tax rate increase to be added to the Educational Fund by the proposed increase in the tax rate of that fund from $1.92 to $2.32. (Proceedings, January 26, 1927, page 769.)

In other words, Mr. Ettelson, while adding 40c to the tax rate for the Educational Fund, the proposed amendment to House Bill 374, your method of "splitting 50-50," if adopted, would deduct the cost of repairs from the Educational Fund, leaving a net increase of only about 20c in the Educational Fund tax rate. On the other hand, your proposed amendment to House Bill 438 would give the city Corporate Fund a full 40-cent increase in its tax rate; that is, from $1.85 to $2.25, with no deductions therefrom.

The cost of repairs was paid out of the Educational Fund for all the years of Chicago's history until 1909. Then the Board of Education, principals, teachers, and engineers, working together, secured from the Legislature the present law requiring this expenditure to be paid out of the Building Fund. Chicago was many years behind the rest of the State in getting that provision of the law changed, and it is significant that in attempting to transfer the cost of repairs back to the Educational Fund no attempt was made to tamper with that provision for the rest of the State. The Chicago teachers, principals, and engineers who went through the cam-

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paign in 1909 to get the cost of repairs transferred to the Building Fund can best appreciate how I felt when I found that in your amendment to House Bill 374 you actually proposed to undo the work done eighteen years ago, and shift the burden of repairs back to the Educational Fund.

After you finished presenting your Revenue program to the Senate Revenue Committee that afternoon of May 24, and after some speakers for and against your program had followed you, but others, including myself, were still waiting to be heard, the Chairman of the Revenue Committee announced that the Committee would have to adjourn as the hour of four o'clock had arrived and the Senate was to convene at that hour.

It was then that I arose and explained to the Committee what I had learned at noon from Mr. Hornstein and tried to explain the details outlined here in regard thereto, including my discovery that your proposal, Mr. Ettelson, to increase the Educational Fund tax rate 40c would actually increase it only about 20c on account of the provision in your amendment to transfer the cost of repairs to the Educational Fund.

In the informal conference held at your request after the adjournment of the Revenue Committee on May 24, I told you, Mr. Ettelson, that your school revenue plan, your so-called "50-50" split, was a lemon handed to the people of Chicago. I presented fully my objections to the school revenue part of your program, to the Committee of the Whole May 25. After that hearing before the Senate Committee of the Whole, you abandoned your plan of amending pending bills.

The following week, Tuesday, May 31, a new bill, Senate Bill 575, was introduced in the Senate and an identical bill (No. 750) in the House. Senate Bill 575 makes provision for a 20-cent Building Fund tax rate and retains the provision in the present law which requires the cost of repairs to be paid out of the Building Fund. That "joker" in the first revenue program does not appear in Senate Bill 575.

But the 20-cent Building Fund tax rate provided in that bill will pay only the cost of repairs. In addition thereto the bill provides for the levy of a sufficient tax to pay the principal of and interest on bonds to build schools and buy sites. This is the second "joker" in your original school revenue program, Mr. Ettelson, and it is also a part of the new Senate Bill 575. This "joker" lies in the undetermined question as to whether the Chicago Board of Education can issue and sell bonds. See Greenacre Memorandum. Exhibit H, page 287.

"Joker" number two gives the School Children of Chicago a lawsuit instead of a school building fund.

Official records show that there are 53,000 children now in the Chicago schools without seats in a school building and 11,000 new children are added every year. Until the Board's power is definitely settled by the Board's issuing some bonds and securing a Supreme Court decision in regard to their legality, it is fool-hardy to abolish the School Building Fund tax rate of One Dollar. You have admitted that neither you nor any other lawyer can say in advance of a Supreme Court decision whether the Board of Education of Chicago can issue and sell bonds to build schools.

In reply to the statement from the Tribune of yesterday, quoted above, that "when big business and organized labor join in approving a revenue measure, it's pretty safe to quit hunting for "jokers", I reply that neither this experience nor that of six years ago, warrants me to quit "hunting for jokers" in Senate Bill 575 even if it should happen to pass the Legislature and reach the Governor.

As to the teachers, when it comes to a question of my being "out of luck" with them or the children being "out of luck" with the possible loss of their school Building Funds, I will take my chances in trusting the interests and welfare of the children of Chicago to the informed judgment and conscience of the teachers of Chicago.

Margaret A. Haley

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55th G. A. **HOUSE BILL No. 374** 1927

1 Introduced by Mr. Weiss, March 30, 1927.
2 Read by title, ordered printed and referred to Committee on Education.

[The words underlined in this bill were to be omitted in the proposed amendment to this Bill printed on opposite page.]

A BILL

For an Act to amend sections 114, 115, 127, 144, 189, 274, and 275 of "An Act to establish and maintain a system of free schools," approved June 12, 1909, as amended.

* * * * * *

Exhibit C

Pages 8 and 9

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

* * * * *

Sec. 189. For the purpose of establishing and supporting free schools for not fewer than [seven] eight months in each year and defraying all the expenses of the same of every description; for the purpose of building, repairing and improving schoolhouses, or procuring school land, furniture, fuel, libraries and apparatus and for all other necessary incidental expenses in each district, village or city, having a population of two hundred thousand or more inhabitants, the directors, the board of education and the authorities of such district, village or city, as the case may be, shall be authorized to levy a tax annually upon all the taxable property of the district, village or city not to exceed, except as hereinafter stated, one and 92/100 per cent for educational purposes and three-quarters of one per cent for building purposes, and the purchase of school grounds, (exclusive of taxes levied for the purpose of free text book tax, school playground tax and public school teachers' pension and retirement fund tax) upon the valuation to be ascertained by the last assessment for State and county taxes; provided, that any sum expended or obligations incurred for the improvement, repair or benefit of school buildings and property shall be paid from the portion of the tax levied for building purposes and the purchase of school grounds. Provided, however, that if the directors or board of education in any such district, village or city shall desire to levy or cause to be levied in any one year (exclusive of taxes levied for the purpose of free text-book tax, school playground tax and public school teachers' pension and retirement fund tax) more than one and 92/100 per cent* for educational purposes and more than three-quarters of one per cent but not more than one per cent for building purposes and the purchase of school grounds, such directors or board of education may, by resolution stating the per cent so desired, cause a proposition for an assent thereto to be submitted to the voters of such district, village or city at any general or special election, and if at such election a majority of the votes cast on said proposition shall be in favor thereof, the directors or board of education of such district, village or city may thereafter until such authority is revoked in like manner, levy annually for educational purposes a tax in excess of one and 92/100 per cent but not exceeding the per cent mentioned in said proposition, and a tax for building purposes and the purchase of school grounds, in excess of three quarters of one per cent but not exceeding the per cent mentioned in said proposition for such purposes. Such proposition may be submitted at any time, and from time to time, to the voters of such district, village or city, at any such election at the instance of such directors or board of education; and such directors or board of education shall levy or cause to be levied no tax in excess of one and 92/100 per cent for educational purposes, or in excess of three-quarters of one per cent for building purposes and the purchase of school grounds that shall not be authorized by the result of such election, ascertained as aforesaid unless and until assented to by the voters of such district, village or city in like manner. Provided * * *

* * * * * *

*NOTE—The above is an exact reproduction of Printed House Bill No. 374, from which the words "but not more than two and 92/100 per cent" were erroneously omitted in the printed copy of the Bill. This error does not appear in the Bill as introduced in the House. But this error does appear in the amendment proposed to be inserted in House Bill 374 printed on next page. See next page and Masthead.

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How Dollar Tax for Chicago School Building Fund Was To Be Abolished

Below is the proposed amendment which was to be made to House Bill 374 (printed portions of which are on opposite page) in order to abolish the Dollar Tax Rate of the Chicago School Building Fund.

Lines 3 to 42 of House Bill 374 (shown on opposite page) were to be stricken out and the entire amendment as printed below was to be substituted for these lines.

These two pages taken together show the effect this amendment, if adopted, would have had on the School Tax Rates for Chicago.

The words underlined on this page show the new matter that would have been added to the present law if this amendment had been adopted.

The words underlined on the opposite page show what would be taken out, that is removed from the present law, if the proposed amendment had been adopted.

Lines 1 to 42 as here printed are exactly as in the present law with the exceptions noted in footnote below line numbered 42.

The important provisions of the present law that would have been eliminated were (1) the tax rate for the Building Fund; (2) the provision for charging the cost of repairs to the Building Fund, thereby making these repairs a charge against the Educational Fund.

School Buildings and sites would have to be paid for out of Bond issues.

As stated in the Masthead, this amendment was never made to House Bill 374. The proposal to submit this amendment was abandoned and instead Senate Bill 575 was introduced on May 31, 1927.

This amendment here marked Exhibit "D" was obtained from an Assistant Corporation Counsel on May 24, 1927. See Masthead.

Exhibit D

AMENDMENT No. ——

Amend House Bill No. 374 by striking out from Section 189 on pages 8 and 9 of the printed bill all that part of line 3 after the semi-colon, all of lines 4 to 41 inclusive and all that part of line 42 before the word "provided," and by substituting the following in lieu thereof:

"for the purpose of repairing and improving schoolhouses, of procuring furniture, fuel, libraries and apparatus, and for all other necessary incidental expenses in each district, village or city having a population of two hundred thousand or more inhabitants, the directors, the board of education or other corporate authorities of such district, village or city, or the directors, the board of education and such other authorities as may be necessary for the purpose of levying taxes, as the case may be, shall be authorized to levy a tax annually upon all the taxable property of the district, village or city not to exceed, except as hereinafter stated, two and 32/100 per cent for educational purposes and in addition thereto such taxes as may be necessary to pay the principal and the interest on bonds duly issued for school building purposes and the purchase of school grounds (exclusive of taxes levied for the purpose of free text book tax, school playground tax and public school teachers' pension and retirement fund tax) upon the valuation to be ascertained by the last assessment for state and county taxes. Provided, however, that if the directors or board of education in any such district, village or city shall desire to levy or cause to be levied in any one year (exclusive of taxes levied for the purpose of free textbook tax, school playground tax and public school teachers' pension and retirement fund tax) more than two and 32/100 per cent for educational purposes, such directors or board of education may, by resolution stating the percent so desired, cause a proposition for an assent thereto to be submitted to the voters of such district, village or city at any general or special election, and if at such election a majority of the votes cast on said proposition shall be in favor thereof, the directors or board of education of such district, village or city may thereafter, until such authority is revoked in like manner, levy annually for educational purposes a tax in excess of two and 32/100 per cent, but not exceeding the per cent mentioned in said proposition, for such purposes. Such proposition may be submitted at any time, and from time to time, to the voters of such district, village or city, at any such election at the instance of such directors or board of education; and such directors or board of education shall levy or cause to be levied no tax in excess of two and 32/100 per cent for educational purposes that shall not be authorized by the result of such election, ascertained as aforesaid, unless and until assented to by the voters of such district, village or city in like manner."

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Original School Revenue Plan Presented to Legislature

Corporation Counsel Ettelson Sponsors Program Before Senate Revenue Committee

Below is a verbatim copy of a "memorandum" marked Exhibit "E" outlining the Revenue Program for Chicago, including the School Revenue Program, essentially as that program was presented to the Senate Revenue Committee by Corporation Counsel Samuel A. Ettelson on May 24, 1927 at two o'clock. See Exhibit "G" on opposite page and Masthead.

Exhibit E

AMENDMENT TO HOUSE BILL NO. 438

The amendment of this bill by changing the rate of the City of Chicago from $1.85 to $2.25 on each one hundred dollars of assessed valuation is a part of the plan to discontinue the tax rate of $1.00 for school building purposes and divide the greater part of same between the general corporate tax of the city and the school educational tax. The intention is to add 40 cents to the city's general tax and 40 cents to the school educational tax. The remaining twenty cents will not be levied as a tax for building purposes, but, as needed, portions of same will have to be levied to take care of the principal and interest on school building bonds.

BONDS FOR SCHOOL BUILDINGS

The City of Chicago is now levying annually a tax of one dollar on each one hundred dollars of assessed valuation for school building purposes. That levy has realized approximately eighteen millions of dollars annually for this purpose since the rate went into effect. Owing to the fact that the City needs additional revenue for general corporate purposes (there being a deficit of approximately $8,000,000 for the current year), and that the schools need additional revenue for educational purposes, it is proposed now to discontinue making levies for school building purposes and to distribute eighty per cent of the levy of one dollar on each one hundred dollars between the two taxes just mentioned, that is to say an additional forty cents should be levied for general corporate purposes and an additional forty cents should be levied for school educational purposes. This can be done without increasing the tax bills of the tax payer through the medium of issuing bonds for school building purposes in place of obtaining the money therefore from direct levies.

Under Section 132 of the School Act power is given to the Board of Education "to issue bonds for the purpose of building, furnishing and repairing school houses and school administration buildings and for purchasing sites for the same, and to provide for the payment of said bonds." At the same time this provision was enacted, and by the same legislative act, the Board of Education of the City of Chicago was changed from a quasi public corporation to a municipal corporation, and constituted a body politic and corporate (see Section 128). While the act in question does not specifically state that the Board of Education as a municipal corporation is authorized under the law to issue bonds outside of and independently of the City's debt limitation, nevertheless, the inference is plain that that was the intention of the legislature. There is no occasion for making an argument on this point in this statement, but we are satisfied that this is the proper interpretation of the authority given to the Board to issue bonds.

The debt limitation of the City of Chicago at the present time is approximately ninety-five million dollars. For practical purposes this debt limitation is exhausted, and bonds in excess of that to a considerable amount have been authorized which will probably be issued as soon as some of the present serial bonds will be retired. In case there were to be NO change in this bonding power, it would be a vital question whether this limitation applies to the total bonded indebtedness of the City and Board of Education. It is more than likely, however, that the present General Assembly will so change the law that the debt limitation will be expanded to double its present size. If the City obtains this legislation from the present General Assembly, the question of whether or not school bonds must be considered a part of the City's bonded debt will not be of immediate importance, because there will be ninety-five million dollars of debt incurring power of which less than a third will be exercised for some time to come unless school building bonds are held to come within this limitation. Consequently, the question will not arise until this additional latitude has been absorbed, if it ever should be.

Under the Constitution, municipal corporations are limited to twenty years on their bonded indebtedness. It has been the practice for upwards of twenty years to issue all such securities of the City in the form of serial bonds. If that is done in the present instance, with a rate of four per cent for interest, it will be possible to issue eighteen or twenty million dollars worth of bonds each year, and the rate of taxation should not exceed ten cents on the one hundred dollars. If it were possible under our Constitution to extend the payment of the principal beyond twenty years, it would result in reducing even this small tax, but that cannot be done.

Bills providing for the change of the assessed valuation of property and the adjustment of the rates of taxation thereto (generally referred to as the bonding bills) have been introduced. They have not yet proceeded beyond the committees which are considering them. Therefore, it is looked upon as advisable to treat this proposed plan of providing for schools out of bond issues as a separate and distinct issue, and the bill providing for the City of Chicago's permanent rate (H. B. 438) is therefore being advanced on the basis of the present assessed value. After the bonding bills have proceeded to the point where they may be amended on the floor an amendment will be proposed to such bill as carries the City's rate so as to make same conform to the action taken on House Bill 438.

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Excerpts from House Bill 438

House Bill 438, introduced by Representative Marinier on April 20, 1927, fixes the Chicago tax rate for general corporate purposes at $1.85.

This Bill is now on second reading in the Senate where 40 cents is to be added to this $1.85 rate if Senate Bill 575 is passed abolishing the Dollar School Building Fund Rate. See Amendment, Exhibit 'E," on opposite page and Masthead.

* * *

Exhibit G

county within the limits of said city or village; provided, the aggregrate amount of taxes so levied for any one year, exclusive of the amount levied for the payment of bonded indebtedness or interest thereon, and exclusive of taxes levied for the purposes of pension funds, public library and municipal tuberculosis sanitarium, shall not exceed the rate of one and eighty-five hundredths (1.85) per centum [for three years beginning with the year 1925 and thereafter not to exceed one and forty-three and one-third hundredths (1.43 1/3) percentum] in cities and villages of 150,000 or more population according to the last National or State census, and the aggregate amount of taxes so levied for any one year,

* * *

Bonding Power of Board of Education in Doubt

Exhibit H *Memorandum from Attorney Greenacre Raises Question*

Following is the memoranda regarding the controversy over the power of the Board of Education to issue bonds:

Dear Miss Haley:

The question whether the Board of Education of the City of Chicago can issue building bonds for an amount which when added to the amount of the corporate bonds of the City of Chicago will exceed five per cent (5%) of the assessed valuation of the City is very hard to answer. I hardly think that in such event these bonds would be marketable on the strength of a mere lawyer's favorable opinion. As a practical matter the opinion of the Supreme Court will probably have to be obtained on this question before these bonds are sold to any extent in substantial amounts.

While it is true that in the country school districts school building bonds and municipal bonds may both be issued and each be good if within its own separate constitutional limitation, it must be remembered that in such cases (as far as I know) the boundaries of the school district and the boundaries of the municipality are not identical although either one may overlap or wholly include or be wholly included in the other. Also in the country school districts the school board has direct taxing power. The school board levies the tax. On the other hand in Chicago the boundaries of the school district and of the City are identical, and the school board cannot levy a school tax for either building or educational purposes, but such taxes must be levied by the City Council of the municipality.

Again the City of Chicago unlike most other cities does not exist under a special charter alone nor under a general act alone, but exists under a general act plus so much of the former City charter as is not inconsistent with the general act. In other words the special charter was not destroyed but only modified when the City in 1875 adopted the general Cities and Villages Act of 1872.

These matters and others have a bearing on the question. It would require as much research to write an opinion on the question involved as it would to prepare a brief for the Supreme Court on the same question. This would involve considerable time which I am not sure you want me to expend on the question under the present existing conditions. Yours truly,

ITG/ER I. T. Greenacre.

Miss Haley:

Suggestion: There may be something in the City Charter as it was prior to the adoption by the City in 1875 of the 1872 Cities and Villages Act that might have a bearing on the status of Chicago School System and local school district (whose limits are identical with those of the City) as to bonding and taxing, because

The city exists under that former charter (as amended) so far as the same remains in force and unrepealed and unmodified by the Cities and Villages Act of 1872 as amended, etc.

There is an early case in support of above right after Chicago adopted the Cities and Villages Act.

Chicago is a distinct school district. See Otis Act, Sec. 1—(Schools Ch. 122, Sec. 128—Cahills, Par. 152).

Chicago School bonds are recognized in Ch. 122, Sec. 132, Par. 156, in districts of over 100,000.

School building bonds are authorized and common in School districts whose boundaries are not identical with a City and in such instances the City's 5% constitutional limit does not seem to include School building bonds.

Suggestion: See if the Home Rule Amendment to the Constitution for Chicago cuts any figure as to schools and also any legislation under it.

In an Ottawa case (where, however, City had a special charter) a local building tax and bond issue both for building purposes was possible.

See People v. I. C. R. R. 266 Ill. 240.

Have not had time for research and without it my opinion would not be worth shucks.

May 24, 1927. I. T. G.

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Senate Bill 575 Stormy Petrel of Legislature

1 Introduced by Mr. Mason, May 31, 1927.
2 Read by title, ordered printed and referred to Committee on Revenue and Finance.

A BILL

For an Act to amend Section 189 of "An Act to establish and maintain a system of free schools," approved June 12, 1909, as amended.

Exhibit F (see Masthead, page 283)

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 1. That Section 189 of "An Act to establish and maintain a system of free schools," approved June 12, 1909, as amended, be and the same is hereby further amended to read as follows:

Sec. 189. For the purpose of establishing and supporting free schools for not fewer than seven months in each year and defraying all the expenses of the same of every description; for the purpose of building, repairing and improving schoolhouses, of procuring school lands, furniture, fuel, libraries and apparatus, and for all other necessary incidental expenses in each district, village or city having a population of two hundred thousand or more inhabitants, the directors or the board of education of such district, village or city, or the board of education and such other authorities as are required by law for the levying of taxes, as the case may be, shall be authorized to levy a tax annually upon all the taxable property of the district, village or city not to exceed, except as hereinafter stated, two and 32/100 per cent for educational purposes and 20/100 of one per cent for building purposes and the purchase of school grounds, and in addition thereto such taxes as may be necessary to pay the principal of and the interest on bonds duly issued for school building purposes and the purchase of school grounds (exclusive of taxes levied for the purposes of free text book tax, school playground tax and public school teachers' pension and retirement fund tax), upon the valuation to be ascertained by the last assessment for State and county taxes, provided, that any sum expended or obligations incurred for the improvement, repair or benefit of school buildings and property shall be paid from that portion of the tax levied for building purposes and the purchase of school grounds. Provided, however, that if the directors or board of education in any such district, village or city shall desire to levy or cause to be levied in any one year (exclusive of taxes levied for the purpose of free text-book tax, school playground tax and public school teachers' pension and retirement fund tax) more than two and 32/100 per cent but not more than two and 92/100 per cent for educational purposes, and more than 20/100 of one per cent but not more than one per cent for building purposes and the purchase of school grounds, such directors or board of education may, by resolution stating the per cent so desired, cause a proposition for an assent thereto to be submitted to the voters of such district, village or city at any general or special election, and if at such election a majority of the votes cast on said proposition shall be in favor thereof, the directors or board of education of such district, village or city may thereafter, until such authority is revoked in like manner, levy annually a tax for educational purposes a tax in excess of two and 32/100 per cent but not exceeding the percent mentioned in said proposition, and a tax for building purposes and the purchase of school grounds in excess of 20/100 of one per cent but not exceeding the per cent mentioned in said proposition for such purposes. Such proposition may be submitted at any time, and from time to time, to the voters of such district, village or city, at any such election at the instances of such directors or board of education; and such directors or board of education shall levy or cause to be levied no tax in excess of two and 32/100 per cent for educational purposes or in excess of 20/100 of one per cent for building purposes and the purchase of school grounds that shall not be authorized by the result of such election, ascertained as aforesaid, unless and until assented to by the voters of such district, village or city in like manner. Provided, further, that the directors or board of education in any such district or city or village, which shall have adopted the provisions of an Act entitled, "An Act to authorize boards of education and school directors to provide text books for the free use of the public schools, and to sell text books at cost to the pupils who desire to purchase them and prescribing penalties for the violation

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thereof," approved June 28, 1919, in effect July 1, 1919, may levy or cause to be levied annually for the purpose of carrying out the provisions of said Act, a tax of not more than eight cents on each one hundred dollars of the assessed value of all taxable property on all taxable property of said district, city or village, said tax to be known as free text book tax. Said tax shall be in addition to the maximum of all other taxes which the school district or village or city is now, or may hereafter be, authorized by statute to levy upon the aggregate valuation of all taxable property within the school district, village or city, and the county clerk, in reducing taxes levied as and when required so to do by virtue of the provision of an Act entitled, "An Act concerning the levy and extension of taxes," approved May 9, 1901, in force July 1, 1901, as subsequently amended, shall not consider said free text book tax as a part of the tax levy of the school district, village or city required to be included in the aggregate of all taxes to be reduced, and no reduction of any tax levy made under the provisions of said last mentioned Act and amendments thereto, shall diminish any amount appropriated or levied for said free text book tax.

Provided, further, that the city council of any city in this State having a population exceeding 100,000 inhabitants and having a public school teachers' pension and retirement fund, shall upon the demand and under the direction of the board of education annually levy for the purpose of providing revenue for such pension fund, a tax of three-tenths of a mill on each dollar of the assessed valuation of all taxable property, on all taxable property within such city. Said tax shall be known as public school teachers' pension and retirement fund tax. Said tax shall be in addition to the maximum of all other taxes which such board of education or city is now, or may hereafter be, authorized by statute to levy upon the aggregate valuation of all taxable property within such city; and the county clerk in reducing taxes levied as and when required so to do under the provisions of an Act entitled, "An Act concerning the levy and extension of taxes," approved May 9, 1901, in force July 1, 1901, as subsequently amended, shall not consider said public school teachers' pension and retirement fund tax as a part of the tax levy of such city required to be included in the aggregate of all taxes to be reduced, and no reduction of any tax levy made under the provisions of said last mentioned Act shall diminish the amount appropriated or levied for said public school teachers' pension and retirement fund tax.

LETTERS OPPOSING SENATE BILL 575

Exhibit A

Chicago Federation of Labor

623-633-South Wabash Ave.
CHICAGO, ILLINOIS

To the Members of the Fifty-fifth General Assembly.
Ladies and Gentlemen:

June 11, 1927.

The Chicago Federation of Labor urges the defeat of Senate Bill 575. This Bill raids the School Building Fund of the Chicago school children. It reduces to Twenty Cents the One Dollar tax rate for school building purposes adopted by the people of Chicago at a referendum four years ago. A 20c tax will pay only the cost of repairs and improvements to buildings.

Senate Bill 575 takes away from the Chicago people the right that Chicago and the other 11,000 school districts throughout the State now have to levy their school building tax of One Dollar after the people of the School district have once voted that One Dollar tax and to continue to levy a Dollar unless and until it is revoked by a referendum of the people.

With more than 50,000 public school children in Chicago not now provided with seats in school rooms and an additional increase of about 11,000 new school children a year to be provided for, Senate Bill 575 will force the Chicago Board of Education either to stop building schools or to issue an enormous amount of bonds for school building purposes.

The principal and interest on these bonds will add a staggering burden of taxation to the already overburdened home-owning, rent-paying, wage-earning taxpayers of Chicago while the hundreds of millions of dollars worth of property now illegally and unjustly escaping taxation in Chicago will continue to escape its just share of the tax burdens of the City and of the State.

Bonds issued for school building purposes by the Chicago Board of Education do not have to be submitted to a vote of the Chicago people although the law requires that bonds issued for school purposes throughout the State outside of Chicago must be submitted to a vote of the people in the school districts which issue these bonds.

The Chicago Federation of Labor asks of the Legislature equal justice for the school children, parents, and taxpayers of Chicago.

Vote against Senate Bill 575.

Respectfully submitted,

CHICAGO FEDERATION OF LABOR.
John Fitzpatrick [President]
E. N. Nockels [Secretary

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Exhibit B

To the Representatives, June 15, 1927.
55th General Assembly,
Springfield, Illinois:

Ladies and Gentlemen:

WHY SENATE BILL 575 SHOULD BE DEFEATED

WITH 53,000 PUBLIC SCHOOL CHILDREN IN CHICAGO NOT PROVIDED WITH A SEAT IN A SCHOOL BUILDING, SENATE BILL 575 CUTS TO 20c THE ONE DOLLAR TAX RATE VOTED BY THE PEOPLE OF CHICAGO LESS THAN FOUR YEARS AGO TO BUILD SCHOOL BUILDINGS.

With 24 new school buildings needed every year for the next five years in Chicago to take care of these 53,000 children and the 11,000 new children enrolled in the public schools each year, SENATE BILL 575 CUTS 80c FROM THE SCHOOL BUILDING TAX RATE IN ORDER TO ADD 40c TO THE CITY'S CORPORATE FUND TAX RATE AND 40c TO THE TAX RATE FOR THE SCHOOL EDUCATIONAL FUND.

The question whether the Chicago Board of Education has any right to issue bonds independent of and in addition to the City's bonding power has not yet been decided by the courts and until it is decided the preservation of the One Dollar School Building tax rate is necessary to assure the building of the 24 additional schools needed each year to take care of the overcrowding and new children.

When the people of Chicago voted this ONE DOLLAR tax rate for the School Building Fund less than four years ago, it was with the distinct understanding that every dollar of this money would be used for the purpose of providing a seat for every child in the Chicago schools.

How expensive it is to build schools out of bond issues is shown by the fact that on every bond issue each million dollars of bonds at the end of 20 years will cost the taxpayers $1,440,000. That means the $70,000,000 of bonds that would have to be issued in the next five years to take care of the needs of Chicago school children will, therefore, cost the taxpayers $99,000,000 at the end of 20 years, if Senate Bill 575 is passed.

The Chicago Teachers' Federation at its regular meeting Saturday, June 11, unanimously re-affirmed the position taken at a special meeting on Thursday, June 2, AGAINST SENATE BILL 575 for the reasons stated above.

VOTE AGAINST SENATE BILL 575.

Respectfully submitted,
THE CHICAGO TEACHERS' FEDERATION.
Margaret A. Haley,
Business Representative.

CLASSIFIED

AUTO TO NEW YORK

Teacher driving car to New York City about July 4 would like woman passenger. Share expenses. More reasonable and enjoyable than train.

Address Teacher B. B., Haley Bulletin.

Wanted—Several guests to share privileges of summer home on Lake Michigan. Twenty-five acre wooded estate. Private bathing beach. Moderate arrangements by week or month. Address Lakme Lodge, Washington Island, Wis.

For Sale—Cottage on Fox River, 40 miles N. W. Chicago. Cash or terms. 168 N. Leamington Ave. Austin 7792.

Teacher alone in four room apartment, Edgewater. Will rent room. Concealed bath. Privileges. Phone Edgewater 0278.

To Rent.—Cottage on Lake Michigan. Running water, screened porch. $75.00 per month. Phone Belmont 8697.

SCHOOL TEACHERS' "A. B. C." SHOPPING GUIDE

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"Safety First," Says City Council Committee on Schools

Orders Investigation Into Use of Power-Driven Machinery in Schools

An investigation to determine whether or not the health and safety of children in the Chicago public schools are being endangered through the operation by these children, of power-driven machinery in the schools, was ordered by the City Council at a meeting Wednesday, May 18.

It was the result of a resolution introduced by Alderman Hoellen, chairman of the City Council Committee on Schools, Fire and Civil Service. The resolution which is printed below was referred to the Committee on Schools.

At a meeting of the Schools Committee Thursday, May 19, Alderman Hoellen introduced a letter from Mrs. Helen W. Carr, 1132 Loyola Avenue, a member of the Executive Board of the Rogers Park Parents' Association, citing instances in which children were using power driven machinery. He also read extracts from a report by Mrs. Viola McAtee, representing the South End Parent Association, as to dangers to children operating power driven machines that she witnessed.

On the day previous to that on which the Resolution introduced into the City Council was referred to the Schools Committee, the Superintendent's Bulletin of May 17, 1927, Page 120, contained a paragraph, "Safety Requirements—Power Driven Machinery" urging principals to inspect all power-driven machinery used in connection with teaching.

An investigation was agreed to by the Committee on Schools and a sub-committee of which Alderman Thomas Bowler was made chairman, was appointed to visit the schools and inspect conditions.

Following are the resolution, Mrs. Carr's communication and the paragraph from the Superintendent's Report dealing with "Safety Requirements":

CITY COUNCIL RESOLUTION

WHEREAS, the parents of children attending the Chicago public schools, representing the South End Public School Association and the Rogers Park Parents' Association, have reported that they found in the Chicago Public Schools power-driven band and jig saws, emery and polishing wheels used to polish metal, and power-driven laundry machinery operated by children under sixteen years of age, and have reported one specific case of injury to a thirteen-year old pupil while operating power-driven machinery in a Chicago Public School on March 25, 1927; and

WHEREAS, Paragraph 142, page 124, of the Annual Report of the Superintendent of Schools, Mr. William McAndrew, dated June 30, 1926, reads as follows:

"Equipment: Each Junior High School is equipped with motor-driven machinery, thus making it possible for pupils to do more elaborate work. Up to date no accident has been reported." And;

WHEREAS, the following statements appear in official publications issued by the Board of Education:

"The operation of power-driven machinery is forbidden to boys and girls under sixteen years of age by the Illinois Child Labor Law."

("Trade Bulletin No. 3, January, 1927, Chicago Board of Education, William McAndrew, Superintendent.")

*"Boys and Girls 14 to 16 years of age are not allowed to work at * * * * operating any power-driven machinery, such as circular and band saws, * * * * emery or polishing wheels used to polish metal, * * * * laundry machinery. * * * *"*

("Pamphlet entitled 'Illinois Laws Which Protect Boys and Girls at Work,' issued by Board of Education, City of Chicago, June 1925, Wm. McAndrew, Superintendent.")

THEREFORE BE IT RESOLVED, that the City Council authorize and direct the Committee on Schools, Fire and Civil Service to make an investigation to determine whether the health and safety of children in the Chicago Public Schools are being endangered through the operation by these children of power-driven machinery in the schools in violation of the Illinois Child Labor Law and City Ordinances.

LETTER FROM MRS. CARR

May 18, 1927.

Hon. John J. Hoellen,
Chairman of the Committee on
Schools, Fire and Civil Service,
Chicago, Illinois.
Dear Alderman Hoellen:

As a member of the Executive Board of the Rogers Park Parents' Association and as a mother of children of near Junior High School age, I present to you the information herewith concerning the operation of power-driven machinery by children under sixteen years of age in violation of the Child Labor Laws of Illinois.

I personally visited the Stockton and the Roger Sullivan Junior High Schools and found the power-driven machinery in both schools. In the Stockton Junior High I personally saw children under sixteen years of age operating a power-driven emery polishing wheel polishing the edge of a cooky cutter. I saw a power-driven jig saw in the Stockton Junior High School. It was explained to me that the band had not yet been connected but the place was pointed out to me where the motor is to be set and it is a belt machine and it is expected to be operated by the children in due time. This machine was in the middle of a class room and unprotected, no screening around it in its present condition.

I have before me and enclose herewith for your information the official document issued by the Board of Education, June, 1925, entitled, "Illinois Laws which protect Boys and Girls at Work." On page 8 of this document under the heading "Forbidden Occupations" is the state-

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ment that boys and girls fourteen to sixteen years of age are not allowed to work at circular or band saws, emery or polishing wheels used to polish metal, laundry machinery. It is known to me that members of the South End Parents Association have seen power-driven laundry machinery, band saws, and power-driven printing presses.

I call your attention to the fact that the Board of Education has official knowledge of the installation and operation of this power-driven machinery as shown by the Annual Report of the Superintendent of Schools dated June 30, 1926, on page 124 of the printed report (paragraph 142) appears this statement:

"Equipment: Each Junior High School is equipped with motor driven machinery, thus making it possible for pupils to do more elaborate work. Up to date no accident has been reported."

I have given publicity to these facts over the Labor Radio in public meetings and a transcript of my radio speech has been transmitted to the Federation of Labor for publication in its official publication, at the request of the editor. The members of our parent organization have discussed this with the Assistant Superintendent, Mr. Gonnelly, in charge of Junior High Schools, but the power-driven machinery continues to be operated by children under the age of sixteen years, and the Board of Education is installing more and more of this machinery.

The futility of the protests to the Board of Education and official knowledge of its being in violation of the Child Labor Laws is our reason for asking the City Council Committee on Schools to investigate these conditions, for the protection of the life and limb and the health of our children. There are many incidental matters like the noise in the shops and the nervous strain of operating these machines that are in themselves an injury to children of the 7th, 8th and 9th grades under sixteen years of age.

I submit with this all the documents to which I refer and I hope that you will see your way clear to bring this matter to the attention of your Committee. Mrs. Viola McAtee, from the South End Parent Association, I am sure, will corroborate and add to this information.

Yours very truly,

HELEN W. CARR.
(Mrs. Bradley S.),
1132 Loyola Avenue.

PAGE 120, SUPT'S BULLETIN, MAY 17, 1927

* * *

253 SAFETY REQUIREMENTS—Power-driven machinery: Principals are requested to inspect all power-driven machinery used in connection with teaching. Report at once on machinery that may lack safety appliances or spacing rails to Assistant Superintendent William J. Bogan, 460 South State Street. Order from the Division of Supplies, for signature of parents, copies of blank No. 255, "Permission from Parents of pupils using power-driven machinery." Goggles for the protection of the eyes when the pupils use the emery wheel or assist in pouring molten metal in the foundry should be supplied in sufficient quantities for use at all times. Do not permit the pupil to use the emery wheel without wearing goggles. These goggles may be obtained from the Division of Supplies as listed under Foundry Supplies, Commodity numbers 7160 and 7161. Posters giving rules for Safety when Operating Power-Driven Machinery will be mailed to the schools. Please see that at least one poster is mounted in each room where power-driven machines are used.

Prepared by W. J. Bogan, Assistant Superintendent of Schools.

* * *

WM. McANDREW
Superintendent of Schools.

A report dated May 21, 1927 "appertaining to the charges submitted to the City Council and published in the newspapers as to the danger of power-driven machinery in junior and senior high schools," was sent to the President of the Board of Education by Superintendent McAndrew. It was transmitted to the Board of Education by President Raymer at the Board's meeting May 25, 1927.

On May 23, a further report on power machinery danger was transmitted to Superintendent McAndrew by William J. Bogan, assistant superintendent.

LIMITATIONS

A small girl who had done unusually well in the second grade was promoted to the third. Upon meeting her former teacher whom she loved dearly, her first words were, "Gee, but I wish you knew enough to teach me next year."

SURPLUS OF TEACHERS

There was a knock at the gate of Heaven. St. Peter called out, "Who's there?"

A voice responded, "It's me."

"You may come in," answered St. Peter, and another human entered upon Celestial delights.

A few minutes later there was another rap. "Who's there" called St. Peter.

This time a well-modulated voice replied, "It is I."

"I'm sorry," said St. Peter, "but you will have to go down to the other place. We have already filled up our quota for school teachers.

AND THEN THERE WAS ONE

Little Marjorie was telling about her number work at the family dinner table and papa wanted to test her mildly.

"Can you add small sums, girlie?"

"Yes papa."

"And can you subtract, too? Take one number from another?"

"Yes, papa."

"That's fine, dear. Now, let me hear you do it. Supposing there were four flies on a table and I killed one, how many would be left?"

"One," was the proud and sparkling answer. "The dead one."—The Victorian.

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Retirement Law Passes

Awaits Governor's Signature

House Bill 130, the amendment to the Compulsory Retirement Law, has passed both houses of the Legislature and now awaits the signature of the Governor.

The original bill was printed in the Bulletin of March 15, 1927. It was amended in the House May 26 on second reading. It passed the House June 7.

The amendments provide:

(1) Of the 25 years of service required by the Bill, 15 must be in Chicago. (As introduced, the Bill required 25 years service in Chicago.)

(2) The minimum age for retirement under this Bill has been raised to 65, and the schedule has been changed to provide $1,000 per year for those who retire at age 65 with an additional $100 per year for each added year of age at retirement up to age 69. These payments are in addition to any annuity to which the teacher may be entitled from the Teachers' Pension Fund. The schedule is now as follows:

Age 65—Ten hundred dollars ($1,000).

Age 66—Eleven hundred dollars ($1,100).

Age 67—Twelve hundred dollars ($1,200).

Age 68—Thirteen hundred dollars ($1,300).

Age 69—Fourteen hundred dollars ($1,400).

(3) The Bill now contains the provisions asked for by the Pension Board to safeguard the tenure rights of those teachers who are retired by the Board of Education by insuring to them the right of trial as provided by law.

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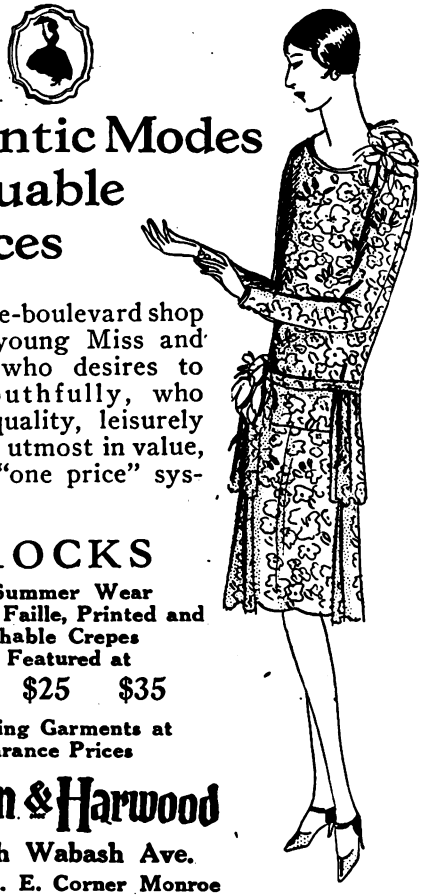
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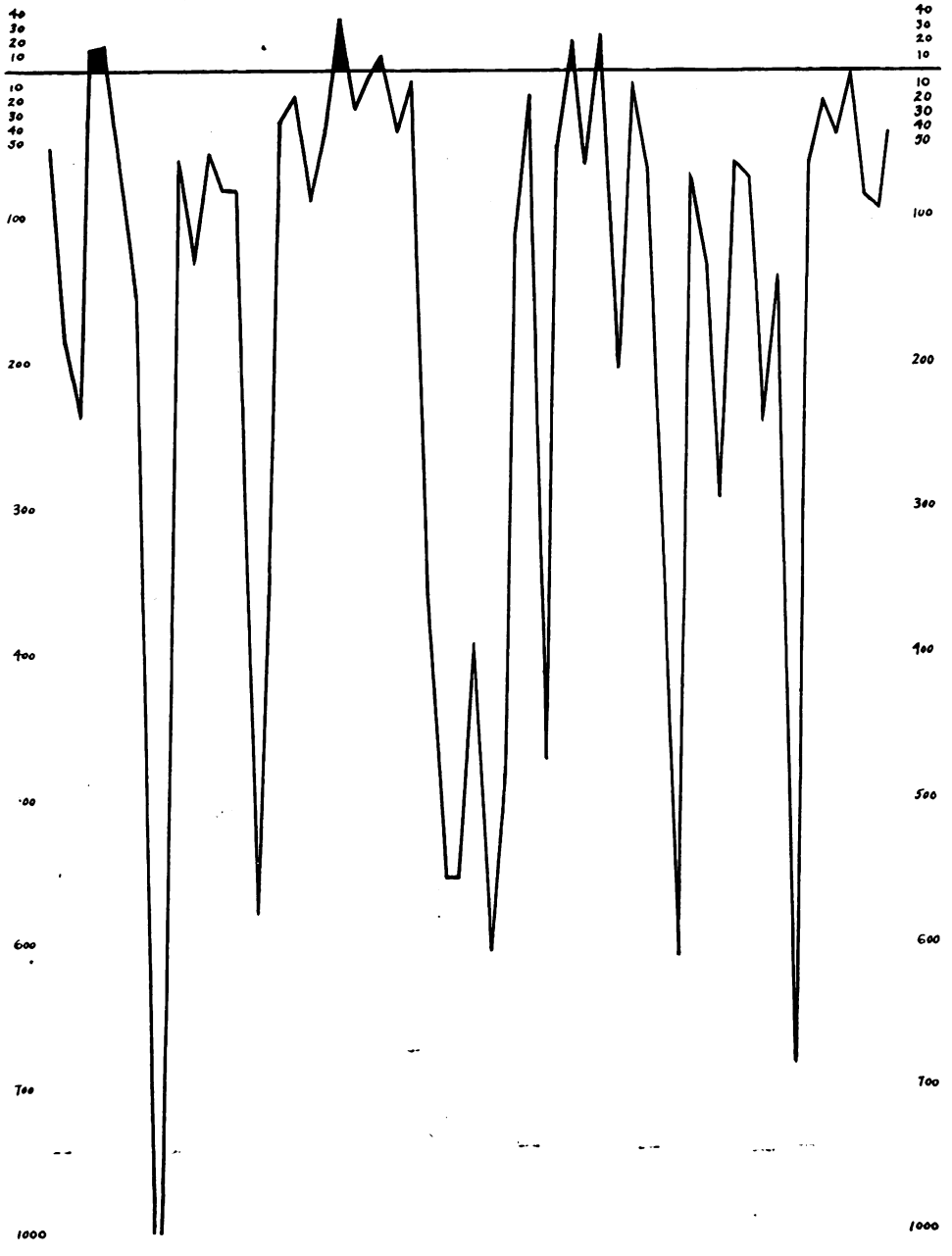
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Dizzy Building Assessments



Inequalities of Assessments of Loop Buildings

The chart shows graphically the discrimination in the assessments of buildings on three streets in the loop district.

A similar chart on page 4 of this supplement shows in the same way the discrimination in the assessment of the land on these streets, under these same buildings.

This chart shows the percentage relationship of the full value fixed by the Board of Review to the full value as established by the Manufacturers' Appraisal Company in 1926 on 52 buildings on three typical streets in the Chicago loop district. The horizontal base line represents the fair value level of the buildings as determined by the Manufacturers' Appraisal Company's report. This chart was made by taking several consecutive pages in the Appraisal Company's report and does not represent any selected properties. If a graph were made of the entire report the conditions revealed would be very similar throughout the loop.

There are 52 buildings shown on this chart, each represented by a point on the graph.

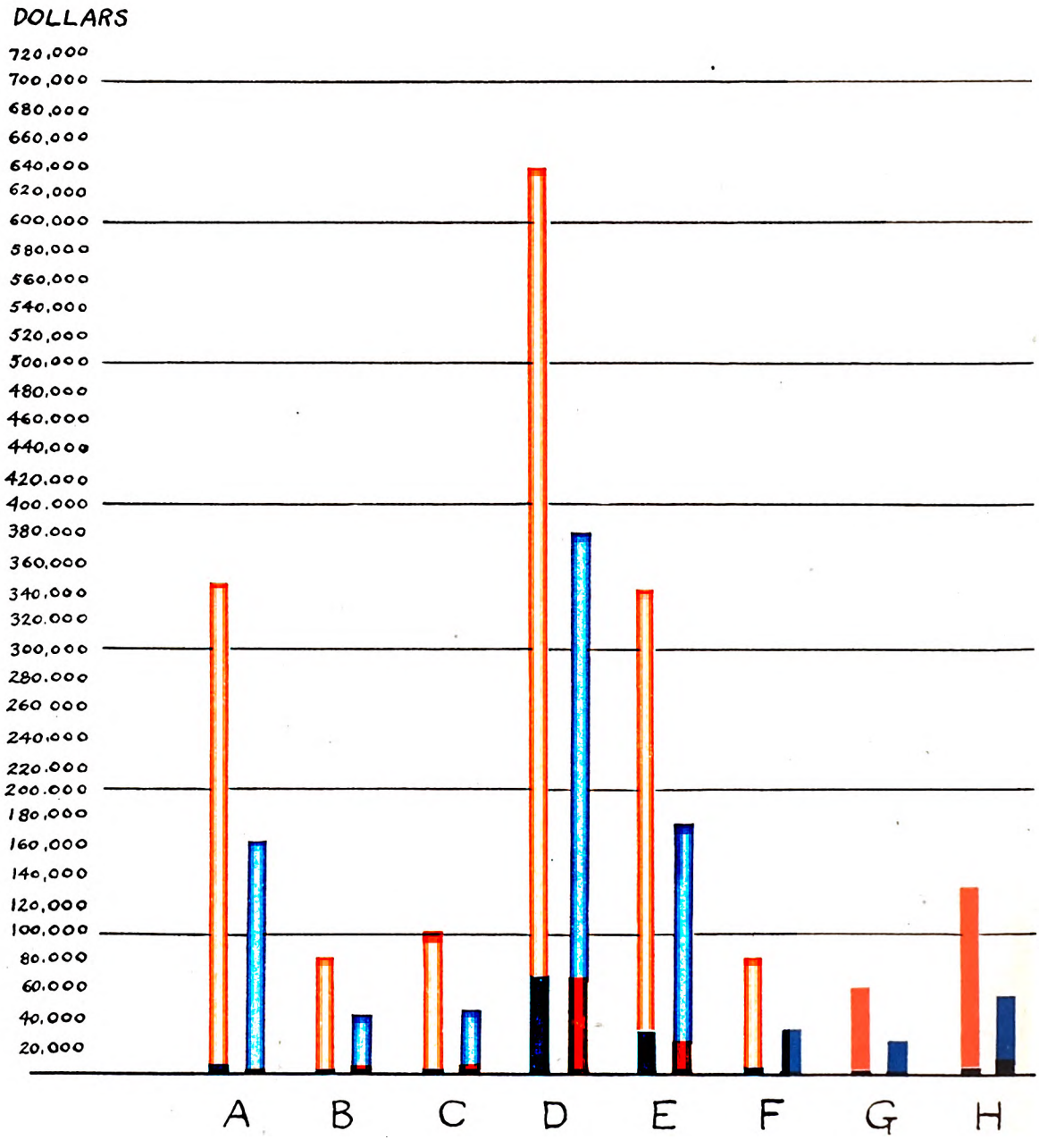
The over assessments, or buildings valued higher by the Board of Review than by the Appraisal Company, are above the horizontal line.

The under assessments are below the horizontal line, indicating buildings which the Board of Review has valued

(Continued on page 4 of supplement)

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Appraisal Reveals Gross Inequalit



This chart represents a page taken at random from the Manufacturers' Appraisal Company's report. It represents 16 adjoining properties along North La-Salle street, between Madison street and Wacker Drive.

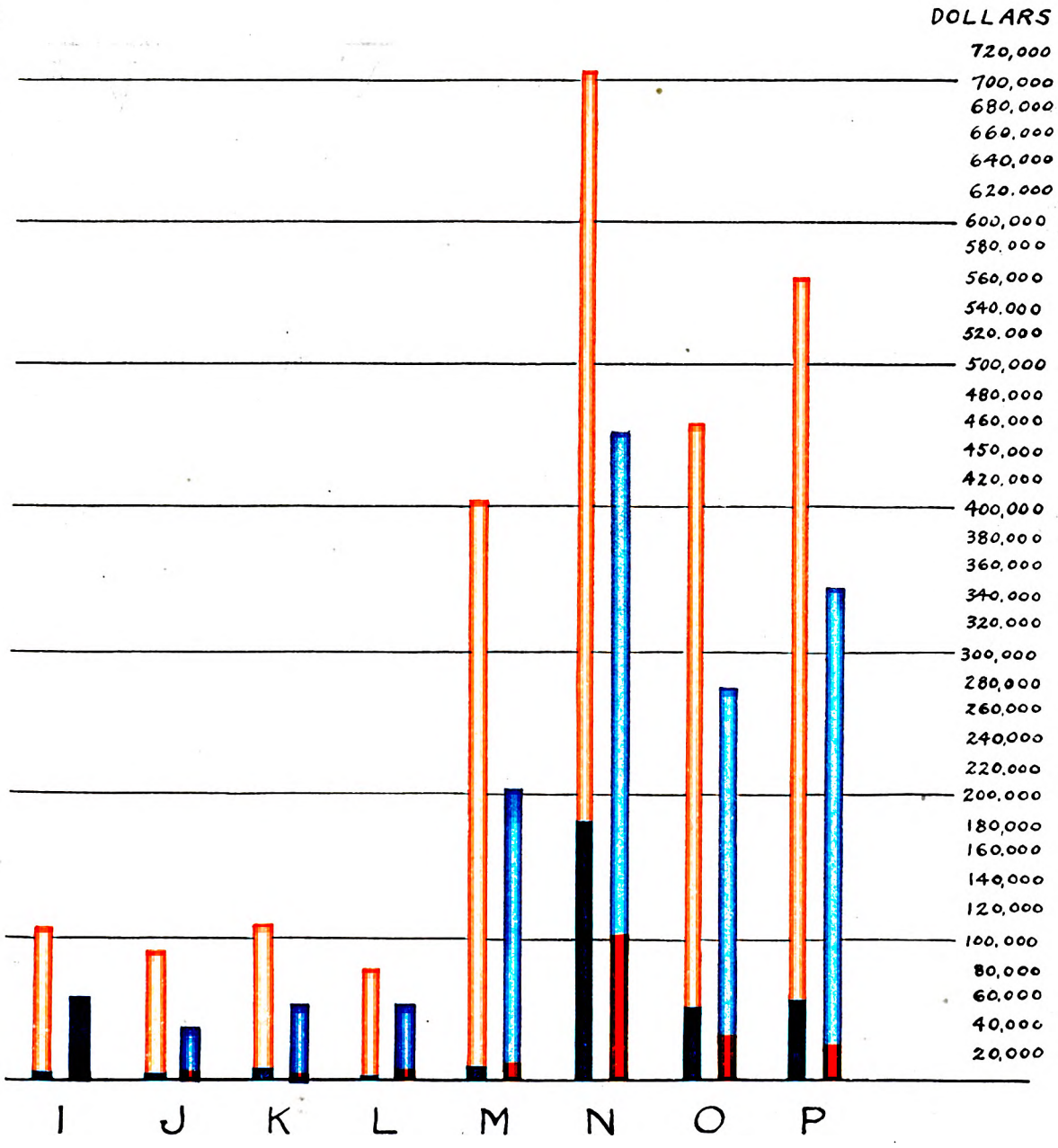
The two colored lines above each letter represent the total valuations of each of these properties. The red line represents Manufacturers' Appraisal Company's value of land and the blue line the Board of Review full value of land. The black portion at the base of each colored line indicates the value of the building.

To illustrate, take the property designated by the letter D. The total value of the land and building as per Manufacturers' Appraisal Company appraisal made in 1926 is shown by the figures in the margin to be approximately $640,000. The building value as indicated by the black portion of the line is $70,000, in round figures, leaving for the land, as shown by the red portion of the line, $570,000.

The total value of this property, land and building, as fixed by the Board of Review, is approximately $380,000, as indicated by the top of the blue line. The Board of Review full value of the building, as shown by the black portion of this line, is $70,000, in round numbers, or the same as the value established by the Manufacturers Appraisal Company; the land value

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in Assessment of Loop Property



as indicated by the blue portion of the line is $310,000.

It will be noted that the land represents by far the bulk of the total value.

If there is such wide divergence between the Board of Review values and those of the Manufacturers Appraisal Company in the Loop, where there is some attempt at equalization by the assessing authorities, the chaotic conditions in the outlying sections of the city may be imagined.

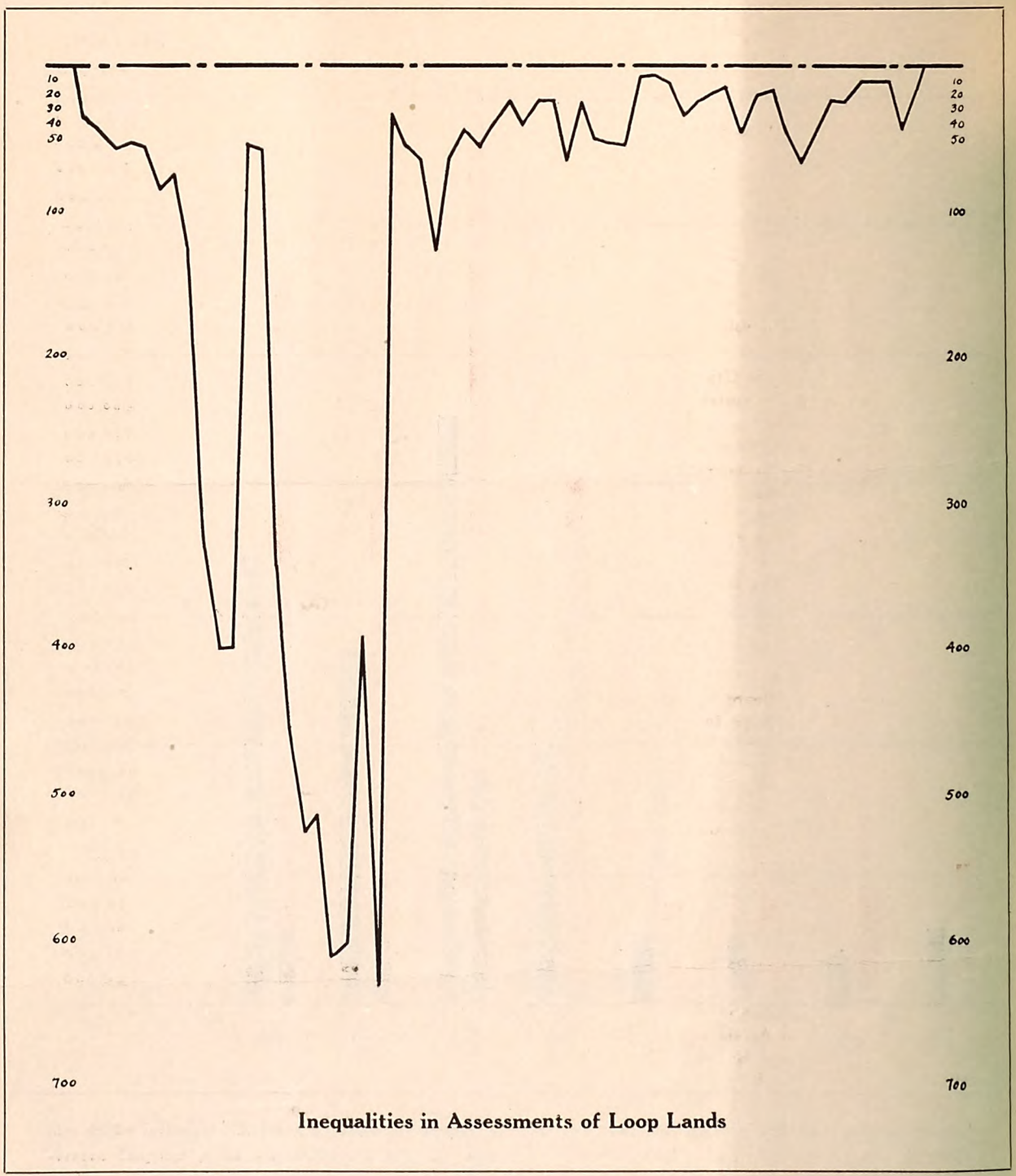
There is no close approach to fair assessment and equality of taxation in the properties shown in these charts, which represent a typical cross-section of the entire city. The gross inequalities now existing can be remedied only by a scientific appraisal which will wipe out the deceptive, secretive, unequal assessments which now permit much property to escape taxation altogether, or to pay only a small percentage of its share of the burden.

An increase in the tax rate would add a proportionately larger share of burden on property now being discriminated against by paying more than its proportionate share of taxes.

The Manufacturers' Appraisal Company appraised the lands and buildings of the central business district of Chicago in 1926, under the direction and at the expense of the City Council and the Board of Education.

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The "Lie" of the Land



Inequalities in Assessments of Loop Lands

(The explanation of this chart begins on page one of this supplement.)

at less than that established by the Appraisal Company. It will be seen that this low value predominates by nearly nine to one.

The figure 1,000 at the lower corner of the chart means that you must add 1,000 per cent to the full value fixed by the Board of Review on the building opposite the figure 1,000 in order to obtain the value established by the Manufacturers' Appraisal Company to that building.

To the building opposite the figure 100 you add 100 per cent to the Board of Review's value; to the one opposite 80 you add 80 per cent to the Board of Review's full value.

These buildings are on the south side of Monroe, north side of Adams and both sides of Quincy street between Michigan avenue on the east and the Chicago River on the west. They are actual cases of under assessment taken from the Manufacturers Appraisal Company's report of the appraisal of the central business district of Chicago on file in the Finance Committee of the City Council. The photographic reproduction of the three pages of the Manufacturers Appraisal Company's report with the individual buildings indicated thereon showing street numbers, etc., of the buildings and lands shown in these two charts is on file in the office of the Chicago Teachers' Federation.

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VOL. V

Margaret Haley's BULLETIN

NO. 1

Chicago, Ill. 28 September 17, 1927

View-Points

Wisht I hadn't dropped that marble,
'S my only agate.
Mean ol' thing, she'll keep it always,
Anyway till June.
Wisht I'd left it home this mornin',
Liked that little agate;
See her watchin'! I won't bawl though—
Gee! I wisht was noon!

Wish he hadn't dropped that marble,
It's his only agate;
Showed it to me just this morning,
Face a rosy grin.
Grin all shattered, he won't cry though,
Plucky little rascal;
Just wait till noon, you honey-boy—
Who cares for discipline!

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MARGARET HALEY'S BULLETIN

Vol. 5. No. 1 September 17, 1927 Page 3

Apropos of the First Two Weeks of School

THE PORTABLE SCHOOLHOUSE

By GEORGE F. MOODY
Salem, Mass.

The first day of school was a cold, gloomy, foggy one. I had arrived at my boarding house the night before, and had obtained the key to my classroom, which I learned to my surprise was a detached addition to the present school building, otherwise known as the portable. Although I was a normal school graduate, and of course knew all about teaching, yet there was a quaking and thumping of the heart which was not pleasant, and made one quite uncomfortable and unhappy.

We were told at Normal that the first requirement of a good teacher was an attractive room. I therefore, had selected several inspiring pictures, such as Lincoln, Washington, and the Coliseum, secured a few wistful plants from my landlady as well as a few used tacks and a clawless, broken-handled hammer.

After an almost tasteless breakfast I started out for my first day of school. Upon reaching the school, I looked around, and finally on the northwest corner of the playground behind the school, discovered a long, one-story gray painted "lean-to," much like my father's chicken-house back on the farm. Windows lined one side from end to end, and from about two feet from the ground to the roof. Each end had three windows, but the back was like a desert, not a break from end to end.

Going back to the front I discovered a door in the very center leading into a hall with a furnace and coal bin. On each side was a classroom door. This portable was known as a "double." I opened the door. To the right was a closet. In front I beheld forty-eight desks, six rows, eight to a row. At the far end was a small teacher's desk, and beyond, two doors leading to a cloakroom.

I looked about for a place to lay my pictures and plants. My eye caught sight of a table by the wall. Was I seeing things? The legs all pointed in one direction at an angle resembling the legs on a mule when he balks while being led. Carefully I placed the hammer upon the table. You ought to have seen what happened. It began to tremble from head to foot, and finally with a gasp crashed to the floor. I placed the plants and pictures upon the teacher's desk. Choosing an appropriate place for Lincoln, I selected a tack and with the hammer gave the head a blow. Behold. The point turned and came back to the head. The walls were covered with metal. Not a bit of wood could I find except the two-inch frame around the windows.

However, I had my plants, and picking them up advanced towards the windows to place them upon the sills. What! Not a window sill. The glass was flush with the walls.

Children's voices were heard. Hurriedly I placed the pictures upon the blackboard trays and arranged the plants on my desk. With the aid of the janitor, the table was raised to its feet and leaned against the wall.

The day was cloudy as has been indicated; the room was chilly, and my coat was necessary. Soon the children were busy reciting. The clouds darkened. Pat! Pat! Pat! Drops began to fall. The roof was tin. Louder and louder I shouted, louder and louder the hammering on the roof. About the time I was too hoarse to speak, it stopped, and the sun came out. How cheerful it seemed. Soon our coats came off. Up went the thermometer. How warm it felt. Up, up, it went, till at dismissal it reached 102 degrees.

What a day! What a schoolhouse. What an environment for children! May the Lord be merciful to the inventor of the most abominable of steel traps ever devised to ensnare unsuspecting pupils and teachers, and to desecrate the name of school.

Journal of Education, Dec. 6, 1926.

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From the Masthead
by The Lookout



'Twas a wee Writ of Mandamus awarded a fireman—
Who complained to the Courts that the Board wouldn't hire him—
That made "MAC" run amuck and bids fair to mire him,
For it brought on him charges and a trial to fire him.

To the Teachers of Chicago:

The opening statement in this report may look like fiction and sound like a fairy tale but it is cold, hard fact, supported by a superabundance of documentary evidence and legal lore. Here it is: The filing of charges of insurbordination against the Superintendent of Schools by the Chicago Board of Education on August 29, 1927, was the grand finale of a two years' fight in the courts of this State against the Board of Education to compel the Board to employ Civil Service employees as required by both the School Law and the Civil Service law. The fight was started on September 16, 1925, by a stationary fireman, named John J. Brennan, who asked the Superior Court of Cook County for a writ of mandamus to compel the Chicago Board of Education to stop violating the school law and the civil service law, and to force the board to fire the firemen who were being hired illegally and to hire the firemen it should hire legally.

The Brennan case was brought in the Superior Court as General No. 426.407, entitled, The People of the State of Illinois on the Relation of John J. Brennan vs. Edward B. Ellicott, et al. The decision of the Superior Court granting Brennan his Writ of Mandamus was rendered by Judge Charles Williams, after lengthy hearings. This decision was confirmed by the Appellate Court on March 2, 1927. The decision of the Appellate Court was made final and binding on the Board of Education on June 20, 1927 when the Supreme Court of the State refused to review the decision of the Appellate Court as petitioned by the Board of Education. The Appellate Court decision in the Brennan Case is printed in full in this issue and the rock on which the Brennan mandamus writ rests in that decision is Section 129 of the School Law for Chicago. The Appellate Court in ordering the writ of mandamus in the Brennan case cites the following from that Section as governing in this case:

"The Superintendent of Schools, the Business Manager, the Attorney and Assistant Attorneys, are exempt from Civil Service Law. All others are subject to the provisions of the Civil Service Law."

In the School Law for Chicago, the assistant and district superintendents, principals and teachers and all supervisors of instruction are classified as teachers.

It was Superintendent McAndrew's misfortune, or his luck, to get in the way of that Brennan fight just as it reached the Donnybrook Fair stage where "hit a head wherever you see it" is the order of the day; and he got the bricks from both sides.

The Brennan case is briefly reviewed in a resolution prepared by the attorney for the Board of Education, Mr. James Todd. It is reprinted here in full from the proceedings of the Board of Education of August 3, 1927 (p. 95 of Proceedings). This resolution was

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adopted unanimously by the Board of Education on that date, on the advice of the attorney in order that the Board might comply with the spirit of the law and of the court decisions. The resolution sets forth that the Brennan case showed that the practice and custom followed by the Board for many years, in regard to permitting the engineer custodians to employ stationary firemen and others, was in direct violation of the School Law and the Civil Service Law. By the adoption of this resolution the Board indicated its intention to comply with the court decisions in regard to the employment of building service employees in the schools, stationary firemen, etc.

On the same day, August 3, another resolution was prepared by the attorney to bring the Board's action in complete harmony with the decisions. It too was adopted unanimously by the Board. This resolution, which is printed here in full, directed the superintendent "to forthwith arrange for the transfer to instructional work of all members of the teaching force who have been assigned to any other line of employment." The resolution also directed the superintendent "to forthwith make requisition for the services by the Civil Service Commission of such employees as may be necessary to carry on the clerical and business administrative activities of the education department."

On August 17 a petition for injunction was filed in the Superior Court by the extra teachers to prevent the enforcement of this resolution by the Board of Education and by the Superintendent. On the morning of August 18, the attorney for the Board filed his written answer on behalf of the Board and the Superintendent. Judge David, before whom the case came, referred the whole matter to Master in Chancery Bernstein for hearing and report. On September 7 Master Bernstein reported his findings and recommendation to the Superior Court to Judge Williams, who approved the Master's report on Sept. 7, dismissed the petition and denied the injunction.

Hearings were held for three days before the Master, August 18, 19 and 24. The Attorney for the Board, Mr. Todd, made a report, which is printed here in full. It was presented to the Board of Education on August 29. It was attached to and submitted with the charges against Superintendent McAndrew. This report of the Attorney furnishes the basis for the charges of insubordination. Only brief references can be made here. It cites testimony given by Superintendent McAndrew in the hearing before the Master, portions of the answer which Mr. McAndrew made to the teachers' petition, and other matters connected with this teachers' case.

The attorney's statement shows that the superintendent in his testimony before the Master repudiated the Attorney's answer filed on behalf of the Superintendent and the Board and substituted an answer of his own; that the Superintendent did not subscribe to the answer made by the attorney, that he acted as his own attorney and also appeared and testified as a witness on behalf of the suit brought to enjoin him from enforcing the Board's resolution; that is the Superintendent was aiding in getting an injunction against himself; he not only appeared as a witness on behalf of the petition for an injunction against himself, but that he admitted that he had furnished to the attorney for the petition the questions which this attorney should ask him as a witness and that he also furnished the replies he would give to these questions. The testimony shows that the Superintendent knew as early as the 13th of August, four days before the petition was filed, that it was being prepared. Part of the charges against the Superintendent, which are also printed here in full, show that he is charged with aiding and obstructing instead of carrying out the orders of the Board as provided in the resolution, in fact that he had obstructed the enforcement of the resolution.

For a full understanding of the charges, which are printed here in full, they should be read and with them the attorney's statement of the proceedings before the Master, and the Master's findings. The Master's findings show that the Board had not directed the dismissal of any teacher-clerk. They were all directed to be transferred. At the meeting of the Board of Education on September 14, 227 of the 283 teacher-clerks were transferred. The full report of these transfers is also printed in this Bulletin, with the names of the teachers omitted.



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Board Adopts Resolution Re Stationary Firemen

Unanimous Vote Abolishes Position of "Engineer-Custodian"

The resolution printed below was adopted by the Board of Education by unanimous vote of the nine members present on August 3, 1927. This resolution contains a full statement of the mandamus proceedings brought by John J. Brennan on September 16, 1925, to compel the Board by mandamus writ to place under Civil Service the stationary firemen in the schools.

It was under the decision of the Appellate Court handed down on March 2, 1927, granting Brennan the writ of mandamus that this resolution was adopted.

The engineers on July 12 brought suit for injunction in the Circuit Court against the Board to prevent the enforcement of this decision before this resoluton was adopted. Judge Ryner on July 14 denied the injunction. The engineers' petition was not dismissed as was the teacher-clerks' petition, as Judge Ryner gave leave to file an amended petition. It is still pending.

CLASSIFY ENGINEER-CUSTODIANS AND REGULATE OPERATION OF SCHOOL PLANTS

Mr. Brandenburg presented the following resolution:

Whereas, On the 16th day of September, A. D. 1925, a petition was filed in the Superior Court of Cook County, Illinois, as case Gen. No. 426407, entitled People of the State of Illinois on Relation of John J. Brennan vs. Edward B. Ellicott, et al, which petition in substance alleged and set forth the procedure which has been followed for many years by this Board, whereby the physical care and maintenance of school buildings were placed under the direction of civil service employes known as engineer-custodians, who were paid a lump sum to compensate them for their services and for their expenditures in employing such help as might be necessary for the proper performance of their work of heating, ventilating and cleaning the public school buildings of the City of Chicago; that among the persons so employed and paid by the engineer-custodians were a class of help commonly known as stationary firemen; that the position of stationary fireman was an existing place of employment falling within the scope of the civil service law, although such positions have never been created by the Board of Education or filled pursuant to the civil service law; that this practice and custom of permitting the engineer-custodian to employ stationary firemen was a direct violation of the school and civil service laws of the State of Illinois, and sought a writ which would compel the classification of the position of stationary firemen and the filling of such position by certification, pursuant to civil service law; and

Whereas, The case came on for hearing in the Superior Court of Cook County, before the Hon. Charles A. Williams, one of the judges of said Superior Court, who, after an extended hearing, sustained the petition and directed the issuance of the writ prayed; and

Whereas, An appeal was prayed and perfected on behalf of this Board of Education and the other respondents, to the Appellate Court of Illinois, First District, which court, in due season, handed down its opinion, and in sustaining the finding of the Superior Court, said:

"The facts as above stated clearly show that the places of employment are now in existence by virtue of the fact that firemen are now employed and being paid for heating the various school buildings, and by virtue of Section 129, supra, such employes are placed under the civil service act. That section provides that a Superintendent of Schools, a Business Manager, and an Attorney and the Assistant Attorneys and the Teachers, are exempt from the civil service law. All others are subject to the provisions of that act."

and

Whereas, A petition for a writ of certiorari to review the decision of the Appellate Court was filed in the Supreme Court of Illinois and by that Court was denied, the effect of which denial is to make the decision of the Appellate Court final and binding; and

Whereas, This decision of the Supreme Court in effect holds that the employment of engineer-custodians under the procedure followed is illegal, and as an inevitable consequence there must be a complete change in the method of providing for the proper heating, ventilating and cleaning of school buildings, which change will involve a discontinuance of the present position of engineer-custodian (which position prior to May 13, 1914, was designated as Operating Engineer) with its salary schedule fixed to cover the salaries of such engineer-custodians and assistants employed by them, and the adoption of a new system in which the various lines of work involved will be properly classified, positions created according to such classifications and filled by certification, all pursuant to the provisions of the civil service law; and

Whereas, it is the desire of this Board of Education to comply in all things with the spirit and the letter of the decisions of the courts in this behalf,

Now, Therefore, Be It Resolved, That any action heretofore taken by this Board in any way creating or continuing the position of engineer-custodian be and hereby is repealed, rescinded and declared to be of no effect, and that the position of engineer-custodian heretofore created by this Board and classified as a civil service position or place of employment, be and hereby is abolished.

And Be It Further Resolved, That all rules and parts of rules of the Board of Education of the City of Chicago, relating to engineer-custodians and the operation of school plants, including the following, be and they hereby are repealed, to-wit:

[Here follow the old rules that are repealed and the new ones that were enacted.]

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Charges Against McAndrew to Be Heard September 29

Superintendent Suspended Pending Hearing

Hearing on charges against Superintendent McAndrew is scheduled for September 29 as a result of charges of "insubordination and conduct incompatible and inconsistent with, and in direct violation of his duties as superintendent," preferred against him August 29 by James A. Hemingway, member of the Board of Education.

Following are the charges, together with a letter from J. Lewis Coath, President of the Board, recommending that the Superintendent be suspended:

Attached to the charges and submitted with them is a report from the attorney for the Board of Education, James Todd, setting forth the grounds for the charges.

"Chicago, August 29, 1927.

"To the Board of Education of the City of Chicago:

"I desire to report that written charges have been preferred by Mr. James A. Hemingway against William McAndrew, Superintendent of Schools, which charges were filed with me as President of the Board of Education, and are herewith transmitted to this Board.

"I recommend that William McAndrew, Superintendent of Schools, be forthwith suspended from his said office pending the hearing of the charges preferred against him; that the hearing of such charges by the Board of Education of the City of Chicago be set for Thursday, the 29th day of September, 1927, at the hour of 10 o'clock in the forenoon of said day, at the office of said Board of Education at No. 650 South Clark street, Chicago, Illinois, and that the Secretary of the Board of Education be directed to serve upon the said William McAndrew, Superintendent of Schools, a true copy of the charges so preferred against him and herewith presented to this Board, together with a notice of the time and place set for the hearing of said charges.

"In this connection, I also transmit a communication from James Todd, Attorney of the Board of Education, dated August 26, 1927, reporting facts bearing directly upon the conditions which have forced the filing of the charges against the Superintendent of Schools presented herewith.

"Yours very truly,
"J. LEWIS COATH,
"President, Board of Education,
"City of Chicago."

(The following charges were attached to the communication of the President, but were not read):

"To the Board of Education of the City of Chicago:

"I, JAMES A. HEMINGWAY, a citizen of the City of Chicago and a member of the Board of Education of the City of Chicago, do hereby prefer against William McAndrew, Superintendent of Schools of the City of Chicago, charges of insubordination and conduct incompatible and inconsistent with, and in direct violation of, his duties as Superintendent of Schools, an executive officer of the Board of Education of the City of Chicago, as more fully appears from the following Bill of Particulars, to-wit:

"BILL OF PARTICULARS

"1. That on the 3rd day of August, 1927, at a regular meeting of the Board of Education of the City of Chicago, at which meeting nine members of the Board of Education were present and voting, said Board of Education by the unanimous vote of all of said members then present adopted the following resolution:

[Here follows the resolution printed in full on page 6]:

"2. That said William McAndrew, Superintendent of Schools, was present at said meeting of August 3, 1927, when such resolution was adopted, and participated in the discussion incident to its adoption and then and there had knowledge and notice of the adoption of said resolution by the said Board of Education.

"3. That the said William McAndrew was then Superintendent of Schools and that he as such Superintendent of Schools, in total disregard of the directions and instructions imposed upon him by the Board of Education, as contained in said resolution, has omitted, failed, neglected and refused to comply with the provisions of the resolution, as hereinbefore set forth, directing him to forthwith arrange for the transfer to instructional work of all members of the teaching force who had been assigned to any other line of employment, and further directing the Superintendent of Schools to forthwith make requisition for the certification by the Civil Service Commission of such employes as might be necessary to carry on all clerical and business administrative activities of the Education Department.

"4. That the said William McAndrew, Superintendent of Schools of the City of Chicago, in total disregard of his duties and obligations as an executive officer of the Board of Education, to-wit: Superintendent of Schools, after the adoption of said resolution of August 3, 1927, entered into an unlawful confederacy and conspiracy with certain employes of the Board of Education and Urban A. Lavery, Attorney for such employes, and with divers other persons whose names are unknown to the undersigned, to defeat the objects and purposes of said resolution of August 3, 1927, and to hinder, delay, obstruct and prevent the enforcement thereof.

"5. That said William McAndrew, Superintendent of Schools of the City of Chicago, in total disregard of his duties and obligations as an executive officer of the Board of Education, to-wit: Superintendent of Schools, on August 13, 1927, and at other times unknown to the undersigned, in the office of the Superintendent of Schools, one of the official offices of the Board of Education, conferred with said Urban A. Lavery, who was the Attorney of said employes of the Board of Education, hereinabove referred to, in regard to the preparation and filing of a bill in equity to enjoin the Board of Education of the City of Chicago, and its officers, including said William McAndrew, Superintendent of Schools, from enforcing or carrying into effect said resolution of August 3, 1927; that in particular on August 13, 1927, said

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William McAndrew, Superintendent of Schools, at his said office, gave to one Urban A. Lavery certain information, intending that such information should be used by said Lavery in the preparation or prosecution of said bill of complaint; that at the interview said Lavery exhibited to said William McAndrew, Superintendent of Schools, a bill of complaint which was intended to attack the validity of said resolution of August 3, 1927, and to secure the enjoining of the Board of Education and said William McAndrew, Superintendent of Schools, from enforcing or carrying into effect said resolution of August 3, 1927.

"6. That said William McAndrew, Superintendent of Schools of the City of Chicago, in total disregard of his duties and obligations as an executive officer of the Board of Education, to-wit: Superintendent of Schools, fully cognizant of the fact that an attack was to be made upon the legality of the said resolution of August 3, 1927, by the filing of a bill in equity, and fully informed as to the nature and purport of such bill so in process of preparation, intentionally and deliberately failed and neglected to inform the Board of Education, or any of its members or officers, of such proposed attack, or the proposed filing of such bill for an injunction.

"7. That thereafter, on the 17th day of August, 1927, said bill of complaint was filed in the Superior Court of Cook County in the name of one Julia A. Smith, a resident and taxpayer of the City of Chicago and County of Cook, making parties defendant the Board of Education of the City of Chicago, its members and certain of its officers, including William McAndrew, Superintendent of Schools; that said bill prayed for a writ of injunction enjoining the defendants from adopting, enforcing or putting into effect or in any way carrying out the said resolution of August 3, 1927, and from payment of any of the expenses incurred or to be incurred in and about the attempt of carrying out or putting into force said resolution; that said bill was filed by Urban A. Lavery as solicitor for the complainant, Julia A. Smith, who is the mother of one of the teachers affected by said resolution.

"The answer of all the defendants connected with the Board of Education was filed on the morning of August 18, 1927. The matter came up before Judge Joseph David, one of the judges of the Superior Court of Cook County, upon the motion of the complainant for an injunction as prayed for in said bill of complaint. Said matter was referred by his Honor, Judge David, to Master in Chancery Bernstein to hear the evidence and report his conclusions of law and fact.

"That said William McAndrew, Superintendent of Schools, in total disregard of his duties and obligations as an executive officer of the Board of Education, to-wit, Superintendent of Schools, with the intent and object of defeating said resolution of August 3, 1927, lent his aid and assistance to the said Lavery during the entire hearing before said Master in Chancery by preparing certain questions to be propounded to him, the said McAndrew, by the said Lavery, and subjoined to said questions were the written answers prepared by the said McAndrew, with the object and purpose of rendering to the complainant, as against the Board of Education, his assistance in securing an injunction to restrain himself as Superintendent of Schools from the carrying out of the resolution directing him to perform the said duties mentioned in said resolution and preventing the enforcement of said resolution; that during the giving of his evidence on behalf of the complainant in said suit, the said McAndrew directed and assisted the said Lavery in his direct examination of William McAndrew, Superintendent of Schools, by suggesting in writing additional points to be brought out by said Lavery, all for the purpose of defeating the object and intent of said resolution of August 3, 1927, and to relieve himself from the duty and obligation imposed upon him as Superintendent of Schools to carry out the direction of the Board of Education contained in said resolution:

"8. That after said bill of complaint was filed as aforesaid, the Attorney for the Board of Education, an executive officer charged under the Statute and the rules of the Board of Education with the duty of representing the Board of Education and its officers in all litigation affecting its interests, prepared and filed a verified answer for the Board of Education, the members of the Board of Education and its officers and employes, including William McAndrew, Superintendent of Schools, who was also made a party defendant.

"That said answer so filed denied any action taken or contemplated to be taken by the Board of Education was illegal and denied that the complainant was entitled to a writ of injunction, and fully set forth the attitude of the Board of Education in connection with the enactment and adoption of said resolution of August 3, 1927.

"That the said William McAndrew rendered no assistance, directly or indirectly, to the Attorney for the Board of Education in connection with the preparation, defense and trial of said cause, but upon the contrary, the said William McAndrew, Superintendent of Schools, upon his own voluntary statement, repudiated the answer to the bill of complaint filed by the Attorney for the Board of Education and asserted that he could not as Superintendent of Schools accept such answer as his own, thus rendering, as the Superintendent of Public Schools of Chicago, aid and assistance to the complainant in said cause for the purpose and intent of securing an injunction restraining the Board of Education and himself as a defendant from carrying out the intent and purpose of said resolution of August 3, 1927.

"9. That said William McAndrew, Superintendent of Schools of the City of Chicago, in total disregard of his duties and obligations as an executive officer of the Board of Education, to-wit: Superintendent of Schools, without any authority whatever to bind the Board of Education, and in furtherance of his efforts to aid complainant and to prevent the enforcement of the resolution of August 3, 1927, on August 23, 1927, during the trial of said cause before the said Master Bernstein filed in said cause his answer as Superintendent of Schools of the City of Chicago, which said answer was signed 'Wm. McAndrew, Superintendent of Schools,' to said bill of complaint of Julia A. Smith, complainant; that in his said answer said William McAndrew, Superintendent of Schools, set forth that the answer filed by the Attorney of the Board of Education in said cause was filed without his knowledge or consent and contained much he could not subscribe to and that he did not and does not subscribe to it; that said answer of William McAndrew, Superintendent of Schools, admits that the complainant's request for permanent prevention of the carrying out of said resolution of August 3, 1927, should be granted and admits the allegations of the bill, and admits that the complainant, Julia A. Smith, is entitled to the relief asked in her said bill of complaint.

"I charge that the conduct of William McAndrew, Superintendent of Schools of the City of Chicago, in

(Continued on page 23)

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Superintendent's Statements Cited as Insubordination Proof

Board's Attorney Makes Report

Attached to and presented with the charges against Superintendent McAndrew filed on August 29, 1927, was the report of the Attorney for the Board of Education, Mr. James Todd, which is printed in full below. The report sets forth certain testimony and other statements of Mr. McAndrew made during the injunction proceedings before the Master in Chancery on August 18 to 24, in the case of the teacher-clerks against the Board of Education.

These statements of the Superintendent are all cited by the Attorney as tending to sustain the charges of insubordination against him. The following is the report of the attorney:

REPORT OF ATTORNEY FOR BOARD OF EDUCATION

"To the Board of Education of the City of Chicago:

"On the 20th day of June, 1927, the Supreme Court of Illinois denied a petition for a writ of certiorari filed on behalf of the Board of Education in the case of People ex rel Brennan v. Ellicott, et al., thereby affirming and approving the decision of the Appellate Court. As we have heretofore reported, this decision, in holding illegal our practice of employing engineer-custodians and paying them a lump sum salary said:

"'That Section (Section 129 of the Otis Act) provides that a Superintendent of Schools, the Business Manager, and an Attorney, and the Attorney's Assistants, and the teachers are exempt from the Civil Service Law. All others are subject to the provisions of that Act.'

"For a number of years past, question had been raised from time to time with reference to the practice of the Board of Education of assigning persons under the designation of Extra Teachers to the various schools by virtue of Report 12463-I of the proceedings of December 1, 1909, entitled 'Employ Extra Teachers for Clerical work in High and Elementary Schools.'

"The Civil Service Commission has contended that the delegation of clerical and administrative work to persons other than those appointed pursuant to the Civil Service Law was in direct violation of said law. This question was submitted to your Attorney and he gave it as his opinion that under the decision in the Brennan case it was the clear duty of the Board of Education to provide for the filling of all positions involving the business, administrative or clerical work of the public school system pursuant to the provisions of the Civil Service Law, and your Attorney caused to be prepared a resolution designed to carry out his opinion, and said resolution was adopted by the Board of Education on August 3, 1927, by the unanimous vote of all present, being nine members.

"YOUR ATTORNEY FURTHER REPORTS

"That on Wednesday, the 17th day of August, 1927, at about the hour of four o'clock, P. M., he was served with a copy of a bill filed in the Superior Court and a notice signed by Urban A. Lavery, as solicitor for Julia A. Smith, that on Thursday, the 18th day of August, at the hour of 9:30 o'clock A. M., he should appear before the Honorable Joseph David, one of the judges of the Superior Court, and ask for an injunction enjoining and restraining the Board of Education and its members from adopting, enforcing or putting into effect, or in any way carrying out the said resolution of August 3, 1927. A copy of said bill accompanies this report. The notice served by Mr. Lavery of his motion for a temporary injunction made provision at the end for acceptance of service by the various defendants. The defendants whom Mr. Lavery assumed would be represented by the Attorney of the Board of Education comprised the Board, its members, Secretary, and Auditor, but not William McAndrew, Superintendent of Schools.

"YOUR ATTORNEY FURTHER REPORTS

"That he immediately attempted to reach Mr. Lavery and have the motion go over for one day in order that an answer might be prepared and filed. This request being refused, your Attorney and his entire office force worked the greater part of the night to prepare for the hearing the following morning, a necessary part of such preparation being the drafting of a complete written answer on behalf of the Board of Education, its members, its Secretary, Auditor, and Superintendent (who were all made parties defendant), to the 32-page bill filed by the complainant. A copy of such answer accompanies this report. This bill of complaint was filed on behalf of Julia A. Smith, as a taxpayer, who as a matter of fact was not a disinterested taxpayer but the mother of one of the extra teachers. The bill charged that the resolution of August third was illegal, and asked the court to enjoin its enforcement. The matter came up before Judge David upon the motion of Mr. Lavery for a temporary injunction and was referred to Master in Chancery Bernstein to hear evidence and report his conclusions of law and fact. The hearings before the Master proceeded within a few hours and continued through all of the 19th and the 24th days of August. The first and chief witness for the complainant was William McAndrew, Superintendent of Schools, and a complete transcript of his testimony accompanies this report.

"YOUR ATTORNEY FURTHER REPORTS

"There are certain salient matters which confronted him in making a proper defense in behalf of the Board of Education of this suit, which he deems pertinent at this time to call to the attention of the members of the Board of Education:

"FIRST: That at the time the resolution of August 3rd was passed, Mr. William McAndrew, Superintendent of Schools, protested against its passage and gave as his reasons that he had not been consulted; that it was

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passed by the Board as a personal matter against him, and that the resolution was being railroaded through the Board.

"In support of the above statement by your Attorney, he desires to submit for the consideration of the Board the testimony developed on cross examination (page 313 of the transcript herewith submitted)—the statements made by Mr. McAndrew on August 3rd in the Board meeting, and which he acknowledged under oath as his statements:

> "'In fact, for the Board of Education to give up this educational feature in favor of Civil Service would be as absurd as for the Commander of a Regiment, who is a military man, to be superseded by some Civil Service Clerk.
>
> "'We are starting a new scheme of settlement of questions of this sort without reference to the educational department for investigation and report, and from what I read in the newspapers this is largely a personal matter.
>
> "'Now it does not matter to me personally, but I don't think a Board of Education ought to bring up things so vital to the school system and steam roller them through.'

"In his testimony commenting upon the statements, Mr. McAndrew stated:

> "'I regarded the methods by which it was introduced as due to personal disregard of me.'

"Second: The School Law of Illinois expressly provides the Attorney shall have charge and control, subject to the approval of the Board of Education, of all litigation, legal questions, and such other matters as shall be referred to him by the Board. Mr. William McAndrew, Superintendent of Schools, because of his long connection with the Board of Education as Superintendent of Schools, cannot plead ignorance of this provision of the law.

"In his testimony he assumed the arbitrary and dictatorial attitude when called as a witness by the complainant of repudiating the answer prepared by your Attorney in answer to this suit, which suit, as above stated, was brought for the purpose of restraining the carrying out of the resolution passed by nine members of this Board, directing said Superintendent to transfer the extra-teachers to instructional work, and to make requisition through the Civil Service Commission for the certification of the necessary employes for clerical and administrative work. This antagonism on the part of the Superintendent of Schools militated against the best interest of the Board of Education in defending properly said suit. Not only did your Attorney fail to receive any support whatever from the Superintendent and other members of the educational department, but he was confronted throughout the trial of the case with the active hostility of the Superintendent of Schools and of principals of schools.

"In support of the statements herein contained as to the disavowal by Mr. McAndrew, Superintendent of Schools, of the answer filed in his behalf by your Attorney, the following excerpt from the testimony being a voluntary statement made by Mr. McAndrew while on the witness stand, is herewith submitted:

> "'A. I will say now, without it going into the record, let me ask, is my name signed to that answer that Mr. Todd made yesterday?
>
> "Mr. Lavery: Yes, it is.
>
> "The Witness: Well, that is not my answer. I could not stand for that.'

"Third: The evidence in this case discloses the fact that William McAndrew, Superintendent of Schools, prior to the filing of the bill of complaint by Julia A. Smith, complainant, against the Board of Education, was in conference with Urban A. Lavery, attorney for complainant, on Saturday, the 13th day of August, 1927, at the office of the Superintendent of Schools, 460 S. State Street; at that conference they discussed teacher-clerks and the resolution and what he, McAndrew, was going to do.

"There is evidence in the record to the effect that the Committee of Extra Teachers in charge of this litigation had discussed the resolution with the Superintendent. There is also evidence in the record that at no time did the Superintendent of Schools, prior to or subsequent to the filing of this suit, inform your Attorney of his conversations with the attorney for complainant or with the representatives of the extra-teachers organization, neither did the Superintendent ask the opinion of the law department or its advice, or that of any of the members of the Board of Education in regard to his legal duties under the terms of the resolution of August 3, 1927.

"In support of the above statement, based upon the evidence given by the Superintendent on the stand in behalf of complainants, your Attorney desires to submit an extract from the testimony of William McAndrew, Superintendent of Schools, as it appears on pages 320-327 of the transcript of the evidence, which is as follows:

"I met him, Mr. Lavery, in the Board rooms the day that thing was passed; I saw him. He asked me for the rules of the Board, and I loaned him my rules.

"Q. And did you give him any other papers?

"A. No, not then.

"Q. Did you have any talk with him after that?

"A. Not there, but on the Saturday before we came before the Master, he brought the subpoena to me and said I was a defendant, and I said, 'Well, that is strange, because what here I am going to be estopped from doing is the thing I don't think I ought to do anyway.'

"Q. Did you have any further conversation with him at that time?

"A. Probably. He asked me a number of questions with regard to the duties of clerks, and I told him. It was ten o'clock on Saturday when he came to my office, Saturday was the 13th; we met here first on Wednesday, didn't we? It was the Saturday before the first hearing before the Master. I don't remember whether he brought the subpoena to me on that Saturday or on a later date.

"Mr. Todd: On Saturday, the 13th day of August, he came down to your office?.

"A. Yes.

"Q. And did he exhibit to you the bill that he was preparing in this case?

"A. Yes.

"Q. Did he secure from you any information in regard to drafting the bill?

"A. Not in regard to drafting the bill. He asked me about the teacher-clerks and the resolution, and what I was going to do.

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"Q. And did you tell him that you were in good faith going to carry out this resolution?

"A. I told him I did not know what we could do with it; one part of it read one way and the other the other, I could not make it out, but I thought that I would appeal to the Board, or pray to the Board not to carry it out because I did not think they understood it.

"Q. Did you give him a copy of the opinion of the Attorney General, Carlstrom?

"A. No, he had that.

"Q. Did you give him any information that embodied the idea connected with those paragraphs (referring to page 11 and top of page 12 of bill of complaint)?

"A. No—yes, hold on. I told him that the extra teachers were teachers and they taught, and the least important part of their duty was clerical work. I told him that at that time. I presume he had this all in before, because it is not my writing.

"Q. After you received a subpoena to appear, did you notify the law department?

"A. No.

"Q. Or anybody connected with the Board of Education?

"A. No.

"Q. Have you given the attorney for the complainant any instructions in regard to how he shall examine you in this case, or what questions he should ask you?

"A. Yes, sir, I gave him a statement of my beliefs in the form of questions and answers on this proposition.

"Q. Have you got a copy of that?

"Mr. Lavery: I haven't it here. It is in my office, but I will furnish it.

"The Master: I don't think this cross examination is proper.

"The Witness: I move to strike it out.

"The Master: I will sustain that motion.

"From the evidence above quoted, your Attorney is forced to the conviction that the extra-teachers and their attorney, Mr. Lavery, were joined by Mr. McAndrew, Superintendent of Schools, in an understanding which had for its object the resistance to and defeat of the resolution passed by the unanimous vote of all the members of the Board of Education who were present, consisting of nine, at the meeting of August 3, 1927.

"YOUR ATTORNEY FURTHER REPORTS

"That after the Superintendent had disavowed the answer prepared by the Law Department on behalf of the Board of Education, its members, officers and employes, denying any action taken or contemplated to be taken by the Board of Education was illegal and also denying that the complainant was entitled to a writ of injunction, the Superintendent of Schools, Mr. McAndrew, filed in the Superior Court of Cook County, on August 23, 1927, his answer as Superintendent of Schools of the City of Chicago, to the bill of complaint of Julia A. Smith, complainant, and that in his said answer the Superintendent set forth that the answer filed by the Attorney of the Board of Education was filed without his knowledge or consent and contained much which he could not subscribe to and that he did not and does not subscribe to it; the answer, after discussing and criticising the resolution in question reads as follows:

"'Although I was not cognizant of the intention of the taxpayer to complain of this resolution, the fact that it was drawn without consultation of the Department of Education to which is necessarily entrusted educational affairs and which should be consulted on educational matters, I feel that the haste and misunderstanding evident as responsible for this resolution, justifies all legitimate means to prevent the resolution to be put into effect, and believes that the taxpayers' request for permanent prevention of carrying out this resolution should be granted. Therefore, as a defendant, I admit the allegations of the bill and admit that the complainant is entitled to the relief asked.

"'Wm. McAndrew,

"'Superintendent of Schools.'

"In conclusion, your Attorney feels that he would be recreant to his duties and obligations to the Board of Education and the public school system as its attorney, if he failed to bring these facts to the attention of the Board. The situation that has developed in this case is anomalous to say the least, and your Attorney believes that it is imperative for the best interests of the Board of Education that all of the departments which have to do with the carrying out of the purposes of the law, namely, the education of the children of Chicago, should co-ordinate, and that each department owes a loyalty to the Board of Education, its laws, rules and enactments, that not only requires but demands their obedience in the carrying into force of such enactments; that if one department shall become rebellious regardless of the reasons against the action of the Board of Education, no excuse should be tolerated by the Board if such actions militate against the carrying out of the rules, regulations and edicts of the Board of Education when the same have been passed in accordance with the law.

"As head of the Law Department and entrusted with the statutory duties as are prescribed by law, and the rules of the Board of Education, it would be impossible for your Attorney to function if every member of the Board of Education, its officers and employes should elect for personal reasons or otherwise, to array themselves in a litigation for the purposes of preventing the carrying out of the orders of the Board, when legally enacted.

"In the performance of what your Attorney conceives to be his bounden duty, the facts above set forth are called to the attention of the Board of Education, for such consideration and action as in its judgment is deemed meet and proper.

"Respectfully submitted,

"Chicago, August 26, 1927." "Attorney.

"(Signed JAMES TODD,

MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . Editor and Publisher

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Supreme Court Upholds Decision of Appellate Court

Board Is Forced to Act Immediately

Below is the opinion of the Appellate Court rendered on March 2, 1927, sustaining the decision of the Superior Court. The refusal of the Supreme Court on June 20, 1927, to review this opinion made it final and binding on the Board.

The Engineers on July 13, 1927, filed a petition in the Circuit Court to enjoin the Board from enforcing this decision, but Judge Ryner, on July 14, refused to grant an injunction against the Board.

The extra-teachers asked for an injunction in the Superior Court on August 17, 1927, to prevent the enforcement of the Board's resolution adopted August 3, 1927, in compliance with this opinion, but were denied it by Judge Williams on September 7.

The gist of the decision is in the last 25 lines. Following is the full text of the decision:

MR. JUSTICE O'CONNOR delivered the opinion of the court.

The People of the State of Illinois on relation of John J. Brennan, who alleged that he was a taxpayer and a citizen of the City of Chicago, filed a petition against the members of the Board of Education and the Civil Service Commissioners of the City of Chicago, praying that a writ of mandamus issue, directed to the defendants, commanding that the Board of Education ascertain the number of positions or places of employment of stationary firemen in the public schools in the City of Chicago, that they make a report thereof to the Civil Service Commission, and that the Civil Service Commission prepare, after the regular procedure, a list of persons eligible for such position or place of employment. General and special demurrers were filed. They were overruled and the defendants having elected to stand by the demurrers, an order was entered awarding the writ as prayed for.

The defendants contend that the petition is insufficient in that it fails to show that there was in existence such a position or place of employment as stationary firemen in the public schools. It is obvious that if the petition fails to show that there was such a position or place of employment, it would be insufficient. But we are of the opinion that the contention of the defendants is untenable. The allegations of the petition, so far as it is necessary to state them, are: that the City Council of the City of Chicago appropriated more than $50,500,000.00 for school purposes for the year of 1925, and that of this sum $4,567,798.00 was for the operation of the various school buildings and school plants; that out of this latter sum, there are appropriated large sums of money for the payment of salaries of "engineer-custodians." The petition then sets up that there is appropriated out of these moneys to pay the salary of the engineer-custodian of the Austin High School $21,653.00, then follow twelve other designated schools where the appropriation for the engineer-custodian runs as high as $50,000.00 per year, and it is averred that the engineer-custodian uses a part of this money to pay the salaries of firemen employed in the several school buildings; that the Board of Education has delegated to the engineer-custodian, the power to appoint stationary firemen and to pay them out of money appropriated to the engineer-custodian and that this is being done.

From these allegations it appears that large sums of money are appropriated and set apart for payment to the engineer-custodians and that they use part of this money to pay firemen whom they employ to take care of the heating of the several school buildings. We think this is sufficient to show that there is such a position or place of employment as that of stationery firemen. Such place of employment, in the absence of statutory or charter provisions need not necessarily be by formal ordinance, by-law or resolution, but it may be by contract, expressed or implied. People v. Coffin, 282 Ill. 599; O'Brien v. Frazier, 228 Ill. App. 118. But counsel for the defendants contend that if the writ is awarded in the instant case, its effect will be to require the Board of Education to create positions or places of employment and that this is in contravention of Sec. 129 of Chap. 122 of Cahill's Statutes, which provides that the Board of Education may appoint such employes as the Board may deem necessary. We think this contention is unsound. The facts as above stated clearly show that the places of employment are now in existence by virtue of the fact that firemen are now employed and being paid for heating the various school buildings, and by virtue of Sec. 129, supra, such employes are placed under the Civil Service Act. That section provides that a Superintendent of Schools, a Business Manager and an Attorney, and the attorney's assistants and the teachers are exempt from the civil service law. All others are subject to the provisions of that act. We think the writ was properly awarded.

The defendants further contend that the petitioner's remedy, if any, is in chancery by way of a bill for an injunction to prevent the illegal expenditure of the money. With this contention we are unable to agree, because under the law the firemen should be appointed in accordance with the civil service law. Nor do we think there is merit in the further contention that the awarding of the writ would disarrange the public service of the schools. The stationary firemen who are now employed by the schools, as the record discloses, are subject to the provisions of the civil service act, and they should be appointed according to that act. We are unable to see how the awarding of the writ would disarrange the operation of the several school buildings and even if there was any disarrangement, this would be no excuse, because the law must be followed until it is changed by the law making body.

The judgment of the Superior Court of Cook County is affirmed.

AFFIRMED.

TAYLOR, P. J., AND THOMSON, J., CONCUR.

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Master Recommends Denial of Extra Teachers' Injunction

Report Sustained by Judge Williams

Below is the report to the Superior Court presented by Master in Chancery Bernstein on September 7, 1927, recommending that the injunction asked by the Extra Teachers on August 17, 1927, be denied. The Master's report was sustained by Judge Charles Williams on September 7, entered of record, the teacher-clerks' petition was dismissed and the injunction asked for was denied.

This denial was based on the Appellate Court decision of March 2, 1927, printed in full on page 2. Embodied in this report of the Master's is the extra-teachers' resolution, to stop the enforcement of which the teacher-clerks brought their proceeding.

STATE OF ILLINOIS } SS.
COUNTY OF COOK }

Report filed in Superior Court Sept. 7, 1927. Judge Williams confirmed the report on September 7 and dismissed the case, the injunction asked by the extra teachers was denied.

IN THE SUPERIOR COURT OF COOK COUNTY
Julia A. Smith, Complainant
vs.
THE BOARD OF EDUCATION OF THE CITY OF CHICAGO, et al., Defendants
No. 462740

MASTER'S REPORT

TO THE HONORABLE JUDGES OF THE SUPERIOR COURT OF COOK COUNTY, IN CHANCERY SITTING:

Complainant is a tax payer and a resident of the City of Chicago. The principal defendant is the Board of Education of the City of Chicago. The members of the Board, the Superintendent of Schools, the City of Chicago and certain other city officers are also parties defendant.

Complainant seeks to enjoin the defendants and others from "adopting, enforcing or putting into effect, or in any way carrying out the so-called "extra teachers' resolution" passed by the Board of Education on August 3, 1927, and which reads as follows:

"EXTRA-TEACHERS-TRANSFER TO TEACHING POSITIONS

Whereas, the Civil Service Commission of the City of Chicago has advised this Board of Education that after a thorough and careful investigation, it has determined that the practice followed for some years of assigning members of the teaching force or other persons holding certificates as teachers or principals to the performance of duties of a clerical nature or those concerned almost entirely with business administration, under the title of 'Extra teachers,' 'Teacher clerks,' or 'School clerks,' or otherwise, is a direct violation of the Civil Service law, and has demanded that such practice be discontinued and that all the positions created by or existing under this Board other than those connected with the actual work of instruction or the supervision thereof, be filled under and pursuant to the provisions of the Civil Service law; and

Whereas, this board has been devised by its attorney that in his opinion the position of the Civil Service Commission is well taken and that there is no warrant in law for appointing members of the teaching force to any line of work other than that of an instructional nature;

Now, Therefore, Be It Resolved that all appointments to position of employment in the public school system which involve its business administration or clerical work of any and every kind, shall be made pursuant to the terms of the Civil Service law, and to that end that the Superintendent of Schools be directed to forthwith arrange for the transfer to instructional work of all members of the teaching force who have been assigned to any other line of employment;

And Be It Further Resolved that any action heretofore taken by this Board in the way of authorizing the assignment of members of the teaching force to any work other than that directly concerned with the instruction of pupils and the necessary supervision thereof, or in making provision in the budget for the compensation of persons so performing such work or in any other way sanctioning the employment of members of the teaching force in the positions rightfully falling within the purview of the Civil Service law be and hereby is rescinded; it being the intention of this Board to rescind, and it hereby does rescind, any authority for the continuance of the practice of assigning or employing members of the teaching force under the guise or appellation of 'Extra teachers,' 'Teacher clerks,' 'School clerks,' or of any other title or designation, in the offices of principals, supervisors, directors, district superintendents, assistant superintendents, or superintendent, to any line of work excepting that of instruction or the supervision thereof;

And Be It Further Resolved that the Superintendent of Schools be and he is hereby directed to forthwith make requisition for the certification by the Civil Service Commission of such employes as may be necessary to carry on all clerical and business administrative activities of the Educational Department."

[Above Resolution is printed in proceedings of Board of Education of August 3, 1927. Page 101. Report No. 18074.]

The Board of Education and the individual members thereof filed a joint answer to the bill. The Superintendent of Schools filed a separate answer giving his personal views as an Educator and his interpretation of the 1927 resolution. The City of Chicago and certain officers filed a demurrer.

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The powers of the Board of Education of the City of Chicago are all to be found in the Statutes of the State of Illinois. The rights of the Superintendent of Schools and the manner in which teachers are to be employed, transferred or discharged are all provided for by statute.

(Here follow Sections 129 and 130 of School Law and the original resolution adopted by the Board of Education, Dec. 1, 1909, creating position of extra teachers.)

* * *

The evidence shows that there are approximately three hundred extra teachers employed in the schools of the City of Chicago. It is contended that these extra teachers are about to be discharged under the 1927 resolution and that other persons are to be employed to do the work now being done by the extra teachers by requisition from the Civil Service Commission for employes under the jurisdiction of that Commission. It is also contended that much litigation will ensue because the Board of Education will refuse to pay the salaries of the extra teachers.

It would appear from the Bill of Complaint, from statements of some of the witnesses, and from the answer of the Superintendent of Schools that the resolution directed a wholesale dismissal of the so-called "extra teachers." I do not so interpret the resolution. The Board cannot, by resolution, dismiss those teachers who had passed probationary period and held their certificates.

Section 138, Chapter 122 of the Statutes of the State of Illinois, reads in part as follows:

(Here follow Sections 138 and 161.)

* * *

Any teacher discharged would have an adequate remedy in the Courts.

The court cannot look outside of the pleadings or the evidence. The charge has been made that the resolution attempts to place teachers under the Civil Service Law. The Board of Education cannot do that. The resolution does not purport to do that.

Moreover, Judge Frank S. Righeimer, speaking for the Board of Education, made the following statement:

"In behalf of the Board of Education, and after conference with Mr. Coath in this matter, I am authorized to say that it was and is the intention of the Board of Education that all of the persons now employed as 'teacher-clerks' or 'extra teachers' should be immediately assigned to teacher's positions at teacher's salaries without loss of pay.

I make this statement in order to clear up any misapprehension as to the intent and effect of the Board's resolution of August 3, 1927."

The resolution must be read as a whole. Part of the resolution, when taken by itself, might be interpreted to mean that some of the teachers or some of the assistant principals are intended to be placed under Civil Service Act and particularly the following language:

> "All appointments to positions of employment in the public school system which involve its business administration or clerical work of any and every kind, shall be made pursuant to the terms of the Civil Service Law."

The Board cannot place teachers under the Civil Service Law because teachers are specially excepted by statute. It must therefore be intended to cover only those doing purely clerical work and whether they hold teachers' certificates or not, if all of their time is devoted to clerical work and they desire to continue in that work they must come under Civil Service Law.

The resolution may be divided into two parts.

In the first part it criticizes the practice of assigning members of the teaching force to the "performance of duties of a clerical nature or those concerned almost entirely with business administration" and the resolution states that those performing such duties must qualify under the Civil Service Law. The resolution directs that the selection of such employes be made pursuant to the terms of the Civil Service Law. The Superintendent of Schools is directed to transfer to instructional work "all members of the teaching force who have been assigned to any other line of employment." Unquestionably, persons doing clerical work, whether employed in the educational department or any other department belong under the Civil Service Act.

The resolution directs the Superintendent of Schools to make requisition from the Civil Service Commission for "such employes as may be necessary to carry on all clerical and business administrative activities of the Education Department." All such employes, if there be any, properly belong under the Civil Service Act.

The misunderstanding arises from the fact that while the law excepts teachers from Civil Service jurisdiction, it does not prevent any teacher with any kind of a teacher's certificate, from applying for any position which properly comes under Civil Service jurisdiction.

In other words, while teachers are especially exempt from the jurisdiction of the Civil Service Law, the exemption only covers them

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while they are teachers. They can come under the Civil Service Law if they should desire to do so.

Under our law the Board of Education is in charge of the public schools. The wisdom of its acts and policies cannot be questioned. Much has been said about the development of the work of the schools and especially of the work being done by the so-called "extra teachers." No matter what previous Superintendents and Educators or Boards may have thought, the present Board of Education may, in its judgment, decide to change the policy. It would have that right.

The Supreme Court of our State, in the case of People ex rel, Ida L. M. Fursman v. City of Chicago, said:

"By the statute the board of education in cities having a population of 100,000 or more is given complete control of the schools of the city. Among its powers is that of employing teachers and fixing the amount of their compensation. * * * The board has the absolute right to decline to employ or to re-employ any application for any reason whatever or for no reason at all. The board is responsible for its action only to the people of the city, from whom, through the Mayor, members have received their appointments. 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. * * * Questions of policy are solely for determination of the board and when they have once been determined by it the courts will not inquire into their propriety."

There was a special concurring opinion by Judges Carter and Farmer in which the two Judges said:

"The Board of Education is charged with the maintenance of the public schools and the employment of teachers therein. It may enact all reasonable rules for the promotion of the efficiency of the schools under its control. This power does not, however, include the power to adopt any kind of an arbitrary rule for the employment of teachers it chooses to adopt, for a rule can easily be imagined the adoption of which would be unreasonable, contrary to public policy, and on the face of it not calculated to promote the best interest and welfare of the schools. In our opinion courts would have the power, in the interest of the public good, to prohibit the enforcements of such arbitrary rule."

In the case of Wilson v. Board of Education, 233 Ill. 464, the Court says on page 470:

"The power of the board of education to control and manage the schools and to adopt rules and regulations necessary for that purpose is ample and full. The rules and by-laws necessary to a proper conduct and management of the schools are, and must necessarily be, left to the discretion of the board, and its acts will not be interfered with nor set aside by the courts unless there is a clear abuse of the power and discretion conferred. Acting reasonably within the powers conferred, it is the province of the board of education to determine what things are detrimental to the successful management, good order and discipline of the schools, and the rules required to produce these conditions."

It is apparent from the decisions that the Board of Education is in charge of the schools and has complete authority over them. The Superintendent of Schools is subject to direction and control of the Board. Whether that is for the best interest of the schools or not is a matter over which the Courts have no jurisdiction. The legislature has enacted the law and we are bound by it. The Supreme Court in Italia American Shipping Corporation v. Nelson (323 Ill. 427) has said (p. 439):

"It is not within the province of the Court to pass on the unreasonableness of an Act of the General Assembly."

It may be that the Superintendent of Schools knows better how to conduct the system; that his judgment is worth more. It is possible too, that the Board of Education knows best. The law gives the Board the power. It has the right to say that it prefers to have Civil Service Employes, ordinary stenographers and clerks, do the clerical work, and to have teachers do only teacher's work.

The information apparently was given to the Board of Education that with the tremendous growth of some of the schools there was sufficient work of a clerical and stenographic nature to keep one person busy all of the time and there were persons with a teacher's certificate spending their time doing clerical work. The resolution so states. If that be true, then the Board is of the opinion that requisition should be made for a Civil Service employe and that no teacher should be used for that purpose.

Much has been said in behalf of the complainant and in the answer of the Superintendent of Schools about the prior policy in the school system of Chicago and about the opinion of educators as to the change contemplated by the present Board of Education. No matter what the Court may think, the law is settled that the Board has the power to ignore prior policy and the opinion of educators and the only question before us is whether or not the Board had the right to pass the resolution of August 3, 1927.

Recommendations

I am of the opinion that the Board had that right. I therefore recommend that the prayer for an injunction be denied and the Bill of Complaint dismissed.

All of which is respectfully submitted, this seventh day of September, A. D. 1927.

FREDERICK BERNSTEIN
Master in Chancery of the Superior Court of Cook County

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Board of Education Transfers 227 Extra Teachers

At the meeting of the Board of Education on Sept. 14, there were 227 extra teachers transferred as indicated in report No. 18360-A printed below with the names of the teachers omitted.

EXTRA TEACHERS—TRANSFER TO ELEMENTARY SCHOOLS

TO THE BOARD OF EDUCATION, CHICAGO:

RECOMMENDED that the following teachers be transferred from positions of Extra Teacher to vacancy in Elementary School:

* * * *

[Here follow 188 names and after each name of the school from which and to which transferred. Three of the 188 were transferred from offices of District Superintendents, two from Continuation schools, three from Chicago Normal College, forty from High schools and thirty-nine from Elementary schools.]

RECOMMENDED that the following teachers who hold Kindergarten Certificates be transferred from the position of Extra Teacher to vacancies in Kindergartens:

* * * *

[Here follow 14 names, four of which are transfers from High schools, 10 from Elementary schools.]

RECOMMENDED that the following named extra teachers be transferred as supernumerary teachers to perform substitute service pending the time that there are vacancies to which they may be transferred:

* * * *

[Here follow names of 17 extra teachers and the names of Elementary schools from which they were transferred.]

RECOMMENDED that the following named extra teachers holding kindergarten certificates be transferred as supernumerary teachers to perform substitute service pending the time that there are vacant positions in kindergartens to which they may be transferred:

[Here follow names and the 8 Elementary schools from which they were transferred.]

REASONS—These transfers are being made in accordance with the action of the Board of Education recommending that extra teachers be transferred to teaching positions in the departments for which they hold certificates.

FINANCIAL—Appropriations provided for in budget.

WM. J. BOGAN,
Asst. Supt. of Schools.

Prepared by
C. E. DE BUTTS.
Asst. Supt. of Schools
September 14, 1927

RESOLUTION ADOPTED REEMPLOYING NORMAL GRADUATES AS CLERKS

Following is the motion proved by the Board of Education, September 14, authorizing the employment of normal graduates as clerks and fixing their pay at $150 a month:

MRS. HEFFERAN: I move that the school clerks now employed and hereafter to be employed in the schools to assist in the clerical work in the principals' offices and perform work heretofore done by members of the teaching force designated as teacher-clerks who were ordered by the Board's action of August 3, 1927, to be transferred back to their teaching work be paid at the rate of $125 per month for the summer vacation schools and $150 per month from the beginning of school in September, 1927; and I further move that until the qualifications and gradings for such positions are established to the satisfaction of the Civil Service Commission and the examination held therefor that such positions shall be filled from graduates —from the list of graduates of the Chicago Normal College, or those with similar educational qualifications.

From Excerpts from Stenographic Report of Board of Education, September 14, 1927.

Teachers Retire Under Law Passed by Legislature

The Governor, on June 24, signed House Bill No. 130, which on June 15 as the last Bulletin was going to press, had passed both Houses of the Legislature. This is the amendment to the Miller 70-year Compulsory Retirement Law of 1926 and provides for voluntary retirement of teachers between 65 and 70 years of ago on amounts ranging from $1,000 to $1,500 a year, to be paid by the Board of Education in addition to any pension the teachers may be entitled to under the Teachers' Pension Law.

Since the Bill was signed, 34 teachers from 65 to 70 years of age have retired voluntarily under this law and are drawing from $1,000 to $1,500 a year from the Board of Education in addition to their pensions. Of the total 34 reported by the Board as retiring August 26 and September 6, twenty-two retired from Emeritus Service and 12 from active service.

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Injunction Proceedings Filed Against Teachers' Pension Board

Would Prevent Payment of Increases

On July 29, 1927, a petition was filed in the Superior Court of Cook County asking for an injunction against the Chicago Teachers' Pension Board and the City Treasurer to prevent the payment of the increases in teachers' pensions which the Legislature of 1923 authorized the Pension Board to pay to teachers who had retired on pension before July 1, 1923.

The suit was brought in the name of John W. Porter,on his own behalf as a taxpayer and on behalf of other taxpayers similarly situated who may choose to join with him in this suit.

The theory of the suit is that the pension which these teachers were receiving prior to 1923 is "deferred compensation," and that the amount of such "deferred compensation" once fixed by one Legislature cannot be increased by any subsequent Legislature.

The petition questions the constitutionality of the teachers' pension law passed by the Legislature of 1923 insofar as that law provides for increases in pension to be paid to teachers who were drawing pensions at the time the law was passed in 1923. It does not affect the increases of pensions of teachers who were in the service at the time the law was passed. The number of teachers now on pension whose pensions will be affected by this action is 658. The total amount involved in these increases received by pensioners who were drawing pensions prior to July 1, 1923, is $168,000 per year.

Mr. I. T. Greenacre, Attorney for the Pension Board, will appear on behalf of the Pension Board when the case is called. To date there has been no hearing on the petition, no time fixed for a hearing and no summons served on the Teachers' Pension Board.

The City Treasurer, Mr. Charles S. Peterson, on September 15, notified the Teachers' Pension Board, in writing, that he has been advised by his attorney, Mr. Thomas Marshall, that the constitutional questions presented by this petition are of such nature that the Supreme Court of the State will undoubtedly have to pass on them and that the City Treasurer is unsafe in paying public funds to the pensioners until these injunction suits are disposed of in the Supreme Court.

In his letter Mr. Peterson expressed a desire that an agreement be reached between the Teachers' Pension Board and Mr. Marshall before any checks are issued for the payment of pensions to teachers who retired prior to July 1, 1923.

After conferences between Mr. Greenacre and Mr. Marshall, the Pension Board on Friday, September 16, acting on the advice of Mr. Greenacre, directed that on account of the notification from the City Treasurer, payment shall be made to pensioners who were placed on pension before July 1, 1923 of only that amount which was allowed by the law in force June 30, 1923, and that all increases authorized after June 30, 1923, shall be held in the pension fund till further order of the Pension Board. Pension warrants and receipts to these pensioners will state specifically that the amounts received are paid "On Account," thereby protecting the rights of the pensioners to the amount of the increase so held. The Pension Board directed that notice of this action be sent to the proper public officials and to all pensioners and all teachers.

In the injunction petition the residence of the complaining taxpayer, John W. Porter is not given. A similar petition was filed in the Superior Court on the same day, July 29, in the name of Mr. Porter, asking an injunction against the Policemen's Pension Board and the City Treasurer. There is a formidable array of well-known attorneys whose names appear on both petitions as solicitors for the obscure Mr. Porter, among them the former attorney for the Board of Education, Mr. Angus Roy Shannon, and a well-known attorney whose name is associated with injunction cases brought by railroads to stop the payment of taxes. The newspapers report that the Civic Federation is behind these suits.

CE NE FAIT RIEN

"How did you enjoy your travels? Tell me about them."

"I had a wonderful time."

"Were you in Paris, London, and Berlin?"

"I really couldn't tell you. My husband bought all the tickets." — Buen Humor, Madrid.

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Teachers Get Leaves Following Passage of Sabbatical Rule

Board of Education Takes Action on August 3

Some 15 teachers have applied for Sabbatical leave, following action taken by the Board of Education, August 3, when the Board adopted the Sabbatical Leave of Absence rule.

The teachers who have applied, have been granted leaves of absence by the Board of Education.

Following is the rule as passed by the Board:

"Article 2. Sec. 7. (Sabbatical Leave of Absence.)

The Superintendent shall have authority, with the approval of the Board of Education, to grant leave of absence for a period of one year or for one-half year for any or all of the following purposes:

"(a) Study along lines relating exclusively to schools and school work.

"(b) Travel which shall not involve to the employe any financial remuneration or benefit.

"(c) Observation of schools and school work outside of the City of Chicago.

"This leave may be granted at the completion of seven years or more of continuous satisfactory service as teacher or principal in the public schools of the City of Chicago, and at the completion of any subsequent period of seven years or more of such service. Granting of leave under the provisions of this rule for a period of one year, or for any less period, shall be a bar to any further leave hereunder until after the completion of at least seven years additional continuous satisfactory service. Applications for leave under the provisions of this section shall be made in writing, over the personal signature of the applicant. Not more than two teachers in the same school shall be granted leave at any one time. Preference shall be given to those who have reached the maximum of the salary schedule, seniority in service the deciding factor between applicants meeting the general requirements of salary maximum and satisfactory service.

"During the period of absence under such leave, when duly granted, the employe shall be paid the salary which he or she would be paid for regular service, less the amount paid for substitute service, payment to be made under the procedure adopted by the Board of Education for payment of members of the teaching force.

"Upon the expiration of leave granted pursuant to this section, the teacher or principal shall be reassigned to the position formerly occupied, provided, however, that satisfactory evidence be presented, showing that the period of leave has been utilized in good faith for the sole purpose for which it was granted. This evidence, in case of leave for study, shall be in the form of a certificate from a college or university of recognized standing, showing work that shall be satisfactory to the Superintendent of Schools and the Board of Education; in case of travel, either a passport or an affidavit by the employe, specifying the places visited and the time spent in each.

"Any employe who shall make application for leave under the provisions of this rule and who shall fail to devote the entire period to the purposes specified in his application for leave, or who shall during said period be engaged in any other occupation or employment, shall be deemed guilty of such violation of the rules of the Board of Education as to constitute ground for the filing of charges and dismissal from the service.

"Temporary vacancies due to the granting of leave under the provisions of this rule shall be filled on the recommendation of the Superintendent of Schools, approved by the Board of Education, by persons holding the appropriate certificate and qualified for such service; so far as possible appointments to be made to cover the entire period of absence and to avoid changes in instructuors during said period.

"Respectfully submitted,

"Walter H. Brandenburg,

"Chairman."

Excerpts from meeting of the Board of Education, August 3, 1927.

Teachers!

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Margaret Haley's Bulletin.

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Chicago Symphony Orchestra Popular Concerts

Teachers desiring tickets to the popular concerts at Orchestra Hall will please communicate with Mrs. May Owens Kinsey, 5712 Harper Ave. Full information will be sent on request.

"Did you give your penny to the Sunday School, Robert?" asked the mother.

"No, ma. I lost it."

"What? Lost another one? That makes three Sundays straight you've lost your penny?"

"Yes, but if I keep it up I'll win 'em back. That kid's luck can't last forever."

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Salary Cut Announcement Comes at Opportune Time

Mrs. Young in 1915 Asked That Teachers Donate One Month's Services

In 1915, Mrs. Ella Flagg Young, Superintendent of Schools, aroused the teachers, whose salaries had been increased in 1914, to the need of increased revenue by her recommendation to the Finance Committee of the Board of Education that the Board ask the teachers to donate one month without salary.

This suggestion was made at an opportune time. The Legislature was in session, and the teachers sent their representatives to Springfield to seek relief for them. It was forthcoming and the cut was averted.

In 1927, while there has been no increase in salaries, the talk of salary "increases" has been in the air so incessantly that it seems as though the announcement by the President of the Board of a possible 20% cut in salaries appearing in the newspapers for the last 60 days as shown by the newspaper articles here reproduced, comes at an opportune time, too—while the assessing bodies are still in session, and the quadrennial assessment not yet completed.

The Chicago Teachers Federation at its meeting Saturday, Sept. 17, called a mass meeting of teachers to be held at the Studebaker Theater Friday, Sept. 23, after school, where teachers may learn what to do to avert this cut.

The only hope now of preventing a salary cut is united action by the entire teaching force now.

The program of the Chicago Teachers' Federation for immediate action to prevent the proposed 20% salary cut will be presented at this meeting.

A 20% salary cut means an aggregate loss of Six Million Dollars a year to the Twelve Thousand teachers or an average loss of $500 a year per teacher.

This proposed salary cut means the wiping out of the annual increases ranging from $300 to $500 a year per teacher obtained five years ago through the efforts of the Chicago Teachers' Federation.

COATH PLEDGES SALARY BOOSTS FOR TEACHERS

Mayor Thompson's pledge that teachers' salaries would be raised to a "fair and equitable standard" will be carried out within thirty days by the Board of Education, President J. Lewis Coath announced yesterday.

"Salaries will be raised as far as available funds will permit," said Mr. Coath. "That was the mayor's first instruction to me.

"When schools open in the Fall, teachers will be on the new pay schedule, for already we see where the reported deficit, which was supposed to threaten even present salaries next January and February, will be wiped out."

Chicago Herald and Examiner, June 5, 1927.

* * *

TEACHERS' PAY CUT 20 PCT. FOR COMING YEAR

$4,500,000 Deficit Given as Cause; Blame Laid to Instructors Blocking Bill

All Chicago school teachers' salaries will be cut 20 per cent when school opens next September, as a result of a financial crisis, it was announced last night by President J. Lewis Coath of the Board of Education.

"The public school system faces a deficit of $4,500,000," said Mr. Coath. "It is a question of either slashing teachers' pay or closing the schools for two months. And as long as I am president of the board the schools will not be closed.

"The crisis is due to influence exerted by the teachers themselves through their representative, Miss Margaret Haley, business manager of the Chicago Teachers' Federation.

"Miss Haley succeeded in blocking Mayor Thompson's revenue bill at Springfield, which would have met the deficit by permitting the school system to transfer 40 per cent of their building fund to the educational fund.

"With the blocking of that bill the schools have been left in the lurch. We do not know how to avert the crisis except by cutting the teachers' salary. And, according to our present figures, that cut will have to be about 20 per cent."

Hope They'll Cooperate

Mr. Coath added that another attempt to meet the situation was thwarted when the city council recently refused to confirm a referendum to increase the educational fund 50 cents on the dollar.

"The salary cut," he said, "will have to go into effect as soon as the schools open this Fall. We sincerely hope the teachers will understand the situation with which we are confronted and cooperate with us."

Miss Haley said in Springfield:

COATH PROMISES PAY RAISE FOR TEACHERS SEPT. 1

Increased salaries for teachers based upon an entirely new schedule to be worked out by the Board of Education during the next thirty days were promised yesterday by President J. Lewis Coath on instructions from Mayor Thompson.

The reported deficit in the educational fund, Mr. Coath said, is no deficit at all and there is a sufficient surplus to grant raises all around, effective next September.

Chicago Tribune, June 5, 1927.

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"The records of the building department show that $2,000,000,000 worth of buildings were erected in the last four years in Chicago.

"If these values were placed on the tax books and all property equitably assessed, there would be enough revenue to support the school system, give the teachers a raise in pay, and lighten the burdens of the smaller taxpayer."

Chicago Herald and Examiner, June 30, 1927.

* * *

CUT TEACHERS' PAY NEXT YEAR, COATH THREAT

President J. Lewis Coath of the school board said yesterday that school teachers' salaries will be cut in September—probably. His statement, some school people thought, was calculated to take the edge off any feeling of triumph Margaret Haley and the Chicago Teachers' federation may have felt in the defeat of Mayor Thompson's bill to split the school building fund.

"With the defeat of the bill it becomes a question of closing the schools for two months or of slashing the teachers' pay," said Mr. Coath. "As long as I am president of the board the schools shall not be closed."

Cut About Equals Deficit

Mr. Coath opines that a 20 per cent cut in teachers' pay next September will make up the $4,500,000 deficit which he forecasts, and it also was suggested that he felt this would be a suitable punishment to the federation and Miss Haley, its business manager, for getting in the way of the mayor's revenue program.

"The school financial crisis," Mr. Coath said, "is due to the fact that Miss Haley succeeded in blocking the measure which would have permitted the school system to transfer 40 per cent of its building fund to meet the coming deficit."

Note of Kindly Regret

Mr Coath added a note of regret and indicated his kindly feelings towards the teaching body when he said: "We sincerely hope the teachers will understand the situation with which we are confronted and cooperate with us."

Margaret Haley at Springfield called attention to the $2,000,000,000 worth of building construction during the last four years in Chicago, which, she said, if properly assessed, would give the teachers a substantial raise in pay and lighten the load of the small taxpayers.

Some of the teachers were inclined to think Mr. Coath, in the final analysis, would not cut any of their salaries.

Chicago Daily Tribune, June 30, 1927.

TEACHERS FACE DEEP SLASH IN PAY, COATH SAYS

He Asserts that a $4,500,000 Deficit Is the Cause

Chicago school teachers face a 20 per cent reduction in pay next September, according to a statement today by President Coath of the school board. A $4,500,000 deficit is the cause.

"Either the schools must shut down for two months or the pay of teachers will be lowered, if the $4,500,000 deficit in the school system is to be met." explained Mr. Coath. "While I am president the schools will not be closed, so there is only the other alternative."

Defeat of Mayor Thompson's school bills at Springfield was offered by Coath as being responsible for the drastic steps to meet the deficit. With the mayor's school fund proposals passed, the necessary funds would have been obtainable, he said.

Coath blamed Miss Margaret Haley, business manager of the Chicago Teachers' Federation, for the blocking of the legislative bills. Indirectly, the teachers themselves are to blame for what probably will happen in the fall, President Coath reminded.

Meanwhile, Miss Haley, in Springfield, pointed out that proper assessment of the $2,000,000 worth of property constructed in Chicago during the last four years would provide sufficient school funds, increase the salaries of teachers, and at the same time decrease the taxes of the smaller property owner.

Chicago Post, June 30, 1927.

SCHOOLS FACE BANKRUPTCY OR SALARY CUT, SAYS COATH

Board Has Funds for Fall Only

$600,000,000 Increase in Assessment Review Is Sole Way Out, Declares President

Absolute bankruptcy of Chicago's school fund or a 20 per cent reduction in teachers' salaries are the alternatives confronting the Board of Education, President J. Lewis Coath declared last night.

At the present rate of pay, he said, every penny of school funds will be exhausted next January 4.

"If Margaret Haley of the Teachers' Federation, who keeps saying there will be money available, will quit talking generalities and show us where funds can be obtained, she will be doing the board and the Chicago teachers a great service," Mr. Coath asserted. "The fig-

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ures we have prepared are not estimates or guesses. They represent actual statements of money on hand and of obligations that cannot be deferred."

Borrowed Money

Mr. Coath points out the educational fund is based on borrowed money and that last January 1 the only available school funds were $4,679,679 of money remaining from the previous year's borrowings and the ability to borrow $27,195,541 against the taxes due in 1928.

"Every cent of actual cash coming from taxes went to pay the previous year's borrowings," he said.

"There are other funds, for specific purposes, which brought the total educational fund for all purposes to $43,000,000. Of this amount there was left on June 1 $26,524,927. It will require, to pay off loans and interest, to buy supplies and pay teachers, $25,257,237 to December 31. That looks as though we'd have $1,267,690 left, but we won't.

"Because expected income on leases, state appropriations and distribution expense will not be received, this will shorten our income by $1,003,000, leaving exactly $254,000 available on January 1, 1928. That is borrowed money, and we are at the extreme limit of borrowing power now. In other years there was a reserve of borrowing power available, but that has gradually been consumed.

600 Million Needed

"We have saved $165,000 by lopping off illegally employed teachers. This, with $254,000, will hire teachers three days, if they quit early on the third day. Then we are bankrupt. All this is predicated on paying the present teachers' schedule.

"No money will be obtainable until the last week in February, 1928. So a 20 per cent cut in salaries will enable us to get by, but that will be only for this year. It would take a $600,000,000 increase in the quadrennial assessment review to tide us over. That is beyond hope.

"In the teachers' salary funds alone there was left on June 1 for payments to teachers, $16,950,000. The present salary list, including June payments, totals $16,679,000. That shows $271,000 left on January 1."

The salary cut now being prepared will apply when schools open September 6, according to present plans.

Chicago Herald and Examiner, July 8, 1927.

COATH CERTAIN TEACHERS MUST TAKE PAY CUT

Or Schools Face Bankruptcy, He Declares

J. Lewis Coath, president of the School Board, is quite certain either teachers must accept a 20 per cent pay reduction or the schools face bankruptcy in the coming year. He made similar statements not so long ago, arousing loud and earnest protest from many sources.

Unless pay is decreased, educational funds will be exhausted by next January, advised the board president today. Mr. Coath, in his remarks, mentioned Margaret Haley, fighting representative of the Chicago Teachers' Federation, who could, he said, perform a great service if she would show where necessary funds might be obtained. Miss Haley has been one of the strongest opponents of Coath's pay-cut proposal, asserting necessary funds can be made available.

Citing a reason for salary reduction, President Coath said much expected income will not be received. He pointed out only $254,000 will be available for teachers' salaries next January 1. No other money will be available until next February, he declared. With a reduction it is possible to pass safely over the difficulties for 1928, at least, he said.

Financial obligations, the use of borrowed money which must be repaid, are among other reasons for the contemplated action. To overcome the salary problem of the board, it would be necessary to have a $600,000,000 increase in the quadrennial assessment review, Coath said. This, he believes, is virtually impossible.

Chicago Evening Post, July 8, 1927.

COATH NOW HOPES HE WON'T HAVE TO CUT SCHOOL PAY

May Eliminate Extras and Some Higher-Ups

Recent threats by J. Lewis Coath, School Board president, that all teachers' salaries would have to be cut 20 per cent beginning in September because of the failure of the administration's plan to divert money from the building fund were qualified yesterday when Mr. Coath announced that he saw a "glimmer of hope" for the teachers.

Relief for the suffering pedagogue, Mr. Coath said, has

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been his chief concern for weeks. That, combined with the problem of finding a successor to Supt. McAndrew, constitutes much of the program which he has outlined for the coming months. While there seems to be no chance to grant increased salaries this year, he said, it is possible that the board may not have to cut the teachers' pay.

Has Studied Question Now

After the legislature had heeded the arguments of Margaret Haley and the Chicago Teachers' Federation and had discarded Mayor Thompson's plan to build schools by bond issues, President Coath stated that the board would have to cut salaries or close the schools for two months. Since that time Mr. Coath says he has studied the matter more carefully and now finds that the board may not have to do either.

Full details of the proposal that Mr. Coath hopes will solve the board's financial difficulties will be made public within a few days, he said.

Chicago Daily Tribune, July 27, 1927.

* * *

COATH SEES CHANCE TO EVADE TEACHERS' CUT

Teachers' salaries may not have to be cut after all.

J. Lewis Coath, president of the Board of Education, today announced that a more careful study of the financial situation had given him a glimmer of hope for the teachers. There will, however, he said, be substantial cuts of expenses by elimination of possibly a score of high salaried employes, such as district and divisional superintendents. Also he expects to make a saving of several hundred thousand dollars by the substitution of clerks under civil service in place of assistants to principals, who draw teachers' salaries.

Daily Journal, July 27, 1927.

COATH HAS PLAN TO AVOID CUT IN PAY OF TEACHERS

Conference on Salaries with Board Is Called for Today

How to avoid reducing teachers' salaries will be the subject of a conference today between members of the Board of Education and President J. Lewis Coath, who will present a plan to make this possible. Not long ago President Coath forecast a 20 per cent reduction in salaries, but now has announced that he believes this may be unnecessary.

Crediting his plan to teachers and business men interested in the proper functioning of the schools, Mr. Coath said that, although it might be possible not to cut the pay of teachers, it would certainly not be possible to increase pay this year. Full details of the plan are to be made public later.

Evening Post, July 27, 1927.

* * *

COATH TO CUT TEACHERS' PAY

In line with his policy of "advising the people of Chicago of the condition of the schools," President J. Lewis Coath of the School Board has prepared a statement showing the financial status of the educational fund.

"The figures wipe out the hope that we could avoid a pay cut for teachers," he said.

The statement shows the total resources for 1927, including the 25 per cent cash reserve from last year, as $43,158,800.

"Of this amount, $25,013,000 had been spent by July 1, leaving $18,145,800 to carry on until December 31.

Herald and Examiner, August 1, 1927.

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BORROWING RESERVE OF BOARD GONE

Trustee Blames Miss Haley and McAndrew for Plight; Help Refused in Assembly

A 20 per cent slash in teachers' salaries may be ordered within six weeks.

Responsibility for the cut will be laid at the door of Miss Margaret Haley and Superintendent William McAndrew, President J. Lewis Coath of the School Board announced yesterday.

"The gradually decreasing borrowing reserve of the board, which has enabled the schools to get through other years, is now gone," said Mr. Coath. "We shall need $4,500,000 to carry us through January and February, until 1927 taxes begin coming in, even if we don't pay another bill before March.

Tried to Get Funds

"I don't propose to see the board blamed for a situation it tried to prevent. Miss Haley defeated our effort to get more money from the legislature. Superintendent McAndrew not only has not cooperated with the board in trying to find a way out, but has flaunted and hindered the board at every turn.

Expects Pay Cut

"It is time the chickens came home to roost and that those who have blocked our efforts to put the schools on a business basis faced the music. We can't make money out of nothing, and by the middle of January we won't have a nickel of cash or borrowing power. We

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can't expect teachers to live on hope, contrary to law. I expect to see the order for the pay cut passed before schools open."

Herald and Examiner, August 21, 1927.

MUST CUT TEACHERS' PAY—COATH

Declaring that a cut in teachers' salaries was "inevitable," President Coath yesterday passed the blame on to Margaret Haley, business agent for the Chicago Teachers' Federation, and Supt. McAndrew.

"Margaret Haley prevented our giving the teachers a raise when she went to Springfield and opposed Mayor Thompson's plan to build schools by bond issue," Mr. Coath said. "She fought the proposition in order to keep taxes down.

"Well, the taxes went up 40 cents on the hundred dollars, anyway, and the net result of the fight was that the schools didn't get a penny of it. We are stranded now, with $4,000,000 deficit in the educational fund, and there's nothing to do but cut teachers' salaries. The teachers can thank Margaret Haley."

The Board could expect no aid from the city treasury in the present dilemma, Mr. Coath said. Making up the deficit by putting more children in each class, he declared, was blocked by Supt. McAndrew.

Hits at Supt. McAndrew

"We have an average of about forty-two students in each elementary classroom and thirty in high school classes," he said. "Other cities have more. We could put as many as forty-five or fifty in a classroom, but McAndrews won't let us do that.

"Instead of cooperating with the board members, McAndrew sets bear traps to ensnare them. If we had a superintendent that would work with us, we might cut expenses in the educational department, make up the deficit, and save the teachers' salaries. McAndrew seeks only to gratify his personal pride. He doesn't give a damn about the children."

Mr. Coath said that at the next meeting of the board he would present a plan to cover the shortage of funds by cutting teachers' salaries. No effort would be made then to dismiss Supt. McAndrew, he added.

Chicago Tribune, August 21, 1927.

CHARGE VS. McANDREW

(Continued from page 8)

connection with the suit brought by Julia A. Smith, complainant, vs. The Board of Education of the City of Chicago, and its officers and members, including William McAndrew, Superintendent of Schools, as above set forth in the preceding paragraphs of these charges, were intended by him to obstruct, hinder and prevent the Board of Education of the City of Chicago in the performance of the duties and responsibilities imposed upon it by the laws of the State of Illinois, and were and are in direct, open and deliberate defiance of the orders and directions of the Board of Education of the City of Chicago, and are acts of insubordination and conduct incompatible and inconsistent with and in direct violation of his duties as Superintendent of Schools, an executive officer of the Board of Education of the City of Chicago.

"Respectfully submitted,

"(Signed) JAMES A. HEMINGWAY.

"Chicago, August 29, 1927."

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VOL. V

Margaret Haley's BULLETIN

NO 2

Chicago, Ill. — 28 — September 30, 1927

Education - - - A Receptacle-Builder

By STRICKLAND GILLILAN

Education's primary purpose is not the collection of cold knowledge for its own sake, any more than the fielder chasing a ball is doing it for the sake of having a ball to keep; or than the purpose of the sprinter is to arrive at a certain tape.

One time when Sam Jones, the famous rough-and-tumble evangelist, was preaching, a smart Aleck in the congregation started to heckle him by asking a question meant to puzzle and disturb the speaker and perhaps bring him and his message to confusion.

Sam paused awhile in his sermon, and looked pityingly at the fellow.

"Bud," he drawled, "I've got an anseh fo' yo' question, but you ain't got any place t' put it."

* * * *

Journal of Education, April 22, 1926.

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MARGARET HALEY'S BULLETIN

Vol. 5. No. 2 September 30, 1927 Page 27

Substitutes for Thought

By WILLIAM C. MURPHY, JR.

The teachers of Chicago who have been surfeited for nearly four years with stale and stupid slogans—100% promotions, 100% arithmetic, etc., ad infinitum— as substitutes for thought, will enjoy this article from THE COMMONWEAL of September 21 on Slogans as Substitutes for Thought:

Man has always attempted to excuse the more nonsensical of his inventions by ascribing them to God. The system is not without merit; it is a sop to human reason and there is no record of a protest from the Almighty.

Perhaps no human contrivance has greater cause for offering an apology to reason than that queer figure of speech called the slogan. Hence it is not surprising to find the statement, "Slogans or war-cries, equally with standards or banners, appear to me to be of divine origin," in the introduction which John Fenwick, of Ellison-place, Newcastle-upon-Tyne, wrote in 1851 for Michael Aislabie Denham's quaint little volume, Slogans of the North of England. It is curious, by the way, that this book is the only publication catalogued under the topic Slogans in all the miles and miles of ink on paper in the Library of Congress. An inviting field for useless research has been overlooked.

Slogans originally—or at least as far as the record goes—were war-cries. * * * History teaches that Constantine the Great, after the victory which gave him control of the Roman empire, adopted the slogan In Hoc Signo Vinces, which is the earliest recorded usage of the Gott Mitt Uns of more recent times. * * * This, of course, was before the invention of modern artillery, which, according to another noted warrior, is most potent in obtaining the favor of heaven in warfare.

The pagans of antiquity, with their assortment of gods and goddesses, were never at loss to obtain supernatural sanction for any of their various undertakings. If one deity were temporarily indisposed or otherwise engaged at the moment, it was always easy to arrange for the services of another. Thus there was no inherent difficulty in enlisting various gods on opposite sides in wars and battles—and, of course, such enlistments were duly advertised by appropriate slogans. * * *

All successful slogans have two definite characteristics: they are couched in words of common usage, and they have no unmistakable meaning. Thus they serve admirably as substitutes for thought, and, since thought is undoubtedly the most unpopular of human occupations, the slogan fills a very acute demand. Imagine a Democrat explaining why he is a Democrat without using the phrases Tariff for Revenue Only, or States' Rights! Or try to picture a Republican justifying his existence without piously intoning Prosperity! or Coolidge Economy! All of which are slogans in good standing and as meaningful as Take the Government out of Business, which heralded the plundering of the Teapot Dome and Elk Hills naval oil reserves.

A well-nigh perfect illustration of the importance of the second characteristic of a successful slogan, namely, that it shall have no definite meaning, may be constructed from the experience of the United States during the days preceding the great struggle for the site of a radio station on the Island of Yap. We had then the spectacle of a nation electing its President to the accompaniment of Too Proud to Fight, and He Kept Us out of War; and, within a year, and with hardly a murmur of

(Continued on Page 39)

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From the Masthead by The Lookout



When Dewey Cut the Cable and Sailed Manila Bay

Oh, dewy was the morning
That we sailed Manila Bay;
And Dewey was the Admiral
That walked the deck that day;
And dewy were the Admiral's eyes—
Those eyes of heavenly blue—
And do we feel discouraged?
I do not think we do!

—*Graham*

To Honorable Wm. Hale Thompson,

Mayor, City of Chicago:

Your inquiry, addressed to me through the newspapers today, as to what I propose to do with the $100,000 fund being contributed by the teachers of Chicago and the statement of the President of the Board of Education to the press on the same day that it is the business of the Board of Education to find the necessary revenue for the schools are subjects for discussion in this communication.

I do not intend to be diverted from pressing live issues to a post mortem on that dead school bonding bill which you gave me undue credit for killing in Springfield. There will be no resurrection either for the evil spirit or the rotten carcass of that bill which would have wiped out the Chicago school children's building fund and would have cost the tax payers $203,000,000 in the next 25 years.

Nor do I intend to discuss ***now*** your insinuation that the $100,000 is being collected from the teachers to buy votes on the Board of Education.

The records show that the Board of Education, four years ago, acknowledged that it was the duty of the Board under the law to see to it that the necessary revenue for the schools was provided. But its attempts to perform that duty have been so half-hearted and ineffectual as to warrant the teachers in formulating and carrying out their own program for getting school revenue.

The $100,000 fund being collected by the Chicago Teachers' Federation will be devoted to this work.

You will remember that during the "courteous interview" in Springfield to which you referred I said to you that the trouble was with the assessment of property in Chicago. You rose, crossed the room, shook hands with me, and said that I was right; that that was the trouble. I then asked you why you did not take your Big Stick and go after the Board of Review and Board of Assessors instead of going after the school children's building fund to meet the approaching deficit in the educational fund and to increase the city's corporate fund. You told me that you could not do it. I told you I did not know anyone who knew better than you how to use the Big Stick. I said I wished that I had your Big Stick for a short time, that I could and would use it.

The records show that there is the same inability to wield the Big Stick in every other quarter to which the teachers look for relief. On the other hand, while we find you helpless to use the Big Stick in behalf of the school teachers, today we see President Coath using the Big Stick against them and threatening the teachers with expulsion should they contribute to a fund that is being created to relieve the very situation which you confess you are helpless to remedy.

The teachers' program for securing revenue for the schools, outlined at the Studebaker Theatre meeting on September 23, was undertaken only after every other agency had failed or had confessed inability to do the work. Surely, if others have failed or are unable to undertake a civic service which all concede

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needs to be performed, you can have no objection, Mr. Mayor, to the teachers performing that service at their own expense.

The public records show the grossest inequality in the assessment of real estate for taxation in Chicago. They show that one hundred dollars' worth of real estate owned by *some* persons pays as high as *twenty times as much in taxes* as does one hundred dollars' worth of real estate owned by *other* persons.

These records show a total of $450,000 was appropriated by the County Board, the City Council and the Board of Education in 1927, for the use of the Board of Assessors to secure information as to the actual value of real estate in Chicago in order that the assessors, in making the 1927 quadrennial assessment of real estate, might be able to rectify the gross inequalities now existing.

The records show that the Board of Assessors refused to accept the $450,000 on the terms and for the purpose appropriated and that this money has not been used for that purpose.

The teachers are, therefore, taking upon themselves the moral and financial responsibility of securing information that should have been secured with that $450,000 of public money, information as to the actual value of real estate in Chicago; and this information, to be secured and paid for by the teachers, is to be taken before the tribunal provided by the laws of Illinois to compel the assessing boards of Cook County to make just, equitable, uniform and lawful real estate assessments and to do it now, this year, 1927.

The full valuation of taxable property in New York as determined by the New York assessing bodies in 1927 is Sixteen Billion Dollars.

The full valuation of taxable property in Chicago as determined by the assessing bodies of Cook County in 1926 was less than Four Billion Dollars.

The member of the Board of Review elected last year on the slogan, "America First," should add to that slogan "and Chicago Last," for Chicago is the last city in the United States to wake up and demand that the utterly lawless, indefensible, inequitable and iniquitous assessment of real estate shall end, and end now.

The information presented in this Bulletin shows the urgent necessity for the teachers' program of action adopted at the Studebaker Theatre meeting on September 23.

Mr. Mayor, I miss my guess if the public school teachers of Chicago can now be swerved from their purpose to carry out that program of public service.

Margaret A. Haley

SAMPLES OF INEQUALITIES OF ASSESSMENT

Property	Address	Board of Review Full Value	Amount Actually Sold For 1924-1925	Percentage of Board of Review to Sales Value
Business Building	3010-12 W. 63rd St.	$25,000	$30,000	83%
Six Small Homes	4930-34 S. Honore St.	15,588	20,000	78%
Family Residence	6140 S. Sacramento	8,350	11,500	73%
Store and Apartment	6808 S. Halsted St.	6,125	34,500	18%
Vacant Land	8059 S. Ashland Ave.	3,279	20,000	16%
Business Building	5921 S. Morgan St.	2,325	14,000	16%
Apartments and Stores	746 Cornelia Ave.	10,425	80,000	13%
Vacant Land	3139-43 W. 59th St.	2,063	30,750	7%
Vacant Land	1615-23 E. 87th St.	700	25,000	3%
Vacant Land	5307 Kedzie Ave.	500	16,000	3%

The table above shows the full value as fixed by the Board of Review in 1923, and the actual sales value of 10 of the 2056 properties sold just before or just after December, 1924. It shows that the Board of Review full values range from 83% to 3% of the actual sales value on these 10 properties.

On the next page is shown the percentage of the Board of Assessors' full value in 1923 as compared with the actual sales value of the entire 2056 properties. This range is from 101% and over, down to 5% and below —58 properties at 101% and over, 37 properties at 81% to 90% and so on down to 37 properties fixed by the Assessors at a full value ranging from 1% to 10% of actual sales value.

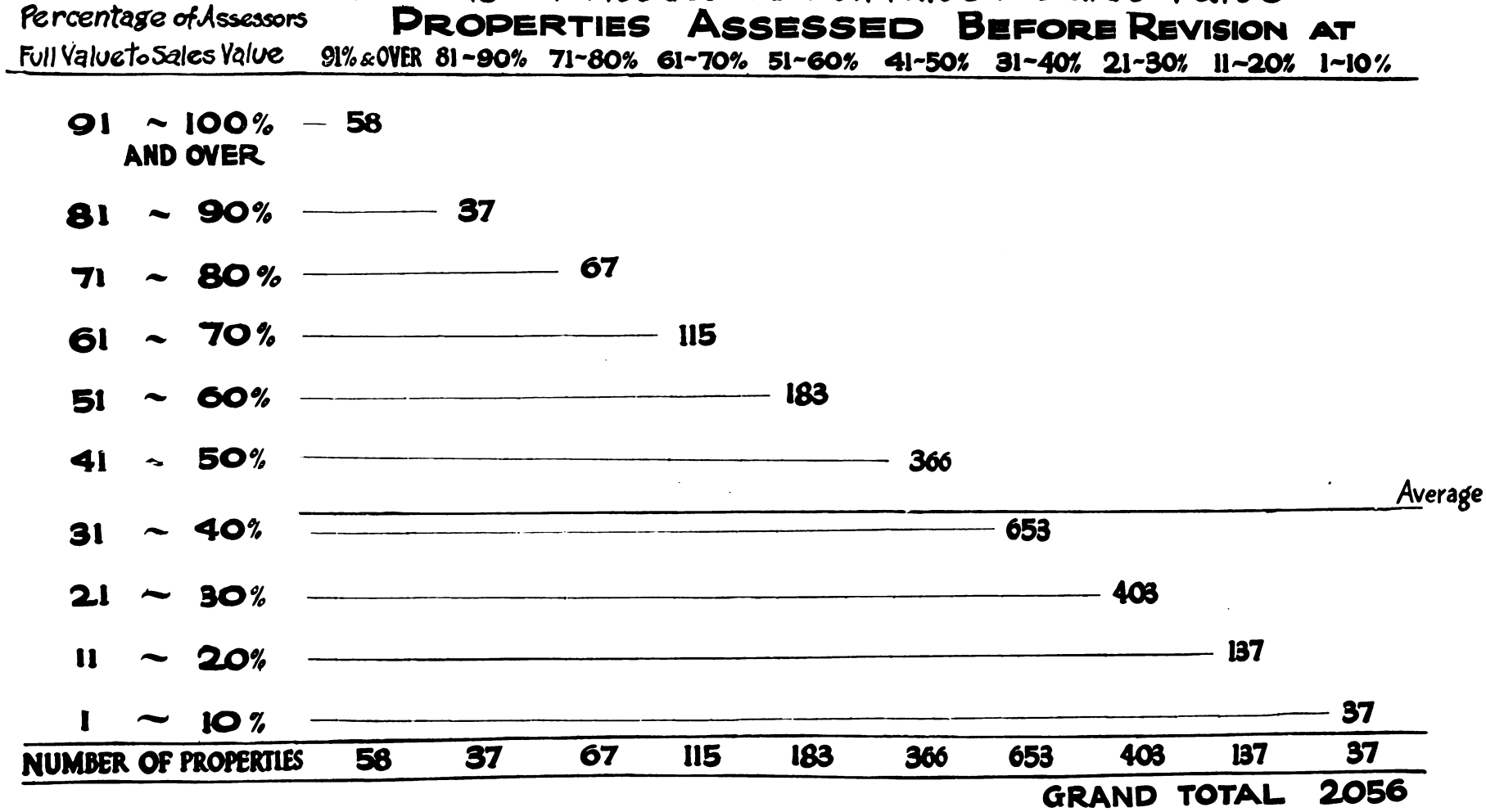
The Board of Review revised the Assessors' values on the entire 2056 properties and the effect of the revision is shown in the chart on page 31. Of the 58 properties the Board of Assessors had valued at from 91% to 100% and over, only 14 (in the brackets) remained above 91%, the other 44 were cut down to percentages of actual sales value ranging from 81 to 26% indicated in the left margin of the chart.

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CHART A

BEFORE REVISION BY BOARD OF REVIEW

Percentage of Assessors Full Value to Sales Value



There were 5421 pieces of real estate sold in Chicago just prior to or immediately after December 31, 1924, and the total full value fixed by the assessors in 1923 for taxation purposes on these 5421 properties was about 36% of what the properties actually sold for. The Board of Review revised the assessors' valuation on 2056 of these properties.

This chart "A" shows that the assessors fixed the full value of 58 of these properties at from 91% to 100% and over of what they actually sold for; 37 at 81% to 90%; and so on down to 37 pieces which were valued by the assessors at from 1% to 10% of their actual sales value.

Chart "B" on the opposite page shows the effect of the Board of Review revision of the assessors' valuation on these 2056 properties.

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EFFECT OF REVISION BY BOARD OF REVIEW

Those Properties Only Which Have Been Revised By The Board of Review

Percentage of Assessed To Sales Value after Revision	PROPERTIES ASSESSED BEFORE REVISION AT									
	91% & OVER	81~90%	71~80%	61~70%	51~60%	41~50%	31~40%	21~30%	11~20%	1~10%
101% AND OVER	(5	~	~	~	~	~	~	~	~	~
96 ~ 100%	~	~	~	~	1	2	~	~	~	~
91 ~ 95%	9)	~	~	1	~	~	1	~	~	~
86 ~ 90%	3	(1	~	~	~	~	~	~	~	~
81 ~ 85%	5	5)	~	~	~	~	~	~	~	~
76 ~ 80%	6	4	(1)	~	~	~	~	~	~	~
71 ~ 75%	9	2	(3)	~	~	~	~	~	~	~
66 ~ 70%	5	8	5	(4)	~	~	~	~	~	~
61 ~ 65%	5	4	8	(5)	~	1	~	~	~	~
56 ~ 60%	2	5	15	20	(2)	2	~	~	~	~
51 ~ 55%	4	~	7	23	(11)	2	~	~	~	~
46 ~ 50%	2	6	10	19	45	(10)	2	1	~	1
41 ~ 45%	1	~	7	18	43	(47)	1	1	2	~
36 ~ 40%	~	~	4	12	25	97	(20)	2	2	~
31 ~ 35%	1	2	2	9	40	108	(129)	8	1	~
26 ~ 30%	1	~	2	1	11	62	263	(39)	1	~
21 ~ 25%	~	~	2	2	4	29	172	(178)	2	~
16 ~ 20%	~	~	1	~	1	6	55	144	(24)	~
11 ~ 15%	~	~	~	~	~	~	9	27	(78)	~
6 ~ 10%	~	~	~	1	~	~	1	3	27	(18)
1 ~ 5%	~	~	~	~	~	~	~	~	~	(18)
NUMBER OF PROPERTIES	58	37	67	115	183	366	653	403	137	37

GRAND TOTAL 2056

This chart "B" shows how the Board of Review between 1923 and 1927 reduced the assessors' fall valuation of 1923 on all but a few of the 2056 properties shown on chart "A." Of the 58 properties in chart "A" on which the assessors fixed a full value at from 91% to 100% and over, on the actual sales value only 14 (shown inside the brackets) remained in that group; three were reduced to between 86% and 90%; 5 were reduced to between 81% and 85% etc. down to the lowest one at 26% to 30%.

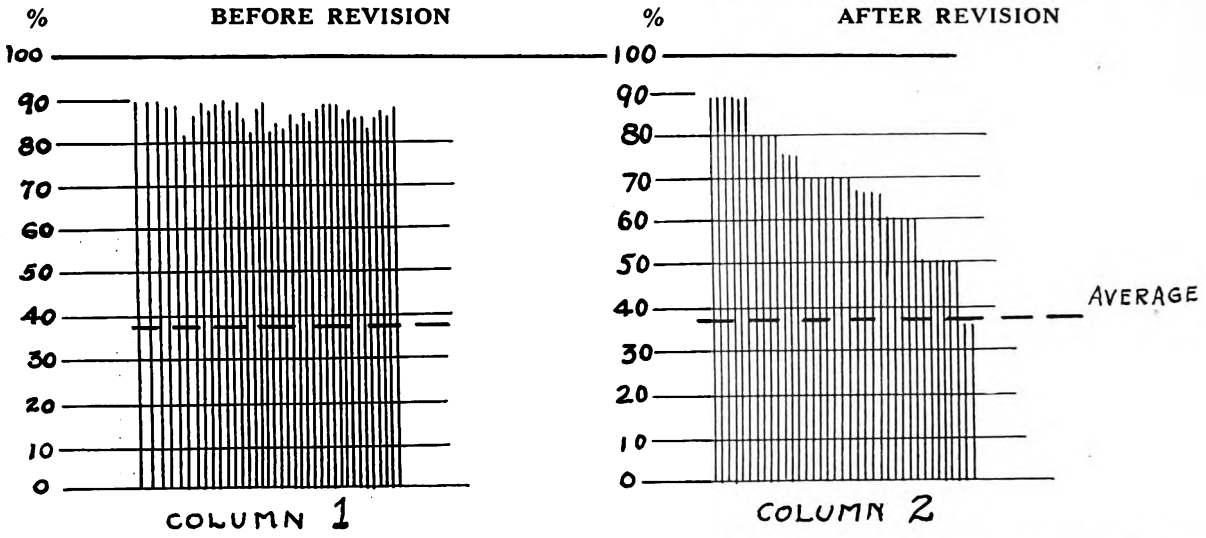
Of the 37 pieces, all of which the assessors valued at 81% to 90%, all but 6 (shown in the brackets) were reduced by the Board of Review, the lowest to between 31% and 35% of their sales value. The effects of the revision of these 37 properties is shown in the graphs on page 32.

Charts "A" and "B" are made from data taken from the report of the Joint Tax Commission on Real Estate Valuations presented to the Board of County Commissioners of Cook County on August 10, 1927. 10,000 copies of this report have been printed by the County Board. This Commission was appointed by the County Board of January 4, 1927. It was financed by the Chicago Association of Commerce.

Copies may be obtained at the office of the Chicago Teachers' Federation, 127 North Dearborn Street.

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PERCENTAGE OF ASSESSORS' FULL VALUE TO ACTUAL SALES VALUE



The 37 vertical lines in Column 1 represent 37 pieces of real estate on which the Board of Assessors, in 1923 fixed the full value at between 80% and 90% of what these properties actually sold for just prior to and immediately following December 31, 1924.

The Board of Review revised the assessors' values on these 37 properties as shown in Column 2. Only 6 of the 37 were left at between 80% and 90% of their sales value; the remaining 31 pieces were revised downward, two of the pieces being reduced to between 31% and 35% of their sales value.

These properties are 37 of the 2056 properties revised by the Board of Review as shown in charts "A" and "B," pages 30 and 31. The average full value fixed by the Board of Assessors on the entire 5421 properties sold on the dates above indicated was about 36% of the actual sales value.

COMPARISON OF APPRAISED AND BOARD OF REVIEW VALUATIONS IN 12 DISTRICTS

	1927 Independent Appraisal			1926 Board of Review Full Value			Board's Per Cent of Appraised Value	
	Land	Buildings	Totals	Land	Buildings	Totals	Land	Bldg.
1. Near North Side District	$ 6,945,853	$12,123,957	$19,069,810	$ 2,134,515	$ 3,785,500	$ 5,920,015	31	31
2. Lincoln Park District	5,131,810	6,414,785	11,546,595	814,350	1,818,526	2,632,876	16	28
3. Uptown Chicago District	5,693,723	2,256,444	7,950,167	1,994,422	645,900	2,640,322	35	29
4. North Shore District	1,211,619	2,642,321	3,853,940	316,169	489,000	805,169	26	19
5. Northwest Side District	2,464,626	1,159,813	3,624,439	399,872	308,351	708,223	16	27
6. West Side District	1,674,665	1,537,371	3,212,036	526,118	575,125	1,101,243	31	37
7. Southwest Side District	8,872,668	1,686,336	10,559,004	1,270,871	960,580	2,231,451	14	57
8. South Side District	6,927,056	3,851,417	10,778,473	1,063,783	1,403,400	2,467,183	15	36
9. Hyde Park District	3,762,637	4,445,832	8,208,469	502,892	1,080,915	1,583,807	13	24
10. Central Manufacturing District	383,034	627,221	1,010,255	145,956	292,800	438,756	38	47
11. Western Avenue Manufacturing District	538,558	1,236,613	1,775,171	138,840	314,500	453,340	26	25
12. Crawford Avenue Manufacturing District	1,086,272	2,043,950	3,130,222	91,627	804,000	895,627	8	39
Totals	$44,692,521	$40,026,060	$84,718,581	$ 9,399,415	$12,478,597	$21,878,012	...	...

The independent total appraisal of real estate in the twelve districts appraised in 1927 is as follows:

Land	$44,692,521
Buildings	40,026,060
Total	$84,718,581

The Board of Review's full value in 1926 on the same properties follows:

Land	$ 9,399,415
Buildings	12,478,597
Total	$21,878,012

NOTE: The above totals are shown graphically on page 33.

The Board of Review total full valuation of land is approximately 21% of the independent appraisal of land, and the full value of buildings is 31%. For the totals of land and buildings the Board of Review values are about 26% of the appraised total. The percentage of Board of Review value to the independent appraisals varies greatly for individaul lots, as may be ascertained by an examination of the detailed appraised reports.

The Board of Review percentage by districts runs from 8 to 38% on land and for buildings from 19 to 57%.

NOTE: The above totals are shown graphically at bottom of page 33.

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Comparative Valuations

Charts Showing Comparative Valuations of Chicago Central Business District and 12 Business Districts Outside Loop

Chart I

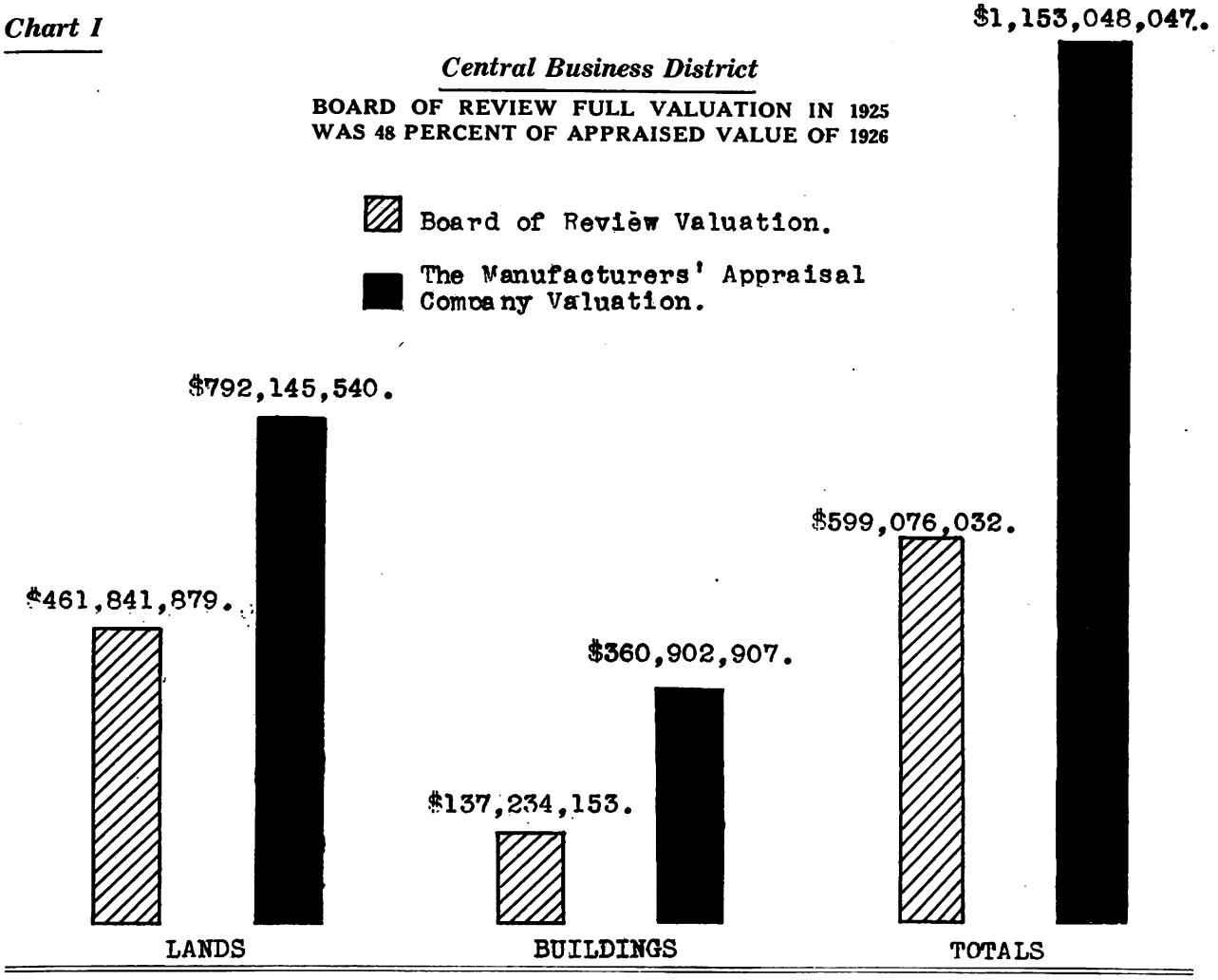
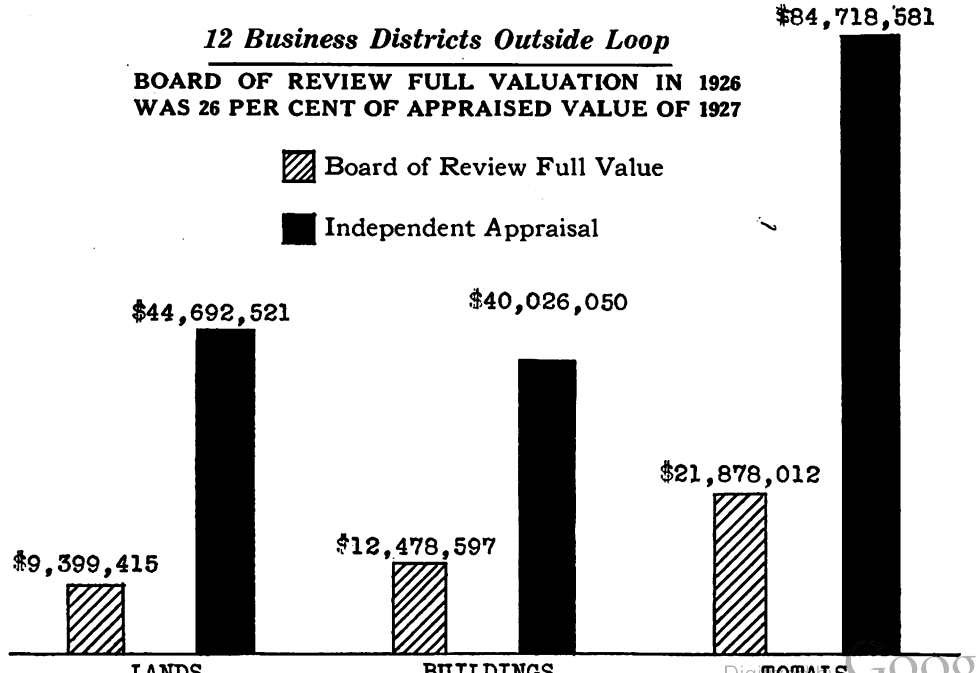


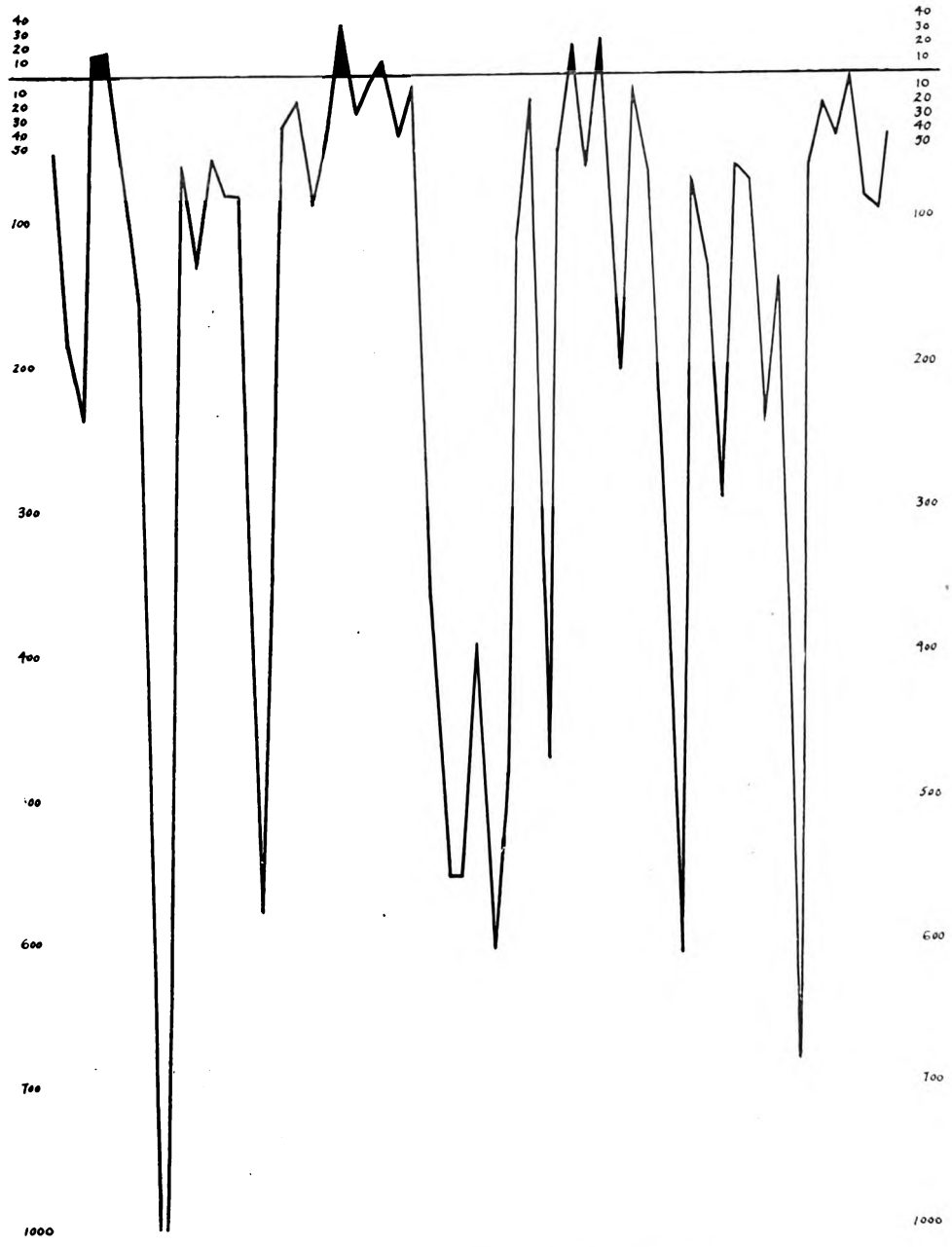
Chart II



(See Comparison on Page 32)

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Dizzy Building Assessments



Inequalities of Assessments of Loop Buildings

The chart shows graphically the discrimination in the assessments of buildings on three streets in the loop district.

A similar chart on the opposite page shows in the same way the discrimination in the assessment of the land on these streets, under these same buildings.

This chart shows the percentage relationship of the full value fixed by the Board of Review to the full value as established by the Manufacturers' Appraisal Company in 1926 on 52 buildings on three typical streets in the Chicago loop district. The horizontal base line represents the fair value level of the buildings as determined by the Manufacturers' Appraisal Company's report. This chart was made by taking several consecutive pages in the Appraisal Company's report and does not represent any selected properties. If a graph were made of the entire report the conditions revealed would be very similar throughout the loop.

There are 52 buildings shown on this chart, each represented by a point on the graph.

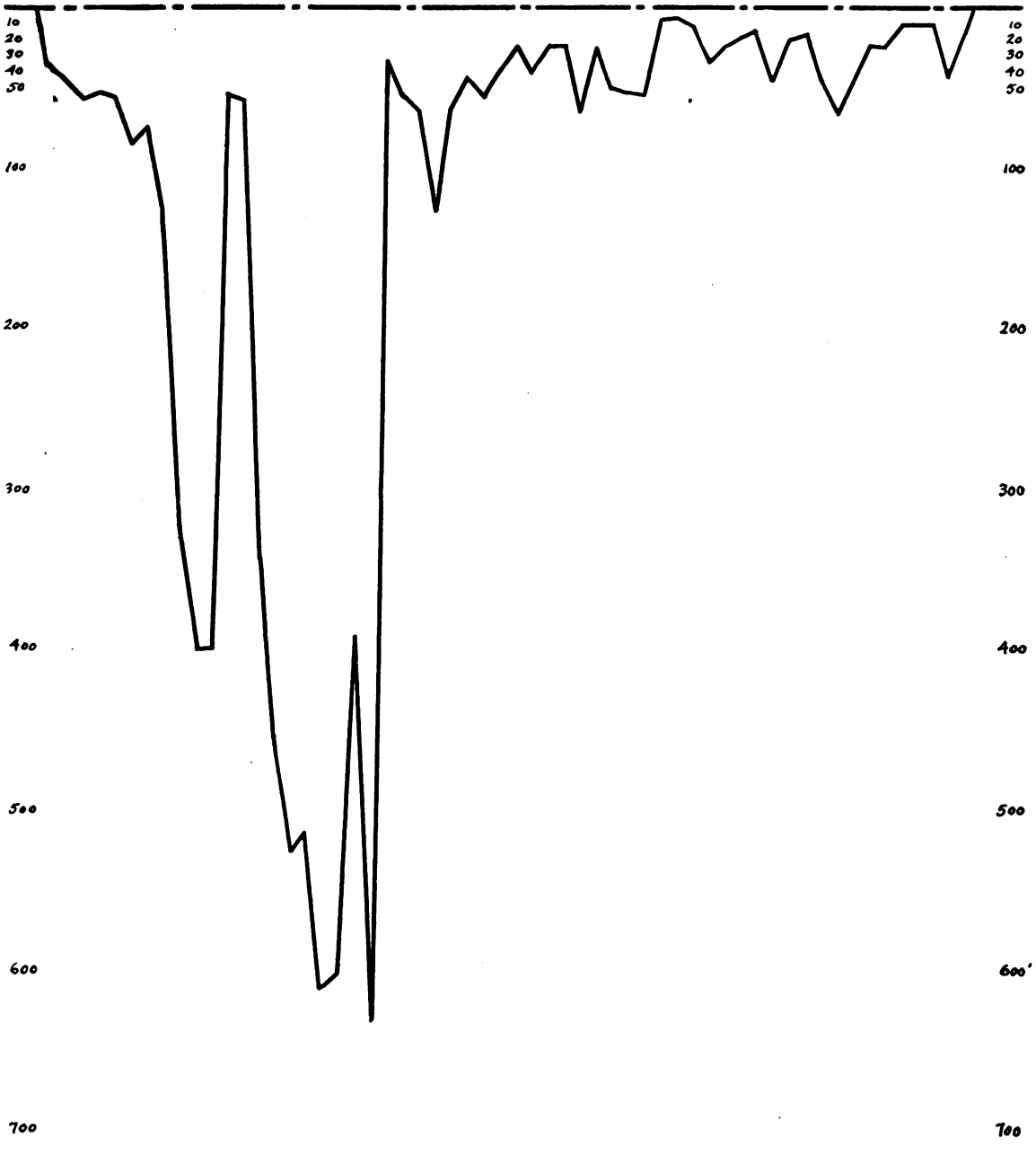
The over assessments, or buildings valued higher by the Board of Review than by the Appraisal Company, are above the horizontal line.

The under assessments are below the horizontal line, indicating buildings which the Board of Review has valued at less than that established by the Appraisal

(This chart is reproduced from MARGARET HALEY'S BULLETIN, March 31, 1927)

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The "Lie" of the Land



Inequalities in Assessments of Loop Lands

Company. It will be seen that this low value predominates by nearly nine to one.

The figure 1,000 at the lower corner of the chart means that you must add 1,000 per cent to the full value fixed by the Board of Review on the building opposite the figure 1,000 in order to obtain the value established by the Manufacturers' Appraisal Company to that building.

To the building opposite the figure 100 you add 100 per cent to the Board of Review's value; to the one opposite 80 you add 80 per cent to the Board of Review's full value.

These buildings are on the south side of Monroe, north side of Adams and both sides of Quincy street between Michigan avenue on the east and the Chicago River on the west. They are actual cases of under assessment taken from the Manufacturers' Appraisal Company's report of the appraisal of the central business district of Chicago on file in the Finance Committee of the City Council. The photographic reproduction of the three pages of the Manufacturers' Appraisal Company's report with the individual buildings indicated thereon showing street numbers, etc., of the buildings and lands shown in these two charts is on file in the office of the Chicago Teachers' Federation.

(This page is reproduced from MARGARET HALEY'S BULLETIN of March 31, 1927)

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The State Tax Commission Has Power to Order Reassessment of Chicago

The State Tax Commission has power to order a re-assessment of property in Chicago in order to rectify the alarming inequalities and thereby obtain the necessary revenue to run the schools without cutting teachers' salaries 20 percent as threatened.

Under orders of the Tax Commission the entire real estate of three counties in Illinois, Peoria, Kane and Clay, was reassessed in 1926 and inequalities rectified.

Petitions for reassessment in 1927 of two other counties, Champaign and Stephenson, have been filed with the State Tax Commission and hearings on these petitions have been set for October 6.

The law requires the Board of Review to print the real estate assessments but the Board never obeys that law.

Following are pertinent sections of the revenue law from the pamphlet printed by the State Tax Commission, "Tax Laws and Judicial Decisions," with the pages indicated:

SECTION 3. POWERS OF COMMISSION.]—The Tax Commission shall have power:

(6) To order in any year a re-assessment of all real and personal property, or real or personal property, or any class of personal property, in any county, or in any assessment district thereof, when in its judgment such re-assessment is desirable or necessary, and for that purpose to cause such re-assessment to be made by the local assessment officers, and cause it to be substituted for the original assessment;

(7) To take testimony and proofs under oath and to require the production of books, papers and documents pertinent to any assessment, investigation or inquiry and for that purpose to subpoena and compel the attendance of witnesses;

(8) To require from all State and local officers such information as may be necessary for the proper discharge of its duties;

(9) To examine and make memoranda from all records, books, papers, documents, statements of account on record or on file in any public office of the State or of any county, township, road district, city, village, incorporated town, school district or any other taxing district of the State and all public officers having charge or custody of such records shall furnish to the commission information of any and all matters on file or of record in their respective offices;

(P.259)

* * * * * * * * * *

SECTION 12. Re-assessments—order—where filed. Whenever it shall appear to the Tax Commission that the real or personal property in any county, or in any assessment district thereof, has not been assessed in substantial compliance with law, or has been unequally or improperly assessed, the Tax Commission may, in its discretion, in any year order a re-assessment for such year of all or any class of the taxable property in such county, or assessment district thereof. The Tax Commission may order such re-assessment made by the local assessment officers. The order directing such re-assessment shall be filed in the office of the county treasurer of the county in which such re-assessment has been ordered, except in counties having an elective board of review in which case such order shall be filed with the board of review.

SECTION 13. Re-assessment—how made and reviewed. Such re-assessment shall be made in the same manner and subject to the same laws and rules as an original assessment and shall be subject to review and correction by the board of review as in case of an original assessment.

SECTION 14. Board of review—correction of re-assessment—notice. For the purpose of reviewing and equalizing such re-assessment, the board of review of the county in which the re-assessment is made, shall review and correct such re-assessment. The Tax Commission shall fix the time and place of the meeting of the Board of review to review and correct such re-assessment. At least one week before the meeting of such board of review to review and correct such re-assessment, the board of review shall publish a notice of the time and place of its meeting for such purpose in at least one newspaper of general circulation published in the county in which such re-assessment is made. The board of review shall convene at the time and place fixed in such order and shall review, correct, return and certify such re-assessment in like manner, and shall have and exercise all the powers and authority given to boards of review and shall be subject to all the restrictions, duties and penalties of such boards.

(P. 261)

* * * *

SECTION 29. Publication of assessment list—Compensation for publishing—Failure to publish or mail not valid objection.] As soon as the county assessor or supervisor or assessments shall have completed the assessment in the year A. D., 1907, he shall cause to be published a full and complete list of such assessment by township or assessment districts, which publication shall be made on or before July 10, of each year, in some public newspaper or newspapers printed and published in said county: * * * * *

Provided, further, that after the year 1907, the publication shall only be of the assessment of personal property and the changes made, if any, in real estate, but the real estate assessment shall be published full every four (4) years, beginning with the year 1907:

Provided, further, that, in counties of 250,000 inhabitants or over, no assessment of real estate shall be published as herein provided, until such assessment shall have been equalized, revised or affirmed by the board of review, and when the board of review shall have acted upon the assessment list of real property, as herein pro-

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vided in the year 1907 and every four years thereafter, the assessors and board of review shall cause to be published, a full and complete list of such assessment on real property, together with all changes made by the board of review under the authority of this Act, such changes to be indicated in a separate column; such publication to be in pamphlet form by election districts in lieu of publication in a newspaper: And, provided, that the board of review shall cause to be mailed to each taxpayer in said election precinct, a copy of the said list for his precinct:

Provided, further, that in case said assessment is not published in conformity with law, and was not mailed in accordance with the provisions of this Act, the failure to so publish the same or mail the same shall not be considered as a valid objection to a judgment for tax sale in the County Court. The expense of such printing and publication shall be paid out of the county treasury. [As amended Laws 1923, page 491, at page 496].

County treasurer may pay expense of publishing assessment lists without previous allowance by county board. People vs. Fuller, 223-116, 125. (A. 141, A. 374.) (Page 284.)

* * * * *

SECTION 44. Conniving at any evasion of this act —Penalty. Any assessor, or deputy assessor, or member of the Board of review of assessments, or boards of equalization, or other person whose duty it is to assess property for taxation or equalize any such assessment, who shall refuse or wilfully neglect any duty required of him by law, or who shall consent to or connive at any evasion of the provisions of this act whereby any property required to be assessed shall be unlawfully exempt in whole or in part, or the valuation thereof be set down at more or less than is required by law, shall, upon conviction, be fined for each offense not less than one hundred dollars ($100.00) nor more than five thousand dollars ($5,000.00) or imprisoned in the county jail not exceeding one year, or both imprisoned and fined at the discretion of the court; he shall also be liable upon his bond to the party injured for all damage sustained by such party as above provided, and shall also be removed from office by the judge of the court before whom he is tried and convicted.
(P. 303)

SECTION 46. Duty of state's attorney to prosecute violators——Fees—Payment of salary of county assessors, etc. It is hereby made the duty of the state's attorney of each county to prosecute all violators of this act, and they shall receive as fees the sum of twenty dollars ($20.00) for each conviction, to be taxed as costs, and ten per cent of all fines collected. The residue of all fines collected under this act shall be paid into the county treasurer for the use of the county. The salary of the county assessor, supervisor of assessments and members of the board of assessors and board of review shall all be paid out of the county treasury on bills duly certified and approved by the county board.
(Pp. 303-304)

* * * *



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Supreme Court Grants Mandamus Against Board of Review

The Supreme Court of Illinois on June 22, 1927 (No. 18241) granted to the City of Chicago and the Board of Education a writ of Mandamus against the Board of Review to compel that Board to make and publish rules and regulations for the guidance of persons doing business with that Board as required by law.

The Board of Review of Cook County has never made and published any rules and regulations as required by law and as here ordered by the Supreme Court so to do.

Judge William N. Gemmill in the Superior Court of Cook County had denied the writ but the Supreme Court reversed Judge Gemmill's decision and remanded the case. Justice Farmer of the Supreme Court delivered the opinion of the Court.

Following are the portions of the opinion concerning this matter:

The City of Chicago and the Board of Education of the City of Chicago, as relators, filed in the name of the People of the State of Illinois a petition for mandamus against the Board of Review of Cook County and the three men composing the board.

* * *

The petition prays that a writ be issued commanding the Board of Review and its members to make and publish reasonable and proper rules for the guidance of persons doing business with the board and for the orderly dispatch of business, as required by law. Paragraph 22 of the petition sets out section 39 of the Revenue Act of 1898, which requires the board to make and publish proper rules, and then avers that the board has not complied with the law and has never made and published such rules and does not have a set of rules, as the law requires.

The petition further avers that the failure to comply with the law in that respect required of relators great labor and expense which would not have been required if rules had been published in obedience to law. No form of complaint was provided by any rule of the board which the petition avers would have greatly reduced the difficulties of relators, and such failure to prescribe rules was a means by which the board obstructed efforts of relators and other complainants to enforce their rights. The petition alleges the failure of the board to make and publish rules has caused great expense to relators and others filing complaints and great uncertainty as to enforcing their rights.

Appellees, the Board of Review's answer to this paragraph of the petition that the law requires rules to be made for the guidance of parties doing business with the board is, that the petition does not show that relators are parties doing business with the board and that they receive a large portion of the taxes, but the rules and regulations required by the statute are intended for the guidance of tax-payers whose property is assessed.

We do not think that answer is meritorious. The rules and regulations required are for the benefit of the bodies ultimately receiving the taxes, as well as the tax-payer who pays the tax. The petition shows a clear right in relators to compel the Board of Review and its members to act in the premises. The law made it the duty of the board to act, and it may be compelled by the writ of mandamus to act in the discharge of the duty enjoined by law by making and publishing rules. Of course, the writ cannot command the board as to the form of the rules, but they must be of a character contemplated by the statute.

* * *

The board and its members have a right to exercise their judgment and discretion as to the form and character of the rules, but they have no discretion, in the discharge of the duty enjoined upon them, whether or not to make and publish rules. (People v. Board of Supervisors, 294 Ill. 579.)

We are of opinion the petition does not set forth facts necessary to show a plain duty of the Board of Review to review the assessments complained of, but it does contain sufficient averments to show the plain duty of said board to make and publish rules as required by law, and for these reasons the judgment will be reversed and the cause remanded, with directions to overrule the demurrer.

Reversed and remanded, with directions.

MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . . Editor and Publisher

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SUBSTITUTES FOR THOUGHT

(Continued from Page 27)

popular dissent, following that same President into war to the tune of War to End War, and Make the World Safe for Democracy.

Naturally, a boob-catcher so effective as the slogan has not been neglected by our forward-looking devotees of the modern cult of "service." No business nowadays, from the running of a municipal government to the merchandising of reform movements and patent remedies, is complete without a slogan.

The importance of the slogan has been officially recognized by the Chamber of Commerce of the United States of America. That most reverend organization maintains what might be called a register of slogans, in which are listed all of the business-getting battle-cries adopted by various municipalities. An official of the Chamber sees to it that this list is kept strictly up to date, that new slogans are added when notification of their adoption has been received, and discarded ones eliminated. For what could be more disrespectful on the part of an apostle of service, addressing the Chamber of Commerce of Muscatine, Iowa, than to be convicted of ignorance of the fact that the slogan of that tall-corn metropolis is Come Blow Your Whistle with Us?

This register maintained by the national Chamber of Commerce varies in size as the cause of service waxes or wanes. The list which I have now before me contains 160 slogans officially adopted by as many American cities. Akron, Ohio—Akron, the City of Opportunity—leads all the rest, like Abou Ben Adhem, and for the same reason. York, Nebraska—York, Your Center of Service—brings up the rear.

A surprising variety of literary tastes is revealed by this collection. Alliteration seems to be a favored device of the slogan-makers; no less than eight of the slogans listed are 100 percent alliterative. The self-declared hub of the universe heads this select group with Bigger, Busier, Better Boston. There is no reference to beans, though even baked beans might have been included without spoiling the figure.

Next comes the neat little tongue-twister telling the world of the virtues of Chambersburg, Pennsylvania; Chambersburg, Constantly Challenges Comparison. The Maryland Free State presents Cumberland Creates Confidence, And from North Carolina comes the invitation Hear Hickory Hum, as a bait to the curious.

Lansing, Michigan, apparently loyal to the New England tradition exemplified by Boston, describes herself as Larger, Livelier, Lovelier Lansing. Pittsburgh apologizes for the smoke with Pittsburgh Promotes Progress, and Shreveport, Louisiana, where the oil flows very freely at times, tells anyone who may be interested that Shreveport Spells Success. Watch Witchica Win is the optimistic admonition from the state of bootleg cigarets and William Allen White.

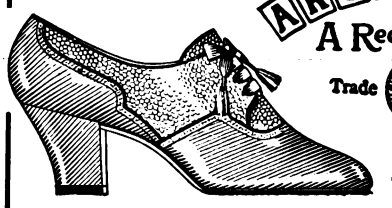
Montebello, California, has devised a real American combination of beauty and utility. According to its slogan, it is The City of Flowers with an Oil-Field Payroll. Mott Is the Spot is the way that enterprising little North Dakota city directs those who would find it on the county map.

Muncie, Indiana, where newsboys are put in jail for selling papers which refer disrespectfully to kleagles, judges and dragons, gives solemn assurance to a waiting world that it is An Ideal American City.

One of the most interesting manifestations of the slogan-making mind comes from the metropolis of Missouri—St. Louis, the City Surrounded by the United States: a war-cry probably devised "south of Chouteau Avenue."

It is very sad that in all ages there are those who scoff at sacred things, slogans not excepted. This tendency probably will not be eradicated entirely until men cease trying to impute sanctity to their own foolishness. * * *

—THE COMMONWEAL, Sept. 21, 1927.

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No 9 '27

VOL. V

Margaret Haley's BULLETIN

NO. 3

Chicago, Ill. 28 October 25, 1927

PRAYER

Thou givest fiery dawns
When what I ask is night;

Thou givest skies like gold
When I crave inky seas;

Thou bringest softest winds
When raging storms would please;

Thou givest placid days,
When my hand's clenched to fight.

Let thunder rend the clouds,
Let lightning tear the skies;

Let wrathful tempests roar,
Let tall trees, wind-whipped, crash;

Let rain beat on my face,
Let clouds in whirlwinds dash;

Let me see all Thy power.
Let me break earthly ties—

For Thy fierce, raging might
Merely gives joy to me.

Dear God, I love a fight!

—*Melpomene.*

Chicago Daily News, "Hit or Miss," Oct. 20, 1927.

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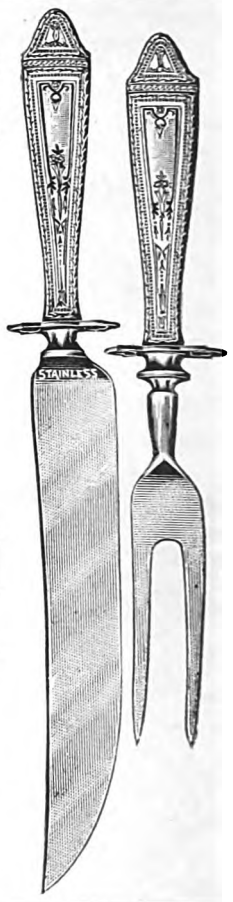
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MARGARET HALEY'S BULLETIN

Vol. 5. No. 3 October 25, 1927 Page 43

The Stewardship of Leadership

Being Seemingly Pat Excerpts from James Lane Allen's "Choir Invisible"

The question of leadership, training for leadership, what constitutes leadership, and the selection of leaders, is coming to the fore in all educational discussion. As the tax drama is being enacted, it is imperative that the quality of leadership be weighed and watched. The presence of even one doubting Thomas among the teachers at a time when all of the citizenry of the community looks for leadership, makes increasingly apparent the application of the following from James Lane Allen's "Choir Invisible":

"Do you know what it was that brought about the awful massacre of the Blue Licks? It was the folly of one officer.

* * *

"The Kentuckians, some on foot and some on horse, but all tired and disordered and hurrying along, had just reached the bank. Over on the other side—some distance back—the Indians were hiding in the woods and waiting. No one knew exactly where they were; every one knew they counted from seven hundred to a thousand. The Kentuckians were a hundred and eighty-two. There was Boone with the famous Boonsborough men, the very name of whom was a terror; there was Trigg with men just as good from Harrodsburg; there was Todd, as good as either, with the men from Lexington. More than a fourth of the whole were commissioned officers, and more fearless men never faced an enemy.

* * *

"That is the kind of men of whom that little army of a hundred and eighty-two was made up—the oak forest of Kentucky.

"And yet, when they had reached the river in this pursuit and some twenty of the officers had come out before the ranks to hold a council of war and the wisest and the oldest were urging caution or delay, one of them—McGary—suddenly waved his hat in the air, spurred his horse into the river, and shouted:

" 'Let all who are not cowards follow me!'

"They all followed; and then followed also the shame of defeat, the awful massacre, the sorrow that lasts among us still, and the loss to Kentucky of many a gallant young life that had helped to shape her destiny in the nation.

"This, then, is your lesson from the battle of Blue Licks: Never go into a battle merely to show that you are not a coward: that of itself shows what a coward you are.

"Do not misunderstand me! Whether you be men or women, you will never do anything in the world without courage. It is the greatest quality of the mind—next to honor. It is your king. But the king must always have a good cause. Many a good king has perished in a bad one; and this noblest virtue of courage has perhaps ruined more of us than any other that we possess. You know what character the old kings used always to have at their courts. I have told you a great deal about him. It was the Fool. Do you know what personage it is that Courage, the King, is so apt to have in the Court of the Mind? It is the Fool also. Lay these words away; you will understand them better when you are older and you will need to understand them very well. Then also you will know what I mean when I say to you this morning that the battle of the Blue Licks was the work of the Fool, jesting with the King." * * *

JAMES LANE ALLEN
in
"THE CHOIR INVISIBLE"

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From the Masthead by The Lookout



AN OPEN LETTER
To the President of the Board of Education

To Mr. J. Lewis Coath

President, Board of Education,
City of Chicago.

October 25, 1927.

The Chicago Herald Examiner of October 1, 1927, quoted you as saying:

> **"When I learned of the attempts made by this self-constituted leader to 'shake down' the teachers of Chicago for $25.00 each, I feel justified in saying to the teachers that it is an insult to the intelligence and integrity of the members of the Board of Education.**
>
> **"The teachers' problems are the Board's problems. If there is any fight necessary to protect their interests the Board itself has the legal power to raise all necessary funds; moreover, the Board is anxious and willing to do that."**

Substantially the same statement, credited to you, appeared in all the newspapers of October 1, the day following the date of issue of the last Bulletin. In that Bulletin I replied to statements, similar in tenor, attributed to Mayor Thompson, which had appeared in the newspapers of August 29 and 30. I therefore take this, my first opportunity to reply through the Bulletin, to your follow-up statements in the newspapers of October 1, and more especially to the two paragraphs quoted above.

You stigmatize the collection of the $100,000 fund to which the Chicago Teachers' Federation, at its Studebaker Theatre meeting of September 23rd, invited the teachers of Chicago to contribute $25 each, as "attempts made by this self-constituted leader to shake down the teachers of Chicago."

The collection of that $100,000 fund is not an attempt "to shake down the teachers of Chicago," but to shake up the Board of Review and the Board of Assessors of Cook County and to wake up the people of Chicago and Cook County to the fact that there is adequate machinery provided by law for proceeding in an intelligent, orderly and lawful manner to clean up the rottenness and lawlessness of the tax assessing and tax collecting machinery of Cook County, and to do it now.

The Chicago Teachers' Federation did not ask the teachers of Chicago to dig down into their pockets and pay $25 apiece to finance a scientific, uniform, equitable appraisal of the real estate of Chicago until almost seven months had gone by after an appropriation of $450,000 of public money had been made for such an appraisal, and not one dollar of that appropriation had been used for such an appraisal.

If you, Mr. Coath, as President of the Board of Education, are speaking for the Board, when, through the public press, you characterize as "an insult to the intelligence and integrity of the members of the Board of Edu-

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cation," this attempt of the teachers of Chicago to render, at their own expense, the sorely needed public service for which the Board of Education, the City Council, and the County Board appropriated $450,000 of public money which, so far, they have failed to use for that purpose, that misinterpretation on the part of the Board is to be regretted.

Mr. Coath, please note that it was on October 1 that you, as President of the Board of Education, publicly branded as a "shake down" of the teachers and "an insult to the intelligence and integrity of the members of the Board of Education," the efforts of the Chicago Teachers' Federation to persuade the teachers of Chicago, out of their own meager incomes, to make up, to the extent of the Board's appropriation, $100,000, for the failure of public officials, including the Assessing Boards, to use that $450,000 for the purpose for which it was appropriated. It was on October 6, that I, as Business Representative of the Chicago Teachers' Federation, appeared before the Illinois State Tax Commission and on behalf of the Federation presented to that Commission the communication printed elsewhere in this issue, setting forth specifically the following complaint against the Board of Review:

(1) Failure to print the quadrennial real estate assessment lists as required by law.

(2) Failure to make and publish rules of procedure as required by law.

(3) Gross inequalities of assessment of property in Chicago in violation of law.

The responsibility rests on the Chicago Teachers' Federation to present evidence to the State Tax Commission to prove its charges against the Board of Assessors and Board of Review.

The State Tax Commission is the tribunal authorized, empowered, and charged with the responsibility, under the law, of ordering a reassessment of the real estate of any county in the State, "or in any assessment district thereof, when in its judgment such reassessment is desirable or necessary."

The responsibility rests on the State Tax Commission for determining whether the evidence to be presented in support of these charges warrants the Tax Commission in ordering a reassessment of the real estate of Chicago. The Tax Commission ordered a reassessment of three counties in 1926. The reassessment was made, and the taxes were collected on that reassessment. The Commission has now under consideration a request to order the reassessment this year of two more counties.

Should the Tax Commission order a reassessment of the real estate of Chicago, there is no foundation now on which to base an equitable, uniform reassessment. Before such a reassessment can be made there must be an equitable, uniform, scientific appraisal of the entire real estate of the City. An appropriation of $450,000 was made by the County Board, the City Council and the Board of Education seven months ago for such an appraisal but the money has not been used for that purpose. At the present time the financial burden of securing that appraisal rests entirely on the teachers. The shifting of this moral and financial burden to the teachers would seem injustice enough in itself, without adding insult to injury.

Should an order for reassessment of the real estate of Chicago be issued by the State Tax Commission, and should the enforcement of this order fail to produce an equitable, uniform reassessment because of the lack of this scientific, uniform appraisal of the real estate of the City, the responsibility for the failure of such reassessment of real estate of Chicago will not rest on the Chicago Teachers' Federation.

That responsibility will rest primarily on the Board of Assessors and the Board of Review who failed to avail themselves of this appropriation of $450,000 on the terms and for the purposes appropriated. The responsibility for such failure will rest, secondarily, upon the Board of Education, the City Council, and the County Board for failure to use that $450,000 for the purpose appropriated when the Board of Assessors neglected and refused to use it.

The lack of a uniform, scientific appraisal of the entire real estate of Chicago may delay the making of a reassessment, should such reassessment be ordered by the State Tax Commission. That delay may in turn delay the collection of the taxes and cause serious inconvenience to the City, the Board of Education, the County Board, and

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other tax levying bodies. No responsibility will rest on the teachers of Chicago if that happens.

The record of the teachers of Chicago is clear. They have tried to meet, and are meeting, their responsibility to the school children, to the public schools, to the tax payers, and to the public generally. The teachers are doing this in the face of obstacles put in their way by public officials who are themselves charged with the responsibility and supplied with the necessary public funds for doing the work for which the teachers are forced to assume all responsibility in order to secure the necessary revenue to keep the schools running and to pay present salary schedules.

The State Tax Commission on October 18 definitely refused to consider the plea of the cities of Urbana, Champaign and Rantoul, that a reassessment, by delaying the payment of taxes, would seriously inconvenience these cities. Incidentally the Commission has ruled that these cities have no cause for complaint that they were not notified of the hearing before the Tax Commission at which the evidence of unequal assessments was presented. The members of the Board of Review of Champaign County were present and admitted the truth of all the charges and of the evidence presented in support of these charges on October 6.

All three of these Champaign County cities pleaded on October 18 that they had officially recognized that there were inequalities in their real estate assessments and had appropriated money to ascertain actual values of their real estate in order to be able to rectify these inequalities.

The Tax Commission ruled that the admission by these cities that they had made such appropriations for that purpose was corroborative evidence of the charge of inequalities in assessments in Champaign County made to the Tax Commission by the Farm Bureau of Champaign County. The admission by these cities that they failed to use the money for the purpose appropriated weakened instead of strengthened the plea of these three cities to the State Tax Commission not to order a reassessment of Champaign County on account of the delay it might cause in collecting taxes and consequent inconvenience to these cities.

The Illinois State Tax Commission made it clear at its hearing on October 19 that what is sauce for the Champaign-Urbana geese will be sauce for the Chicago ganders.

It should not be necessary to remind you, Mr. Coath—nor Sam Ettelson either—that I was not born yesterday, nor was the Chicago Teachers' Federation. The late, lamented Catharine Goggin and I left our school rooms twenty-seven years ago, at the request of the Chicago Teachers' Federation, to lead the Chicago teachers in the fight for equitable, uniform assessment of property in Chicago as the ***honest and fair means*** of preventing the ***then*** threatened cut in teachers' salaries. That fight of twenty-seven years is now reaching fruition.

Nor am I a "self-constituted leader" though the newspaper article in which you are quoted, as shown at the opening of this letter, makes it clear that I am the person to whom you refer in that quotation as "this self-constituted leader."

I have been the Business Representative of the Chicago Teachers' Federation for twenty-seven years. I have been elected by unanimous vote of the Federation every year of that twenty-seven at the regular annual meetings for the election of officers. These meetings have always been open to the entire membership of the Federation and every member had a vote. The Federation consists of class-room teachers only. There are more than six thousand public school class-room teachers in the Chicago Teachers' Federation.

Twenty-seven years ago, Miss Goggin, as teacher, citizen and taxpayer, was considering invoking the courts on behalf of the Chicago Teachers' Federation to compel the State Board of Equalization to assess the franchises of the Chicago Public Service corporations—the Street Railways, Gas, Electric Light and Telephone Companies—which were escaping taxation entirely on $200,000,000 of franchise values in the streets of Chicago. At her request I consulted ex-Governor Altgeld, who told me to tell Miss Goggin that we were right, to go ahead with our mandamus proceedings against the State Board of Equalization but not to expect to win; that there was not a court in Christendom that would give us a decision against those great powerful corporations.

Well, we found, not only one court, but a

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succession of courts that forced the State Board of Equalization to obey the law. That Board re-convened and assessed the franchises of those public service corporations. Judge Creighton and Judge Thompson in the Circuit Court of Sangamon County gave the preliminary decisions against that State Board of Equalization and they were sustained by the unanimous decision of the Illinois Supreme Court. Those public service corporations were assessed and they paid their taxes on their franchises. They paid $598,000 into the public treasury in June, 1902.

That teachers' case went to the Supreme Court of the United States. That court held that the provision of uniformity of assessment in the constitution of the State of Illinois must be enforced. It took a seven year fight through the courts to get that United States Supreme Court decision.

The State of Illinois since that time has created tax machinery, the Illinois State Tax Commission, with power to enforce that constitutional provision of uniformity of assessment of property throughout the State of Illinois. It is that decision of the United States Supreme Court, commanding obedience to the Illinois constitutional provision of uniformity, that we are now invoking the legally constituted tax machinery of the State of Illinois to enforce.

It is not necessary now, as it was twenty-seven years ago, to invoke the slow processes of the courts in order to obtain the enforcement of this constitutional provision of uniformity. The teachers of Chicago have been traveling this road through the courts for a long time. The United States Supreme Court has interpreted the principle of uniformity in the constitution of the State of Illinois. The Illinois Legislature has created machinery for enforcing that decision. The facts in the assessment situation in Chicago warrant immediate action for relief. The people of Chicago and Cook County are entitled equally with the people of other counties to that relief.

The inequitable condition of assessment of property in Chicago threatens not only the revenue for the schools and other public purposes but the whole morale of the people. There is nothing more harmful to the morale of the people, nothing that retards the efforts of the teachers to develop character and make good citizens more than does the failure of the assessing and taxing machinery which supplies the revenue for the support of the schools that are to educate these citizens. It is unscientific to call upon teachers to train for citizenship-builders with an assessment situation where the support of the schools is undermined by the very assessment machinery created to provide for that support in a fair and equitable way.

A former president of the Board of Education, a distinguished lawyer, told Miss Goggin and me before we started our first tax campaign that there was no body of people better qualified than were teachers to take up this work; that it was an educational work and that it was fitting that the public school teachers should engage in it. When we started twenty-seven years ago, Miss Goggin and I, it was with "God-speed you" from the then president of the Board of Education who told us to "Go ahead in the name of the children of Chicago. I am with you."

We did go ahead in the name of the children of Chicago and we won. We intend to continue. And we shall win.

And this brings me to the second paragraph quoted above. In it you are reported as saying in the newspapers October 1:

> **"The teachers' problems are the Board's problems. If there is any fight necessary to protect their interests the Board itself has the legal power to raise all necessary funds; moreover, the Board is anxious and willing to do that."**

Your public admission on October 1, that the Board has the legal power to raise funds for "any fight necessary to protect their [the teachers'] interests" is interesting. Your further statement that the Board "is anxious and willing to do it" would be more convincing if the Board would use the $100,000 which it appropriated on March 23, 1927, for the purpose for which it was appropriated, namely, "to secure a more equitable taxation of property in Chicago," and if it would DO IT NOW.

In a resolution adopted by the Board of Education on November 26, 1924, the Board made a similar declaration. You were a member of that Board and you voted for that resolution, in which for the first time in its history the Chicago Board of Education admitted its duty and responsibility under Section 3 of the Revenue Law to sit in at meetings of the Board of Review by representative and look after the interests of the school funds by compelling the Board of Review

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to provide for those funds according to law.

In my open letter of September 30 to Mayor Thompson I made the following statement:

"The records show that the Board of Education, four years ago, acknowledged that it was the duty of the Board under the law to see to it that the necessary revenue for the schools was provided. But its attempts to perform that duty have been so half-hearted and ineffectual as to warrant the teachers in formulating and carrying out their own program for getting school revenue."

Mr. Coath, you were a member of the Board of Education and attended the joint meeting of the Board's committees on Finance, School Administration, Buildings and Grounds, held on the 30th of January, 1925, when, at the request of John Fitzpatrick, E. N. Nockels and Victor Olander, I told the story of one of the half-hearted and ineffectual attempts of the Board of Education before the Board of Review to get revenue for the schools. That was the case of the reassessment of the 135 acres of land owned by the Union Stock Yards Company, valued by that company at $130,000 an acre for rate making purposes and fixed at a full value of $11,000 an acre by the Board of Review for taxation purposes. As it may have escaped your memory I have reprinted that story here from the Bulletin of April 9, 1925, and submit it to you as a part of this communication.

Mr. Coath, now that you, as President of the Board, are trying to impress on the teachers that the Board is ready and willing to finance the public service which you object to the teachers financing, it may be well for the teachers of Chicago to refresh their memories at this time by re-reading this reprint of the stenographic report of my story to you and to the six other Board members on January 30, 1925.

About the same time that the Chicago Teachers Federation turned over the data in regard to the value of the 135 acres of stockyards land to Mr. Ashton, as special attorney for the Board of Education, data in regard to the tax evasions of another notorious tax dodging public service corporation was turned over to Mr. Ashton.

Mr. Ashton appeared one morning before the State Tax Commission on behalf of the Board of Education and urged that Commission to increase the assessment of that corporation. In the afternoon of the same day Mr. Ashton returned with the attorney for that corporation and asked the State Tax Commission not to increase the assessment. Both times he appeared as the representative and on behalf of the Board of Education. The Chairman of the State Tax Commission was then and is now Mr. Wm. H. Malone.

On the 10th of March, 1926, the City Council refused to comply with the request of the Board of Education presented in January, 1926, to submit to the people of Chicago a dollar tax rate increase for the educational fund.

On the 22nd of March, 1926, the same special attorney for the Board of Education, who had figured in the fiasco of 1925 before the Board of Review and the one before the State Tax Commission, appeared before the Finance Committee of the City Council as the representative of the Board of Education. He read to the Committee portions of an opinion he had prepared for presentation to the Board of Education which drew from Alderman Clark this remark: "Our program is going to be a failure if what you say is true." Alderman Nelson agreed with Alderman Clark.

In fact, the then Chairman of the Finance Committee of the City Council, Mr. Woodhull, requested two newspaper reporters who were present not to print the statements made by the special tax attorney for the Board of Education because of the effect it would have on the program of the City Council to secure necessary information as to real estate values to demand of the Board of Assessors and Board of Review an equitable, uniform assessment of real estate in Chicago. The reporters did not print Mr. Ashton's statement.

The stenographic report of that meeting of the Finance Committee of the City Council on March 22, 1926, is on file in the office of the Chicago Teachers' Federation.

Nor is a backward look over a record of the past seven months calculated to inspire confidence in your assurance of October 1 that if there is any fight necessary to protect the interest of the teachers the Board itself has the legal power to raise all necessary funds and that the Board is anxious and willing to do it.

The teachers would welcome action NOW by

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the Board of Education and other public bodies, vigorous, prompt and effective action, by the public officials. The teachers would be glad to see that $450,000 appropriation set to work to secure the appraisal of the real estate of Chicago as it was intended to be used.

Instead of an assurance to the teachers and tax payers of Chicago that the Board of Education intended to proceed at once to use its $100,000 appropriation for the purpose appropriated, namely, toward securing a scientific, uniform appraisal of real estate in Chicago, the following astounding announcement from you, Mr. Coath, as President of the Board of Education appeared in the Herald-Examiner on October 1, in the year of our Lord and "America First"—1927:

> **He [Mr. Coath] emphatically warned the Margaret Haley sympathizers that any teachers contributing to her $100,000 fund for a real estate survey of Chicago would be the subject of charges before the School Board. If convicted they would be discharged, he said.**
>
> **"Charges of mental incompetence will be filed against them if they contribute," he said.**

With that threat of dismissal went the following promise, for good measure:

> **"There will be no decrease in the salary of the Chicago teachers!"**

True to presidential precedents, your fears of "salary cuts" seem to be born of nightmares and your hopes of "raises" or "no cuts" of illusions or of the stuff of which dreams are made. Else how account for this bit of chronology from newspaper headlines appearing in the last six months:

June 5—"Coath Pledges Salary Boost for Teachers."—Herald-Examiner.

June 30—"Cut Teachers' Pay Next Year Coath Threat."—Tribune.

July 27—"Coath Has Plan to Avoid Cut in Pay of Teachers."—Post.

Aug. 21—"Must Cut Teachers' Pay—Coath."—Tribune.

Sept. 30—"Teachers' Pay Safe From Cut, Coath's Pledge."—Tribune

Your threat of October 1st to dismiss any teacher who contributed a dime to the $100,000 fund of the Chicago Teachers' Federation, for getting scientific appraisals to check against the assessments of the Board of Review, reminds me of the hearing in Springfield before the State Board of Equalization which Miss Goggin and I attended twenty-seven years ago. We watched that Board of Equalization applaud as the attorney for one of the corporations (whose omitted property we were asking the State Board of Equalization to assess) told the Board that if the policemen or firemen came down before that Board and made such a demand that they (the State Board of Equalization) would throw them out of the window and that the only reason they did not throw the teachers out was that we were women.

The old State Board of Equalization has gone into the discard. After 27 years, instead of applauding threats to throw women teachers out —not out of the window but out of the schools— for pointing out venerable irregularities in real estate assessments, the State Tax Commission, which succeeded the old State Board of Equalization, is giving serious consideration to requests of the teachers and others to throw out inequitable assessments and order new assessments.

Meantime you, Mr. Coath, as President of the Board of Education, are publicly threatening through the newspapers to file charges of mental incompetency and throw out of the schools any teacher who pays a dime to the $100,000 fund of the Chicago Teachers' Federation to secure evidence of value of real estate in Chicago to be presented to the State Tax Commission in order to correct inequalities in assessments.

Meanwhile, the teachers are watchfully waiting to see what charges you intend to bring and how, when and where you intend to bring them against Miss Emma McCredie, the teacher who replied to your public threat of October 1, 1927, by presenting, on that day, to the Chicago Teachers' Federation her check for $25. A photographic reproduction of this check bearing her signature and the date, October 1, 1927, is reproduced here.

It cost the teachers of Chicago too dearly to get their tenure law ever to forget, or to permit anybody else to forget, that the legislature of

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1917 put an end to arbitrary dismissals of Chicago teachers, either at the end of or during the school year. They know that since 1917 the school law for Chicago has provided that appointments after the three-year probationary period are permanent; that no teacher after that probationary period can be discharged except after a trial by the Board of Education on written charges which must be presented to the Board by the Superintendent of Schools.

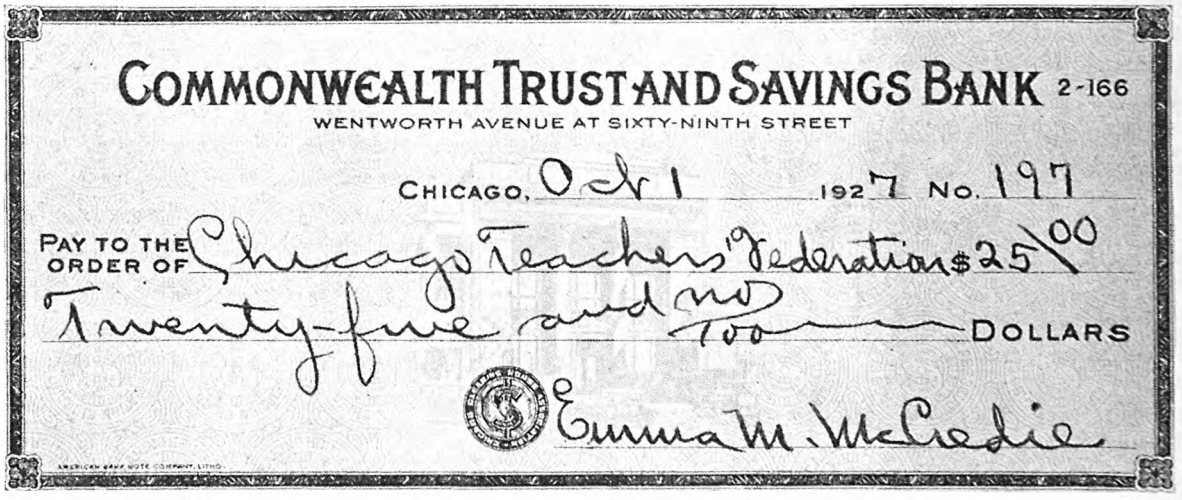
The Chicago Teachers' tenure law is a recognition of a virile demand of the teachers of Chicago for a legislative safeguard against invasion of their right to maintain their self-respect and self expression. Whatever difference of opinion there may be among the members of the teaching force of Chicago on any other question this is one where there will be no deviation from the determination to maintain this essential right at all hazards.

The loss of respect for a little brief authority of position is a loss the teachers may sustain without serious injury to themselves or the public they serve. But the loss of self-respect and self expression is a loss to teachers and to the community they serve that no self respecting teaching force can afford to allow its members to lose.

Margaret A. Haley

PHOTOGRAPHIC REPRODUCTION OF MISS McCREDIE'S CHECK FOR $25

(Referred to in and made a part of the Masthead Report)



COMMONWEALTH TRUST AND SAVINGS BANK 2-166
WENTWORTH AVENUE AT SIXTY-NINTH STREET

CHICAGO, Oct 1 1927 No. 197

PAY TO THE ORDER OF Chicago Teachers' Federation $25 00

Twenty-five and no/100 DOLLARS

Emma M. McCredie

Teachers Charge Unequal Assessments

(Referred to in and made a part of the Masthead Report)

Chicago, October 5, 1927.

Hon. William H. Malone, Chairman,
Illinois State Tax Commission,
11 South La Salle Street,
Chicago, Illinois.

Dear Sir: The Chicago Teachers' Federation respectfully requests the opportunity, at an early date, to bring to the attention of your Honorable Board the grossest kind of inequalities in the assessments of real estate in the city of Chicago, which inequalities we believe can be corrected only through action by your Board.

The Board of Assessors and Board of Review of Cook County have admitted that the situation is very bad.

The Board of Assessors and Board of Review have never made and published rules of procedure as required by law and for many years have not published a quadrennial assessment of real estate as required by law. The entire lack of orderly procedure has resulted in a chaotic condition in the assessment of real estate in the city of Chicago.

For the reasons given above and other reasons the Chicago Teachers' Federation respectfully requests the Illinois State Tax Commission to fix an early date for a hearing at which evidence in support of these charges may be presented and reasons shown for our request that your Honorable Board take cognizance of the appalling conditions of assessment of real estate in Chicago.

We further ask that the Illinois State Tax Commission require the presence of the Board of Assessors and Board of Review of Cook County at this hearing.

Respectfully,

CHICAGO TEACHERS' FEDERATION.

By MARGARET A. HALEY,
Business Representative.

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History of Tax Fight Is Answer to Challenge

Story Shows Board's Ineffectual Attempts to Meet Responsibility

In this issue of the Bulletin is reprinted a story of a half-hearted and ineffectual attempt of the Board of Education to meet its acknowledged duty under the law, of seeing that the necessary revenue for the schools is provided. This story was first printed in the first issue of the Bulletin, April 9, 1925, under the title "A Sixty Day Tax Fight." It is reprinted here in reply to the statement of the President of the Board of Education October 1, 1927. In that statement he challenged the right of the teachers to formulate and finance a program for obtaining school revenue.

Originally the story was told to the Board of Education at the request of the Federation of Labor. It was told to the Board at a time when the Board was curtailing the privileges of the children by petty economies on bath-towels, penny lunches and by increasing the number of children to a teacher. It was told then for the purpose of showing that the teachers were warranted in formulating and carrying out their own program for getting school revenue.

The story is reprinted here as stated in the Masthead because of the challenge of the Mayor of this city and of the President of the Board of Education to the teachers to defend that right to formulate and finance a program for public revenue. This story (referred to in the Masthead) together with the Masthead is an answer to those two challenges:

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, Building 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 statment 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

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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 Authorizes Tax Campaign

Now, Mr. Chairman, on the matter of this money, I want to speak on 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 school's 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 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 wished 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.

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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:

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 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

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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 coqperate 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, nothwithstanding 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 aadvertising a case like that Stock Yards assessment, as we did advertise that case in all the Chicago newspapers 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.

(Continued on Page 57)

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Boards Fail to Use Money, Teachers File Complaint

Responsibility Rests on Boards of Assessors and Review, Says Fairweather

The communication printed below shows that responsibility rests primarily on the Board of Assessors and Board of Review for their failure to avail themselves of the appropriation of $250,000 made February 28, 1927, by the County Board. It was to be used to obtain an equitable, uniform quadrennial assessment of real estate this year, 1927.

This communication is from Mr. George O. Fairweather, chairman of the Joint Tax Commission authorized by the County Board, who here reports to the Board that the Board of Assessors requested the appropriation of $200,000 which Mr. Fairweather shows was to be expended under a plan and method that would produce such an assessment in 1927.

The Illinois State Tax Commission has before it the complaint filed by the Teachers' Federation against the 1927 assessment of real estate, filed because of the failure of the assessing boards to make use of the money provided for an equitable, uniform, scientific appraisal as a basis for a uniform assessment.

Following is the communication:

JOINT COMMISSION ON REAL ESTATE VALUATIONS

CHICAGO

February 25, 1927.

To the Board of Commissioners, Cook County, Chicago, Illinois.

Gentlemen: The Finance Committee of your Board has heretofore considered a request from the Board of Assessors for a specific appropriation of $200,000 in your forth-coming budget, to provide for improvements in the valuation of buildings in connection with the coming quadrennial assessment. This appropriation, we understand, is to be expended under a plan and method which will secure dependable and permanent results. The Joint Commission on Real Estate Valuations has joined with the Assessors in asking that such an appropriation, under such conditions, be made.

The Joint Commission has also learned that your Board is considering making the appropriation in the sum of $250,000 in order to cover lands as well as buildings, under a comprehensive system, in order that equalized and uniform assessments on both lands and buildings may be obtained.

Insofar as this sum makes available an extra amount of $50,000 to install and set up an adequate system covering lands, the Commission feels that your action is to be commended. Very significant and definite improvements can be obtained in assessment of land from such a sum, under methods which have been outlined to the Assessors and which, we believe, if followed by the Assessors, would amply justify the expenditure of such sum for such specific purpose. However, your attention is called to the fact that with regard to any specialized work of the Assessors with respect to an equalized treatment on lands only, the sum of $50,000 will automatically eliminate the most complete and adequate treatment on lands, such as has been used effectively and satisfactorily for many years in other large cities, and especially so in the beginning year of the installation of the system.

With respect to lands, we have urged upon the Assessors the importance and the practicability of requesting your Board for an appropriation, under satisfactory safeguards, which would be ample to secure a real satisfactory assessment on lands, leaving open for the time being the precise method to be followed and subject to agreement with the Assessors.

In view of the fact that the time for your budget-making ends on Monday, February 28th, the Commission feels that it is unwilling to take the responsibility for any failure of improvement in the situation with regard to the assessment on lands, due to the fact that the Assessors may claim there are insufficient funds to establish and set up a system in order to bring such improvement to pass. In default of a request from the Assessors coming to your Board for such fund, the Commission now respectfully requests your Board to consider setting up in your budget a provisional fund to cover the assessment on lands with similar limitations as the provision heretofore discussed to be set up to cover the assessments on buildings. The actual sum to be spent under such a provision may run all the way from $50,000 to $250,000, depending upon the method to be used. Such methods may be any one or combination of the following:

(a) The engagement of a satisfactory professional appraisal service by the Assessors. This service should be advisory to the Assessors and would sustain the same relation to the Assessors as any other employed service in the Assessor's office.

(b) The engagement of specially qualified and trained service, in a supervisory manner, from existing municipalities which are now and have been for years using this kind of system.

(c) The use of existing land value maps, such as the Olcott Blue Book, with revisions up to date, as may be supplied by arrangement with the Cook County and Chicago real estate boards.

The use of any one or combination of the above methods can only result in making available to the Assessors far more adequate information than they have heretofore had available, in order to provide an equalized and uniform assessment. Without the use of such information under a definite system, the Commission feels that the work of the Assessors with regard to land, in the coming quadrennial, will largely follow the methods heretofore used in previous quadrennials, which have not provided an adequate equalized assessment.

We, therefore, call upon your Board to provide a tentative appropriation, as above requested, of not to exceed $250,000, if the finances of your Board will permit, under such safeguards and provisions as to method to be agreed upon, which will make possible the desired equalized assessment on lands in the coming quadrennial, in view

(Continued on Page 57)

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Two Down-State Counties Petition Tax Commission

Seek Equity in Hearings Before Illinois State Tax Commission

Equalization in assessments is asked in requests filed by the tax committees of Stephenson County Farm Bureau and the Champaign County Farm Bureau in letters addressed to the Illinois Tax Commission September 3, 1927.

The requests asked for a hearing before the Tax Commission and in the presence of the Boards of Review of the two counties. Such hearings were held October 6th and 18th, and the matter was taken under advisement.

Action by the two counties is of special interest in view of the similar requests made by the Chicago Teachers' Federation in a letter of October 5, 1927, addressed to the Tax Commission asking for a hearing for the purpose of bringing to the attention of the Commission the "grossest kind of inequalities in the assessments of real estate in the City of Chicago."

Following are the petitions of Stephenson and Champaign Counties:

September 3, 1927.

Mr. William H. Malone, Chairman
Illinois Tax Commission,
11 So. La Salle Street,
Chicago, Ill.

Dear Sir:

Recently the Stephenson County Farm Bureau Tax Committee presented to the Board of Review data showing that very serious inequalities exist between farm lands and town and city lots. Our report shows that in order to put farm lands on the same average assessment as the City of Freeport, it would be necessary to have an average cut of 24.70% in valuations; or to put town and city lots in the City of Freeport on the same average assessment as farm lands, it would be necessary to have an average increase of 32.94% in valuations.

Herewith we are enclosing analysis sheets for the assessments of real estate sold in Stephenson County between January 1, 1925, and April 1, 1927, as recorded at the Court House.

The Board of Review, while admitting that the inequality exists, refuses to take any action for three reasons, namely: 1st, They haven't the time. 2nd, They don't know how. 3rd, They have been advised not to do anything.

We therefore request that you take immediate action to bring about equalization, either by sending a representative from the Tax Commission to this county to investigate the situation, or by hearing our complaint and requiring the presence of the Board of Review at the hearing, before they adjourn.

Prompt action should be taken. Kindly wire, collect, what action you will take. Yours very respectfully,

G. A. Mitchell, Chairman,
Tax Committee,
Stephenson County Farm Bureau.

Stephenson County Farm Bureau.
September 23, 1927.

Mr. William H. Malone, Chairman
Illinois Tax Commission,
11 So. La Salle Street,
Chicago, Ill.

Dear Sir:

The Tax Committee of the Champaign County Farm Bureau has presented to the Board of Review data showing that very serious inequalities exist between farm lands and town and city lots. Our report shows that whereas farm lands in Champaign County have an average full valuation of 34.7 per cent of their sales value, both in the city of Champaign have an average full valuation of 25.92 per cent of their sales values.

Herewith we are enclosing analysis sheets for the assessments of real estate sold in Champaign County between January 1, 1926, and April 1, 1927, as recorded at the Court House.

The Board of Review admitted that the situation was very bad and should be remedied but took no action toward bringing about equalization and have formally adjourned. Their excuse was that they did not have time to make a complete reassessment this year but that it might be done next year.

We therefore request that you take immediate action to bring about equalization by hearing our complaint and requiring the presence of the Board of Review at the hearing.

Yours very respectfully,

R. W. Hinton,
Chairman, Tax Committee,
Champaign County Farm Bureau.

Father Gets Cynical

"Pa, what's an adage?"

"An adage, my son, is an epigrammatic sophistry composed for the purpose of preventing one from doing something he wants to do, or inducing him to do something he doesn't."—Boston Transcript.

Yes, We Isn't

Old Gentleman: "My little man, you must not say, 'I ain't goin'.' You must say say, 'I am not going,' 'he is not going,' 'we are not going,' 'they are not going.'"

Tommy—"Ain't nobody goin'?"—Tid-Bis, London.

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BOARDS FAIL TO USE MONEY

(Continued from Page 55)

of the fact that such assessment is now about to be made and will endure for four years.

Any materials or work which the Assessors have performed up to date in connection with their work in the coming quadrennial will be availed of in connection with any extension or development of their services under the proposed plan, looking toward an equalized and uniform treatment. It is confidently believed that any expenditure which you may authorize, and which the Assessors may make under a budget appropriation specifically set up and specifically limited for the purposes intended, will be amply justified and will produce satisfactory results.

The Commission is opposed to any requests for delay in setting up the plan, and believes that responsibility for refusing to do so, on the ground that the appropriation has not been made for such improvements, must be carried by the public officers concerned, and the Joint Commission will have no recourse other than to report the facts as such to the community. In view of the deplorable, if not notorious, condition in which our taxation machinery has heretofore been placed, whatever the causes may be, we respectfully ask the public officers concerned what share in the responsibility, for failing to improve them, they desire to take, in view of the straightforward demand of the Commission for a business-like method to secure equalized treatment in pursuance of the statutes.

The Commission believes that honorable body is entirely sympathetic with the objectives for which you have set up the Joint Commission on Real Estate Valuations. It further believes that the Board of Assessors can and ought to avail itself of the information and values which the use of such an appropriation for land valuations would provide in order that equalized assessments on lands may be secured.

The same argument calling for an equalized assessment on lands prevails as for an equalized assessment on buildings, and in view of the request heretofore made by the Assessors, in which we understand your Board concurs, with respect to a specific and tentative appropriation to cover building assessments, we respectfully urge that you set up in your budget a similar tentative appropriation as above requested, designed to secure an equalized assessment on lands. Respectfully submitted,

(Signed) G. O. Fairweather.

G. O. Fairweather,
Vice-Chairman, Joint Commission on Real Estate Valuations.

HISTORY OF TAX FIGHT

(Continued from Page 54)

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. 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.

* * *

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STATE CONTROL OVER ASSESSMENTS

That the Chicago Teachers' Federation has followed the "course of wisdom" in referring to the Illinois State Tax Commission "grossest inequalities" in the assessment of Cook County real estate, is evidenced by the following editorial from the News of October 8 1927:

It is notorious that for many years there have been gross inequalities in the assessment of real estate in Cook County and many other counties in Illinois. For years friends of justice and reason in taxation have urged upon boards of assessors and boards of review the duty and expediency of reforming their methods, but thus far with meager results. Perhaps the assessing and reviewing boards in Illinois will exhibit deeper interest in the question of equal taxation if the state tax commission, following its own precedents, will establish the policy of ordering reassessments of property upon complaint duly supported by evidence.

For obvious and important reasons home rule in assessments is essential. The danger of oppressive and arbitrary exercise of the power of taxation by state authorities is very real and very grave. Gov. Small, it will be recalled, has sought to obtain legislation giving the state tax commission power to revise even individual tax returns, but public opinion has vetoed the menacing proposals. Now too many instances of reassessment at the formal dictation of the commission might lead to injurious legislation.

The action of the state tax commission in the cases of Champaign and Stephenson counties, where, according to the Illinois Agricultural Association, farm lands have been flagrantly discriminated against in favor of urban real estate, presages similar action in Cook County, provided the Chicago Teachers' Association, represented by Miss Margaret Haley, succeeds in producing sufficient evidence of palpable inequalities in real estate assessments.

Since the right of the commission to order reassessments is clear, the course of wisdom for local assessors and boards of review is to obviate interference by rational reform in methods which inevitably result in intolerable and inexcusable inequalities.

Editorial, Chicago Daily News, October 8, 1927.

DISGUSTED

"Pop, I'm quitting school tomorrow."

"Why, sonny, don't you like your teacher?"

"Naw. Yesterday she told us that six and six wuz twelve, and today she said it was nine and three."

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A Small Deposit Holds Your Choice

CREDIT UNION-GROUP INSURANCE LUNCHEON

The members of the Chicago Teachers' Federation who are interested in the Credit Union and in group insurance will hear them discussed at a luncheon to be held Saturday, November 5, at 12:30 o'clock at the Y. M. C. A., 19 S. La Salle St. Plates will be one dollar.

Your attendance at this luncheon will indicate whether there is a sufficient demand for group insurance to warrant further action in making this benefit available to the members of the Federation.

Reservations may be made by telephoning Central 3904 on or before Friday, November 4.

F. Blanch Preble,
President Credit Union.
Margaret Powell, Secretary.

MORON WINS

Passerby—What's the trouble over there in the schoolyard, son?

Youngster — Aw, the doc has just been around examinin' us and one of the deficient boys is knockin' th' everlastin' stuffin's out of a kid that's perfect.—Boston Transcript.

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Maximum Vote Cast in Pension Election

In the largest pension election ballot ever cast, more than 10,000 votes were received Friday, October 7, when James A. Meade and Miss Mary B. Livingston were elected to three year terms on the teachers' pension board.

Election material was sent by the pension office to 366 schools. Only one school failed to return registration sheets and credentials. Two schools forgot the election; one received no ballots and neglected to notify the pension office until it was too late to rectify the failure of the post office; and two schools delivered their ballot boxes Saturday morning, October 8th. By the time these two boxes were delivered the report of the canvass was in print and these ballots, of course, were not counted. The other 360 judges of election delivered their ballot boxes to the Canvassing Board the afternoon of the election.

The number of ballots cast was 10,070, the largest number of ballots ever cast at a Chicago Teachers' Pension election. There were 81 blank ballots and 72 mutilated ballots. Most of the mutilated ballots were so classified because they contained votes for three persons instead of for two. Since it was impossible for the Judiciary Committee to determine which two candidates the voters favored, these ballots could not be counted. James A. Meade of the Washburne Continuation School received 9,130 votes, Miss Mary B. Livingston, Principal of the Mann School, received 8,937, Arthur A. Woerner, teacher in the Senn High School, received 1,369 votes, and there were 9 scattering votes. Miss Livingston and Mr. Meade were therefore elected for three-year terms.

This year the members of the Canvassing Board were permitted to leave school at noon. This enabled them to be ready to receive the ballot boxes when the first judges of election appeared, and to finish up the work of counting, canvassing, and recording the 10,070 ballots in record time.

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New Bookkeeper: I've added those figures up 10 times, sir.

Boss: Good.

Bookkeeper: And here are the 10 answers.

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VOL. V

Margaret Haley's BULLETIN

NO. 4

Chicago, Ill. 28 November 30, 1927

The Public School Teacher

Most of my children are aliens,
Most of them shy and poor,
With hearts that beat high with ambition
And courage stout to endure.

And someone must love these children,
In circles far and wide;
Must give them the love of a woman,
Not alien and not untried.

For they must grow up to men's stature,
In this country that needs their best;
So, voices, I bid you be silent,
My children will call me blest.

Lulu L. Dickinson in
"John o' Dreams."

(Miss Dickinson, English teacher of Superior, Wisconsin, Central high school, was discharged for "unprofessional conduct" in criticising board policies to students.)

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MARGARET HALEY'S BULLETIN

Vol. 5. No. 4 November 30, 1927 Page 63

Wherein We Utter a Complaint

By ADA LOUISE WILCOX

Benton, Tenn.

We who teach English in the high school salute you who say what shall constitute English units. And may the Lord have mercy on our souls and on the souls of our pupils!

We know that the pattern cut for us is perfect—with notched edges for matching, with large perforations for laying on the straight of the goods, and with directions plainly printed. But when we try to make a garment by it, we are reminded of the contents of a certain missionary box sent by a philanthropic Northern woman to a mountain school for girls in Georgia.

Now, the usual missionary box is like Stevenson's child world—"full of a number of things" of such varied use and uselessness that, should it go to the foreign field, we can readily answer the question of the Psalmist, "Why do the heathen rage?"

Not so this mountain box, for it contained forty dresses, all cut from bolts of blue and white checked gingham, neat, but not gaudy, and all the same size, large and roomy. As the forty girls were not all the same size, large and roomy, much refitting was necessary.

Like the gingham dresses, the high-school course is too large and requires too much taking in before it fits the average pupil. It seems planned, consciously or unconsciously, for the purpose of preparing students for college. Even the readings are headed, "College-Entrance Requirements." We are a democracy, but we thrust the majority of high-school students, who do not go to college, into an English course made only for an aristocracy. Regardless "of race, color, or previous condition of servitude," we make futile attempts to fit onto normal red-blooded children, of various sizes, a uniform cap-and-gown course. And even when they do go to college, our labor has apparently been unavailing; for college instructors, like cherubim and seraphim, continually do cry aloud—cry that our high-school graduates can't spell, can't punctuate, can't paragraph, can't construct a logical English sentence—can't do any of the things the course is supposed to teach them.

Now, if their "previous condition of servitude" has been eight years in a well-graded city school and under competent teachers; if they are American-born; if they have come from homes where correct English is the rule; if they have even a nodding acquaintance with current magazines and a daily paper; if their heritage of ideas calls for a vocabulary beyond that of a Choctaw or a Cherokee—if-if-if—as the German proverb runs, "If my aunt had been a man, she'd have been my uncle."

But if they come from a one-teacher school, or at best from a consolidated school where teachers themselves frequently "pass" on grammar; if they have been reared with murderers of the king's English and give it a fresh stab every time they open their own lips; if they do not scrouge at "I taken" and feel no tremor at "I would of went;" are joyously glib with their "ain't got noes" and "I seens"— alas, there is no "if" about these pupils! Like the poor, they are ever with us.

Why, then, waste time cutting down a pattern so large that they are lost in it? Why not make one to fit them in the first place? For in spite of their crudities, they have little naked, shivering ideas that they long to clothe in order that they may bring them unashamed into the light. They cry to us—these Toms, Dicks, Harrys, these Susans, Anns, Janes, who come from the mountain, the mill, the cotton field: "We know what we want to say, but we don't know how to say it." And instead of helping them to say it on the spot we struggle to teach them how to say it when

(Continued on Page 73)

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From the Masthead by The Lookout



Why Do They Continue to Speak When They Know Not Whereof They Speak? Echo Answers—Why?

To the Teachers of Chicago:

Will the teachers be paid in scrip after January first, 1928?

Answer: No.

Will the Board of Education have cash to pay the teachers' salaries for the months of December, 1927, and January, 1928, and thereafter?

Answer: Yes.

Will the reassessment of real estate in Chicago, if ordered by the State Tax Commission, delay the payment of teachers' salaries for the months of January and February and thereafter?

Answer: No.

An alarm was sounded in the newspapers of November 8, 1927, warning the teachers to expect to be paid in scrip after January 1st. Under the scarehead, "Warns Teachers to Expect Scrip Pay After January First—Trustee Says Funds are Almost Gone," the Tribune that morning told the teachers that "Mrs. W. S. Hefferan, Trustee, yesterday declared that after January 1, teachers might be paid in scrip."

This is the first issue of the Bulletin since this false alarm was sounded.

The Herald-Examiner on November 9 said that Mrs. Hefferan hinted at an increase in the tax rate to take care of school expenditures. This was on the eve of the hearing of November 10 before the State Tax Commission on the complaint filed on October 8 by the teachers against the Board of Review and the Board of Assessors charging gross inequalities in the assessment of real estate, failure to print the real estate assessment lists and failure to publish rules of procedure as required by law.

This reference to a tax rate increase followed the announcement by the State Tax Commission on October 19 that if the evidence presented to the Commission sustained the charges of gross inequalities made by the teachers, the Commission would treat Chicago as it has treated other parts of the State under similar circumstances, that is, order a re-assessment of the real estate.

Why should Mrs. Hefferan talk about a tax rate increase before the assessors had announced their reassessment of real estate in Chicago for the quadrennial year 1927?

Why did Mrs. Hefferan not wait until November 24 when public announcement was made that the assessors had added $800,000,000 to the full assessed full valuation of real estate in Chicago?

Surely Mrs. Hefferan knows that this $800,000,000 increase in full assessed value for 1927 increases the 1927 tax levy for the Educational Fund $7,360,000 and therefore the borrowing power for 1927 is increased $5,760,000; that this increase in the borrowing power is more than sufficient to take care of the salaries of the teachers in January until the tax levy ordinance of 1928 is passed by the Council when the borrowing power against the 1928 tax levy for the educational fund will begin; that the Board should have $30,000,000 of borrowing power against the educational fund tax levy of 1928.

How does Mrs. Hefferan reconcile her statement on the 26th of March, 1927, in favor of an increase in teachers' salaries and the statement on November 9, 1927, that the teachers will have to be paid in scrip in January, 1928. If the salary increase that

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the Board attempted to put over on March 25 had been put over the Board would be paying the teachers in scrip now.

How did Mrs. Hefferan expect to pay this increase in salaries?

These are questions that the teachers of this city have a right to ask, and some one with authority and responsibility should answer.

On what theory did Mrs. Hefferan say that salaries could not be paid in cash in January?

Does Mrs. Hefferan know that the City Council can pass a legal tax levy ordinance before the first pay day for teachers on January 20? Mrs. Hefferan must have assumed that the City Council either would not or could not.

I have checked up in the City Treasurer's office and I find that cash is available from the banks for the December pay rolls on tax anticipation warrants against the 1927 tax levy. I have the acknowledgment of the office of the City Treasurer that the increase in the full assessed value as indicated here, $800,000,000 full value, ($400,000,000 assessed value) will increase the borrowing power in the educational fund for the year 1927, $5,600,000.

In support of the statement that the City Council can pass a tax levy ordinance as early as the 15th of January, 1928, I submit here the opinion of Mr. I. T. Greenacre under date of September 3, 1926.

Mr. Greenacre's opinion was rendered in response to a request by me on August 23, 1926. On that day I was called into a conference in the office of Mayor Dever at which President Ellicott was present.

Mr. Ellicott admitted that there would be $3,000,000 of borrowing power in the Educational fund carried over to January, 1927, but he then made the astounding statement that that would not be sufficient to carry the Board through the month of January and pay the teachers' salaries because the attorney for the Board of Education, Mr. Righeimer, had advised him that the City Council could not pass a legal tax levy ordinance in 1927 until the assessed valuation of property for the year 1926 was made known.

At the meeting of the City Council Committee on Schools, on February 18, 1926, an agreement was entered into between the Board of Education representatives, of whom there were seven present, and the Council Committee, that the Council could pass its tax levy ordinance before the date of the first teachers' pay day in January, 1927. This notice of August 23, was the first notice that I had, that that could not be done. The upshot was that I was to get an opinion from Mr. Greenacre which everybody present was willing to accept as final.

Before leaving the Mayor's office Mr. Ellicott asked that nothing that happened in that conference should be printed in my Bulletin. I informed the conference that I was the judge of what would go into that Bulletin; that it was my Bulletin; that its purpose was to furnish information to the teachers; that the Bulletin was put in my name so that some one who was free to state the facts might do so. I then said that if an agreement could be reached, as to the condition of the educational fund, before the first issue of my Bulletin in September I would print the agreed statement as to the finances. If no agreement was reached I said I would print the facts as shown by the official records in the office of the City Treasurer, the City Comptroller and other official records.

I received Mr. Greenacre's opinion September 3, 1926. The Mayor was out of the city; so was President Ellicott. On September 2 a communication was sent to the City Council declaring the educational fund was in a state of bankruptcy and urging the City Council and the Mayor to have a tax rate increase submitted to the people at the November election.

A copy of this communication was sent to the Mayor, to the City Clerk and to every Alderman. On September 11, I transmitted Mr. Greenacre's opinion to Mayor Dever, together with the communication printed in this issue of the Bulletin. On September 15 the Chicago Teachers' Federation sent a communication to the City Council showing that instead of facing bankruptcy there would be a $4,500,000 surplus in the educational fund on the first of January 1927. The communication referred to above saying that the educational fund was in a state of bankruptcy also went in to the City Council on September 15. Both communications were referred to the Schools Committee of the Council for investigation.

On September 17, the first issue of the Bulletin appeared and all the facts concerning the condition of the educational fund, including the correspondence between the Mayor and myself, on the subject, were printed in that Bulletin. It showed an estimated $4,500,000 surplus in January, 1927, and the official documents supporting that statement regard-

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ing that surplus were printed in that Bulletin.

On October 5, the newspapers reported that President Ellicott had that day sent a communication to the Mayor, declaring that my estimated surplus was $5,000,000 too high. I have never seen that letter.

The City Council on September 15 adjourned until after the November election. I urged on the members of the Schools Committee of the City Council that they hold an early meeting and take up this matter. The meeting was called and held on October 22. As I rose to speak in that meeting a messenger notified me that a member of the Board of Education wished to speak to me on the phone. I replied that I would speak to him after the meeting as I could not leave at that moment.

At that meeting on October 22, the City Treasurer, Mr. Cervenka, and his first assistant, Mr. Keefe, also Mr. Foote from the City Comptroller's office, were present and verified my estimate of $4,500,000 in the educational fund on January 1, 1927. Mr. Leon Hornstein, Assistant Corporation Counsel, was present and sustained Mr. Greenacre's opinion that the City Council could pass a legal tax levy in January, 1927, without waiting till the assessed valuation of property for 1926 was made known.

I did not know until after that meeting on Friday morning, October 22, 1926, that when I failed to answer the phone call at the opening of the meeting, the Board member who called me then called an alderman to the phone and asked him to tell me to go easy on Mr. Ellicott, that he had gone to the hospital that day to undergo an operation. On Tuesday morning, October 26, Col. Ellicott died.

The investigation went on until December and the advertised $3,500,000 deficit-to-be on January 1, 1927, turned out to be a $5,200,000 surplus. That was in 1926.

I regret going over these details of the experience of 1926 in regard to the condition of the Education Fund. I have done this to settle for all time this question of the right of the City Council to pass its tax levy ordinance in any year without waiting until the assessed value of the preceding year has been made known.

I am also printing in this issue of the Bulletin a portion of a letter that I wrote on September 7, 1926, which shows that the history of 1926 is now repeating itself.

Because a reassessment of real estate for the year 1927 may be ordered by the State Tax Commission, which would undoubtedly delay the announcement of the 1927 full assessment as finally determined by the Board of Review, this is the time to have it clearly understood that it will make no difference when that assessment is made known, so far as the educational fund is concerned.

The tax levy ordinance for 1927 was levied on the 1927 assessed valuation. Until that assessed valuation is ascertained the taxes levied in 1927, collectible in 1928, cannot be collected. If that collection is delayed that will not in any way interfere with the schools because the schools do not get any of the taxes collected in 1928 until the tax anticipation warrants against those taxes are all paid off, which will be 75 per cent of the entire amount collected.

But the Board of Education will have in 1928 the cash that it gets from the banks on the tax anticipation warrants issued against the 1928 tax levy to be collected in 1929.

It makes no difference to the banks whether the taxes are delayed in payment. They get their interest on their warrants until they are taken up. In 1926 the collection of taxes was delayed three months. There wasn't a tax bill sent out until after the first of April. That did not worry the banks. They knew whenever it was collected they would get it. So no one needs to worry. Then why should these alarms be sent out?

I would have been glad to have printed Mr. Greenacre's opinion a year ago and cleared up that question at that time if I could have done so. I would not print it now if those who should be informed before they speak had not undertaken to advise and misinform the teachers without the necessary information—arousing the same alarm and uncertainty that filled the atmosphere a year ago this December.

It surely is time that some one in authority in this city would investigate to ascertain definitely what the condition of the finances of the Board of Education is so that these conflicting, confusing statements issuing from official sources, that ought to be informed and appear never to be informed, may some time cease.

Why do they continue to speak when they know not whereof they speak? And Echo answers; Why?

Margaret A. Haley

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Taking Time by the Forelock

September 1926 Letter to Mayor Points Way Out

Below is a letter of September 11, 1926, addressed to Mayor Dever. It shows that there is no reason now for any one reporting that the Board of Education will be without money in the educational fund to meet the January, 1928, payrolls, should there be an interim in January or February, 1928, between the date on which the borrowing power against the 1927 tax levy becomes exhausted and the date on which the borrowing power against the 1928 tax levy will begin.

September 11, 1926.

Hon. Wm. E. Dever,
Mayor City of Chicago,
5901 Kenmore Avenue,
Chicago.

Dear Mayor Dever:

After the conference in your office on August 23, I submitted to Mr. I. T. Greenacre the question in regard to the tax levy which the President of the Board of Education, Mr. Ellicott, told you the attorney for the Board of Education, Mr. Righeimer, had raised. Herewith is Mr. Greenacre's opinion thereon.

I am enclosing you the distribution sheet which I received a few days ago in the City Treasurer's office showing the pro rata distribution made by the City Treasurer of the City and School taxes levied in 1925, collectible in 1926. This sheet shows that the tax levy passed by the City Council in 1925 was levied and spread on the 1925 assessed valuation of property in Chicago, namely, $1,873,921,764.

Mr. Greenacre informs me that from 1874 to 1917 (or thereabouts) the law limited the tax levying bodies by the provision that they should not levy more than the legal rate on the equalized, assessed valuation of the preceding year. He informs me that about 1917 the law was changed to read that these tax levying bodies shall not levy more than the legal rate on the equalized, assessed valuation. He says that the words "of the preceding year" were omitted from the law by the legislature in that year.

Mr. Greenacre tells me that the tax levying, tax spreading and tax collecting officials and bodies construe that law, as amended, in the way it is shown to be construed on the distribution sheet of the City Treasurer: that is they levy, spread and collect the legal rate on the equalized, assessed valuation of the current year instead of the preceding year. Mr. Greenacre has explained that the urgent needs of the municipalities demanded this change in the law and its construction in order that they might get the additional revenue to be obtained by anticipating the increased assessment of property for the current year. This they now get by basing their tax levies on that anticipated increased assessment instead of being limited by the assessment of the preceding year.

I stated in your office on August 23 that I was sure this was the procedure the tax levying, tax spreading and tax collecting bodies were following. I was astonished at the challenge to this established procedure implied in the alleged opinion of Mr. Righeimer.

Mr. Greenacre says that he considers raising this question which Mr. Righeimer is said to have raised, a very serious matter. Mr. Greenacre refused to take any responsibility for calling into question the established procedure of the City and County tax levying, tax spreading and tax collecting officers and bodies, and advised me to take no such responsibility.

Mr. Greenacre's opinion makes it clear that even with the former limitation in the law, namely, that the tax levying bodies should not levy more than the legal rate on the equalized, assessed value of the preceding year, these levying bodies might pass their levy ordinance before the equalized, assessed value of the preceding year was made known, and there would be ample time after that value was made known and before the levy had to be certified to the County Clerk in September to amend the ordinance so as to eliminate any accidental excess over the statute.

The very fact that these bodies levy now on the assessment of the current year and that they cannot know the amount of that assessment before the time of filing copy of their levy ordinance with the County Clerk in September, makes it clear that they are levying the tax on an assessment which they must estimate in advance. Mr. Greenacre has gone over this matter very fully with me and has looked into not only the law but the established procedure under the last and present law.

The first part of Mr. Greenacre's opinion makes it perfectly clear that there is no reason why the Board of Education need be without money in the educational fund to meet the pay rolls or any other needed expenses, should there, for any reason, be an interim in January or February, 1927, between the date on which the last tax anticipation warrants against the 1926 tax levy became exhausted and the date on which the borrowing power against the 1927 tax levy begins. Mr. Greenacre has pointed out very clearly how the City took care of the City's needs last year and the needs of the Board of Education and the City for 1921 when the Council delayed passing its tax levy ordinance till July.

The similarity of the conditions in 1921 and 1927 is worthy of attention. The City Council delayed until July the adoption of its 1921 tax levy ordinance in order that the schools and the city might take advantage of increased rates provided in the bill then pending in the legislature and which became a law in July, 1921.

The program of the City Council and the Board of Education to secure increased revenue for the schools and the city by means of more equitable assessment of property in 1926 (and thereafter) may result in delay in making known the 1926 assessment. Should the City Council choose to follow Mr. Righeimer's opinion and delay the passage of its tax levy ordinance in 1927, Mr. Greenacre makes it clear that the City Council can take care of the schools and the city in this interim as it did in 1921.

I am also enclosing copy of the letter read at the conference in your office on August 23, from the Superintendent of Schools, which the Assistant Superintendents

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on August 13 transmitted to their subordinates. This letter gives notice of the drastic cuts which the letter states are necessary to be made immediately because of the threatened shortage in the educational fund. I regret to say that these cuts seriously affecting the interest and welfare of the children and seriously disturbing the morale of the schools have already been ordered and put into effect.

The meeting of the members of the Board of Education referred to in this letter, which was a secret one, took place on a date not known to me. Yesterday a second meeting was held to order other drastic cuts, and they were ordered. Some who were present and who were ordered yesterday to make these cuts know, and they have said they know, that these cuts are wholly unnecessary.

They know, and they have said, that these cuts are being ordered for the sole purpose of creating sentiment against the City Council's program of equitable assessment and to force the tax rate increase. When I say that these people know this and have said they know this, I am saying something of which I have definite, positive knowledge. And I know, too, that the feeling is very bitter and resentful among those who are ordered and directed to strike these blows at the children and teachers and at the schools of this city. It is a shame and a crime that such a program is being carried out when there is no necessity for it.

It would be a great relief to the teachers, the parents and the children to know that the City Council has the power to provide the necessary revenue to keep the schools running on the present basis and that the Council is willing to, and intends to, exercise that power.

Such knowledge would also make it impossible to accuse the members of the City Council, and others who are earnestly pushing the equitable assessment program, of being responsible for the present destructive program of curtailing vital school opportunities of the children.

Yours sincerely,

Margaret A. Haley.

OPINION OF I. T. GREENACRE

(Referred to Above)

Below is printed an opinion of Attorney I. T. Greenacre. Brought up to date, it shows that the City Council can pass its tax levy ordinance as early as January 16 in 1928. Then on that same day the Board of Education may begin to borrow against the 1928 tax levy of the educational fund to pay the January salaries.

First payment of teachers' salaries in the new year will not occur until January 20. The opinion decries the statement that it will be necessary to resort to scrip in order to meet the January payroll or that it will be necessary to cut salaries.

I have considered various questions submitted the answers to which taken as a whole involve whether and how (without an increase of the tax rate being voted at the fall election) enough money may be on hand in the latter part of January and in February, 1927, to run the schools on their present basis. The funds are sufficient until then, and may thereafter be provided from the tax appropriation and levy then made and anticipation warrants against it.

Such situations have arisen before and been met without increasing the tax rate. Why not follow the former precedents hereinafter indicated especially in view of the impending re-adjustment of assessments which may well increase the revenue by raising the under-assessed without increasing the assessments of those now sufficiently assessed.

February 25, 1921, the City Council (see page 1899) on request of the Board of Education made February 9, 1921, passed an ordinance authorizing and directing the borrowing on "Certificates of Indebtedness," of $6,000,000 for the educational fund by the Schools from the City Treasurer from any available fund in his custody prior to the passage of the appropriation bill for that current year, to be redeemed with interest by anticipation warrants against the tax levy for that current year.

Again October 28, 1925 (see pages 1416-1417), an ordinance similar in principle directed the City Treasurer "from funds which are not immediately needed for the uses and purposes for which such funds are so held" to loan the City for the pay rolls of the Police, Fire and Health departments, $5,000,000 to be re-paid from tax anticipation warrants.

A tax levy has to be based on a prior appropriation bill. An appropriation bill for 1927 may be passed before the assessment for 1926 is made known, and be good to the extent that it does not appropriate as to be paid from the proposed tax levy an amount in excess of the Statutory limit as the same subsequently appears to be when the assessment is made known. This situation is met (as in last appropriation bill) by the words "or so much thereof as may be authorized by law." The tax levy ordinance may levy a specific amount (on the best information at hand) and subsequently before a copy of it needs to be filed in September with the County Clerk can be amended so as to eliminate any accidental excess over the Statute. The amount of the equalized assessed valuation is made legally certain by the certificate of the Tax commission months before the time to file the copy of the tax levy (or of the same as amended) expires.

(Signed) I. T. Greenacre.

September 3, 1926.

HISTORY REPEATS ITSELF

The statement printed below is from a letter written by Margaret Haley on September 7, 1926, in regard to the above opinion of Mr. Greenacre and its effect on the situation at that time. This letter throws light on a bit of history now repeating itself in Chicago.

* * * * Mr. Greenacre's opinion is on the legal question raised by Mr. Righeimer as reported by Mr. Ellicott in the conference in the Mayor's office on August 23rd. Mr. Ellicott told the Mayor that Mr. Righeimer had advised him that the City Council could not pass a legal tax levy ordinance in 1927 until the 1926 assessment was made known.

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Ever since August 23 I have been digging into public records and getting information from the staff in the offices of the City Treasurer, City Clerk and County Clerk and consulting between times with Mr. Greenacre. I cannot but wonder whether Mr. Righeimer would be willing to put his signature to the opinion that he appears to have communicated orally to Mr. Ellicott and which Mr. Ellicott presented to the Mayor on August 23rd.

Mr. Righeimer appears not to have taken the responsibility of making any statement over his signature as to the facts as they exist in regard to the procedure followed by the tax-levying, tax-spreading and tax-collecting officials and bodies based on their interpretation of the law. If Mr. Righeimer did make such a statement of facts or give an opinion over his signature Mr. Ellicott did not present such an opinion or statement of facts.

Mr. Greenacre states positively that he would not take the responsibility of going any further than he did nor being any more definite than he was in his opinion nor would I if I were in his place. The Mayor should know the facts, certainly County Clerk Sweitzer knows the facts; County Treasurer Carr knows the facts; the City Treasurer knows the facts; why "pass the buck" to me to pass to Mr. Greenacre to challenge the procedure in these offices as shown by the facts and to declare this procedure unlawful? That is what the reported opinion of Mr. Righeimer means.. By the way, I was informed yesterday that Mr. Righeimer had just returned from an extended trip in Europe. I wonder when he gave that opinion. Has it been in cold storage?

When I was in the Mayor's office on August 23rd I stated that I knew the procedure in regard to levying and collecting taxes and I was so sure of my position that I stated it with emphasis. What I then said that the officials do I have since investigated thoroughly and find it IS what they do. The tax levy for the year 1925 was levied on the 1925 assessed valuation and is now being collected on that valuation. It was not levied on the 1924 valuation as the alleged Righeimer opinion implied.

Mr. Greenacre tells me that from 1874 to 1917 the law limited the tax-levying bodies by the provision that they should not levy more than the legal rate on the equalized assessed valuation of the preceding year. He tells me that in 1917 the law was changed to read that these tax-levying bodies shall not levy more than the legal rate on the equalized, assessed valuation. The words "of the preceding year" were omitted from the law by the legislature.

Mr. Greenacre tells me that in order to run the public business it is absolutely necessary that the tax-levying, tax-spreading and tax-collecting officials and bodies shall construe, and that they have construed, that law to mean that they shall levy the legal rate on the equalized assessed valuation of the current year instead of the preceding year. Mr. Greenacre tells me they have done this for years. I find on investigation that is true.

I fully appreciate that it is the privilege of the attorney and of the president of the Board of Education to make absurd oral statements for which they take no responsibility. I know that I must get both the law and the facts and must prove everything that I say. Mr. Greenacre must prove anything that he says that may be contrary to an alleged statement of the Attorney of the Board of Education. Therefore I have been working since August 23rd to stop that damnable letter of August 13 of McAndrew from going out to all the schools on opening day that was intended to hit and would hit hundreds of thousands of school children of this city. At the same time I have had the stupendous task of finding out from official documents or from unwilling officials on what year's valuation (whether the preceding or the current year) the taxes are levied and collected.

The fact of the matter is, they seem to be willing to sacrifice this school system and the City and County if necessary to sustain their untenable position. Why?

It is my opinion that the way to meet this thing is to go straight to the Mayor as quickly as can and tell him the facts. I think Mr. Ellicott should be there. The Board of Education meets Wednesday. I am ready now.

I am glad there is a Democratic Mayor who either had to veto or fail to veto the tax levy ordinances for three years; a Democratic-bossed council passing the tax levying ordinances; a Democratic County Clerk who has been spreading taxes; a Democratic County Treasurer collecting the taxes; and a Democratic City Treasurer distributing the taxes to the various departments of the City of Chicago. I am very glad that I have the evidence in my possession as to how these agencies construed and interpreted the law from start to finish.

Now if the Democratic Mayor wants to permit his Board of Education to upset the whole tax-levying, tax-spreading and tax-collecting machinery of the City and County on a reported curbstone opinion of a holdover Thompson Republican attorney for the Democratic Board of Education let anyone who will say to him, "Go it, Sal, and I'll hold your bonnet." But I want it perfectly clear, and it is a matter of record, that neither you nor I started this latest Chicago fire. Mr. Righeimer, Mr. Ellicott or the Mayor will have to accept the responsibility for playing the role of Mrs. O'Leary's cow.

I want an opportunity to say to the Mayor and to Mr. Ellicott that I will take no responsibiltiy for any public discussion of the established procedure in the matter of levying, spreading and collecting taxes. The method of assessment of property is not involved in this controversy. I wonder if it is because we are beginning to get indications of results in our campaign for more equitable assessments that the opposition to the equitable assessment program is now ready to attack the procedure in regard to levying, spreading and collecting taxes in order to hit that program?

The anxiety that Mr. Ellicott showed at the conference on August 23rd, to have it understood that I should not print in the Bulletin anything that was said in that conference might indicate that he appreciated the seriousness of raising the issues raised in that opinion which he told the Mayor Mr. Righeimer gave him. But I cannot believe Mr. Ellicott understood all that was implied in his statement to the Mayor.

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Hang Together or We Must All Hang

On this and the opposite page are printed photographic reproductions of two pages of a 4 page leaflet sent to members of the Office Employes' Association by its executive Board. The leaflet announces an increase in dues.

The Clerks in the schools have an organization to which every clerk must belong. On the first of November the dues in the Clerks' organization were raised from One Dollar a month to Two Dollars a month—from $12 a year to $24 a year. This with a $5 initiation fee makes the Clerks' total dues $29 the first year out of a salary of $1,500.

The teachers pay the lowest dues of any organized group of city employes. If the teachers paid yearly dues in the same proportion to their salaries as the clerks in the schools are now paying, the elementary teachers at the maximum salary would pay annual dues of $40.

Clerks found they could not continue their work on dues of One Dollar a month. Neither can the teachers continue their work on their meagre dues.

Through the efforts of the Chicago Teachers' Federation, the elementary teachers of Chicago have had their maximum salaries increased $1,000 since January 1, 1919.

The Chicago Teachers' Federation made a terrific struggle to get the revenue for these increases. Then the Federation had to make almost as great a struggle to get the Board to pay the increases. Now the struggle is on to get the revenue to keep these hard-won increases.

(Photographic Reproduction)

JAMES FLYNN,
President and Bus Rep.

WM. MASELTER,
Financial Secretary

EDWARD J. HUGHES,
Corresponding Secretary

Affiliated with the American Federation of Labor

Office Employes' Association

No. 12755

ROOM 701, 166 WEST WASHINGTON STREET

PHONE DEARBORN 3432

114

CHICAGO

Meets Second and Fourth Thursdays at 166 W. Washington St.

Dear Member:—

→ At the meeting of November 10, 1927, after much discussion the motion to increase the dues to $2.00 per month was passed unanimously in accordance with the constitution and by-laws—article XI, Section 2 (A).

The following reasons for said action were given:

→ That our organization has the lowest dues of any organized group of City Employes. That we now give a service to our membership second to none, maintaining an office, a clerk and a Business Representative.

Thanks to our many friends in the Labor Movement we are being recognized as a real organization and to retain this recognition, we must do our part in supporting the things that labor is interested in, such as the radio station, W. C. F. L., and other activities which we have been unable to do in the past, that will benefit all office workers.

→ We cannot do this on one dollar a month dues as we pay almost 40c in per capita tax to the three federations of labor, A. F. of L., I. F. of L. and C. F. of L. The rent, clerical hire, office expense and organizing expense takes more than what is left. See your steward or call at this office for itemized statement of expenses, also for statement of benefits attained through this organization during the past 10 years.

The dues we have paid in this organization has paid its membership as no other organization would pay us in return in salary increases alone. We would have to pay almost $50.00 per year for an endowment policy and wait 20 years to receive $1000.00. This for the material benefit, and to those who take pride and glory in doing good in bettering the condition of their fellow worker it has paid a priceless benefit in a satisfied mind, contentment that they are doing their part to benefit humanity.

We now have the pleasure of seeing the employes seeking clerical titles and willing to get back in the clerical grades which proves our salaries and promotional opportunities are becoming desirable again thanks to your organization.

To those who might say we would have received some of these increases or opportunities for promotion through sympathy or other reasons we point to the fact that during the World War, though all other groups were increased and the banks and business houses had raised their employes and were giving them bonuses as well, no increases were given our group though more than half of the clerks employed in the City Service were working nights at the Post Office to make

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Separately — Benjamin Franklin

Clerks Pay $29.00 Dues—Federation Members—$5.00

(Photographic Reproduction)

dual positions. However, the Sub-Committee thanks the Civil Service Commission for having given the committee an opportunity to study the Proposed Reclassification Scheme before any official action was taken thereon.

The Sub-Committee consisted of:

Chairman—James Flynn, President, Office Employes Association

Edward J. Hughes, Pr. Clerk, Bd. of Examining Engineers

Agnes Walsh, Sr. Bookkeeper, Gas and Electrical

John Kleine, Chief Clerk, Public Works

John Canavan, Head Clerk, Board of Edu.

Ex-Officio Members of the Sub-Committee:

E. J. Padden, Chief Clerk, City Clerks Office Chairman, Clerks Personnel Committee:

M. J. Sullivan, Pr. Clerk, Board of Edu., Secretary, Clerks Personnel Committee

Now that we are participating more fully than ever before in the affairs that are vital to us, we are benefiting in a manner that predicts well for the future, we point with pride to the regrading committee of 1927 on which our representative was appointed and never in the history of the service was there such an equitable adjustment of positions in the various departments when 130 positions were graded upward to the satisfaction of the Department heads and those who placed him on the committee.

We are sure that those of you who have kept up our organization in its darkest days, will appreciate the necessity of making ourselves financially strong and those who were glad that this organization was on the job and showed your appreciation by joining us will realize the importance of our being able to meet our obligations.

We have in the clerical group those whose hearts beat as loyal and true to Unionsim as there are in any group. They are not influenced by what others do, they have told us time and time again that if there was only one in the union they would be that one. With these for a foundation there is no question but this organization will succeed. We have been fairly successful in placing many of our members in positions and hope to carry on this employment proposition on a larger scale.

With a 100% organization on a sound financial basis, ever ready to support our friends and battle our enemies, we will be sure to get proper consideration and appreciation of our request and to benefit more fully all employed in the clerical service.

We hope the coming year will be good to us all, ever ready and on the job to get results, we are with best wishes,

Fraternally yours,

Executive Board

James Flynn, Chairman
Reuben Trimmer
Ed. J. Hughes
Wm. Maselter
Marie Erhardt
Chas. W. Rockhold
M. J. Garrity
John J. Canavan
Michael J. Sullivan
Patrick J. Carolan

Chicago, November, 1927.

The Chicago Teachers' Federation re-echoes this sentiment expressed by the clerks' organization:

"We are sure that those of you who have kept up our organization in its darkest days will appreciate the necessity of making ourselves financially strong, and those who were glad that this organization was on the job and showed your appreciation by joining us will realize the importance of our being able to meet our obligations."

The Chicago Teachers' Federation is engaged in the greatest civic service ever undertaken by any organization of teachers, namely: to straighten out the crookedness in the assessment of real estate in Chicago by securing an equitable, uniform assessment, and through such an assessment to get the revenue to support the schools adequately and thus do justice to the children, the teachers, the parents and other tax payers, in fact, to the entire community.

Benjamin Franklin's advice was never more timely than now:

"We must all hang together or we shall all hang separately."

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Stop to Shop

DO YOU WANT A TASTY BITE?
Henrici—71 W. Randolph Street
Julia King—122 N. Dearborn Street

JUST THE RIGHT JEWELRY
Harry J. Bâby, 703 Heyworth Building

FOR YOUR COSTUME
Murray-Black, 21 N. Wabash Avenue
J. Greenberg, 17 N. State Street
Johnson-Harwood—37 S. Wabash Avenue

DECORATE FOR CHRISTMAS
Favor-Ruhl & Co.—425 S. Wabash Avenue

HOW ABOUT RENEWING THAT OLD HAT?
Chicago Hat Manufacturing and Bleaching — 12 N. Michigan Avenue

TEACHERS LIKE THEM
South End Auto Sales Co.—110th St. at Michigan

FOR THE WINTER—RADIO
American Radio Shop, 1757 Sunnyside Avenue

FITTING FOR YOUR FEET
Red Cross Shoes, 53 W. Madison Street

"SAY IT WITH FLOWERS"
Dagbert, Fleming and Shewbrook—3211 W. Madison
Vincent and Mullins, 2119 N. Rockwell Street

WHAT SCHOOL?
Pestalozzi-Froebel, Box H, 616 S. Michigan Avenue

HAVE YOU FURS?
S. Greenspan, 1135 E. 63rd Street
John J. Moran, 58 E. Washington Street
Thos. McElroy, 17 N. State Street
F. Ranke—Room 309, Capitol Bldg.

THAT WELL-GROOMED LOOK
Hoefer, Beauty Parlor, 213 McJunkin Bldg.

ACCURACY IN REPORTING
Edna Herron, Public Stenographer, 127 N. Dearborn
George Johnson, Shorthand Reporter, 1105 Ashland Block

FOR YOUR FIGURE
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FEDERATION TO MEET SATURDAY

The next regular meeting of the Chicago Teachers' Federation will be held Saturday, December 10, in Corinthian hall, Capitol building. The meeting will start at 10:30 o'clock and close at 12 o'clock. Reports will be made on the complaint filed by the Federation before the State Tax Commission against assessment of Chicago real estate:

a. As to effect on payment of teachers' salaries during a reassessment if ordered.

b. As to increase in revenue to be obtained through program for equalization of assessment.

A Girl's Essay on Boys

Boys are men that have not got as big as their papas, and girls are women that will be ladies by-an-by. Man was made before woman. When God looked at Adam He said to Himself: "Well, I think I can do better if I try again." And He made Eve. God liked Eve so much better than Adam that there have been more women than men. Boys are a trouble. They wear out everything but soap. If I had my way half the world would be girls and the rest dolls. My papa is so nice that I think he must have been a little girl when he was a boy.—Boston Transcript.

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Credit Union Offers Teachers Aid

The Chicago Teachers' Federation Credit Union has done a very good business during the first six months of its existence, and expects to do much more during the coming year. This cooperative savings and loan association promises to become a very important factor in the lives of the organized teachers of Chicago.

As the Credit Union grows it will be able to take care of the loans of more and more teachers, and, best of all, it will undoubtedly become a real force in establishing the habit of systematic saving among its members. A twenty-five cent entrance fee and a deposit as small as one dollar per month will make one a member.

Interest on deposits is figured from the day the money is paid in up to the day of withdrawal even though the time is less than six months. Loans may be repaid in a lump sum or in installments according to the terms of the agreement at the time the loan is made.

Teachers interested in getting detailed information about the Credit Union may obtain such information by communicating with Margaret Powell, 1215 Winona Ave., Chicago.

F. Blanche Preble, Pres. Bd. of Directors.

IN WHICH WE UTTER

(Continued from Page 63)

they go to a place where they never will go. We give them the "classics"—give them ***Milton*** when they aren't beyond ***Mother Goose;*** give them the "Conciliation of the American Colonies" when they can't read a daily paper intelligently and don't know whether King Tut's tomb is in Egypt or in Arlington; give them English novels when they can't discriminate, in a magazine, between a short story and an article.

We who teach English in the high school are troubled in soul. We have heard somewhere of holding steadily in our teaching to the larger human views; of aiding our pupils through literature to interpret life, to respond to the spectacle and drama of life; of developing their sympathies, enlarging their vision, lifting their ideals and aspirations through the use of language. We are troubled because we feel that we are failing to attain these ends. So, again, we who teach English in the high school salute you who say what

(Continued on Next Page)

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Amendments Made in Sabbatical Rule

At a meeting of the Board of Education November 5, 1927 certain amendments were made to the Sabbatical Leave of Absence rule adopted by the Board August 3 and printed in the September 17 Bulletin (Page 18).

The amendments provide for the granting of Sabbatical leave for a period not exceeding one school year and not less than one-half a school year. The rule as originally adopted read, ". . . . to grant leave of absence for a period of one year or for one-half year. . . ."

In the amendments is eliminated the provision for limiting the number of teachers who may be granted leave from one school. The original reading was, "Not more than two teachers in the same school shall be granted leave at any one time." This sentence has been omitted.

The amendments also prohibit the extension of the Sabbatical leave because of illness. The amendment reads, "The period of absence shall not be extended on account of sickness of the employe on such leave, nor shall any additional salary or additional compensation be paid him or her during the period of such absence."

IN WHICH WE UTTER

(Continued from Previous Page)

we shall teach, and we ask you in all seriousness: "Is the failure our fault? or the fault of the course? or the fault of both? Have we been following false leaders? And what are we all going to do about it?"

Peabody Journal of Education.

ALARMING SYMPTOM

"I'm worried about my daughter."

"What seems to be the trouble?"

"I don't know; but we bought her a yellow slicker to wear to high school and she hasn't drawn any pictures on it."

MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . . Editor and Publisher

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—To Him That Hath Shall Be Given—

Having the burdens of blindness and deafness, one of our loyal ranks has been given the additional sorrow of loss of home and loss of dear ones. In spite of these woes she has maintained her interest in the profession of which she was once a part and has continued her loyalty to the cause. The Bulletin is glad to print this greeting from her and to acknowledge her sincere co-operation. Courage such as hers is an inspiration for us to carry on.—EDITOR.

November 18, 1927.

Miss Margaret Haley:

May the Lord reward you a thousandfold for all the good you have been doing. Enclosed please find check for two dollars for the renewal of the Bulletin from September, 1927, to September, 1928.

I presume you have heard the sad fate which has befallen me. Last November I lost my eyesight and I am totally blind. My little home, where I had been so happy, was broken up. I had a bad fall last January and have been in bed ever since, but lately I am able to sit up for an hour or two at a time. My lot is a hard one as I am also deaf. Despair often tries to enter my heart, but the Lord drives it away and I begin my battle anew. I lost my only brother on the 5th of October.

One of the Sisters reads your Bulletin and tells me the parts I am most interested in.

Wishing you all the good luck in the world with your magazine, I am

Your old loyal friend,
Magdalene W. Handt,
St. Ann's Home, Techny, Ill.

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Mother: "But, Bobby, surely you did something else but eat at the school treat?"

Bobbie: "Yes, mummie. After tea we sang a hymn, 'We Can Sing, Full Though We Be.'"

(Mother learned later that the hymn selected had been "Weak and Sinful Though We Be.")—Dublin Sunday Independent.

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VOL. V

Margaret Haley's BULLETIN

NO. 5

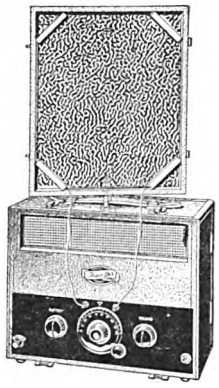
Chicago, Ill. 28 December 15, 1927

Christmas Greeting

I pray the prayer the Easterners do,
May the peace of Allah abide with you
Wherever you stay, wherever you go,
May the beautiful palms of Allah grow;
Through the days of labor and nights of rest,
May the love of sweet Allah make you blest,
So I touch my heart as the Easterners do,
May the peace of Allah abide with you.

Myrtle U. Hooper.
President Classroom Teachers' Association,
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MARGARET HALEY'S BULLETIN

Vol. 5. No. 5 December 15, 1927 Page 79

Perfect Gifts

Give Ear to those who cry for crumbs—and heap their homely larders high, for lo! the joyous season's here—and Christmas comes.

Give Hands to those who need a guide, nor cast a thought of race or creed, since brotherhood is all worth while at Christmastide.

Give Steps to those who cannot plod on their own errands to and fro above the crisp December sod, as others go.

Give Thought to what you best can do to cheer the heart and soothe the mind and make the world seem good and kind to those less fortunate than you.

Give Smiles to all whose weary load brings gloom and pain and gray despair, and bends them low o'er life's steep road, for smiles with them are rare.

Give Knowledge to the dull, untaught, for some there are who do not know with what your Christmastide is fraught, and speak of Him, the manger born, beneath the Eastern star's pale glow.

Give Courage to the fearing band that needs the clasp of friendly hand and cheering smile and all good will; give courage, then, to such as they this day.

Give Heed to others and their need. They know, they feel, they have desire; nor is it what you think is best, but rather what they must require that you should give and do and say on Christmas day.

Give Laughter—not the scornful sort, but laughter that abounds with happy, wholesome, merry sounds and so infectious as to bring a like retort.

Give Heart—the heart that beats for all upon this day; the heart that greets the lowly and the high; the heart that grows with sympathy and knows but love for those who pass you by.

Give Joy to all—it may be bread to one or just a smile, or yet a simple toy, or words of praise or even gold—but give them all and you will give but joy.

Give Praise to Him that you have many things, good friends, a home and health —and life's long span. Give praise to Him for all these things, and best of all the brotherhood of man.

And giving these, you will have given more, by far, than prince or potentate or modern Midas—

You will have given that which gold, nor favor, nor fear can buy—

You will have given that which He was ever giving to the lowly and the poor, comfort and strength and hope and rest and courage and faith—for of these things are the perfect Christmas gifts made.

—Lewis Allen,

Pittsburgh School Bulletin, December, 1927.

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From the Masthead
by The Lookout



"Some say that ever 'gainst that season comes
Wherein our Saviour's birth was celebrated,
This bird of dawning singeth all night long;
And then, they say, no spirit dares stir abroad;
The nights are wholesome—then no planets strike,
No fairy takes, no witch hath power to charm,
So hallowed and so gracious is the time."

Old English Carol

To the Teachers of Chicago:

To squeeze all the good wishes I wish you into two feeble pages seems futile. To say Merry Christmas to you without plagiarizing seems impossible. To be original in my Christmas greeting seems hopeless. I find myself, to borrow from the story told in the editorial columns of the Chicago Tribune, Tuesday, December 13, in the position of a good old colored woman in the south. She was attending the funeral of one of her colored brethren.

It was the custom thereabouts for the mourners to approach the bier, lay one hand on the forehead of the deceased and repeat some appropriate sentiment as, "Not dead but sleeping," or "At rest at last."

Taking time by the "fetlock" (as the old woman said) the colored woman had prepared ten possible appropriate sentiments to be repeated at the crucial moment. Her place in the line of mourners was well toward the end and ere she reached the coffin her thunder had been stolen and every one of her remarks used by some one ahead of her.

In desperation she confronted the corpse and placing one hand on his brow she said, "Merry Christmas, Mr. Brown!"

I appreciate the feeling of the teacher who, just before going on the witness stand in the McAndrew trial yesterday, told the attorney for the Board of Education that she sympathized with a witness who, before going on the witness stand said to the lawyer, "Now don't cross question me, I am not as smart as you think I am," and the lawyer replied, "Oh, yes, you are, you must be."

I do wish you all the joys of the holiday season, teachers of Chicago. Yours is a well-earned vacation and should be crammed full of all the happiness which the Christmas season brings. I would stuff your stockings to bulging, load your trees to breaking, heap your tables to groaning and fill your hearts with good cheer.

There is something festive about these few days before December 25. There is something fluttery about the tinsel and tissue, the holly and hawthorne. But there is something commercial about the shoppers, the mailman, about the festival itself. There is something that suggests a far cry from the occasion of the celebration, the Nativity.

In the rush and competition of Christmas giving, it is easy to lose sight of the religious significance of the feast day and to forget it came with the coming of the Great Teacher.

There is little in store decorations or in street parade to suggest the origin of Christmas and less in the hearts of the holiday crush to recall the spirit of Christmas.

The message of "peace on earth, good will to men," has been lost in the commercial carols which re-echo through our streets. And yet, without that gladsome cry which broke through the clouds over the manger at Bethlehem, we would not have known the spirit of kinship which makes the whole world one at Christmas.

As teachers we might well pause a moment

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and harken to that message. We might meditate a few minutes in this busy world on the lessons He taught and weigh the wealth of His words when He said, "Suffer little children to come unto me and forbid them not, for of such is the kingdom of Heaven."

He taught that others might go out and teach. He taught by precept and example. He instilled into those who followed Him, those humble fishermen, those hewers of wood and drawers of water, principles which He wished them to propound in turn long after He had gone. They were faithful to His charge.

We too have a responsibility. We have a responsibility to instill into those who come under our charge, principles which they in turn may hand down. Ours is a stewardship of precept and example. We can do these things, we can give to the "least of these" only so much of ourselves as we are allowed to give, only so much of the spiritual and cultural things of life as a commercial system, commercially administered, will allow us to.

It seems particularly fitting that at this very moment, at this very hour, the voices of the classroom teachers should be raised in protest against the commercial processes which have been threatening our schools in Chicago and which bade fair to make of our children cogs in a commercial machine instead of free thinking human beings entitled to a name, not a number.

For a period of years you have been expected to shut the door which led to association with great minds in music, art and literature and to direct children's energies to the absolute and asinine accuracy of a column of figures. You have been expected to minimize the esthetic side of education in order that minds starving for the cultural things of life might fit into their numbers in a commercial world. As Dr. Steiner, whose lecture before the Chicago Division is quoted in part in this issue explains it, his work in the Ford factory was to run with a screw to a bench and run back in time to catch the next Ford. As he says, "If a sneezed, I missed two Fords."

It seems hard to make the artificial, commercial standards which have been set up for the teachers and children of Chicago in the last few years, fit in with the teachings of the Great Teacher who gave to every child the birthright of happiness and the opportunity of developing his God-given powers of imagination.

In these trying days when all imagination has been taken from school work that there might be concentration on the so-called "fundamentals," "training children to become what they will never become," as Ada Louise Wilcox, a teacher in Benton, Tenn., states it, the teachers have saved the children from absolute stagnation. They have tried to make them see through the clouds of 100 percentage tests the peaks of the arts. They have helped them cherish the culture gleaned in earlier years and to long for more. They have shown them the poetry of living, fettered about as they were with cumbersome mechanics which administrators are pleased to call "education."

The president of the Board of Education expressed gratification at the "beautiful sentiment of simplicity, honesty of purpose and integrity" demonstrated by the teachers who testified before the Board of Education yesterday. That "simplicity, honesty of purpose and integrity," are the heritage of the teachers of today from earlier teachers, unspoiled by department store standards and factory "efficiency." Such principles are bred only in a spiritual and cultural atmosphere.

It should be an occasion of rejoicing to us this Christmas time to know that the fraudulent educational methods which have been foisted upon the children and the teachers are at last exposed and there is hope that Christmas will bring to the schools the message of "Peace on Earth, Good Will to Men."

Lo, now is come our joyful'st feast!
Let every man be jolly,
Each room with yvie leaves is drest,
And every post with holly.
Now all our neighbours' chimneys smoke,
And Christmas blocks are burning;
Their ovens they with bak't meats choke,
And all their spits are turning.
Without the door let sorrow lie,
And if, for cold, it hap' to die,
We'el bury't in a Christmas pye
And evermore be merry.
Withers—"Juvenilia"

And once again, "Merry Christmas, Mr. Brown."

Margaret A. Haley

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McAndrew's Regime Was What Sherman Called War

Says Teacher in Testimony at Night Session of Board

As we go to press with this issue of the Bulletin, the newspapers report the opening of testimony by teachers against the methods of Superintendent McAndrew.

Teachers, principals and district superintendents took the witness stand at a night session of the Board of Education, Wednesday night, December 14.

J. Lewis Coath, president of the board, is quoted in this morning's Tribune as saying, at the conclusion of the testimony, "I cannot but remark on the beautiful sentiment of simplicity, honesty of purpose and integrity demonstrated here tonight in the hearts of the men and women who testified.

"It is one of the most gratifying spectacles in the history of my school board experience of six years, and I thank God for the real human, honest people in the Chicago public schools."

Lack of time prevents printing anything but the merest excerpt from the stenographic report of the meeting and the testimony of teachers. A more complete report will be given in the next Bulletin.

Following is a part of the testimony taken from the stenographic report of Miss Anna Twohig, of the Gray school, a teacher for many years: [The questioner in the direct examination was Mr. Righeimer, attorney for the Board. He is speaking the lines indicated by "Q" and Miss Twohig by "A."]

* * *

A. I would like to speak about the music test in November, 1926. * * * *

Q. Go on now and tell us about the singing tests.

A. In November, 1926, Mr. Keener came to our school. In fact, he gave tests in all the 6-A groups, no, in the 6-A groups in all the schools. He came into the room. I was present at the test in the 6th grade room. He came into the room. He gave out cards. Each child got a card. There were ten different sorts of cards. Five cards were numbered 1; five, 2, and so forth. Then he asked all the children who had card No. 1 to rise and he chose a child to sing. Then the child number 2. Now, by singing, I mean note reading.

Q. You mean what?

A. Note reading, note singing.

Q. Note reading?

A. Note singing.

Q. Note singing test?

A. Something that was written on a little card. The children were given a minute or two to look at it and they were told to rise. They were not given the key and not the pitch. They were told to tell the key and to sing.

Q. Yes.

A. That was done through the whole group of ten cards.

Our score for that test in November, 1926, was zero.

Q. Zero?

A. Zero. They sent out to the school from Mr. Keener's office a list of the schools in the district showing the number of children that were called upon. Ours is marked "9 children, zero." Most of them seem to run about 12. The scores range from zero to 42. No, 50 is the highest score.

Then in June—

Q. How soon after that did they become Carusos? (Laughter.)

A. Well, it was quite a while, but we knew that they were to be tested again. We knew that in June, sometime in June the children would be called upon to sing again. So they worked hard. And on June 6th, 1927 another test was given under the direction of the music department.

We have three 6-A rooms in our school and the best pupils in each of the three rooms were chosen and put in one room for the purpose of the test.

In other words the unmusical children, the boys with changing voices, the very, very timid children who would dread to stand up and sing were taken out so that the group consisted of 48 children out of the three rooms who could sing the best.

Q. Now, how many pupils were there in the room in the first test?

A. 48 unselected children.

Q. 48 assorted children?

A. Yes, sir, unselected.

Q. In each of the three rooms; is that right?

A. Yes. And they gave it to one room only. Just walked into one room and gave it to one room.

Q. Then they selected how many for the second test?

A. Then in June, 1926 they picked the best children out of each room and put them all in one room, and some rooms contributed more than others because they were better.

Q. What was the result of that test?

A. On that test,—I have a copy of it here,—we were 100 per cent. (Laughter.)

Q. From zero to 100 per cent? (Laughter.)

A. Mr. Righeimer, you don't know how hard the teachers worked on that and how hard the children worked on that.

Q. Well, where did they work the hardest, teaching the children, or making the selections?

A. That I can't say.

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Q. Well, when the results of this were promulgated was the "dear public" advised that the conditions of these tests were different?

A. Well, we have been waiting for the 1927 annual report to come out to show that improvement, but I have not been able to get a copy of it yet.

Q. Well, you saw some newspaper stories to the effect that there were some wonderful changes in the conditions of the schools, in the condition of these children, didn't you?

A. Yes, sir, I did.

Q. Did you see anything about the different kinds of test, or the test being made under different conditions, in any of those articles?

A. I did not.

Q. Nor anybody else did. * * *

Q. Now what else, if anything, is there that you can say about these tests? Anything further?

A. I would just like to repeat that when comparisons of the results of tests are made for the purpose of showing progress, when the conditions are so altogether different, that it is not only not scientific, it is dishonest.

I would like to say that school teaching during the three years of Mr. McAndrew's regime was what Sherman called war. (Laughter and applause.) But it has been heaven the last three months, because we haven't had any of this.

And we have worked just as hard, Mr. Righeimer, too.

MR. BUSCH: I object to the testimony and move to strike it out. It has nothing to do with the charges of August 29th, if the President please.

THE CHAIRMAN: Objection overruled.

MR. RIGHEIMER: That is all, Miss Twohig. Miss Slattery. * * *

Judge Dismisses Case Against Policemen's Pension Fund

Hearing on Teachers' Pension Case Expected Soon

When the Application for Injunction was filed against the Teachers' Pension Board last July, a similar suit was filed against the Policemen's Pension Board. These suits were brought to prevent the City Treasurer and the Teachers' and the Policemen's Pension Boards from paying increases authorized by the legislature to persons were were pensioners when the amendments became effective. The City Treasurer acting on the advice of his attorney has refused to pay these increases.

The case against the Policemen's Fund has been heard and Judge Hebel of the Superior Court handed down his decision on Wednesday, December 14, 1927. He dismissed the case for want of equity—that is, he denied the injunction. This, however, does not mean that the increases will now be paid, for the case will almost certainly be taken to the Supreme Court, and the City Treasurer will wait for the decision of that tribunal before he will pay these increases.

In his opinion, Judge Hebel considered first the arguments of the complainant and gave special attention to Section 19 of Article 4 of the State Constitution which provides that:

> **The General Assembly shall never grant or authorize extra compensation, fee or allowance to any public officer, agent, servant or contractor, after service has been rendered or a contract made, nor authorize the payment of any claim, or part thereof, hereafter created against the State under any agreement or contract made without express authority of law; and all such unauthorized agreements or contracts shall be null and void; Provided, the General Assembly may make appropriations for expenditures incurred in suppressing insurrections or repelling invasion."**

Both sides agreed that the Pension Law is proper and is a worthy effort of the governmental agencies to allow for long, continuous municipal service, and therefore the point which the Court decided on was: Whether or not it is legal to increase the amount of the pension paid to those who were already pensioners.

In discussing this, the opinion points out that if pensions are "extra compensation" the increases could not be allowed; but the Court held that pensions are not "extra compensation"; they are bounties or gratuities, and may be granted, increased, decreased, or withdrawn at the will of the legislature.

The only other point to be established was whether or not the legislature intended these increases to apply to those who were already pensioned. On this point the Court held that the language was plain; the increases should be paid.

A hearing on the Teachers' case is expected soon, but no date has as yet been fixed. It will be heard before Judge Denis E. Sullivan of Superior Court.

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Teachers Ponder Over Retirement and Emeritus Rules

Both Reprinted as Means of Answering Volume of Questions

In order to answer the large number of questions which teachers are asking regarding the Compulsory and Voluntary Retirement Law and the Emeritus Service Rule, the Bulletin is reprinting here the retirement law as amended and the Emeritus rule as amended.

By comparison of the two, it is believed teachers will find an answer to the questions which are puzzling them.

Following them is a reprint of the Sabbatical year rule which has been responsible for some quandary on the part of teachers:

COMPULSORY AND VOLUNTARY RETIREMENT LAW

(As Amended and in Effect July 1, 1927)

The 1927 Act, (the Voluntary Retirement Law) added Section 3 to the 1925 Law (the Compulsory Retirement Law), and the two combined make the law at present as follows:

"An Act to provide for the compulsory and voluntary retirement of teachers, principals, district superintendents, and assistant superintendents, and the payment of retirement annuities."

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 other statutory provisions concerning any teachers' pension fund, or teachers' pension and retirement fund, established in accordance with the provisions of any statute in this State; and shall not repeal or modify any other such statutory provisions.

Sec. 3. All teachers, principals, district superintendents, and assistant superintendents who have served in the public schools of the United States for twenty-five years or more and who have served in the public schools of such city for 15 years immediately prior to retirement under this Act and who are 65 or more years of age and who have not reached the age of compulsory retirement as provided in sections one and two of the last mentioned Act to which this section is added, shall upon their own request be retired from active service and thereafter be paid annuities for life from the moneys derived from the general tax levy for educational purposes. Such annuities shall be paid respectively according to the following table of ages and annuities annually:

Age 65	**Ten hundred dollars**	**($1,000)**
Age 66	**Eleven hundred dollars**	**($1,100)**
Age 67	**Twelve hundred dollars**	**($1,200)**
Age 68	**Thirteen hundred dollars**	**($1,300)**
Age 69	**Fourteen hundred dollars**	**($1,400)**
Age 70 and thereafter	**Fifteen hundred dollars**	**($1,500)**

And provided that at the age of 65 and at any year of age thereafter, the board of education of such city may require a physical or a mental examination of any such teacher, principal, district superintendent or assistant superintendent upon the request of the superintendent of schools of such city and if any such teacher, principal, district superintendent or assistant superintendent be found incapacitated for service after trial as already or hereafter provided by law he shall be retired at the annuity above provided for that age of voluntary retirement.

And provided, further, that all such teachers, principals, district superintendents, and assistant superintendents shall be subject to the same conditions as to advisory service as provided for in Section 2 of said last mentioned Act to which this section is added. Nothing contained in this section or in said last mentioned Act to which this section is added shall in any way impair or prejudice any right of a teacher, principal, district superintendent, or assistant superintendent so retired to annuity under other statutory provisions concerning any teachers' pension fund or teachers' pension and retirement fund established in accordance with the provisions of any statute of this State, and the payment to be made under this section or the Act to which it is added shall be in addition to any such annuity.

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EMERITUS SERVICE RULE

(As Amended)

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 assignments 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 10 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 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 in the City of Chicago for at least 10 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.

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).

SABBATICAL RULE

Regarding the status of teachers who take Sabbatical leaves, the following letter dated December 13, 1927, has been received from William J. Bogan, assistant superintendent of schools:

December 13, 1927.

Dear Miss Haley:

It has been the understanding at this office that a teacher who makes application for Sabbatical leave under the rules of the Board of Education is to all intents and purposes a regular teacher and that her absence on Sabbatical leave would not affect the continuity of service called for by the Miller Law. However, in order that the question may be definitely settled, we are requesting an opinion from the Attorney on this point.

Very truly yours,

William J. Bogan,

Assistant Superintendent of Schools.

SABBATICAL LEAVE RULE

(As Passed by Board)

"Article 2. Sec. 7. (Sabbatical Leave of Absence.)

"The Superintendent shall have authority, with the approval of the Board of Education, to grant leave of absence for a period of one year or for one-half year for any or all of the following purposes:

"(a) Study along lines relating exclusively to schools and school work.

"(b) Travel which shall not involve to the employe any financial remuneration or benefit.

"(c) Observation of schools and school work outside of the City of Chicago.

"This leave may be granted at the completion of seven years or more of continuous satisfactory service as teacher or principal in the public schools of the City of Chicago, and at the completion of any subsequent period of seven years or more of such service. Granting of leave under the provisions of this rule for a period of one year, or for any less period, shall be a bar to any further leave hereunder until after the completion of at least seven years' additional continuous satisfactory service. Applications for leave under the provisions of this section shall be made in writing, over the personal signature of the applicant. Not more than two teachers in the same school shall be granted leave at any one time. Preference shall be given to those who have reached the maximum of the salary schedule, seniority in service the deciding factor between applicants meeting the general requirements of salary maximum and satisfactory service

"During the period of absence under such leave, when duly granted, the employe shall be paid the salary which he or she would be paid for regular service, less the amount paid for substitute service, payment to be made under the procedure adopted by the Board of Education for payment of members of the teaching force.

"Upon the expiration of leave granted pursuant to this section, the teacher or principal shall be reassigned to the position formerly occupied, provided, however, that satisfactory evidence be presented, showing that the period of leave has been utilized in good faith for the sole purpose for which it was granted. This evidence, in case of leave for study, shall be in the form of a certificate from a college or university of recognized standing, showing work that shall be satisfactory to the Superintendent of Schools and the Board of Education; in case of travel, either a passport or an affidavit by the employe, specifying the places visited and the time spent in each.

"Any employe who shall make application for leave under the provisions of this rule and who shall fail to devote the entire period to the purposes specified in his application for leave, or who shall during said period be engaged in any other occupation or employment, shall be deemed guilty of such violation of the rules of the Board of Education as to constitute ground for the filing of charges and dismissal from the service.

"Temporary vacancies due to the granting of leave under the provisions of this rule shall be filled on the recommendation of the Superintendent of Schools, approved by the Board of Education, by persons holding the appropriate certificate and qualified for such service; so far as possible appointments to be made to cover the entire period of absence and to avoid changes in instructors during said period.

"Respectfully submitted,

"Walter H. Brandenburg,

"Chairman."

Excerpts from meeting of the Board of Education, August 3, 1927

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Straight Thinking in a Crooked World

An interesting, whimsical interpretation of the subject, "Straight Thinking in a Crooked World," was given by Dr. Edward Steiner of Grinnell College, Grinnell, Iowa, before the Chicago Division of the Illinois State Teachers' Association, Saturday, December 3, in the Studebaker Theater.

So much of what Dr. Steiner said bears repeating that it is difficult to pick out the gems which will fit in the space to which we are limited in this BULLETIN.

With apologies to Dr. Steiner for so butchering his masterful talk which filled a much felt want at this time, the BULLETIN *herewith reproduces a few excerpts from his inspirational lecture.*—EDITOR.

When Robert Browning says in his Rabbi Ben Ezra, "Grow old with me: the best is yet to be," I think he was spoofing or just whistling to keep up courage. Youth is best, or at least you think it is best, because nobody wants to grow old. * * *

While growing old is inevitable, old age mentally is avoidable, and the cultural life presents the way of maintaining youth. * * *

Today we are living in what we are pleased to call a scientific age. We accept everything which science brings, long before it brings it. We have developed a new sort of superstitions. The sun of superstition never varies, it merely changes its face. From "mumble-bumble" it is now chemistry and physics and to the mass of the people it is the same sort of stuff. The reason we accept that sort of stuff that science brings us, or the reasons, because they are very varied, one of them I suppose is that accepting everything that science now brings us, especially in the sphere of applied science, requires no thinking whatsoever. It is, "You touch the button, and we do the rest."

Perhaps at the present time there is less thinking done on the part of the individual than ever before in the history of mankind. * * *

That is, today the masses of mankind are moved by mechanics and whatever is brought to us can easily be passed on and easily acquired. The type which someone calls the "chauffeur" type, which our modern civilization develops is a very simple type. It can be reproduced everywhere. It has no background; it has no history. The cultural type is a very difficult type to produce, for it has a past; it is built up on the experience of mankind. It has great traditions. It has back of it great soul and spiritual struggles, but the "chauffeur" type can be reproduced anywhere in less than no time. * * *

The masses of the people at the present time do not think. I perfectly agree with your chairman that they are capable of thinking but they don't have to think. That is the reason they buy machines.

In a certain home, in a neighboring town where I have been a guest, there are eleven machines to run the household. The lady of the house says, "I do not need a maid now; I need a mechanic." The time that she has for her leisure, which has been gotten for her by these machines, she plays bridge. That is, she is not creatively thinking. She has hitched up her household to these machines and they do it for her. She perhaps does less thinking, infinitely less thinking, than my own mother, who could not read or write, but who had to beat her flax and spin it and weave and embroider it and cut it to fit the bodies of her children; and who had to make her own candles; who had to create an atmosphere for her household. My own mother was an infinitely wiser woman than this modern, this particular modern woman who has eleven machines to do the work of the household. * * *

I wish that you would look carefully somewhere at a Greek statue, even that discus thrower. You may have him in your high school somewhere. Look at his body. Down from the smallest muscle in his small toe up to his brain cap that body is diffiused with intelligence. Put that Greek discus thrower beside Babe Ruth (laughter) or beside Mr. Dempsey, or look at the masses of people with whom we have to deal. Their heads are only just another muscle, an extension of the backbone, (laughter) with a hole in the middle to let words out and food in. (Laughter.)

Of course there are other, probably more complicated and difficult factors that enter in. One of them is that in our social thinking, which has been practically untouched by the scientific spirit, we have to give up something, immediately withhold something, narrow the self if we want to enlarge the social ego; while in acceptance of the results of applied science there is an inflation of that ego. There is an immediate expansion in the shape of trade or profit. And here again is a simple illustration.

When I was a boy I did all my reading, up to my seventh or eighth year, by the light of a lamp, by the light which came from a lamp fed by vegetable oil. The women, the present women would go out into the fields in the autumn, gather the seeds, press them and then peddle the oil in picturesque jars, crying "Oleo, oleo, oleo." That was the first filling station that I know of. (Laughter.) We had to make our own wicks and insert them. And when the thing was lighted we had 9 per cent smoke and 90 per cent smudge and 1 per cent illumination, and I read what I read, Shakespeare, the Bible, Goethe, fed to me very early, I read it by the light of that lamp. I had to carry this little lamp from line to line.

Then came the discovery of coal oil and the invention of a machine in which to burn it satisfactorily, and the tidings of it came into our little village. Mother would

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not think of it because she was conservative but we had a revolt of youth. There always is a revolt of youth, and the coal oil lamp came.

A thrill such as none of our youth may ever feel again came to me when that box arrived. I opened it nervously and there lay this new thing, the crystal globe and the brass top, the new machine, the first machine I ever handled. That little wheel that you turn up and down so fascinated me, I turned it up and down so often that I was forced to desist by a well-aimed strap.

Then we measured the exact center of the room because it was said it had to be hung in the exact center of the room. When it was hung and lighted mother went out of the house, she would not stay. I can still see her beautiful face against the windows, looking in at the new machine. When she saw the glow of it it must have appeared to her like the Aurora Borealis. She saw no smoke and there was no explosion. So she came in very carefully. She snuffed the air and there was no burning. She remained. The thing did not blow up. She finally accepted it because it gave us so much more light. She also accepted gas when it came. She also saw the electric light.

WHOOP AND IT COMES

If tomorrow I should go to the chamber of commerce and tell them that I had discovered a new light, that you do not need any wires, or any pipes, you just say "Whoop" and it comes by radio, they would accept it. But if I went to your chamber of commerce with a new light upon your social questions, upon your labor questions—I have tried it over and over again with your chambers of commerce and your manufacturing associations—they not only would not accept my new light but they would call me something. They would put a label on me to libel me. They will have none of it because it would momentarily mean a narrowing of the self. They would have to give up something. They could not be those "Big bosses." You see they would have to treat other human beings as their co-workers and not as numbers. They may have to pay better wages and provide better working conditions.

And the reason we have been so laggard in this sort of thing is just that, that mankind cannot see far enough ahead; that better human relations may mean an increased self; that there is no growth in personalities, full growth in personalities until you share, until you become one with mankind, and that ultimately there would be bigger profits if there were no strifes and no running red of revolution, which spreads its claws over all of us; but they can't see it. * * *

You can link yourself by wires; you can talk over long distance telephone; you can buy and sell stock and keep up your daily activities without much thinking and without any other factors entering into it, but when you tackle this other question, this world old question, the question of social relationships, you take something out of you; money goes out of you; opportunity goes out of you; heart goes out of you, if you are a neighbor to your fellow man, if you are a brother of mankind. That is the reason we are still limited in our relationships, in our social relationships. * * *

Very few of our young people are capable of thinking straight when it comes to the question of classes or races or other nations. Every once in awhile in my classes I ask my students to close their eyes and empty their minds of everything, which is not very difficult, (laughter) and then try to write down their instinctive reactions to certain races or nations or classes that I will mention. I begin with the Chinese, Slav, the Italian, the Jew, and what-not, and invariably when we gather up not only their instinctive reactions, but even their reasoned reactions you will find that they see the other classes, the other nations, the other races always at a lower level, pressed down by their prejudices and it is difficult for them to escape. And we carry this sort of prejudice not only into our immediate social life but we carry it into our national life and our international life. * * *

I venture to say that most of the people we have to deal with when it comes to the question of nationalism or internationalism, when it comes to the question of the League or the World Court or anything of that kind, whether they are for it or against it, it is their prejudices that move them rather than any sort of clear thinking the problem through. It is not an easy thing to do, not as easy as going into a chemical laboratory because in the sphere of applied science or in your laboratories your chemist will take a substance and compound it and it will invariably act in a certain way, which is of course not true of human beings. They will not act just as you expect them to act. It is not easy. It is not a thing into which we should rush but it is something about which we should creatively think and think hard and think straight and brush aside all sorts of prejudices because prejudice makes human relationships, the right sort of human relationship, impossible.

Another reason why it is more difficult to use straight thinking and to come to the right conclusion, especially in the sphere of social relationships is on account of the fact that men are almost invariably moved to their conclusions by self interest. * * *

It is difficult for us to free ourselves from self-interest when it comes to social thinking. * * *

Perhaps the greatest difficulty we have in our social thinking lies in the fact that we have no reliable text books about the past. What is happening in Chicago has happened in New York. In New York the text book was Hylandized and here it is something else. But history, the embodiment of pure tradition is absolutely essential to the development as a group, whether it is a national or a religious group. In our mixed society, in the confusion of race and tongue it is as essential, perhaps more essential than protoplasm. In fact, it has all the facets, all the energy of heredity.

The Hebrew people, as you know, have produced I suppose in every decade a genius, not as great as the Greek genius in that very short period of about 200 years but for nearly 3,000 years with unremitting force some great personality has appeared coming out of the womb of this race, not because the blood is more precious or the protoplasm more evenly organized but because the poorest Jewish child in the most neglected corner of the map has this mirror of great men and great events, linked to great purposes, held up to him. They elevate him; they life him up; they give him dignity. I thor-

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oughly believe in what I would call a nationalistic history. But at the same time it is true about the history of the Jewish people that they had to get along with heroes who were very incomplete. They had a David, who was their greatest man, their George Washington perhaps, their poet and hero, founder of their religious capital, and nevertheless there in that Holy of Holies is it written, "Thou who art the man of power, the slayer of another man," and the Hebrew child had to get along with that kind of a David.

And in the Bible you find this: "And the children of Israel did that which was evil in the sight of God." You couldn't put that into any American history.

Not that they would not do evil but because we are entirely mistaken in believing that you can develop national character by public hearings.

There are men and women who have struggled with their passions and with their desires, who have broken the law of God, but who have climbed up by devious courses to some great height. And the reason that the Bible is still a good book from which to study morals is because on the whole the men and women who are there are not perfect men. "They did evil in the sight of God." And they repented. And to use a religious phrase, there is no remission of sins, there is no salvation, there is no greatness for any nation, no greatness for any city unless we repent of our sins.

STRAIGHT HISTORY

You can't think straight unless you have straight history. There is nothing quite so necessary today as straigthening out the text books which link us with the past, so that we may know the virtues of our ancestors and may know their faults; that we know the perfect moments of our nation and of our race and that we may also know when they did wrong so that we may avoid the mistakes made in the past. We must not teach history to our children that they may repeat the mistakes which their fathers made.

Perhaps the greatest difficulty in thinking straight in social relationships lies in the fact that we are controlled largely by patent words and phrases which compel us to action without thinking. You see them around everywhere. Today we are compelled by them in all sorts of relationships, especially in commercial relationships. * * *

There must be room for expansion in our thinking and feeling, even our loyalties. America does not take in, the whole world does not take in mankind. While you have to be loyal, while you have to cling to your people, while you may have to fight for your institutions, yet at the same time 100 per cent anything narrows the individual and makes him a very poor sort of social human being.

PATENT PHRASES

We use these patent phrases to keep people from thinking.

During the war when some one was talking about something you thought was irreverent or if you wanted to stop any discussion or any thinking, you just said, "Well, you are pro-German," and you just hit them right straight between the eyes in that way. When a man today feels that the social order is not what it ought to be, that there may be a way out of it and a better way, you immediately call him a bolshevik; that gets him just like that, between the eyes.

Patent words, we use them just because they keep people from thinking. * * *

General Leonard Wood once said, "There always has been war and there always will be war. You can't change human nature." That is another one of those phrases that you can't change human nature.

Now it is not true that there always was war. It need not be true that there always will be war. You can change human nature. If you can't, then you have no job. That is our job—from clod to God. We have no other job, but from clod to God, from enemy to friend. We certainly have no bigger job. * * *

And we are on the way to changing human nature so that we shall not kill one another. We are on the way. We are not killers, even what they call the red-blooded men. I have got lots of red blood in me and I am not a killer. I don't even like to kill animals. Still I am a red-blooded man. I don't like to hunt and look a deer in the face and kill him. * * *

OH FOR A CHANCE

And if they will give us this chance, but they won't give us a chance, to teach our boys and girls for two generations that war is wrong, infinitely more wrong than eating your fellows, in two generations we should do away with the whole dirty business of war.

Perhaps the worst years and the most difficult times for us as teachers whose task it is to make people think and make them feel in war times lie in the fact that in the stress of great hates all the reasoning faculties are inhibited. We cannot think straight when we hate terribly.

A terrible thing about the late war was not the fact that eight or ten million men were killed, young men whose unfulfilled lives never came to fruition or that thirty or forty or fifty million people, men and women died of heartbreak and for other reasons, that generations of unborn children in Europe have their future and their health and happiness mortgaged by those terrible war debts,—that was not the most terrible thing. The most terrible thing was the degradation of the human mind.

EATING THEIR WORDS

If I were God and wanted to punish a certain people eternally and punished them cruelly in the old Jehovah way I would make college professors and public school teachers and preachers, I would make them read their war sermons and war lectures once a day throughout all eternity. There could not be any more fearful punishment, because we lost our reason. * * *

We were hating each other. We hated each other. That is what we pass along to the little children in the kindergarten. It is not the poison gas. No, it is not the poison gas; it is that other thing, the poison propaganda that makes thinking straight impossible and keeps this world a very, very crooked world.

If it should come again I wish I were a young man and could go out and clean up the enemy in the front line

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trenches by fighting because that is a clean job. But to stay at home and disseminate propaganda among little children, that is not a clean job; that is a dirty job. That stays with us. And that works such a terrific havoc with our whole being.

That is what we will have to do again if war comes, because at the present time it is not war between soldiers but war between all the people. * * *

You can't think straight when you are hating and desperately hating.

TEACHING TO HATE

Of course, we have to hate; you can't help it. We have to teach our children to hate; you can't get out of it. They have to hate vulgarity no matter where they find it; hate it in themselves and hate it everywhere. They have to hate lying and hate it in themselves and hate it everywhere. Hate, desperately hate lust; hate it everywhere and hate it in themselvs. But it dos not do you any good nor does it do anybody else any good when you hate people, no matter who they are. * * *

There is one doctrine to which you can subscribe and that is to hate militarism, to hate it and deliberately hate it, to hate it out of existence, and when all our children are taught how to hate it, how to hate it until it hurts, until it hurts themselves, until it hurts their very arms and their eyes, then we will wipe it out of existence and then we are ready for training men so that men will sympathetically understand other people. There is nothing more necessary to do than that, getting that sympathetic understanding of other people, knowing them and having a sympathetic and enthusiastic love for people. The two things have got to go hand in hand. Then perhaps we shall be able to think straight. When our thinking is suffused with sympathy, then we will understand.

I will tell you a story that illustrates.

The other day I was in an agricultural college and the president took me through the grounds. He showed me a beautiful building which was a barn. It was the maternity hospital for pigs, a very beautiful sight, these big pigs and the little piglets. In one particular stall I noticed one little piggy limping along. Evidently the mother had hurt him. By my side was the pig doctor, but he passed it by without thinking anything about him. I crossed the barrier and picked up that little piggy in my arms. You see I had sympathy but I had no understanding. I did not know what to do with the piggy. The other man had understanding, but he has no sympathy. You have to have both.

You have to know really what is in the background, what is the terrible struggle of the race, of the black men who crowd our streets, of the Jews, of the Slavs, of the Italians,—understand, but understand sympathetically.

We have to know the labor problem but we have to understand sympathetically. Then we are ready for the great magical task of making all men see the evident thing that we cannot live together right unless we think straight and unless we feel genuinely and deeply. * * *

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Pension Board Makes Annual Statement

The Teachers' Pension Board has just issued its Annual Statement for the year ending August 31, 1927. The Statement shows a Reserve Fund of $4,576,675. The interest on this Reserve Fund and on bank deposits amounted to over $220,000. Deductions from payrolls amounted to more than $405,000.

Receipts from all sources amounted to $1,518,694.81, in addition to the money received from matured bonds. The expense of administration, including printing, clerical service, attorney's fees, etc., was $16,339.73.

There were 1,096 persons drawing pension in June, 1927, including 83 disability annuitants. The Pension Board paid out $903,000 in pensions during the year. There are 12,238 contributors and 230 non-contributors in the service.

DITTO

A boy in school was asked to write a composition on a goose, and here is the result: "The goose is a low, heavy-set bird, composed mostly of meat and feathers. His head sets on one end, and he sets on the other. He cannot sing much on account of the moisture in which he lives. He carries a toy balloon in his stomach to keep from sinking. A goose has two legs, and they set so far back on his running gear that they came pretty near missing his body. Some geese, when they get big, are called ganders. Ganders don't have to set and hatch, but just loaf, eat, and go swimming. If I was a goose, I'd rather be a gander."

—Youth's World.

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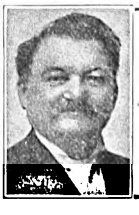
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Teachers Consider Group Insurance

A committee to be appointed by Miss Mary M. Abbe, president of the Chicago Teachers' Federation, will make a further investigation into the matter of group insurance and will report at the next Federation meeting, it was decided at the meeting held Saturday, December 10.

Miss Vera Reynolds of the Continental Casualty company talked to the Federation and explained the various phases of group insurance.

Members present appeared very much interested and instructed Miss Abbe to appoint a committee to make further investigation.

I'M NAPOLEON

Booth Tarkington, while seated in the coach of a westbound train, was accosted by a young lad selling books and magazines.

Tarkington beckoned to the boy, asking, "What have you worth reading, son?"

The youngster scanned his wares and replied: "Here's a good novel called 'The Gentleman from Indiana,' by Booth Tarkington."

Whereupon the novelist remarked "Well—er, it happens that I am Booth Tarkington; I wrote that novel."

The lad, taken momentarily with surprise, quickly responded: "Then how about 'Three Weeks' by Elinor Glyn! You ain't Elinor Glyn, are you?"

—Chicago Tribune.

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VOL. V

Margaret Haley's BULLETIN

NO. 6

Chicago, Ill. 28 January 31, 1928

For the New Year

I WOULD be true, for there are those who trust me;
I would be pure, for there are those who care;
I would be strong, for there is much to suffer;
I would be brave, for there is much to dare.

I would be friend to all, the foe, the friendless;
I would be giving and forget the gift;
I would be humble, for I know my weakness;
I would look up, and laugh, and love, and lift.

—SELECTED.

(From "The Arizona Teacher," Jan., 1928.)

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MARGARET HALEY'S BULLETIN

Vol. 5. No. 6 January 31, 1928 Page 95

To Louis F. Post—The Teachers' Friend

Pending the publication of a suitable memorial to Louis F. Post, a memorial to be printed in a subsequent number of The Bulletin, the Bulletin here reprints a tribute appearing in the January 21, 1928 issue of Winnetka Talk in the column, "Public Forum." Mr. Post, the teachers' friend, was a member of the Board of Education in Chicago from July 1, 1906 to July 1, 1909. He died Jan. 10, 1928.

When Louis F. Post died the other day in Washington, America lost one of its most interesting citizens, a loss not confined to our own shores but felt also in many other lands where Post, as author, lecturer, and editor of "The Public," a journal of fundamental democracy, was well known and admired.

As founder and editor of "The Public" from 1898 to 1913 he labored diligently and intelligently, and with the literary skill of a De Tocqueville, to impress his countrymen with the dignity and responsibility that is becoming to American citizens. His success in this endeavor is well epitomized by the verdict of another distinguished American, Mr. Charles R. Crane, when he remarked to the writer, "Lucky is the man who knows Louis F. Post. It is a liberal education to know Post." Every man or woman competent to pass judgment will corroborate Mr. Crane.

Born in 1849 Post spent his formative years in the atmosphere of those stirring times when the rights of man (even black men) seemed more important than the rights of property. They were days that might be fairly classified as our second revival of idealism, when our greatest leaders thought Freedom a prize worth any sacrifice of blood and treasure. It is not surprising that an ardent young idealist such as Post, baptized and fairly saturated in the philosophy of Garrison and Lincoln, should be actively engaged in every struggle for democracy that has agitated our country—or the world in the last fifty years.

Although a lover of peace and gentle as a woman, few men have had the courage and tenacity to engage in so many battles for freedom as had this New Jersey Republican. Long before he went to Washington to act as Assistant Secretary of Labor under Wilson, he had earned the right to rest from his long campaign. But even at Washington in what to an ordinary man would have been a sinecure free from responsibility he was not to find the rest he had earned. It was inevitable that a man with Post's early training and respect for American legal principles should refuse to permit his office to be used by any official, high or low, to imprison or deport men and women not found guilty of crime. Once his duty became clear to him neither threats nor popular hysteria could persuade Post to allow any one to use the office he administered to issue warrants of imprisonment and deportation in defiance of American legal principles and fair play.

Held Moral Law Supreme

The secret of Post's supremely successful life—what it was that made the life of this printer, lawyer, author, and economist a blessing to humanity—is indicated by the faith he had in the supremacy of the moral law. In the last chapter in his "Ethics of Democracy" he wrote:

* * *

"Be their cause what it may, whether material or moral, that of an inventor like the unknown discoverer of fire or the forgotten maker of the first wheel-barrow, of a persecuted and disheartened explorer like Columbus, of patriots on the scaffold or of saints upon the rack, of the philosopher with his deadly potion of hemlock or the Nazarene carpenter upon the cross—whatever the cause, it always has conquered and always must conquer, in so far as it is in harmony with the great order of things."

A. P. C.

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From the Masthead
by The Lookout



The inequalities in the assessment of real estate in Chicago represent 29 years of lawlessness in the Board of Assessors and the Board of Review of Cook County. The foundation of this lawlessness is persistent refusal for 24 years by these assessing boards to print their assessments of real-estate as required by law.

To the Teachers of Chicago:

The series of eleven articles by the undersigned on "What's Wrong in Our Schools?" printed in the Chicago Daily News in January is reprinted in this issue of the Bulletin from the Daily News' type, through the courtesy of the Editor of the News.

The appearance of these articles in January, after many essential statements contained in them had been corroborated by district superintendents, principals and teachers in their testimony against the educational policies of Superintendent McAndrew at his trial before the Board of Education, might seem to warrant the assumption that these articles were prompted or inspired by that testimony.

As a matter of fact, with the exception of the last one, all these articles were in the Daily News' office on or before November 30, two weeks prior to the presentation of the first testimony against Mr. McAndrew's educational policy (on December 14, 1927), by these district superintendents, principals and teachers. Important parts of their testimony will be printed in a subsequent issue of the Bulletin. Meantime, comment is withheld.

The graph on page 108 of this Bulletin shows that in 1928 some owners of buildings in Chicago will pay 19 times as much taxes on each $100 of value as one owner of a building in the same block will pay.

The full value fixed by the assessors in 1927 on buildings in Chicago ranges from 3 per cent to 124 per cent of the actual value of those buildings as shown by scientific appraisals just completed for the Chicago Teachers' Federation. That is, some owners of buildings will pay 40 times as much taxes in proportion to their value as other owners of buildings will pay.

These shocking inequalities in assessments show the shifting sands on which rests the foundation of the revenue for the Chicago schools, and corroborates the statement in Article 10 of the Daily News series that the schools are fighting a life and death battle against political influence.

The order of the Illinois State Tax Commission, reproduced here on page 109, was issued on January 25, 1928, directing the assessing boards to obey the law and print the 1927 real estate assessments by street names and house numbers and to mail these lists before June 28, 1928.

No assessments of real estate in Cook County have been printed since the printing of the first quadrennial assessment of 1899.

The first step for stabilizing and making adequate the revenue for the Chicago schools is to stabilize the assessment of real estate. The first step toward that stabilizing is to see that the order of the State Tax Commission is obeyed by the assessing boards and that the money is provided by the County Board to print the 1927 quadrennial assessment. Turn on the light of publicity and the rottenness and the inequalities of that assessment will be taken care of by the taxpayers.

Margaret A. Haley

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What's Wrong in Our Schools?

Veteran Teacher Gives Views

Margaret Haley Declares Routine Drudgery Has Replaced Fundamental Purpose of Child Character Building in Chicago

No. 1

At the request of many teachers and others, the Bulletin is reprinting here the series of articles which ran in the Daily News, January 3 to January 14, 1928, under the heading, "What's Wrong In Our Schools? Veteran Teacher Gives Views." The articles were written by Miss Haley at the request of the News. Following is the series with the introduction by the News which appeared with each article:

(As the official representative of the Chicago Teachers' federation Miss Margaret Haley for years has been a close observer and frequently a vigorous critic of policies and methods employed in the public schools of this city. She has written for The Daily News a series of articles which are presented in its columns to arouse discussion. Miss Haley's views on school questions are, of course, her own and some of those which she presents with force and sincerity are completely at variance with the views of The Daily News. The first of the series follows.)

BY MARGARET HALEY.

Chicago's public schools have lost their stride in the onward march of educational progress which received its greatest impetus under the late Ella Flagg Young, who, twelve years ago next December, retired as superintendent of the system in which she had started her career as a classroom teacher half a century before.

In the fulfillment of its manifest destiny as a great instrument of democracy, the Chicago school system has not merely slowed down to a standstill in the last four-year beriod. It is back to the '80s in everything that promotes the great purpose of education, namely the development of character.

The idea that the purpose of elementary education is "to prepare children for life," meaning adult life, is wrong. Childhood is life. The most important period of the child's school life, because the most formative, is the first five or six years in the elementary school. And here is something people are prone to forget, that you can never give back a child's childhood. The school system which for any reason is inadequate to minister to the needs of present-day childhood can never make up during the entire life of these children for that deficiency.

Good Childhood Insures Future.

To live the best child life is the best preparation for the best adult life. The best child life has been made impossible in the Chicago public schools because of the regimentation and mass handling of children forced on the teachers. The teachers have been compelled to give practically all the time of the children to joy-killing drill and drudgery in order to train these children in certain mechanical skills and achievements for use, presumably, when they shall reach adult life, with no freedom, time or opportunity for teachers to minster to the needs of child life.

Character building has not only been neglected; it has been abandoned, forced into the discard. School mechanics dominate the spirit of the schools of Chicago today.

It is a staggering thought that a whole generation of children must pass through a school system headed in the wrong direction through administrative stupidity and social inertia, and must pass out into the world of work before that school system can be headed again in the right direction.

I do not mean to imply that the Chicago schools were ever wholly humanized or freed from deadening drill and drudgery. Far from it. But we were headed in the right direction. About four years ago they suddenly went into reverse gear and returned to the dreary, lifeless round of routine which made prisons of the schools of fifty years ago, hated by children and teachers, a place from which both longed to escape.

Began Fifty Years Ago.

More than fifty years ago motivated life activities began to replace drill and drudgery in the schoolroom; not alone because such activities were found to be best adapted to childhood, but because it was found that drill and routine did not produce mechanical skills that prepared for adult life. It was found that most of the mental equipment and training that children got in the schools of routine and drudgery were useless to them and had to be discarded.

We thought that that gain to childhood had been assured for all time; that no power could ever drive from the schoolroom motivated activities that made children and teachers eager and glad to enter into work that they loved—not drudgery that they hated—work that best served childhood and best prepared for adult life.

But permanency of any educational gain is never assured in a system ruled by edict, where the teachers can be silenced into sullen submission to the power of authority of position, the power that can publicly proclaim "peace by edict," 100 per cent promotion by edict, 100 per cent perfection by edict. Through the retrogression of the last four years in the Chicago educational system much of the educational progress of the last fifty years has been thrown into the discard.

Cites Others' Opinions.

That the public school system of the second city in the United States has retrogressed for the four years past is not alone my own personal opinion. It is the opinion of thinking teachers throughout the system, an opinion confirmed by many disinterested observers who compare that which passes for education in our schools today with the type of education which it supplanted.

Save in such growth as is manifested by "plant expansion, improvement and additions," there has been actual retrogression to a degree that is disheartening to the overwhelming majority among the 12,000 teachers who survey the conditions and know the causes but are powerless through suppression.

What is wrong and why? They are the questions that can and should be answered without consideration of anything save the welfare of the children in the schools. In the series of articles which The Daily News has afforded me the opportunity to prepare for publication I have no desire to enter into personal antagonisms or to provoke controversy as such. I wish to offer my conclusions as to "what's wrong with our schools" as one speaking from my own personal observation and experience extending over many years' contact with the Chicago school system under many different administrations, rather than as the official representative of any teacher organization.

My work for the last twenty-seven years has brought me into close personal contact with the keenest minds and most courageous spirits in the Chicago public school system. My answer to the question, "What is wrong with the schools?" comes from first-hand sources—the classroom teachers of the children, the teachers whose voice has been stifled and opinion flouted. The question that will not down in Chicago's domestic and busi-

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ness life is the school question, which, like the poor, we have always with us.

City's Leading Enterprise.

The Chicago school system, with nearly 500,000 children enrolled in the more than 300 schools of the city, constitutes Chicago's most important enterprise and greatest investment materially and spiritually. It has been the part always of public-spirited citizens and education boards to safeguard the system on the material investment side.

"And yet," say the teachers in the words of the Great Teacher, "what doth it profit a man if he gain the whole world and lose his own soul?" What does it avail to safeguard the material side of the investment in the school sysem while failing to safeguard the spiritual?

The school question involves just one issue: Do the Chicago schools provide for the welfare of the children?

The answer would be an overwhelming "No" from a tremendous majority of the 12,000 teachers, if put to them individually or collectively in a way that would permit a free, candid answer. There never has been a time when the teaching body has become so disheartened with the alarming trend toward deprivation of educational opportunity for children as during the four-year period just ending.

Daily News, Jan. 3, 1928

Educational Leadership at Low Ebb Because Autocratic Rules Discourage Initiative in the Classroom, Margaret Haley Believes

No. 2

Leadership is at a low ebb in the Chicago public school system because education in the elementary classroom has become autocratic instead of democratic. The pressure of ideas is downward from the superintendent to the pupil, rather than an upward flow from the classroom through the teacher.

"I want to make the school the great instrument of democracy," Mrs. Ella Flagg Young said some months before she retired from the superintendency in 1915.

"Some day the system will be such that the child and teacher will go to school with elastic joy. At home in the evening the child will talk about the things done during the day and will talk with pride. I believe that every child should be happy in school. So we have tried to substitute recreation for drill. We have tried to correct bad physical conditions.

"We have tried to recognize types of mind as a mother does among her own children. In order that teachers may delight in awakening the spirits of children they must themselves be awake. We have tried to free the teachers."

Teacher Once Was Leader.

Under Mrs. Young's educational democracy the Chicago classroom teacher was an all-important unit—a leader of thought, molder of character and interpreter of intellectual ideas and ideals to the members of a class of children with whom she had constant contact.

Under present conditions with a superintendent who does not think in terms of democracy, the classroom teacher is a cog in a vast machine of many moving parts, operated from above. Initiative in either pupil or a teacher is submerged in a maze of mass instruction and administrative red tape under the guise of supervision and efficiency.

For four years past the public and the school teachers of Chicago have been fighting for the right to teach. Face to face with futile and radical changes in the character of classroom instruction, superimposed by a superintendent who saw no reason for obtaining the intelligent reaction of the teaching body to violent modifications of the methods of teaching, it has seemed a hopeless task.

Calls System Unnatural.

School life is not natural under the present system. Children are herded, forty-eight and more to a classroom, and there is no chance for them to live and learn in a normal, natural way. Thus is superimposed on them and on the teachers an environment that checks—where it does not choke—the intelligent development of ideas which is the true educational method.

It is keeping school—not teaching school.

In the formative years a pupil spends in the first five grades the teacher must be far more than a keeper or an attendant. Foster-parent to forty-eight or more bright, eager, inquisitive and impressionable children what chance has even the most earnest and enthusiastic teacher to establish contact, recognize types of mind in children with whom she is only in contact for brief, shifting periods punctuated by the clanging of bells.

It is not natural life and it is not education and there is no chance for development. In the platoon schools where the pupils move from seat to seat and room to room under the so-called work-study-play plan," there is no natural reaction to teaching. They—the pupils and teachers alike—are suppressed and the natural initiative and spontaneity of young children are all taken out of them by the time they reach the eighth grade—if they live through it.

Opposes Shifting Classes.

Now here are the teachers, a silent mass cut off from any real continuing contact with any particular group of children by reason of the restless shifting of classes from room to room, overwhelmed by big classes in crowded schoolrooms. They are not supposed to function as free, untrammeled minds aiding in the development of the children in their charge—they have been made automatons, and the children unfinished parts placed on the conveyor belt like the nuts and bolts in a Ford factory.

You will never have educational leadership until you have a chance for the whole teaching body to function as teachers. We are going through a stage in the Chicago school system where teachers are expected to conform silently to conditions they know to be wrong—criminally wrong when it is considered that children cannot and will not acquire the fundamentals of life and education under such a system.

Our greatest trouble in Chicago has been that the school has grown away from the community. The people have not understood that the things we have gained in education we can lose—and do lose them in the turning of a wheel.

Reaction to Be Avoided.

There is no greater joy in all the world than to participate in educational activity, either as student or teacher, but all the joy has gone out of life for teachers who have to fight for the right to teach the children. Educational progress is not safe for a single moment when a single reactionary in the superintendent's position in a single year can throw the whole system of education back twenty-five, thirty-five, even fifty years.

In her book entitled "Isolation in the School," Ella Flagg Young says that under such conditions in the schools "there is room for only one of two attitudes in the teaching body, either subserviency or rebellion." Of the two Mrs. Young made it perfectly clear that rebellion is preferable.

Chicago teachers may be silent, but they are not subservient and they are rebellious against a system of education that is intolerable to intelligent educators. There is organized rebellion against the reactionary teaching methods they have been compelled to carry out under an autocratic system of school supervision.

One thing is certain; if the judgment of the teachers of Chicago is sound the Chicago school children in the elementary grades are not being properly taught, and we are cheating the childhood of this city out of opportunities to which above all other considerations childhood is entitled.

Daily News, Jan. 4, 1928

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Margaret Haley Sees Four Years of Children's Lives Wasted by Present Regime of Crowding, "Platoons" and Excessive Reports on Pupils Progress

No. 3

Four years of a child's life wasted between the ages of 6 and 14 may mean very much more to the men and women of tomorrow than ten years in later life.

Those fleeting years of the early formative period in which character-building, through elementary education, begins, are all-important in the development of the child. Yet for nearly four years past the public school system of Chicago has been worse than wasteful of the time of those hundreds of pupils passing through the elementary grades.

It is not mere "scolding" to say the children are being cheated out of opportunities and the right to a real education if it can be shown that the time of teachers and classes has been wasted—or worse.

I have said, and I shall show, why the teachers feel that nearly four years have been wasted. If, perforce, the public schools of Chicago have failed in their purpose that fact is chargeable to several causes, beginning with the congestion in classes and shortage of seats—a continuous condition since the war.

No teacher, to begin with, can sit in a schoolroom filled to overflowing with a class of fifty-two children and teach.

Opinion of One Teacher.

In just such a room with fifty-two children—four children more than the forty-eight seats in the schoolroom—one of the most competent, gifted women in the Chicago teaching body has been trying to teach with two children sitting on a piano bench and every seat taken day after day.

"These children are being cheated," she said to me—and her situation is not isolated. "It is not alone the crowding into quarters so close that it stifles thought, but they are being deadened mentally by the emphasis on school mechanics now dominating the system.

"The deadening influence of routine repetition is plain. The teachers, as well as the pupils, are oppressed by routine under a system of teaching that requires every member of every class to be 100 per cent perfect in a certain arithmetic or spelling test before the class as a whole can go on to other ground.

"If only one or two children in a class of fifty fail to make a mark of 100 per cent in the test given, nevertheless the whole class must continue studying the same subject matter all over.

Individual Is Neglected.

"There is no chance to give individual instruction in a classroom crowded to its corners, no chance to help the slow child, the children who have been ill or out of school for other reasons. Mass instruction prevails in Chicago today and the individual pupil who survives it is an example of the 'survival of the fittest.'"

This teacher, a woman whose superior attainments are such that mere mention of her name would identify her to nearly everybody in the teaching force, says she, too, is being "deadened," that the task of keeping her children interested, their spontaneity alive and their minds quickened is a terrific task. If she is "deadened" and discouraged, heaven help the thousands of others who have less character, experience, mental equipment and enthusiasm to sustain them.

Tax System at Fault.

Congestion in the schools, of course, cannot be blamed upon the present school administration, the superintendent or the board of education, any more than it can be charged to the previous regime exclusively. That is due primarily to our antiquated taxation system and its utterly indefensible methods of enforcement. It is not with congestion and seat shortage that the teachers are first concerned.

It is the fact that in the last four years the whole system of instruction has been changed in such a reactionary manner that initiative and individuality in either pupil or teacher are suppressed or destroyed.

In a room, restless under routine and repetition inevitable to "100 Percenting"; with all emphasis placed upon constant "drilling" in arithmetic, spelling and penmanship, the teaching of English, history and geography—the cultural subjects—has been subordinated to a point that is pathetic; pathetic because the child compelled to cover ground over and over again is being deprived of a full, fair and free course of study.

Too Many Reports Required.

Not only are the teachers and pupils oppressed by routine and repetition but the former's time is taken up and her attention distracted by the demand for statistics and constant reports unprecedented in school history. Separate and distinct reports on the progress of every child in every subject taught must be made every day and recorded.

A teacher constantly keeping records and writing reports cannot be doing very much teaching. Petty and multifarious making and keeping of records take time and are not teaching, yet it is one of the most rigid of requirements for principals as well as teachers.

In the "platoon" schools—some sixty of them—the classes comprising forty-six or forty-eight children change rooms at regular intervals, passing on to other teachers or to playground, auditorium or gymnasium each period.

Without discussing here the administrative and instructional complexities this plan of teaching involves, it is apparent at a glance how much less chance the child in a platoon school has to be understood by his teachers, much less to be stimulated to greater iterest and effort along the line of his particular talents.

If a teacher cannot teach intelligently and uninterruptedly a child cannot be taught thoroughly and in a manner that will develop his ability, personality and character. Therefore that child is being cheated of the chance to learn anything but the most rudimentary and formal things; the smattering of schooling that sticks in a mind made machine-like by repetition is negligible.

High School Made Difficult.

Every four years nearly 50 per cent of all the children in the elementary schools go from the elementary schools, some to the high schools; many thousands leave the system to become bread-winners for their families. To those that go on, high school is certain to seem much more difficult than to the elementary school graduates of Ella Flagg Young's time or those who passed on during Peter Mortenson's superintendency when the elementary schools enjoyed a rich and flexible course of instruction that did not oppress the spirit or depress the minds but gave opportunity for development of individuality and personality in pupil and teacher

To those children whom economic necessity may force to become wage earners soon after leaving the lower grades the actual time wasted in the Chicago schoolroom of today and of the last four years, may mean much more. Their former contact with thought-provoking content and experiences has been superseded by such a superficial schooling the barest mechanics of education, arithmetic, spelling and penmanship—that the tragedy of being only half taught will seriously handicap them for life.

They are being lock-stepped into life out of the classroom, these children, without that rich experimental education which formerly characterized the schools of Chicago; cheated out of the chance to lay a firm foundation on one hand for further education in high school and college, and on the other of attaining those attitudes and habits essential to the young aspirant in business and industry.

Daily News, Jan. 5 1928

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Margaret Haley Declares Recent Emphasis on Perfection Keeps Pupils Moving in Lockstep, the Bright Chained to the Dull

No. 4

Standardization of school children, on any such scale as the Chicago school system now knows and conforms to, means just one thing: The immature minds of the young children that make up the fourth, fifth, sixth, seventh and the eighth grades are given no chance to go faster than the pace set by the slowest child among a class—they are moving along in lockstep!

Is it the fault of the teachers and principals under a system where one will superimposes itself upon teacher and those taught, down to the last child in every classroom? Should responsibility for a reactionary system of school teaching rest with those whose warnings were disregarded when the whole plan of school organization was changed three and a half years ago?

Not only the little ones are lockstepping but 12,000 mature men and women of the teaching force for whose many years of experience, intimate knowledge of Chicago school conditions and considered judgment no respect has been shown. So far as their opinions on the organization of their own schools was concerned the 300 or more principals in Chicago schools are lock-stepping with their teachers and pupils.

Within my memory this has been the only administration to reach right into each and every classroom and to compel conformity.

Conformity with what? With nothing more nor less than one man's fads and fancies, with a rigidity of mind and method that has driven the teachers' good sense and judgment off the job. The truth is that the whole Chicago school system has been going along under the lash.

Primary Grades Exempt.

In the first three grades the children have not so far been subjected to the standardization that in the upper classes would reduce pupils to robots and their teachers to automatons. From the fourth grade on there is no more flexibility to teaching than in automobile assembling.

At no time in three and a half years past has any attempt been made under Mr. McAndrew's superintendency to find out how the children in the grammar grades are reacting to the teaching of the so-called cultural subjects, i. e., English, history, geography, etc Instead there has been concentration on what is called "fundamentals"—and how?

A class of children entering school in September might make a grade of 85 on a given test in spelling or arithmetic. That is to say forty-two out of forty-six students in a sixth grade class might spell correctly fifty words or do problems perfectly in long division and multiplication. Four or five pupils might—and probably would—fail.

The 85 per cent who proved their ability at the outset of the year must wait until four or five stragglers may make 100 per cent in the same phase of the same subject.

Anything wrong with a system of teaching that not only makes the minds that succeed in a test the first time mark time but goes further and forces them to lockstep with the laggards over the same subject matter once—or twice—twenty or an indefinite number of times?

Consider the plight of the teacher whose iron-clad instructions are that every pupil in her class must get 100 per cent every day in a written test in the so-called fundamentals, addition, subtraction, multiplication or division and spelling! Every teacher knows it is so impossible of accomplishment that it is absurd and criminal to demand it.

Sees Inevitable Dullness.

Inevitably on immature minds the effect of so much repetition, so much rigid routine, is to dull their wits and make them weary. In such a conception of education the emotional element is entirely eliminated from teaching or learning. There is no motive power at work in a mind compelled to cover the same ground over and over again twice every day. Without motivation, all educators are agreed, a student does not learn. He merely memorizes, and temporarily at that.

That there has been a significant loss of interest in their studies of the so-called "fundamentals" on the part of pupils in practically every Chicago classroom, all teachers with whom I have talked are agreed. They say, too, that they are constantly being called upon to defend their teaching methods to mothers of the children in their classes who have been quick to detect the deadening of a child's interest in school.

No harder task confronts the teacher than trying to teach children things which she herself knows are wrong, because the minds of the children are mostly marking time and their individuality is lost in lock-step.

Throughout the Chicago school system teachers, trying to carry out orders they know are inherently wrong, are either breaking down in health and spirit because they have continued to give all the energy and enthusiasm to listless, overcrowded classes—or they have adjusted themselves! That is to say, they don't teach—they just keep—school.

Children "Adjusting" Selves.

Children, quick to react to wrong as well as right conditions in which they find themselves, are "adjusting" too. Any teacher will tell you, as they tell me every day, that her children are less responsive to the things that formerly caught and held their interest, that class and school spirit and mental development have been slowly lessening.

Much more of the teacher's time in school is taken away from teaching and spent in maintaining order and discipline a great deal in making and keeping "records of daily progress" which are meaningless, and twice as much time and energy outside the classroom as ever before is given over to the correction of papers.

"Two-thirds of the time that ought to be given to teaching we are frittering away on futile and foolish routine," one teacher told me. "We're trying to make standardized students by machine methods and losing any ability to teach or learn in the process."

Daily News, Jan. 6, 1928

Chaos Rules, Says Miss Haley; She Blames Overcrowding, Infliction of "Spy System" and Unnecessary Small Details

No. 5

In a school system such as Chicago's, committed to makeshift methods of education such as the double-shift, platoon plan and extreme departmentalization, it is not stretching things to say "Chaos Is King."

Particularly is that true when to confusion of aims and methods is added the inevitable unrest and disturbance due to overcrowding and the oppression of spirit incident to autocratic school management.

"After you have passed the thirty mark in a classroom it doesn't make much difference whether there are forty or fifty. You then begin to have more or less of a mob!

"Educators have agreed that thirty is about all a teacher can take care of in a class and get good work and that has been proved in these surveys and researches and educational laboratories in the last quarter of a century. After you pass the thirty mark, they all agree, you teach them in a great group and it is not individual instruction."

The above was quoted in a meeting of the school management committee of the board of education—not by me or any other opponent of the platoon or other makeshifts, but by Mrs. Helen M. Hefferan, school trustee and one of the strongest supporters of Superintendent William

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McAndrew's mechanized system of school organization.

One of the things radically wrong with our school system is that we have board members who believe thirty to be the maximum membership, who nevertheless lend the weight of their support to a system of school organization that promises to perpetuate congestion, overcrowding, confusion and chaos.

Consider the Teacher.

If beyond the thirty-mark in the primary or elementary classroom "you begin to have more or less of a mob"—as Mrs. Hefferan believes, consider the case of almost every one of the 7,000 elementary teachers now trying to teach in Chicago's schools. Many are trying to hold the interest and attention of forty-eight, fifty, even fifty-four children. All of them are attempting to teach from forty-five to forty-eight pupils—and in what an atmosphere!

Last June the official records of the board of education showed that there were 53,000 children in Chicago schools not provided with a seat in a schoolroom. An average of about 11,000 new children is added each year. The official records show that the board of education must build twenty-four new elementary schools every year for the next five years to relieve the overcrowding and take car of the annual addition of 11,000 new pupils.

Unrest Adds to Chaos.

Classroom chaos is not the creature of congestion alone. More oppressive to the mind than an overcrowded room and the confusion of constantly changing classes that tax her energy in attempting to keep order, is the sense of uncertainty and unrest pervading the public schools and disturbing the teacher.

The calm, undisturbed atmosphere that should surround the schoolroom is gone. The child moving from room to room, carrying his books, rulers, paint boxes, pens and pencils, rubbers, raincoat and other belongings, feels it most acutely in the platoon school. Shifting from room to room to playground, to auditorium, there is no continuity of thought in a class.

In the departmentalized schools, where teachers specialize and exchange classes at forty-five-minute intervals, there may be less disturbance and disorder than in the platoon school, because the children are older and classes can be better organized. Yet the turmoil and chaos of a system of makeshift method is everywhere in evidence, teachers tell me.

For nearly four years a condition of chaos has prevailed, because the time chosen to reorganize teaching methods and embark on a vast experiment, such as the platoon system, was the period when overcrowding of the schools was at its peak.

During the entire four years of the Dever administration, this reorganization transition of the school system was taking place. A new board of education, a new superintendent of schools and a radically different educational program came into being at a time when there was the greatest seat shortage in the history of the schools.

Nowhere has the confusion been greater or more continuous than at headquarters of the educational department as well as in the board of education itself. Never in twenty-seven years can I recall such uncertainty among teachers and principals alike as to what may emanate next from the superintendent's office.

Daily demands for reports, graphs, statistics, tests in so-called fundamental subjects, records of "civic services" by the children to which teachers were required to certify, flowed from the superintendent's office in an unending stream. The ordinary duties of teaching, already augmented by increase of numbers in classes, teachers were bombarded by demands for individual "progress reports" for each pupil each day, requests for marks or tests to say nothing of the regular daily correction of class papers.

Over and above all the congestion and the constant distraction of over-reporting and correcting papers, is an intensely shapened system of supervision and inspection that harasses principals, teachers and pupils alike. Principals are under orders to "keep out of the office and in the classroom."

Pity the Poor Principal.

Under threat of receiving "a black mark" if found in the office by one of Mr. McAndrew's omniscient "inspectors," the principal prowls about his school, passing from room to room and adding to the difficulty of teaching in each room with his periodic presence. Inspectors pop in and out of schools and classrooms intent upon such infinitesimal matters as finding principals out of their offices or to see if torn paper on classroom or corridor floors has been picked up.

One of the instructions given to district superintendents was to tear paper and scatter it on the floor of schoolrooms and corridors, then stand by and count the number of children who passed it by without picking up the pieces! In at least one established case, I am informed, a teacher was marked down because a school inspector saw several pieces of paper on the floor and reported "there must have been disorder in that room or that paper would not have been on the floor."

In another instance a principal was called to the superintendent's office to make a personal explaantion of why a dead cat, reported to have been seen by a school inspector in the school yard, had not been removed.

It is that sort of thing that weighs heavily on men and women in overcrowded schools and classrooms where chaos is king.

Daily News, Jan. 7, 1928

McAndrew Charged with Destruction of Only Democratic Medium for Presentation of Teachers' Views on Methods.

No. 6

Democracy is dead in the Chicago school system—or rather, it is in a state of suspended animation.

This is not my opinion—merely an outside viewpoint, if you will. Nor is it alone the almost unanimous conviction of the teachers. One member of the board of education appointed and reappointed to that body by Former Mayor Dever declared:

"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 garments. 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?"

Trustee James E. Mullenbach delivered himself of this arraignment of an administration that from its beginning near four years ago has refused to recognize the right of the teaching body to be heard in school affairs save through the most military of channels.

It is not my intention nor my inclination to impute everything wrong in the Chicago school system to Superintendent William McAndrew.

He is, perhaps, no more chargeable for certain conditions that have been and continue to be the curse of an educational system than any one else who has ever held the position of superintendent of schools

But for the destruction of that democratic spirit which existed during Mrs. Ella Flagg Young's regime and continued to grow under Peter A. Mortenson there can be nobody to blame but Mr. McAndrew—the same Mr. McAndrew who told the members of the Chicago Teachers' federation twenty-five years ago last Feb. 24:

"The means of education! That is what you are, teachers of Chicago. Everything else in your school system is merely accessory. A schoolhouse is nothing but a place; course of study, books and apparatus are merely tools; principals, supervisors, superintendents and school boards are only necessary evils, due to your variety of views When it comes to the actual processes of education you are essentially it. This is the age of machinery and our people have sometimes thoughtlessly assumed that a machine in charge of some high-priced superintendent could educate children.

"If that principle is to apply to

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schools we might as well get phonographs to do the teaching and strap the children down to seats, releasing them all at a proper hour by an electric shock."

Destroyed Only Medium.

All that and much more from the man under whose administration as superintendent of Chicago's school system the voice of the teacher has been silenced in the teachers' official councils. Almost at the outset of his term Mr. McAndrew destroyed the only democratic medium through which the teaching body could bring to the superintendent and board of education their first-hand judgments as to teaching methods and educational policies.

Since 1923, when Mrs. Ella Flagg Young gave them official status and recognition, the teachers' councils met on school time and without any administrative officers being present —Mrs Young insisting that "the voice or authority of position not only must not dominate but must not be heard in the councils."

Continuously then until April, 1927, the councils met regularly, once each semester of ten weeks, for the free discussion of educational policies and the expression of opinions as to the efficiency or desirability of teaching practices. In 1921 Superintendent Mortenson added local councils to the general council plan of Mrs. Young, and in the two succeeding years the thirty-nine councils for high school and elementary teachers were given still more definite standing and granted greater responsibility by the adoption of a rule by the board of education making mandatory the calling of the councils by the superintendent.

Called Only Once.

Only once, in February, 1924, did Mr McAndrew voluntarily comply with the board of education rule requiring him to call the council into session. Functioning for the last time as free and independent mediums for expressing teacher thought and opinion, the councils went overwhelmingly on record as opposing the introduction of the platoon system and so reported to the superintendent.

The death knell of the councils was sounded April 22, 1924, when Superintendent McAndrew in a bulletin to the principals notified them that it did not seem to him to be a good time to call the councils—and no call was issued. Mr. McAndrew receded from this position and with great reluctance called the councils on May 9, 1924 The councils as an official and professional part of the school system ceased to exist in September, 1924. When Mr McAndrew again refused to call them in December, 1924, and the board of education refused to pass the order introduced in the board directing Mr. McAndrew to call the councils as provided in the rules of the board, it had registered the judgment of the thousands of classroom teachers against an educational policy to which the board of education and its superintendent had committed the school system in advance—the platoon plan!

It was no snap judgment that the teachers' councils rendered in the case of the platoon school, for the thirty-nine district councils, comprising all the classroom teachers, had voted only after the fullest discussion had been had upon the results of an investigation conducted by a committee of teachers in cities such as Detroit, where the work-study-play plan has been thoroughly demonstrated.

Teachers' Vote Ignored.

The vote of the teaching body on the platoon plan was ignored.

In the case of the platoon system the voice of the teaching body was ignored and because the councils showed themselves to be an independent, intelligent medium of expression and criticism rather than a silent, submissive and subservient body they were killed.

In the killing the only intelligent contact between teachers and administration was destroyed and in the denial of the right of teachers to recognition as educators and qualified critics of what's wrong with our school system the only democratic institution in this city's school system was destroyed.

Until councils of this type, unfettered by the presence of principals or superintendents and undominated by administrative officials, are restored there can be no free, uninfluenced evaluation by the teachers of school methods and policies.

To replace the democratic system of official councils the superintendent has set up a small conglomerate group of principals, teachers and various kinds of supervising officers known as the Chicago Public School Teachers' Council. It has done nothing to justify its existence and cannot because it is the creature of autocratic power devised to simulate democracy in education.

Daily News, Jan. 9, 1928

Miss Haley Denounces "Platoon Plan," in Use Here, as Indefensible; "Garyizing of Education," She Calls It, Citing Defects.

No. 7

What is a platoon school?

"Exactly the factory system applied to the education of the child," said Miss Rose Pesta, Chicago elementary principal and the only representative from the elementary schools on the first platoon commission appointed by the Chicago board of education Dec. 12, 1923.

This statement was made by Miss Pesta in her minority report, which as a member of that commission she made to the board June 25, 1924, after a personal investigation and study of the platoon school in such eastern industrial centers as Pittsburgh and Detroit, especially the latter city, where the platoon organization is worked out most thoroughly.

What is a platoon school?

A plan of organization of an elementary school by which from 33 1-3 to 40 per cent more children are enrolled in a school than there are seats in classrooms in that school. During the entire day from 30 to 40 per cent of the children are "parked" on the playground, "dumped" in the gymnasium or basement, and "herded" in the auditorium, waiting until other children occupying the seats in the classrooms move out and give them a chance to move in.

In order that the same 33 1-3 per cent of the children may not be kept waiting for a classroom longer than from thirty to forty-five minutes at a time all the children in the platoon school rotate, at regular intervals, from room to room and from teacher to teacher. In this way all the children take their turn at occupying classroom space and parking space in the platoon school.

How Plan Works Out.

Children as young as 6 years of age have from six to seven teachers a day, and from twelve to thirteen teachers a week; one teacher handles 400 different pupils in one day and about 1,000 during the week. A few weeks before the adoption of the platoon school in Chicago I heard the superintendent of schools of Long Beach, Cal., address an audience in Chicago in which were at least two enthusiastic platoonist members of the Chicago board of education. That superintendent said that in one of the platoon schools under his supervision one teacher took care of ten shifts of 120 children each, a total of 1,200 different children every day in an auditorium.

Think of one teacher taking care of 1,200 children a day every day for five days a week for ten months of the year! That superintendent, who was an enthusiastic advocate of the platoon school, had the grace to add that the teacher's name was Miss Iron.

The teachers in the platoon school who teach at all, teach subjects, not children. They cannot even know the names of the children, much less teach them. The child is lost in the shuffle. To the tune of clanging bells each half hour, the distracted children are half taught by disheartened and distracted teachers who know the thing is a factoryizing process in

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which mass production and standardization—not education—are the end and aim.

That is the "work-study-play," or platoon plan, in brief.

Calls It Camouflage Plan.

Originating in Gary, the steel trust city on the sand dunes of Indiana, and masquerading under the high sounding title of "work-study-play" plan, the platoon school began as a cowardly camouflaged financial problem of school maintenance and school housing, which was the legitimate outgrowth of the illegitimate and indefensible tax situation in Chicago and elsewhere.

For the last three and one-half years the public school system of that mushroom city has furnished the model for our metropolis of 3,000,000 souls!

The "art of taking advantage of helpless children" and powerless parents reached its high-water mark in Chicago when, under the guise of "an experiment," sixty elementary schools were reorganized as platoon schools and put into operation within one year after the adoption of the platoon school as "an experiment" and within five months after the platooning of the first elementary school.

The board of education adopted the platoon school as "an experiment" on July 9, 1924. The Ryerson school was platooned in February, 1925. Superintendent McAndrew in his annual report of June 30, 1925, stated that sixty elementary schools had been reorganized on platoon plans.

To date no report has ever been made on the results of the so-called experiment. Today, three and one-half years after its adoption, there is no official report as to how many more than sixty elementary schools have been Garyized. The last report was that there were sixty on June 30, 1925.

Teachers Oppose System.

All this Garyizing of the Chicago elementary schools has been in defiance of the overwhelming sentiment against the platoon school among the elementary classroom teachers, expressed through their councils and in the face of the findings of Superintendent McAndrew's own commission, composed of four elementary principals and District Superintendent J. J. Zmrhal, whose adverse report of the results of an intensive investigation of its effect in other cities was made to the superintendent in January, 1925—and suppressed!

While responsibility for the "rigor mortis" method of education with its deadening routine and repetition can certainly be charged to Superintendent McAndrew, he made it clear at the meeting of the board of education which authorized "an experiment" with the platoon system that he did not intend to allow that board to put upon him the responsibility for bringing the platoon school to Chicago.

"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," McAndrew said July 9, 1924, to the board of education. "Your own commission made the investigation and made its report recommending an experiment with the platoon system. The last paragraph recommends that you experiment carefully, testing results as you go along with the platoon system."

What of that careful "testing of results" intended to safeguard the interests of the children in an experiment with the most radical change in Chicago school policy ever suffered by the system? Simply this: An undisclosed number of the elementary schools have been platooned and the "experiment" has become an established policy without any opportunity for protest ever having been granted parents, teachers, principals or pupils.

Becomes Standard Policy.

With the elementary teachers' councils silenced and abolished since May 9, 1924, the date on which these councils voted overwhelmingly against the platoon school, the platoon plan of organization has become an established policy, notwithstanding that the official records show it was adopted only as "an experiment."

If ever a failure in so-called "educational experiment" anywhere in America has been so utter and complete as the attempt to force the platoon school on the people of Chicago, it has escaped my notice. It is not necessary to describe in detail the theory of the so-called "work-study-play" plan at this late date. The parents of the pupils of the public schools in Chicago, on whom it has been ruthlessly forced, over their persistent but useless protests, know that it is working havoc in the lives of their young children.

The tragic story of the "putting over" of the factory system of education, the platoon school, by a reckless and irresponsible administration, is paralleled only by the "putting over" of the junior high school in Chicago by the same administration and by the same methods. It, too, was adopted as "an experiment" and established permanently without experimenting or report.

In the suppressed report of his own first commission, referred to above, appointed to study the platoon plan's practical workings, Mr. McAndrew was given the following advice by District Superintendent Zmrhal and his associates:

"Whatever the board of education decides to do we would advise most urgently against force, against coercion of any kind. 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."

Fits McAndrew's Plan.

Why, then, has what started out to be "an experiment" been firmly established in the Chicago public school system in so short a time and before it had even begun to "sell itself to the people of Chicago"?

Why? Because irresponsible boards of education, aping hard-boiled business men—to whom "efficiency" in the maximum use of "plant and equipment" overshadows the human factor—have swept aside the objections of teachers and parents, and the superintendent's own advisers. There is ample evidence that Mr. McAndrew knew the platoon system was not suited to Chicago and that it would never emerge from its "experimental" stage if limited to a few schools. McAndrew had seen the platoon school defeat one mayor in New York.

Unfortunately for the pupils and teachers of Chicago, the platoon plan fits into and re-enforces McAndrew's mechanicalized and regimented system which subordinates everything to the industrializing of infants in the schools.

Daily News, Jan. 10, 1928

Miss Margaret Haley Attacks Factory System of Child Education Set Up During McAndrew's Term as Superintendent.

No. 8

Chicago school children enter the elementary schools at an average age of 5 years and leave at 14.

What "the factory system" means to the mind of the immature child during the plastic period spent in the elementary school has been well stated by Edwin C. Broome, superintendent of schools of Philadelphia. Speaking before the National Educational association in June, 1926, his summary seems to fit the Chicago schools so well that it might have been written about them specifically.

Tells Industry's Influence.

"To what extent is school procedure influenced by the dominant practice in industry—mass production and standardization of product?" Mr. Broome inquired, then proceeded to answer his own query:

"Undoubtedly to too great an extent. In education as well as in manufacturing, standardization and mass production can only cheapen the product. Speeding up of manufacturing wears out machinery but speeding up in education results in agitation,

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excitement and distraction of human nerves. These cannot be repaired with a screw driver and a hammer!

"Overcrowded classes and standardization, carried to a point that stifles originality in teacher and pupil are ultimately more costly to society than any other practices in school management."

Are we industrializing the infants of the elemenary schools, committing them to the conveyor-belt system of classroom instruction—the platoon school? Are we condemning the minds of little children to a process misnamed education, so limited and uninspiring that they cannot escape being dwarfed and stunted, fitted for little more than machine-parts in a big business organization?

Detroit Mother Protests.

"Long lines of little children marching—marching—marching. They look to me like nothing so much as the lines of unfinished Fords in the factory; moving always onward, with a screw put in here or a burr tightened there as they pass by; standardized, mechanical, pitiful." These are the words spoken by a Detroit mother, in protest against the platoon school, from which she felt compelled to withdraw her children.

Is it the purpose of elementary instruction in the public schools, of even such a great industrial center as Chicago, to provide little cogs for large commercial and manufacturing organizations?

Listen to James Weber Linn, University of Chicago professor, and a commentator on Chicago affairs in one of the morning newspapers as to what the factory system of education means. Of the platoon school he says:

Prof. Linn Deplores Trend.

"The tendency to systematize education in young children seems to me unfortunate—almost to fatality. 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 psyehologically as depressing as membership in a chain gang. They come to regard the exercise of their minds as something to be shunned and avoided as much as possible."

That, mind you, is not my opinion or snap judgment on a school policy to which I am personally opposed. It is the considered and candid criticism of an instructor at the University of Chicago, whose school of education is presided over by Prof. Charles H. Judd, the man whose influence and personality has been exerted throughout the last four years to commit Chicago school children to such "chain gang" educational system as the platoon school.

"Back to the three R's"! To the endless shifting and changes of "the chain gang" system of schooling, the platoon school with its restless rotating at regular intervals, has been added the deadening repetition and routine of "100 per cent-ing" in spelling and in the "fundamentals" of arithmetic.

Back to the mechanics of education with the eternal and infernal harking on impossible 100 per cent computation for every child, every day, and an immeasurable and irreparable loss to the children and to the teachers of the cultural and spiritual values.

"No '100 Per Cent.'"

"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," Angelo Patri, internationally-known educational authority, said in The Daily News of March 3, 1926. But we have not had an Angelo Patri as superintendent of schools in Chicago these last four years.

"In business, in industry—in the arithmetic of life there is only one possible computation of results—anything short of 100 per cent perfect is failure," has been the slogan of the McAndrew regime. In terms of the factory, the shop, the big business institution he has talked of the schools until "output" has come to mean the children, "customers" and "stockholders" the parents and taxpayers, "plant efficiency" and "maximum production" the processes of education.

The true teacher cannot consider the childish minds and characters in her keeping as mere "output" and the schoolroom a mill to grind out standardized minds in mass production. If it is the end and aim of the Chicago public school system to turn out as finished product each year merely thousands of potential parts for a vast industrial machine, then the teaching body will willingly admit that they are not giving maximum efficiency in "output."

Tinkers vs. Thinkers.

The truth is that tinkers with thought and the processes of education, rather than thinkers, have for three and one-half years been busying themselves with an extraordinary experiment. They have tried to make the Gary plan for industrializing the infants in a one-industry community, such as the steel center, fit the educational needs of a great metropolis like Chicago.

They have been busy "sampling" and testing minds of little children in the same manner that great employers of labor test their laborers and they have done everything possible to depress those little minds to a low level of mediocrity by standardization and routine. It would be unendurable were it not that there are signs that the tinkers are through and that thinkers may once again take up their task of developing minds and molding character under a sane system of teaching.

Daily News, Jan. 11, 1928

Emphasis on "Three R's" Looked Upon as Rip Van Winkle Idea in Education. Discounting Value of Cultural Subjects for Mechanical Progress.

No. 9

The McAndrew regime in the Chicago public schools, with its slogan, "Back to the Three R's!" has been, and still is being, heralded to the world as a great educational administration.

The teachers of Chicago know that the so-called educational program of the McAndrew regime was a counterfeit.

No Rip Van Winkle of the medical profession, raising the cry, "Back to Leeches and Blood-Letting!" would be given a free ticket to noon luncheons of exclusive men's clubs nor afternoon teas of women's clubs, to expound the science of surgery. He would be given a free ride to the psychopathic hospital or a free ticket back to Sleepy Hollow.

But the people in Chicago who would be the first to see that such an old Rip of the medical profession got a ticket of leave instanter, are the very people who, for the last four years, have been banner-bearers for the Rip Van Winkle of the teaching profession, the man who, raising the cry, "Back to the Three R's!" put over the basest counterfeit educational program that was ever put over on a body of helpless children, protesting teachers and bewildered parents; and he did it with the help of an applauding press and acquiescent, if not admiring, business men and club women—the Chicago Knights and Ladies of the Lance and Leech in education.

Opposes "Mechanical Drill."

Unmotivated mechanical drill to reach a standard requirement of 100 per cent in addition, subtraction, multiplication, division, and spelling, imposed upon children every day of every week as a test of the schools' success in training the future citizens of Chicago may bespeak a great and practical educational administration to those who think of education in terms of automatic processes in a factory. That was Superintendent McAndrew's so-called educational program.

But the teachers of Chicago know, and the thinking fathers and mothers do not need to be told, that the soul of any educational system lies in the cultural subjects; that efforts to secure skill and facility in the mechanics of reading, writing, spelling, and arithmetic—the tool subjects—should be incidental to, and

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grow out of, motivated activities; these have purpose, interest, and emotional appeal for the child; that the cultural subjects—history, geography, literature, music, art—have content and spiritual values which furnish the foundation for developing and training the best kind of human being, which is the best kind of citizen of a democracy.

Every educator worthy of the name has recognized, as Mr. McAndrew did not, that these cultural subjects, presented by an inspired and inspiring teacher, arouse in the child a motive and desire to express himself, that only through such expression does the child acquire and retain skill and facility in using the tool subjects; that only through skill, content, and cultural and spiritual values thus acquired together in an atmosphere of joy and sympathetic understanding of child life may the child live the full, worth-while life of a human being, with power to adapt himself to the needs of a socially changing world, instead of being fitted only for an automatic process in a factory.

Holds Drudgery of No Value.

Every educator worthy the name has recognized, as Mr. McAndrew did not, that the mechanical processes in education take their proper place in a child's life only as skill and facility in these processes are acquired through motivated activities which appeal to the child's natural impulses; not through the grinding drudgery of drill, day in and day out, to accomplish "externally imposed aims which are dear to the hearts of adults and which are set up as ends, irrespective of the capacities of those educated," in the words of John Dewey.

Again and again there appear in Mr. McAndrew's official bulletins edicts setting in motion all the machinery of the system for repeated testing of the children in those obvious and least important aspects of learning, the mechanics of education —"The Three R's'—with no indication of recognition by him of the values of literature, history, geography arts; that is, if testing the children's progress in a subject is any indication of the value of that subject.

Recall Child Labor Fight.

I recall an experience I had in 1903 at a hearing before a committee of the house of representatives in the Illinois legislature. On that occasion, Mr. Leviss, one of the owners of the Alton Glass Works in Alton, Ill., made a statement to the members of the house committee which I shall never forget.

The bill under discussion, enacted into law during that session, was the first child labor law written into the statutes of Illinois. Mr. Leviss, speaking on the provision in that bill that no child under 14 years of age should be admitted into industry for day work or under 16 years for night work told the committee that if they kept the children in the public schools up to the age provided in that bill, the children would be of no use to the Alton Glass Works when they sought employment with them.

Mr. Leviss had previously told the committee that they could not get men to do the work for which they employed children. Clarence Darrow, then a member of the legislature, asked him if they could not get men if they paid men's wages, but the question was not answered.

Mr. Darrow then asked him what the nature of the work was that they must have children to do and could not get men to do. "Oh," he said, "it is just picking up a two-ounce bottle, walking a little distance with it, putting it down, going back after another one and repeating the process."

Why Education Was Opposed.

I saw Mr. Leviss sitting at the dinner table in the Leland hotel later in the day. I went over to him and told him I was present at the hearing at which he made the statement that keeping children in school up to the age of 14 would unfit them for employment in his industry.

I asked him if he had ever thought anything about what it was in the public schools that unfitted the children as he said, for the glass works and for industry in general. He said he had given a good deal of thought to it.

I asked him if he had any objection to telling me and he said he would be glad to do so. He said he had come to the conclusion that it was all the literature, history, music, drawing, and such things in the public schools that were unfitting the children; that they had noticed that the children who came to them from the schools where they did not have these subjects were willing to stay with them and were contented.

The subjects which Mr. Leviss found had unfitted the children for picking up two-ounce bottles in his glass factory are the subjects which under Mr. McAndrew's counterfeit program were minimized almost to the point of extinction in the Chicago schools, the cultural subjects, the subjects which admit the child to companionship with the greatest minds of all time in history, literature, art, music—"The choir invisible of those immortal dead who live again in lives made better by their presence" * * * and "whose music is the gladness of the world."

Once admitted to such companionship the child may be trusted to continue it through life.

There are teachers, principals and district superintendents still living on the heritage of inspiration and enthusiasm for childhood, which they received from a long line of distinguished educators: John Dewey, Ella Flagg Young, Col. Parker, Josephine Locke, W. W. Speer, William L. Tomlins, Agnes C. Heath and their disciples and followers.

Protests Were Ignored.

When such teachers, principals and district superintendents protested that McAndrew's program was not education their judgment was flouted with gratuitous insult.

Chicago parents do not want their children exposed to what Dr. John Dewey calls "the vice of externally imposed aims dear to the hearts of adults" set up as ends and aims in the education of their children, "irrespective of the capacities of those educated." Nor does it matter to the parents of Chicago whether these aims have been predetermined and imposed by a Rip Van Winkle in education or by interested persons, behind the scenes, pulling the strings on their puppet

Chicago parents want for their children the cultural and spiritual values in education. It needs no philosopher to see that Chicago needs the cultural and spiritual values in education.

Daily News, Jan. 12, 1928

Miss Margaret Haley Says Schools Fighting Life and Death Battle Against Political Influence in Institutions.

No. 10

"What is the matter in the schools, anyhow? For the last thirty years the school question has defeated every mayor in Chicago. What is the trouble in the schools?"

This question was thus put to me a few days ago by a shrewd, experienced politician, occupying a strategic post in his party, and incidentally an important public office.

"If re-elected, I will keep the schools out of politics," says the candidate for mayor of Chicago—who is in.

"If elected, I will take the schools out of politics," says the candidate—who is out.

No matter which candidate gets in he will keep his brand of politics in the schools and trust to luck that the schools will keep out of his politics.

Choice of Political Brands.

To the children, teachers and parents, a choice of mayors becomes a choice between "brands" of politics in the schools, which usually means a choice of evils. They choose what to them seems the least, which rarely means the one they had last.

"Keep the schools out of politics" is to many a well-meaning public-spirited citizen, especially about mayoralty election time, the cure-all for

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every ill to which the public schools are heir.

There is no more possibility of keeping the schools out of politics than there is of keeping politics out of the schools.

To the public-spirited citizen viewing the schools from without, "politics in the schools" means the periodic changes in the personnel in the offices of the board of education incident to a change in mayor.

The teachers in the schools who see these birds of passage of each political administration come and go in the offices of the board of education know that that phase of "politics in the schools" touches the lives of the children only remotely, if at all.

Living Thing to Teacher.

The Chicago teacher who looks over a schoolroom with fifty-three children and forty-eight seats, looks squarely at "politics in the schools." It is a living thing to her. She knows that the board of education that put those fifty-three children in that room knows that she can teach no more than thirty children and give them individual attention, that fifty-three children mean "mass education." She knows that thousands of other teachers in Chicago face "politics in the schools" in the same concrete way every day of every week throughout the school year.

She knows that the reason she faces fifty-three children a day instead of thirty is that the board of assessors, the board of review and other taxing officials are not doing their duty under the law to those fifty-three children, to their parents and to other taxpayers.

When thousands of other teachers see the same kind of living evidence of "politics in the schools" before them every day in their schoolrooms, see helpless children denied school opportunities and robbed of their childhood which no one can ever give back to them, these teachers know it is time to take the schools into politics and go after the robbers. When these thousands of teachers appeal to the state tax commission to use its power under the law to compel the assessing boards to do their duty to the 450,000 school children of Chicago, to their parents and other taxpayers, and do it now, these teachers see "taking the schools into politics" from a different viewpoint from that of the public-spirited citizen who shouts at election time, "keep the schools out of politics!"

Has Mean Imposition.

To the teachers in the schoolrooms "politics in the schools" for the last four years has meant the imposition on the children, teachers and parents of revolutionary school policies without regard to their soundness educationally, but merely as expedients to assist the board of education to meet its own financial problems. It has meant the importation of a high-sounding "work-study-play" plan of education—the platoon school—to meet a seating and housing shortage, against the advice and judgment of district superintendents, principals, and teachers, after silencing the voice of the teachers for protesting against it. To the teachers in the schoolrooms that constitutes a phase of "politics in the schools" vastly more disastrous to children than politics manifested by changes in the personnel in the offices of the board of education—which generally mean to the teachers no more than one set of job-holders out and another set of job-hunters in.

The teachers know that shortage in revenue for the schools should be met by adequate revenue through enforcement of the revenue laws, not by crowding fifty-three children to a room, nor by platooning children, nor by destroying the teachers' councils because they protested against the platoon school.

Weak Effort Made.

Four years ago the board of education officially acknowledged it was its duty under the law to see to it that the necessary revenut to run the schools was provided by the assessing boards. However, the efforts of the board of education to compel the assessing boards to perform their duty were so half-hearted and ineffectual as to bring no result. Therefore the teachers have asked the state tax commission to compel the assessing boards to do justice to the children, parents and other taxpayers of Chicago and to provide a fair, lawful, equitable, uniform assessment of property—and again we repeat, to do it now. Such an assessment will provide the necessary revenue to run the schools on a sound educational basis and at the same time will do equal justice, under the law, to every taxpayer.

When the board of education fails to do its acknowledged duty, under the law, to see that needed revenue is forthcoming for the schools, then the schools must go into politics through the teachers to do for the children what the board has failed to do. If the board will not take the necessary steps to get the needed revenue to stop the platooning and overcrowding of children then the teachers must.

Need Assessment Revision.

An equitable, uniform assessment of real estate in Chicago would provide an increase of $14,000,000 in the educational fund this year and a corresponding increase in the school building fund without increasing the tax rate if real estate now assessed too high were brought down to a fair level of assessment by the board of review now, and real estate now assessed below that fair level were brought up to that level now. This is what the teachers are demanding of the board of review.

There are thousands of pieces of real estate in Chicago that are assessed at only one-half as much in proportion to their value as other thousands of pieces, and are therefore paying only one-half as much taxes in proportion to their value. In many other cases the proportion is as low as one-third and in some cases as low as one-tenth.

The inequitable and iniquitous assessment of property for taxation purposes in Chicago puts a premium on fraud and "fixing" of taxes which threatens not only the revenue but the morale of the schools and of the whole city. There is nothing more harmful to the public morale, nothing that retards the efforts of the teachers to develop character and make good citizens more than the utter lack of orderly method and lawful procedure on the part of the assessing officials of Cook county in meeting their responsibility under the law to provide an equitable, uniform assessment of property.

The lack of money to house the children decently and to provide a sufficient number of teachers to teach school—not to keep school—is one of the greatest difficulties confronting the schools. Revenue is the life blood of the schools on the physical side. The struggle to get the necessary revenue to educate the children brought the Chicago schools into politics thirty years ago. The public school as a living institution is forced into a life-and-death conflict with antiquated tax laws and with a worse than antiquated enforcement of these laws. The methods of enforcement of the tax laws are utterly indefensible, inequitable, and a shame and disgrace to Chicago and Cook county.

Fight for Life.

The public schools are fighting for their life. The Chicago teachers are making the fight for the Chicago schools. But lack of revenue to run the schools is not peculiar to Chicago. The same condition prevails throughout the United States. Nowhere are the public schools adequately financed. Everywhere those who should enter the field and fight for adequate revenue for the schools are throwing up their hands and saying it cannot be done. The teachers alone refuse to accept defeat. For the life of this most precious, most vital institution of democracy is at stake.

The schools are in politics to drive politics out of the schools. The teachers have taken the schools into politics in order to drive out of the school the sordid, selfish, inhuman politics that would distort the souls and minds as well as the bodies of little children. This is one answer to the question at the opening of this article, "What is the matter with the schools?"

When the boards of education meet their responsibilities as the teachers are trying to meet theirs in this and other vital matters affecting the schools there will be less cause and therefore less likelihood for the "school question" to defeat mayors.

Daily News, Jan. 13, 1928

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Miss Margaret Haley Says Public Should Recognize Grievous Malady in Chicago Institutions.

No. 11

The public should recognize that the Chicago schools are suffering from a grievous malady. The soul of the school system is sick—as Lincoln said of the nation. It needs the best judgment, the richest and fullest experience, sense of responsibility, devotion to childhood to reach the malady from which the schools of Chicago are suffering.

Charles A. McMurry, long recognized as an acute observer of educational development who has scanned the whole educational field, has recently sounded the alarm against just such a state of affairs as has come upon the Chicago school system.

He says:

"Formalism, in educational circles is a term of evil import. A beautiful form, holding a rich content, is admirable, but form not paired with meaning and playing a lone game is a sorry spectacle. When fruitful studies degenerate into formalism, the schools suffer with a grievous malady, and this happens too often.

"The actual teaching of children lies on what may be called 'the battle front' in education. Quite a number of our officers prefer to put others in this front line where danger and perhaps failure lie. These brave captains—like Xerxes of old—are safe in some high tower overlooking the battle; it is easy for them to scold the fighters below for not fighting better."

The soul of the Chicago school system is sick because the teachers have no feeling of responsibility for what's wrong.

McAndrew Is Blamed.

The drift toward "formalism" in the Chicago schools has been so overwhelming and rapid under the McAndrew regime because the teachers' common sense, mature judgment and experience growing out of daily contact with the children and their sense of responsibility for what was happening to the children, were all put off the job at the outset of his administration four years ago and the whole teaching body became order takers.

What is immediately necessary is to restore to the Chicago school system the sense of individual and collective responsibility of the teachers. Under the conditions that have existed the teachers have actually ceased to feel any more responsibility for the things they have been ordered to do to children, which their own judgment and conscience make them feel are wrong, than they have in controlling the weather.

The first step toward restoring this sense of responsibility, which it is essential that every classroom teacher should feel, is to re-establish the teachers' councils—the heritage of Chicago teachers from the one master mind that originally created them, the late Mrs. Ella Flagg Young.

"A Grievous Malady."

Any educational system that denies machinery and opportunity for the acceptance of and expression of responsibility on the part of principals and teachers for making good in their schools is surely suffering from "a grievous malady."

At a time when there was never more noise nor more blatant propaganda as to the necessity for making children feel individual responsibility for civic duties there has been the least opportunity afforded Chicago teachers to recognize and accept their responsibility toward the public.

At a time when the teachers constituted the only resisting force powerful enough to combat destructive tendencies in education, it was most unfortunate that the teaching experience and judgment of those closest in contact with school problems should be driven off the job.

It is not alone at the door of entry that inefficiency comes into the Chicago school system. There are men and women who, if conditions were such as to make for efficiency, would become powerful and efficient teachers. It is the conditions they are compelled to combat that make them inefficient through the destruction of enthusiasm, denial of any right to formulate their own judgments, individually or collectively on educational problems, and the refusal of administrative authority to permit them to pass judgment upon teaching methods; therefore the fatal effects of "formalism" in the schools.

Until such time as the teachers are given the opportunity to express themselves as to conditions that are making for inefficiency in the schools and become convinced that their collective judgment and experience can be brought to bear to remedy conditions and remove their causes, they will continue to feel no responsibility for the results of a rule of autocratic authority.

Many Teachers Unfit.

There are in the elementary schools of Chicago today, men and women principals who never taught a day in an elementary school! On what basis of selection have they been placed over teachers who have had years of experience in teaching children of elementary school age? Certainly they were not selected on the basis of demonstrated fitness to perform the function for which they have been set apart.

There are in Chicago schools today hundreds of experienced elementary teachers supervised by principals whose sole claim to fitness for the position is that of having written an examination on academic subjects with particular emphasis on "theory and method of teaching."

On Jan. 27, 1926, forty-one elementary principals were elected on the recommendation of the superintendent, without any information before the board of education as to their fitness or experience, without consideration and without discussion after one member of the board had stated from the floor that twenty-seven of the forty-one had never taught a day in an elementary school!

It is such actions by the board of education and the superintendent that give color to the charge of elementary teachers that there are in Chicago today, men and women principals as unfitted for the function of administering a school as Mr. McAndrew was temperamentally and educationally incapable of administering a school system.

Whole Districts Suffer.

In some instances an entire school district, comprising some thirty or forty schools, has been known to suffer from the temperamental and educational unfitness of a district superintendent superimposing his will and authority on principals and teachers alike. It is only natural that soul-sickness has set in under a system that permits selection of administrators who are shining marks of incapacity and inefficiency themselves.

There are many experienced, broad-visioned men and women principals, district superintendents and other supervisory officers who command the respect and loyal co-operation of their teachers by their enthusiasm, their poise and temperamental fitness and their efficiency in the function of teaching as well as supervision.

Only teachers themselves realize that, next to the children, they are the chief sufferers themselves from the presence of the professionally unfit in their midst. Work undone by incompetents in the classroom must be done by others; work unfinished must be gone over again; discipline run riot must be reorganized by the capable ones; pupils poorly prepared in one grade must be taught again. Teachers detect in a fellow teacher inefficiency long before it is apparent to principals or even parents.

Need New Machinery.

If Chicago would have competent, qualified, responsible teachers the machinery must be created within the system which will permit the teaching body:

1. To stand guard at the entrance to their profession and keep out the unfit.

2. To have a voice in determining the conditions in the school system that will develop and retain efficiency in teachers instead of destroying it.

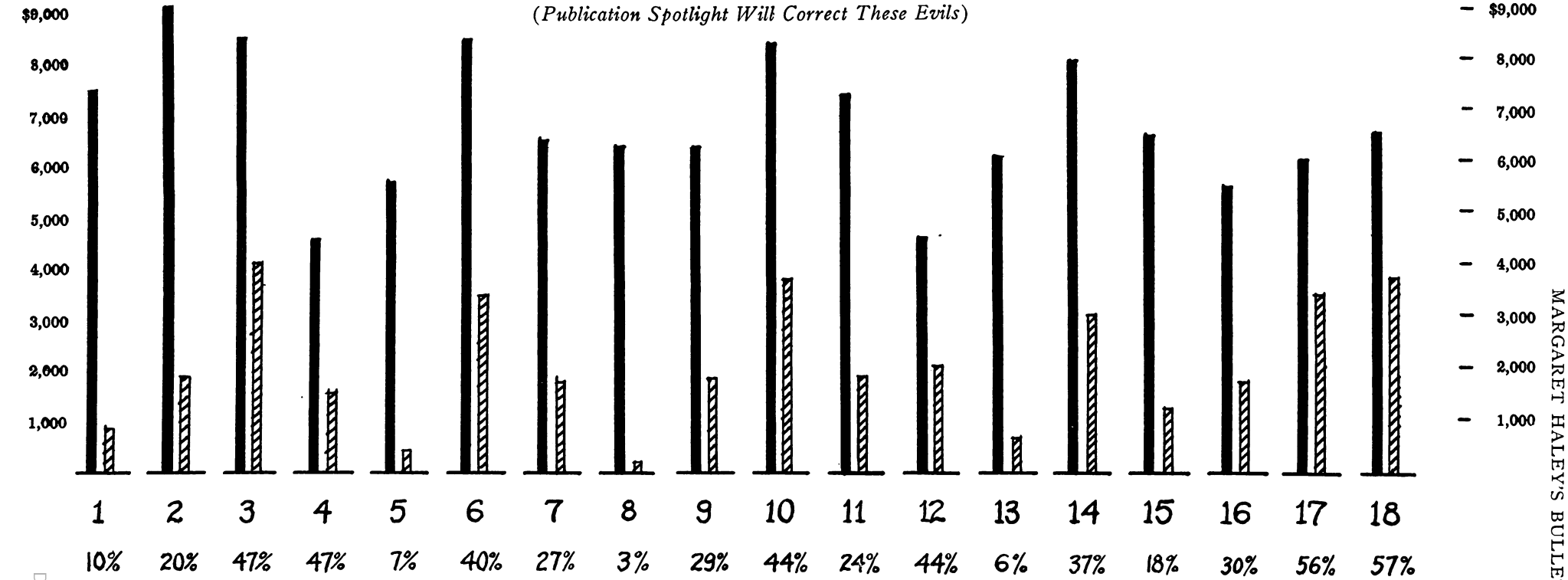
3. To meet their responsibility in

(Continued on page 110)

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Appraisal Reveals Gross Inequalities in Assessment of Small Homes

(Publication Spotlight Will Correct These Evils)



The above chart represents the comparative values of all the residential buildings on one side of a city block from street corner to street corner in one of the districts appraised by the Manufacturers' Appraisal Co. for the Chicago Teachers' Federation. The value of the land has not been included.

There are 18 dwellings—designated 1 to 18, inclusive—at the base of each double column on the chart.

The solid black lines represent the Manufacturers' Appraisal Company's conservative appraisal values in 1927 and the shaded lines represent the full values fixed by the Board of Assessors in 1927 for the four-year quadrennial period 1927-1930, inclusive.

The value of these dwellings, exclusive of the land, is indicated by the figures in the margin. The Appraisal Company's valuations range from $3,500 to $9,000 and the assessors' full valuations range from $200 to $4,000.

The lower line of figures shows the percentage relationship which the Assessors' full value bears to the Appraisal Company's fair value. The Assessors' full values show a range of from 3% to 57% of the full value determined by the Appraisal Company. That is, the owner of House Number 18 pays nineteen times as much taxes on each $100 of value as does the owner of House Number 8, and nine and one-half times as much on each $100 as does the owner of House Number 13.

This is a fair sample of the conditions found in the districts which have been appraised for the Chicago Teachers' Federation in various sections of Chicago.

Secrecy has made these inequalities possible.

Publication of assessments as required by law would make these inequalities impossible.

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Tax Commission Orders Publication of Lists

At Request of Chicago Teachers' Federation, Publication Order Is Signed

Below is a photographic reproduction of the Illinois State Tax Commission's order to publish the real estate assessments. The order, signed by William H. Malone, chairman of the Commission, and by two other members, is dated January 25, 1928. Its issuance followed a series of hearings brought by the Chicago Teachers' Federation before the Tax Commission.

(Photographic Reproduction)

BEFORE THE TAX COMMISSION OF THE STATE OF ILLINOIS

IN THE MATTER OF THE APPLICATION OF THE TEACHERS' FEDERATION OF CHICAGO FOR AN ORDER OF THIS COMMISSION DIRECTING THE BOARD OF ASSESSORS AND BOARD OF REVIEW OF COOK COUNTY TO PRINT AND PUBLISH AS PROVIDED BY LAW THEIR ASSESSMENTS OF REAL ESTATE IN COOK COUNTY FOR THE YEAR 1927.

The Commission finds that due notice of this application and the hearings thereon was had by the Board of Assessors and the Board of Review of Cook County; that said Boards appeared by counsel and participated in said hearings; that there has been no printing or publication of the real estate assessments made by said Board of Assessors and Board of Review in any year since 1911.

The Commission, therefore, orders and directs the Board of Assessors and the Board of Review of Cook County, Illinois, to print, publish and mail, as provided by law, their assessments of real estate in Cook County for the year 1927, and wherever any property so assessed is susceptible of being described by street and number, that such street and number description be published by said Board of Assessors and Board of Review, and that such printing, publishing and mailing be completed on or before June 1st, 1928.

Entered this 25th day of January, 1928.

Attest:

Secretary

Chairman

This is to certify that the foregoing order is a full, true and complete copy of an order entered on the 25th day of January, 1928, in the above entitled matter as appears from the files and records of the State Tax Commission of Illinois.

In witness whereof, we have hereunto set our hands and seals this 25th day of January, 1928.

Attest:

Secretary

Chairman

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Teachers' Credit Union Re-elects Directors

The Chicago Teachers' Federation Credit Union held its first annual meeting January 14 in the Federation offices.

The five directors whose term had expired were re-elected for a term of three years. The annual report was read by the secretary-treasurer, and plans were made for the next year's operations.

Members of the Credit Union feel that this co-operative savings and loan association has been a decided benefit to them during the past year, and are anxious that many more teachers share in the benefits. Anyone wishing definite information about the plan should communicate with Margaret Powell, 1215 Winona Avenue, Chicago.

F. BLANCHE PREBLE,
Pres. Bd. of Directors.

Anniversary Luncheon

The Chicago Teachers' Federation celebrated the 28th Anniversary of its entrance into the Tax Fight by a luncheon at the Palmer House on Saturday, January 21. A fuller report will appear in the next Bulletin.

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We have sold many Studebaker cars to teachers during the past year. We offer you the best of cars and best of service.

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What's Wrong with the Schools?

(Continued from page 107)

the elimination of the professionally unfit.

Responsibility for Teachers.

The teaching body will meet the responsibility of eliminating the professionally unfit only when adequate official machinery is created within the system that puts responsibility on the teaching body itself for admitting the unfit and for conditions in the schools that make for inefficiency. Then—and only then—may they be expected in conscience either to meet their responsibility in eliminating their own inefficients or—admit themselves incapable as a teaching body of protecting their own professional standards.

The code of ethics adopted by the elementary teachers' councils shortly before they were abolished under McAndrew is a guarantee of the good faith and professional spirit of the Chicago teachers.

Daily News, Jan. 14, 1928

CHICAGO SYMPHONY ORCHESTRA POPULAR CONCERTS

As Mrs. Kinsey is taking Sabbatical Leave, teachers desiring tickets to the Popular Concerts are asked to communicate with Anna Waldschmidt, 1343 Cornelia Avenue, Telephone Graceland 5853.

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NO HURRY!

Tommy was meandering homeward much later than his usual suppertime. A friend of the family who happened to meet him, said:

"Why, Tommy, aren't you afraid you'll be late for supper?"

"Nope," replied Tommy, "I've got the meat."

MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . . Editor and Publisher

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Forum to Study International Relations

On March 10 the Forum of the League of Women Voters and the Association for Peace Education will hold their third annual educational Conference in the Congress Hotel. In addition to the teachers' organizations which have cooperated in the past, a number of other organizations will participate this year.

The subject of this year's Conference will be "The Study and the Teaching of International Relations." Prof. Pitman Potter of the University of Wisconsin will speak at the morning session on "Methods and Motives in the Study of International Relations." The afternoon will be devoted to a discussion of the press as a factor in the education of the adult in international affairs. James McDonald of the Foreign Policy Association of New York will be the main speaker on this program. The discussion will be a prominent part of the program at both sessions.

The admission fee will be $1.00 for the day. For further information inquire at the office of the Association for Peace Education, 5733 Blackstone Avenue, telephone Hyde Park 1449.

Insurance Committee Will Make Report

At the next meeting of the Chicago Teachers' Federation, the committee appointed for the consideration of group insurance, will make its report.

At the December meeting of the Federation a committee was ordered appointed to investigate group insurance with the idea that the organization might decide to offer it to its members.

The committee has been appointed and consists of Mrs. F. Blanche Preble, chairman; Winifred Matthews and Mrs. Frances Williams.

A copy of the policy which the Continental Casualty company offers to groups is in the hands of the Federation committee and the committee will recommend that if enough members desire to make an effort to get a large group together, that the Casualty company's policy be adopted.

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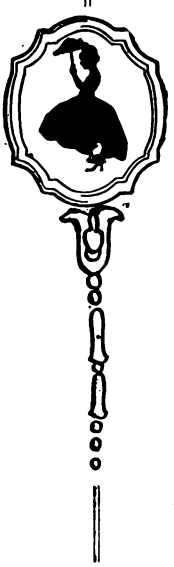
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FOUND—Two door keys left at the Federation luncheon, January 21, 1928, at the Palmer House, are being held in the Federation office, 127 N. Dearborn Street.

FOUND—A purse containing change and a key left at the Federation office several weeks ago is being held at the Federation office, 127 N. Dearborn Street.

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MARGARET HALEY'S BULLETIN

Vol. 5. No. 7 March 31, 1928 Page 115

In Memory of Louis F. Post

Following is resolution No. 20110 presented February 23, 1928, to the Board of Education by the Committee on Resolutions on the death of Louis F. Post:

Whereas, with the passing of Louis F. Post at Washington, D. C., on January 10th last, a long life of usefulness, of inspiring public service, including one term of brilliant leadership of this Board of Education, came to a close.

Resolved, therefore, that there be spread upon the records of this Board a memorial of his life and public service, and that a copy of the same be conveyed to his wife, Alice Thatcher Post, as an expression of the sympathy of this Board and as a tribute to her husband.

Louis Freeland Post was born in Vienna, N. J., November 15, 1849. At fourteen he left school and the farm home and went to New York City, where he worked as errand boy, printer, court reporter, lawyer, editor, author, and publisher. President Arthur appointed him Assistant United States District Attorney in New York City. He was manager of Henry George's campaign for Mayor of New York City in 1886, having some years before become a convert to the George economic theory—known popularly as the Single Tax. Very shortly thereafter he became the editor of "THE STANDARD," a weekly paper devoted to the promotion of the George doctrine.

In 1898, with his charming and gifted wife, he founded at Chicago "THE PUBLIC"—a weekly periodical of "fundamental democracy," which attained wide and significant influence during the fifteen years of its existence.

On July 9th, 1906, Mr. Post was appointed by Mayor Dunne a member of the Board of Education. He was placed on the School Management Committee, of which Miss Jane Addams was chairman. As a member of the Committee he wrote the report (known as the Post report) which put an end to the so-called promotional examinations, with their secret marking, and substituted therefor study in accredited institutions. (Proceedings, 1906-1907, pp. 490 ff.)

As a member of a special committee on revenue he made an exhaustive study of school land leasings and wrote a report recommending a test suit to see if the action of the Board in 1895 and in subsequent years in striking the revaluation clauses from the ninety-nine year leases of 1885 could not be set aside. A suit against the Chicago Tribune was instituted and carried through to the Illinois Supreme Court, which found the leases valid.

In the meantime Mayor Busse undertook to exclude Mr. Post and his associates on the Board from their offices. Resort to the courts by mandamus proceedings resulted in a decision by the Illinois Supreme Court overruling the action of the Mayor and restoring the members to their places on the Board.

While a member of the Board Mr. Post also wrote a report, favoring the advisory organization of teachers—a plan more completely realized when the teachers Councils were organized.

In the spring of 1913 President Wilson appointed Mr. Post Assistant Secretary of Labor. The Posts thereupon removed to Washington. In many respects Mr. Post encountered there the supreme crisis and climax of his public life. He became the outstanding defender of constitutional rights against the hysterical deportation activities of the authorities in their

(Continued on Page 139

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From the Masthead by The Lookout



"You cannot very well handle a great organization of teachers except by open, direct and out-on-the-table methods."
William Bishop Owen—
February 7, 1928.

To the Teachers of Chicago:

Two interpretations of the Chicago Teachers' tenure law have been rendered by the courts. As this is the first test of the tenure law in the courts the question of the most vital interest now to the 12,000 teachers in Chicago is "Which interpretation will be sustained?"

The Appellate Court, on February 14, 1928, sustained the tenure law and held that the 74 persons (27 principals and 47 teachers) who were "retired" from active service by the Board of Education on January 27, 1926, under the Emeritus Service rule, without notice, charges or trial were removed illegally and should be restored to the positions they held at the time they were removed. The full text of the Appellate Court decision is printed in this issue of the Bulletin.

The Appellate Court's decision has not been enforced because the Board of Education through its attorney asked for a rehearing. This the Appellate Court on February 28 denied. On March 6, the Board filed a motion asking that the mandate of the Appellate Court be stayed until that decision could be reviewed by the Supreme Court. (See pages 131 and 132.)

The Appellate Court on March 13 allowed the Board the stay of mandate asked for, provided that the Board had its petition for review filed on or before the first day of the April term of the Supreme Court, which is April 3rd. If the Board has such a petition filed in the Supreme Court on April 3 the Appellate Court will grant a further stay of its mandate until the Supreme Court can review the Appellate Court's decision.

If, however, the Board's attorney does not file in the Supreme Court the necessary petition for review by April 3, the next step will be to have the attorneys for the teachers ask the Appellate Court to make effective at once its decision and to direct the Circuit Court, Judge Friend, to order the Board of Education to restore those principals and teachers.

More than 8,560 principals and teachers have signed the petition (printed here) to the Board asking it to direct its attorney to abide by the decision of the Appellate Court and not to seek a review in the Supreme Court. The petition was filed with the Board of Education at its meeting on March 28 and referred to the School Administration Committee and to the attorney for the Board.

A resolution making the same request was adopted by the Chicago Teachers' Federation on March 10, presented to the Board of Education on March 14 and referred to conference of the full Board of Education and the attorney. No meeting of the School Administration Committee has been held to consider the petition nor any conference of the Board to consider the resolution.

The Appellate Court decision reverses the decision of Judge Friend in the Circuit Court rendered on October 8, 1926, denying the petition for injunction sought by the teachers on January 27, 1926 to restrain the Board from

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ousting them on that date, and an amended petition of those teachers filed on January 30th asking the Board to restore them after they were ousted. The Appellate Court held that Judge Friend erred in not granting the teachers the injunction asked. A copy of Judge Friend's decree denying the injunction is printed here in full.

No formal opinion was entered of record by Judge Friend but at final hearing before him on September 22, 1926, an informal, oral opinion was rendered and portions of that are printed here from the official records of this case on file in the Appellate Court.

When the Emeritus Service rule was adopted by the Board of Education on December 9, 1925, it provided for "retiring" teachers on the Emeritus Service. On March 8, 1926, the Board amended that rule, changing the word ***"retire"*** to ***"transfer."***

Judge Friend held that the Board could legally establish such a branch of the service as the Emeritus Service and transfer teachers to this service, although the Miller compulsory retirement law had been signed by the Governor between the time the teachers' petition was filed on January 27, 1926, and the hearing on that petition on September 22, 1926.

The Appellate Court held that the transfer was in effect a removal. That the intention of the Board was to ***retire*** not to ***transfer. That the Board was without power to retire or remove teachers in groups under rules of efficiency and conduct, without trial or charges. That it must give the individual teacher a trial and charges after due notice.***

Judge Friend, as will be seen by reference to his informal opinion, held that there are two ways to remove teachers from the service under the Otis law: One is to remove them in groups or classes under rules of inefficiency and conduct to be adopted by the Board; the other, by trial and charges as provided in Section 161 of the Otis law.

The attorneys for the teachers took an appeal from Judge Friend's decision direct to the Supreme Court on a Certificate of Importance, which Judge Friend issued on the ground that the rules of the Board of Education are, according to the Otis law, ordinances; and that under the law cases involving ordinances may be appealed directly from the lower court to the Supreme court without going through the Appellate Court.

Appeal was taken to the Supreme Court in December, 1926, and the hearing on the merits of the case was held in that court in that month. A year later, December 21, 1927, the Supreme Court held the rules of the Board of Education are not municipal ordinances, within the meaning of the law, and that the case ought not to have been taken directly to the Supreme Court; that it should have gone to the Appellate Court and on Dec. 21, 1927, it was transferred to the Appellate Court. That Supreme Court decision is printed here in full.

As this Emeritus service case is the first test of the teachers' tenure in the courts whatever decision prevails will establish a precedent. Therefore this case is of great importance to the teachers of Chicago as it may have very far reaching effects.

Should Judge Friend's interpretation of the Otis law prevail the Board of Education will have power to enact rules of conduct and efficiency and to remove teachers from the service without trial, charges or notice. The Loeb rule which forbade teachers to belong to organizations which had officers who were not members of the teaching force, or to organizations that were unions or affiliated with unions, was a rule of conduct. As Mr. Greenacre pointed out at the meeting of the Chicago Teachers' Federation on March 10, the Board would have power, under Judge Friend's decision, to enact such a rule again and to remove teachers under that rule.

Mr. Greenacre pointed out that the real purpose of the Loeb rule was to prevent teachers from maintaining organizations with officers that the Board could not control, that is, officers who were not members of the teaching force. Mr. Greenacre pointed out that the only organization whose officers and members were removed from the service under the Loeb rule, namely, the Chicago Teachers' Federation, had officers who were not members of the teaching force; that the other two organizations of teachers affiliated with labor unions had no officers or members removed from the service. They had no officers who were not members of the teacher force.

Mr. Greenacre pointed out that it was perfectly clear that the part of the Loeb rule that forbade teachers to affiliate with labor unions

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was a "smoke screen" to hide the real intent of the Loeb rule which was to prevent teachers from maintaining effective organizations whether they were affiliated with labor organizations or not.

It would be possible under Judge Friend's interpretation of the Otis law for the Board of Education to enact a rule of efficiency of the kind which Supt. McAndrew evidently had in his mind, namely, to make teachers' efficiency rating dependent upon the work of the children, as shown by tests, and to remove teachers automatically on the showing made by the results of these tests. McAndrew's official reports show that it was his intention to have teachers removed on the basis of the results of these tests.

There are about 20 of the principals and teachers on the Emeritus Service, the remainder of the 140 or more who have been retired under the Emeritus Service rule, have either retired voluntarily under the amended Miller law or they have been retired by the Board under the compulsory provision of the Miller law.

Complete records of the Emeritus Service case through all the courts so far are printed in this and other issues of the Bulletin, except Judge Friend's informal opinion, only a portion of which is printed.

The teachers' petition for an injunction was printed in the Bulletin of January 30, 1926.

From the beginning the Chicago Teachers' Federation has cooperated with the Emeritus Service teachers in pressing this suit. The original petition that was filed and the amended petition were drafted by Mr. I. T. Greenacre at the request of the Chicago Teachers' Federation and adopted by the Emeritus Service teachers, in whose name it was filed. The Bulletin has printed the facts as they have occurred as well as the Board action and every thing related thereto of interest to the teachers.

It goes without saying that it would not be possible for any group of teachers, forced out of positions precipitately, to have the necessary background and experience and other essentials to make a fight of this kind alone. These Emeritus Service people who have fought this good fight deserve the heartiest support of the teachers and their deepest gratitude. They have indeed fought the good fight.

It means very little to them now. They have all reached, or soon will reach, the age of compulsory retirement. This fight to sustain the teachers' tenure law is of comparatively small importance to these veteran educators, who were so inconsiderately and even brutally thrown out of the School System which they had served so long and faithfully, 74 of them. They were sacrificed to prevent a supine Board of Education and an obstreperous Superintendent from going to a finish fight over one decrepit examiner.

But the teachers of Chicago for all the years to come will benefit by their magnificent fight for their fellow teachers. And those who have supported and aided in this fight may well congratulate themselves that they have had that privilege. The principals and teachers who went through the soul-trying experience of 1916, when 38 efficient teachers, who were officers and members of the Chicago Teachers' Federation, were summarily dropped from the service, know what it means to have had the feeling of assurance and safety from such reprisal which the tenure law for eleven years has given the Chicago teachers.

That petition to the Board of Education, with its more than 8500 signatures of principals and teachers is convincing evidence that the tragedy of 1916 still lives in the memory of the teachers of Chicago. And it is a mute appeal to the Board of Education not to seek further to reestablish the power to repeat that tragedy of June 27, 1916, nor that of January 27, 1925.

That petition means that the Chicago teachers are of one opinion; and that is that if there be ground for fear of any further test of the tenure law in the courts, it should be removed by legislative enactment, not by judicial interpretation. The Chicago Teachers' Federation at its meeting on March 10 took steps to obtain such legislative enactment.

Margaret A. Haley

OUR COMPLETE DEBT

Teacher: We borrowed our numerals from the Arabs, our calendar from the Romans, and our banking from the Italians. Can anyone think of any other examples?

Willie Willis: Our lawn-mower from the Smiths, our snow shovel from the Jonses and our baby carriage from the Bumps.

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Decision in the "Emeritus" Case

APPELLATE COURT OF ILLINOIS

JAMES E. ARMSTRONG, CHESTER C. DODGE AND MARY R. HECOX, APPELLANTS v. CITY OF CHICAGO, BOARD OF EDUCATION OF THE CITY OF CHICAGO, AND OTHERS, APPELLEES.

GENERAL NO. 32497

Appeal by complainants from the Circuit Court of Cook County, the Hon. HUGO M. FRIEND, Judge, presiding (cause transferred by the Supreme Court of Illinois to the Appellate Court December 21, 1927). Heard in the Second Division of this court for the First District at the December Term, 1927. Reversed and remanded with directions. Opinion filed February 14, 1928. Rehearing denied February 27, 1928.

DUNNE & CORBOY, I. T. GREENACRE, ALLAN J. CARTER and WILLIS E. THORNE, for Appellants.

JAMES TODD, for Appellees; FRANK S. RIGHEIMER, RALPH W. CONDEE and WHARTON PLUMMER, of Counsel.

MR. JUSTICE GRIDLEY *delivered the opinion of the Court.*

OPINION

Statement of the Case.

This is an appeal from a decree of the Circuit Court of Cook County, entered October 8, 1926, wherein the court after a hearing dismissed complainants' original bill (filed January 27, 1926) and supplemental bill (filed January 30, 1926) for want of equity. Complainants sought to enjoin the enforcement of certain rules, adopted by the Board of Education on December 9, 1925, and known as the "Emeritus" rules, wherein it was provided *inter alia* that "hereafter no member of the teaching force shall be continued in class room or supervisory duties who shall be more than *seventy* years of age." At the time of the filing of the original bill two of the complainants were seventy years of age and one was seventy-three; two had served as principals or teachers in schools of the city for more than 20 years, and one as a teacher for nearly that length of time; all were performing their respective duties. The appeal was taken to the Supreme Court, but on December 21, 1927, the cause was transferred to this appellate court, the Supreme Court holding that it had no jurisdiction of the appeal. (*Armstrong* v. *City of Chicago*, 328 Ill. 147.)

Case transferred to Appellate Court after hearing in Circuit and Supreme Courts

1

The bill was filed also in behalf of all other principals and teachers similarly situated who desired to join as complainants. It alleges that each complainant is a resident, voter and tax-payer in Chicago; that Armstrong has been and is principal of the Englewood High School, and Dodge of the Hibbard High School; that Miss Hecox has been and is a teacher in the Cameron School; that during their long period of service in the schools each "has complied with the rules of the board of education concerning conduct and efficiency"; that "there is no cause within the meaning of the statutes for the removal of any of the complainants from their present positions"; that no charges have ever been preferred against any of them, nor have any of them ever been suspended

Teachers pray for preliminary injunction to prevent unlawful "retirement"

2

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from their positions; that under the statutes their status as principals or teachers "should be determined by merit only," and each of their apointments "has become permanent, subject only to the rules of the board concerning conduct and efficiency, and subject to removal for cause in the manner provided by section 161 of the Schools Act"; and that on December 9, 1925, the Board of Education adopted 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 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 other than the Superintendent of Schools, and examiners, except as hereinafter provided, shall be assigned when they snall have respectively reached the age of seventy years, *provided, however*, that 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 class room or supervisory duties who shall be more than seventy years of age.

First Emeritus Rule provided for "retirement"

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 seventy 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. 3

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 nor more than Twenty-five Hundred Dollars."

The bill further alleges that the Board has announced that in the enforcement of said rules it will pay out of the school funds, to those members of its teaching force to be placed in such service, $65,000 for the current year and larger sums thereafter; that on January 13, 1926, the Board concurred in a report of the Superintendent of Schools (No. 13535-B, dated December 31, 1925, copy set forth) wherein there were named seventy-four (74) principals or teachers in the schools, including complainants, who are more than seventy years of age or who will attain that age on February 1st, and who will be placed in such service; that the Board also has announced that at the meeting, to be held on January 27, 1926, it will select persons to fill the positions of complainants and of all others named in said report; and that said rules, so adopted and so to be enforced, "are contrary to the limitations contained in said Schools Act," and are "beyond the power and authority of said Board of Education, as limited by section 131 of said Act and other sections, as amended," and "are void and of no effect."

Board names group of 74 to be "retired" 4

The bill further alleges that on January 20, 1926, complainants, and the other persons affected, were notified that on January 31st they would be retired from their classroom and supervisory service and "assigned to the 'Emeritus Service', subject to the call of the Superintendent of Schools, or the Board, for consultation or advice;" that this will result in their being excluded from their present respective positions without any charges having been preferred against them and without any trials had thereunder; that the proposed action will cause "unlawful and unconstitutional diversions of moneys raised by taxes", will "deprive complainants of property without due process of law", and will be "an abuse of discretion vested by law in the Board of Education"; and that the rules "are arbitrary, unreasonable and void and in violation of the State and Federal Constitutions", that their enforcement will result in a multiplicity of suits, and that complainants have no adequate remedy at law for the recovery of damages thereby to be suffered by them.

Group of 74 notified they will be "retired" 5

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The bill prayed for a preliminary as well as a permanent injunction, restraining defendants from enforcing or attempting to enforce the rules as against complainants, from preventing them from performing their classroom and supervisory duties and from transferring them to said Emeritus Service.

6 **Teachers pray Court to act before ouster**

In complainants' supplemental bill, filed three days later, the events resulting in their transfer to said service, and in the placing of other persons in their respective former positions, are set forth in considerable detail. The prayer of the supplemental bill is, that the court forthwith issue an injunction order, "directing said Board of Education and Superintendent of Schools to *restore* complainants to their former status, positions and conditions, and be enjoined from thereafter dismissing, removing or retiring the complainants, or any of them, from their respective status, positions and conditions; and that defendants be commanded to order and cause the several persons, purported to be assigned to take the respective positions of complainants, to desist and refrain from interfering, or attempting to interfere with complainants respectively in their positions and the performance of their duties, as held by them at the time of the filing of their original bill", etc.

7 **Teachers ousted—places filled—they pray Court to restore them**

On February 4, 1926, complainants' motion for a preliminary injunction was denied. On March 27, 1926, the Board of Education, its officers and members and the Superintendent of Schools, filed a joint and several answer to both bills, and in September, 1926, there was a hearing before the chancellor, at which considerable oral and documentary evidence was introduced by both parties. Some evidence offered by complainants was excluded.

8 **Court denies both prayers of teachers**

On the hearing, the said rules, adopted December 9, 1925, were introduced by complainants, and it appeared that during March, 1926, these rules were twice amended by the Board, upon recommendation of the Superintendent of Schools. In the first amendment the provision in section 1, as to the length of service in the schools was changed from "twenty" to "fifteen" years, and the words "prior to such *retirement*" were eliminated, and, in section 2, the words "shall be *retired*" were changed to read "shall be *transferred*". In the second amendment the provision in section 1, as to the length of service in the schools was changed from "fifteen" to "ten" years. It further appeared that shortly prior to January 30, 1926, the three complainants, and others similarly situated, in accordance with said rules and the action of the Board, ceased acting as principals or teachers and their respective places, in the performance of classroom or supervisory duties,

9 **Board amends rule—Changes word "retirement" to "transfer"**

were taken by others. Both Armstrong and Miss Hecox testified to the effect that since they had been placed in the Emeritus Service they had not been requested to do much of any work in connection with the schools; that each had received a circular letter from the Superintendent of Schools, dated January 29, 1926, (introduced in evidence) asking them to select from a list of about 80 topics, 4 or 5 topics as to which they might assist the Board by work or advice in connection therewith; that each had replied to the circular, mentioning certain topics, but that they had not yet been requested to do any work on the topics chosen. Miss Hecox, who latterly had been a teacher in the "sub-normal division" of the schools, testified that on one occasion she was requested to make out a list of books, suitable for the new curriculum committee to read or refer to in making out a course of studies for said sub-normal division, and that she complied with the request and made out such a list, taking about fifteen minutes in writing it. The evidence, however, did not disclose that complainants, or any other former principals or teachers assigned to said service, had been required to do any work, or give any advice. Armstrong further testified that he had been receiving a salary of $6,450 per year as a principal of a school, not including about $700 received for services in a summer school, but that since being assigned to said service, he had been receiving a salary, under protest, at the rate of $2,500 per year.

10 **The Emeritus "Service" required only 15 minutes work per month**

On the hearing, also, there was introduced by complainants a copy, certified by the Secretary of State of Illinois, of the so-called "Miller Act." It appears that although this Act was passed by both houses of the legislature before adjournment in June, 1925, it was not presented to or signed by the Governor, and did not become a law, until May 19, 1926. (See Cahill's Stat.

11 **Miller Law introduced in evidence at hearing on September 22, 1926**

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1927, chap. 122, p. 2296.) This Act was entitled "An Act to provide for the *compulsory* retirement of teachers, principals, district superintendents and assistant superintendents, and the payment of *retirement annuities*." And it was further disclosed on the hearing that, while this act was pending before the legislature, the Board of Education, through its agents, etc., was very active in urging its passage; and that the Board, believing that the proposed act had failed to become a law in 1925, passed the rules in question in December, 1925, and amended them, as shown in March, 1926. In section 1 of said Miller Act it is provided "that, 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 1st and August 1st of each year all teachers, principals * * in the public schools of such city" in accordance with a graduated schedule to become operative in the future, viz., in the year 1926, all teachers, principals, etc., seventy-five or more years of age; in the year 1927, all such seventy-four or more years of age; in the year 1928, all such seventy-three or more years of age; in the year 1929, all such seventy-two or more years of age; and in the year 1930, all such seventy or more years of age. Inasmuch as about January 30, 1926, (when said Emeritus rules became effective and first were acted upon) two of the complainants, and some of the other teachers, were only seventy years of age, it is apparent that, had said act *then* been in force, complainants and such other teachers could not lawfully *under said act* be *retired*, compulsorily, from their positions until during the year 1929, when they will have reached the age of seventy-three years. Section 2 of said Miller Act is as follows:

> "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) 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, * * 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 * *, so retired, to annuity under other statutory provisions concerning any teachers' pension fund, or teachers' pension and retirement fund, established in accordance with the provisions of any statute of this State; and shall not repeal or modify any other such statutory provisions."

Text of Miller Law cited 12

II.

Citations and Opinion.

An examination of the session laws of 1927 (Laws 1927, p. 792; see also, Cahill's Stat. 1927, p. 2296) discloses that our legislature at that session treated said Miller Act as being one which became in force on May 19, 1926, (about four months before the hearing in the present case) and passed an act amendatory thereof, approved June 24, 1927, in which the title of said act was amended, and a new section, No. 3, was added thereto, providing as well for the *voluntary* retirement of teachers, principals, etc., "who are 65 or more years of age and who have not reached the age of compulsory retirement as provided in sections one and two" of the act, and the payment to such teachers, etc., in graduated amounts, of "annuities for life from the monies derived from the general tax levy for educational purposes."

Miller Law in force on May 19, 1926 13

Emeritus case heard in Circuit Court on September 22, 1926 14

Some of the pertinent sections, or parts thereof, of the Schools Act of 1909, as amended, and particularly some of the 1917 amendments, to certain sections, known as the "Otis" amendments, are set forth below. In 1917, sections 128 to 139, inclusive, and section 161, of said act of 1909, applying to Boards of Education in Cities exceeding 100,000 inhabitants, were amended,—these amended sections becoming in force on April 20, 1917. (Laws 1917, p. 724.) On April 19, 1917, our Supreme Court decided the case of *People ex rel. Fursman* v. *City of Chicago*, 278, Ill. 318, on the basis of said act of 1909, as in force before said "Otis" amendments became effective; and in the opinion it is said (p. 325):

Appellate Court refers to statutes and Cites Fursman case against Loeb-Rule of conduct 15

> "By the statute the board of education in cities having a population of 100,000 or more is given complete control of the schools of the city. Among its powers is that of employing teachers and fixing the amount of their compensation. * * The board has no power to make contracts for the employment of teachers to extend beyond the ensuing school year. * * A new contract must be made each year with such teachers as it desires to retain in its employ. No person has a right to demand that he or she shall be employed as a teacher. 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 * *."

Supreme Court Opinion in Loeb Rule case cited 16

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It is our opinion that, in passing said "Otis" amendments, the intention of the legislature was to secure for teachers and principals in schools in cities having a population of 100,000 or more, including, of course, Chicago, a permanency in the tenure of their positions, and that they be not required to make yearly contracts with boards of education in such cities. In section 130, as amended, it is provided in part (Cahill's Stat., 1927, p. 2279):

Opinion of Appellate Court that Otis Law secures teachers permanency of Tenure

17 "Appointments, promotions and *transfers* of teachers, principals, assistant and districts 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."

In section 131, as amended, it is provided in part:

"The board of education shall, *subject to the limitations contained 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, * *."

In section 137, as amended, it is provided (Cahill's Stat. 1927, p. 2281):

Sections of Otis Law supporting Opinion that teachers' tenure is permanent

18 "The board of education shall, *subject to the limitations contained in this Act*, have the 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."

In section 138, as amended, it is provided in part:

"* * Appointments and promotions of teachers, principals and other educational employees shall be made for merit only, and, after satisfactory service for a probationary period of three years, * * appointments of teachers and principals *shall become permanent*, subject to the rules of the board concerning conduct and efficiency, and subject to removal for cause in the manner provided by section 161 of this Act. * *."

In section 139, as amended, it is provided:

"The specifications of the 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 these (those) general provisions of the school law of the State which apply to all school districts."

In section 161, as amended in 1917, and as further amended in its last clause in 1923 (Laws 1923, p. 620; see Cahill's Stat. 1927, p. 2286) it is provided:

"No teacher or principal who has been or shall be appointed by said board of education shall (after serving the probationary period of three years specified in section 138 of this Act) be removed except for cause, and then only by a vote of not less than a majority of all members of the board, upon written charges presented by the superintendent of schools to be heard by the board, or a duly authorized committee of the same, after thirty days' notice with copy of the charges is served upon the person against whom they are preferred, who shall have the privilege of being present, together with counsel, offering evidence and making defense thereto. At the request of any party such hearing shall be public. The action and decision of the board in the matter shall be final. Pending the hearing of such charges, the person charged may be suspended as by the rules of the board may be prescribed; *provided, however*, that in the event of acquittal, such person shall not suffer any loss of salary by reason of this suspension.

If at any time, prior to the completion of 25 years of service, within the meaning of this Act, any member of the teaching force who is willing to continue in the service of said board of education is removed from said service as provided in this section; or if at any time, prior to the completion of 25 years of service, within the meaning of this Act, any member of the teaching force retires voluntarily from the said service, then in either such case such member shall, upon application to said board of trustees, be paid back all the money he or she may have contributed to said fund."

Said section 161, as so amended, appears among the sections of the "Schools Act" of 1909, numbered 152 to 165, inclusive, headed "Teachers' Pension Fund." (See Cahill's Stat. 1927, p. 2282, *et seq.*)

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Appellate Court holds—

(1) Emeritus Service Rules are illegal and void

(2) Emeritus teachers were illegally removed

The main contentions of complainants' counsel, urged for the reversal of the decree dismissing complainants' bills for want of equity, are, in substance, (1) that said Emeritus rules are illegal and void, in that the Board of Education was without legislative authority to pass them; and (2) that the compulsory retirement thereunder of complainants from their positions as principals or teachers in the schools was in effect a *removal*, in violation of the provisions of section 138 and 161 of the Schools Act, as amended by the "Otis" amendments. After examining the statutes and considering the evidence introduced on the hearing, we are of the opinion that these contentions have substantial merit. 19

Counsel for Board admits—

(1) No charges were made against the 74 teachers

Under said section 138, as amended, complainants' positions as principals or teachers in the schools had become permanent, subject (1) "to the rules of the board *concerning conduct and efficiency*," and (2) "to *removal for cause* in the manner provided by section 161 of this Act." On the hearing, defendants' counsel admitted that, prior to the time of complainants' assignment to the Emeritus service, no attempt had been made to remove complainants from their respective former positions under amended section 161, that no written charges had been preferred against them and that no hearing on any charges had been had. Counsel stated that the only fact, militating against their retention of said positions, was that they were seventy or more 20

(2) Board had not power to remove the 74 teachers

years of age. Defendants' counsel further admitted that, if complainants' assignment to the Emeritus Service be considered as a *removal* (as distinguished from a *transfer*) the Board of Education did not have sufficient statutory authority to so assign complainants; but they contended and contend here, that complainants only were *transferred* to "another class of service in the educational department," in which the duties of giving consultation, 21

(3) The 74 were transferred, not removed

advice, etc., had been prescribed by the rules. Counsel further contended, and contend here, that authority for making such a transfer of teachers or principals as a class, is found in amended section 130 of the Schools Act, wherein it is provided that "appointments, promotions and transfers of teach- 22

Appellate Court holds—

(1) 74 teachers were removed not transferred

(2) Removal was in violation of Otis Law

(3) Transfers are individual not by groups

ers, principals, etc., shall be made," etc. We cannot agree with either of these contentions. We think that complainants in effect were removed from their positions as principals or teachers, in violation of the provisions of said amended section 161, and that the words "appointments, promotions and transfers," as used in section 130, have reference to individual appointments, promotions and transfers, rather than to a class of teachers or principals, etc. 23

Emeritus "Service" performed was unsubstantial, real intent was to retire the 74, consultation and advisory service were pretense and disguise

The evidence introduced on the hearing discloses that the services or duties, which complainants (under the Emeritus rules and after their transfer to such service) were expected to perform and actually were called upon to perform, were unsubstantial; and also tends to show that the real intent of the Board, in passing and acting upon said rules, was to retire complainants, and other principals and teachers who had reached seventy years of age, virtually upon a pension, and that the consultation and advisory service, as mentioned in the rules, was in the nature of a pretense or disguise, giving color to the claim that complainants still were in the educational service, whereas in fact they really had been retired or removed therefrom. 24

Board's Counsel Contends—

That Board has power to pass rules of conduct and efficiency and retire groups and classes of teachers without notice, charges or trial

Defendants' counsel, in defending the Board's actions complained of, direct attention to the fact that the permanency of complainants' positions as principals or teachers, as provided in said section 138, was "subject to the rules of the board concerning conduct and efficiency," and also that amended section 139 provides that "the board of education shall exercise all the powers that may be requisite or proper for the maintenance and fullest development of an *efficient* public school system." Counsel contended in substance before the chancellor and contend here, that, because of these provisions and without regard to those contained in said amended section 161, the Board of Education had statutory authority to pass the rules in question, and to retire thereunder, complainants and the other principals and teachers *as a group or class* after their reaching the age of seventy years, upon the presumption that all in such group or class, solely because of age, had become inefficient to perform classroom or supervisory duties, although none of the *individuals* of the group or class had been shown to be inefficient to perform such duties. 25

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26 We cannot agree with the contention. We think that the words "concerning conduct and efficiency," as used in said amended section 138, clearly refer to the conduct and efficiency of an individual principal or teacher, etc. One of the definitions of the word "conduct", as found in the Century Dictionary, is "personal behavior or practice," and one of the definitions of "efficiency" is "the state of possessing or having acquired adequate knowledge or skill in any art, profession, or duty." Considering together the provisions of amended sections 138, 139 and 161, we think the Board of Education could pass reasonable rules as to the personal conduct and efficiency of principals, teachers, etc.; that the permanency of the tenure of such employees would be subject to such rules; and that, if it be proven that any one of such employees, after charges preferred and a hearing had, had violated said rules or had ceased to measure up to them, such employee as an individual might be retired or removed; but we do not think it was the legislative intent that the board might retire, and in effect remove, all the principals, or teachers, or other employees, of a class, solely upon the ground that each individual in that class, because of reaching a certain age, should be presumed to be inefficient, without charges being preferred as to the inefficiency of each individual, and without an opportunity being given him to defend at a hearing, and without any proof of his actual inefficiency.

Appellate Court Holds—
Board may pass rules as to personal conduct and personal efficiency not group conduct or group efficiency

27

Removal under rules of conduct and efficiency must be individual removals after individual charges, trial and conviction, not group removals

Complainants' counsel, as further grounds for a reversal of the decree appealed from, also contend that the Emeritus rules are invalid, (a) because they provide for the disbursement of public moneys without substantial services being rendered therefor, and (b) because they in effect attempt to establish a pension system in conflict with the teachers' pension provisions as contained in the Schools Act. In view of our above holdings we do not deem it necessary to discuss or decide these questions.

28 In conclusion, we are of the opinion, that the Circuit Court erred in entering the decree dismissing complainants' bill for want of equity. Accordingly, such decree is reversed and the cause is remanded to the Circuit Court, with directions that it enter a decree directing the Board of Education to restore complainants to their respective positions, as principals and teachers in the Chicago public schools, as of the date of their said retirement or removal therefrom by said Board about January 30, 1926, but that their tenure in said positions be subject to the provisions of said "Miller Act", as originally in force on May 19, 1926, and as amended on June 24, 1927.

The Appellate Court Concludes—
That the Circuit Court should have granted the Emeritus teachers an injunction and that Judge Friend be directed to order the Board of Education to restore these principals and teachers to their former positions

REVERSED AND REMANDED WITH DIRECTIONS

BARNES, P. J., and SCANLAN, J., concur.

Judge Friend Said:

FROM EXCERPTS FROM STENOGRAPHIC REPORT OF HEARING IN THE CIRCUIT COURT OF COOK COUNTY, BEFORE JUDGE HUGO FRIEND. ARMSTRONG ET AL. VS. CITY OF CHICAGO ET AL. ON SEPT. 22, 1926.

Page 166, 167. The judge among other things, said:

Now, the crux of the argument, it seems to me, centers in this section 162 of Cahill that has been also referred to as 138 of the Otis Act. That Act says expressly, and it seems to me quite clearly, that appointments and promotions of teachers, principals and other educational employes shall be made for merit only. Then it goes on and mentions a probationary period of three years, that has been referred to here by both sides. During that probationary period the Board of Education may either accept or reject teachers for no reason at all. In other words, if during that period the superintendent should feel that any teacher under such probation is not satisfactory, he could simply discharge her by giving his written reasons. After the three year period has elapsed the statute seems to contemplate, as I understand it, that appointments of teachers and principals shall become permanent, that is, after the three years; and here is the significant part of it—subject to the rules of the Board concerning conduct and efficiency—that is one qualification; and later subject to removal for cause in the manner provided by section 161. That is the section that is numbered 181 in Cahill's Statutes, and that refers to the manner in which a particular individual may be discharged at any time by the preferment of charges against him or her, and a trial.

Now that seems to be clear, and providing two ways in which teachers may be retired. One is by bringing charges against them and giving them a trial, and then having a vote taken by the members of the Board upon the question of whether or not that teacher shall be retired—that is one method; and the other is by the passage of such rules concerning conduct and efficiency as the Board may pass from time to time.

* * * * * * * *

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Circuit and Supreme Court Decisions in Emeritus Case

Below are printed the decision of Judge Hugo M. Friend, rendered October 8, 1926, and the Supreme Court decision of December 21, 1927:

STATE OF ILLINOIS } S.S.
COUNTY OF COOK }

In the Circuit Court of Cook County

James E. Armstrong, et. al.

vs.

Board of Education of the City of Chicago, et. al.

Gen. No. B-128137

In Chancery

Hugo M. Friend

Oct. 8, 1926

This day came the complainants James E. Armstrong, Chester C. Dodge and Mary R. Hecox by their solicitors, and the defendants Board of Education of the City of Chicago; Edward B. Ellicott, President of the Board of Education of City of Chicago and member thereof; Charles E. Gilbert, Secretary of the Board of Education of the City of Chicago; Harry H. Brackett, Auditor of the Board of Education of the City of Chicago; Edgar N. Greenebaum, Vice President of the Board of Education of the City of Chicago and a member thereof; 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 of the Board of Education of the city of Chicago; and William McAndrew, Superintendent of Schools of the Board of Education of the City of Chicago, and this cause coming on to be heard upon the Bill of Complaint and supplemental Bill of Complaint herein and the answers of all the defendants, above named to the Bill of Complaint and supplemental Bill of Complaint, and the court having heard the testimony of all the parties complainants, and defendants above named hereto and the arguments of counsel for complainants and defendants and being fully advised in the premises, it is ordered, adjudged and decreed that the Complainants' Bill of Complaint and supplemental Bill of Complaint be and the same hereby are dismissed for want of equity.

ENTER HUGO M. FRIEND, Judge.

FROM ILLINOIS OFFICIAL REPORTER, ADVANCED SHEETS, JAN. 18, 1928, VOLUME 328, PAGE 147

SUPREME COURT OF ILLINOIS

JAMES E. ARMSTRONG et. al. Appellants, vs. THE CITY OF CHICAGO et. al. Appellees

No. 18030—Reversed and Remanded

Opinion Filed December 21, 1927

APPEALS AND ERRORS — rule of school board is not an ordinance authorizing direct appeal. While by-laws and rules and regulations of boards of education have the force of ordinances within the school district for the purpose of discipline and management of the schools, such boards of education are not municipal corporations, and such by-laws, rules and regulations are not ordinances as that term is used in the statute conferring jurisdiction upon the Supreme Court to review city and village ordinances. (People v. Board of Education, 325 Ill. 320, followed.)

APPEAL from the Circuit Court of Cook county; the HON. HUGO M. FRIEND, Judge, presiding.

DUNNE & CORBOY, I. T. GREENACRE, ALLAN J. CARTER, and WILLIS E. THORNE, for appellants.

FRANK S. RIGHEIMER (RALPH W. CONDEE, of counsel), for appellees.

MR. JUSTICE STONE delivered the opinion of the court:

Opinion

Appellants filed a bill in the circuit court of Cook county to enjoin the enforcement of a rule adopted by the board of education of the city of Chicago and known and designated as the emeritus rule. Appellants were principals and teachers in the schools in the city of Chicago and aver in their bill that they had been so employed for a period of more than ten years next prior to the filing of the bill. The bill avers that appellants are each more than seventy years of age. They allege that without notice or trial, as required by law, they have been removed from their positions as principals and teachers. The court heard the case, dismissed appellants' bill for want of equity, and certified that the validity of a municipal ordinance is involved and that the public interest requires that an appeal be taken directly to this court.

In People vs. Board of Education, 325 Ill. 320, this court held that while by-laws and rules and regulations of boards of education have the force of ordinances within the school district for the purpose of discipline and management of the schools, such boards of education are not municipal corporations, and such by-laws, rules and regulations are not ordinances as that term is used in the statute conferring jurisdiction upon this court to review city and village ordinances. This court has no jurisdiction of the appeal, and the cause will be transferred to the Appellate Court for the First District.

Cause transferred.

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OTIS LAW

SESSION LAWS OF 1917—P. 727

Sec. 131

The Board of Education shall, subject to the limitations contained 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, * * *"

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Teachers Sign Petition in Emeritus Service Case

More Than 8,500 Ask Board to Abide by Appellate Court Decision

At a meeting of the Chicago Teachers' Federation March 10, a resolution was passed asking the Board of Education to abide by the Appellate Court decision handed down February 14, 1928. The opinion reversed Judge Friend's decision of October 8, 1926.

On March 15, a petition was sent out by the Chicago Teachers' Federation giving the teachers an opportunity to make a similar request of the Board over their signatures. The petition with nearly 7,500 signatures was presented to the Board Wednesday, March 28, and referred to the School Administration committee and the attorney for the Board.

Since the petition was presented, more than a thousand additional names have been received, bringing the total up to 8561.

The Principals' Club also passed a similar resolution and assisted in circulating the petition in the schools and in getting the signatures of the teachers.

Following are the resolution, a letter to the Board transmitting it, a communication to Mr. English regarding it and the petition:

March 13, 1928.

To the Honorable the Board of Education
and the Members thereof.

Ladies and Gentlemen:

Herewith is a resolution requesting that the Board of Education, if it gives any consideration to salary increases in the 1928 Budget, give first consideration to the largest and therefore the lowest paid group of teachers, namely, the Elementary teachers.

This resolution was adopted by the Chicago Teachers' Federation at its meeting on March 10 and the officers were directed to transmit it to the Board of Education at its meeting on March 14.

Respectfully submitted,
THE CHICAGO TEACHERS' FEDERATION.
By: Mary M. Abbe, President.

RESOLUTION ADOPTED BY THE CHICAGO TEACHERS' FEDERATION ON MARCH 10, 1928, AND PRESENTED TO THE BOARD OF EDUCATION AT ITS MEETING ON MARCH 14, 1928

(Referred to a conference of the members of the Board of Education with the attorney for the Board.)

WHEREAS: The Appellate Court on February 14, 1928, handed down an opinion which reverses Judge Friend's decision of October 8, 1926, and holds that the removal by the Board of Education on January 27, 1926, of 74 principals and teachers under the Board's Emeritus Service Rule, without notice, charges, hearing, or trial, was a violation of the tenure provisions of the Otis Law; and

WHEREAS: This Opinion of the Appellate Court sustains the contention of counsel for the teachers, namely, that under the tenure provisions of the Otis Law the Board of Education has no power to remove from the service any teacher (after the three year probationary period), except upon notice, charges, hearing and trial in each individual case, as provided in Section 161 of that law; and

WHEREAS: Judge Friend's decision in the Circuit Court was based on the contention that the Board of Education has power under the Otis Law to enact rules of conduct and efficiency and to retire classes or groups of teachers from the service under these rules without notice, charges or trial; and

WHEREAS: The Board of Education on September 1, 1915, enacted a rule of conduct known as the "Loeb Rule," which forbade teachers to belong to any organization of teachers which was a union or which was affiliated with a federation of unions or to belong to any organization of teachers which had officers who were not members of the teaching force; and

WHEREAS: Thirty-eight efficient teachers who were officers and members of the Chicago Teachers' Federation, which organization had officers who were not members of the teaching force and which was affiliated with the Chicago Federation of Labor, failed of re-election in June 1916 and were not restored to the service until June, 1917, after the enactment of the Otis Law; therefore be it

RESOLVED: That it is the sense of the Chicago Teachers' Federation that it cannot but disturb the peace of mind of the teachers, and thus militate against their efficiency, for the present Board of Education to seek a reversal of the Appellate Court decision for the purpose of attempting to secure now from the Supreme Court a decision upholding Judge Friend's interpretation of the Otis Law which sustains the contention that the Board has power under the law to retire teachers under rules of conduct and efficiency without notice, charges, hearing or trial, the same contention maintained by the Boards of Education in 1915 and in 1925, respectively; and be it further

RESOLVED: That the Chicago Teachers' Federation earnestly urge the Board of Education to abide by the decision of the Appellate Court in this Emeritus Service case and to cease to contend further for the right to dismiss teachers in groups or classes under rules of efficiency and conduct such as the so-called Emeritus Service Rule and the Loeb Anti-Organization Rule.

THE CHICAGO TEACHERS' FEDERATION.
By: Mary M. Abbe, President.

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PETITION

To abide by Appellate Court decision sustaining right of Principals and Teachers to notice, charges, hearing and trial before removal.

To the Honorable,
The Board of Education,
City of Chicago:

Ladies and Gentlemen:

We, the undersigned teachers in the Chicago public schools, petition your Honorable Board to abide by the decision handed down February 14, 1928, in the case of Armstrong and others vs. the City of Chicago, the Board of Education and others, No. 32497, in the Appellate Court, which holds that the removal, on January 27, 1926, under the Emeritus Service Rule of the Board of Education, of 74 principals and teachers without notice, charges, hearing or trial was a violation of the Teachers' Tenure provisions of the Otis Law.

We petition the Board to accept the interpretation of the Otis Law laid down in this Appellate Court opinion which reverses the opinion of Judge Friend in the Circuit Court and sustains the contention of Counsel for the teachers in the Emeritus Service case, namely, that the Board of Education has no power under the Otis Law to remove teachers from the service (after three years probationary period) except upon notice, charges, hearing and trial in each individual case as provided in Section 161 of the Otis Law.

We respectfully represent to the Board that the peace of mind of the teachers cannot fail to be seriously disturbed and their efficiency lowered by the Board continuing to attempt to obtain a reversal of this Appellate Court opinion and to secure confirmation by the Supreme Court of Judge Friend's opinion sustaining the contention of Counsel for the Board of Education, namely, that the Board may pass rules of conduct and efficiency and dismiss classes or groups of teachers under these rules without notice, charges, hearing or trial as was done in 1926 under the Emeritus Service rule (adopted by the Board after the enactment of the Otis Law) and as was done in 1916 under the Loeb anti-organization rule (adopted by the Board before the enactment of the Otis Law).

We, therefore, earnestly urge your Honorable Board to direct the attorney for the Board to abide by the decision of the Appellate Court and not to attempt to review said decision in the Supreme or any other Court and to withdraw what, if any, application may have been made seeking such review.

.....School.

Chicago, March 15, 1928.

LETTER TO MR. ENGLISH

Mr. John A. English, March 13, 1928.
Vice-President, Board of Education,
Chicago, Illinois.

Dear Mr. English:

Herewith is a copy of the resolution adopted by the Chicago Teachers' Federation last Saturday, March 10, requesting the Board of Education to take action at its next meeting on March 14, directing the attorney not to take the Emeritus case to the Supreme Court but to abide by the decision of the Appellate Court rendered on February 14, 1928, holding the Emeritus Rule of the Board of Education a violation of the teachers' tenure provisions of the Otis law. This resolution is in the hands of the Secretary of the Board of Education and a copy has been presented to the President and every member of the Board.

As the only member of the Board of Education who voted against the adoption of this Emeritus Service Rule on December 9, 1925, and as one of the five members of the present Board whose name appears on the motion filed in the Appellate Court on March 6 (copy enclosed), asking the Appellate Court to stay its mandate to restore these teachers pending final disposition of the Board's case in the Supreme Court, I respectfully request, on behalf of the Chicago Teachers' Federation, that you present this resolution to the Board and ask that it be printed in the proceedings.

The Appellate Court [today, March 13] acted on that motion [of March 6 for a stay of mandate] and entered an order directing the stay of mandate until April 3, on which date the Board's attorneys must have their writ of certiorari filed in the Supreme Court or the Appellate Court mandate will then issue.

In the absence of specific directions on March 14 from the Board of Education to abide by the decision and cease litigation, the attorneys are bound to continue the litigation in the name of the Board of Education and of the five Board members whose names appear on this motion.

I wish to call your attention to the underlined portions of the enclosed resolution which shows the contention of the Board of Education, which was sustained by Judge Friend on October 8, 1926, but was reversed by the Appellate Court on February 14, 1928, after the case had been in the Supreme Court for more than a year when that court without rendering an opinion on its merits transferred the case to the Appellate Court. That contention [of the Board of Education] is that the Board of Education has power to pass rules of conduct which Mr. Greenacre explained to the Chicago Teachers' Federation last Saturday would mean power to pass Loeb anti-organization rules.

In view of the fact that the Supreme Court sustained the Loeb Anti-Organization Rule in 1917 before the Otis Law was in force, it will be a serious blow to the right of teachers to organize to have the present Board of Education ask the Supreme Court to apply the same interpretation now to the Otis Law.

I also call your attention to the fact that the Loeb rule not only denied teachers the right to affiliate with labor but it denied them the right to belong to organizations of teachers whose officers were not members of the teaching force; in other words, "no FREE agents need apply."

Mr. Greenacre pointed out to the teachers at the Federation meeting last Saturday, March 10, the insidious dangers lurking in this interpretation of the power of the Board of Education under the Otis Law. We want to prevent any possibility of a recurrence of the experience of 1916 when 68 teachers were dropped, 38 of whom were members of the Chicago Teachers' Federation, which then had and still has two FREE agents.

We sincerely hope to have your aid and support in securing Board action on March 14 directing the attorneys not to take this case to the Supreme Court but instead to abide by the decision of the Appellate Court handed down on February 14.

Very sincerely yours,

MARGARET A. HALEY,
BUSINESS REPRESENTATIVE
CHICAGO TEACHERS' FEDERATION.

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Return of Emeritus Teachers Would Not Disturb Schools

Letter Shows Minimum Readjustment Necessary

In order that Board members who lacked information or who had received misinforma tion regarding the effect abiding by the Appellate Court decision might have upon the schools, Miss Haley, representing the Chicago Teachers' Federation, addressed a letter to Mr. English, asking an opportunity to be heard at the conference to which the Federation resolution was referred.

In the letter Miss Haley points out that practically no confusion would be caused by abiding by the decision and that a minimum readjustment would be required in placing principals and teachers who returned to the schools by virtue of the Appellate Court decision.

Below are excerpts from the letter addressed to Mr. English:

EXCERPTS FROM LETTER TO MR. ENGLISH

March 19, 1928.

Mr. John A. English,
Vice-President, Board of Education,
650 S. Clark Street,
Chicago, Illinois.

Dear Mr. English:

In regard to the resolution from the Chicago Teachers' Federation urging the Board of Education to abide by the Appellate Court's decision of February 14, 1928, in the Emeritus Service case, I respectfully request an opportunity to be heard on this resolution whenever the Board of Education holds the conference to which this resolution was referred by the Board at its meeting March 14, 1928.

A copy of the petition mailed to the schools last Saturday, March 17, for the signature of the teachers is enclosed. This petition contains the gist of the resolution and was sent to the schools for the signature of the teachers as directed by the Chicago Teachers' Federation at its meeting on March 10.

* * * *

This petition appears to be necessary in order to clear up the misunderstanding which some Board members seem to have in regard to the interest of the teachers in active service in this Appellate Court decision.

After the Board meeting last Wednesday, March 14, I spoke to one of the Board members who seemed to feel that the only people who were interested in this Appellate Court decision were the principals and teachers who are on the Emeritus Service. This Board member seemed to think that it was not worth while to disturb the system to put back these Emeritus Service people for the short time they would remain if put back, and did not seem to realize at all that the teachers in active service are vitally interested, and, further, did not seem to realize that the system need not be disturbed at all by putting these principals and teachers, now on the Emeritus Service, back into the active service.

The following shows that there need be no disturbance in placing these principals and teachers back in the active service:

1. **There are only 22 persons in all on Emeritus Service: 10 principals and 12 teachers. (3 High, 1 Junior High, 6 Elementary principals.)**
2. **The 12 teachers can be distributed into the system without any disturbance of any kind. That is admitted and need not be argued.**
3. **Of the 10 principals who are on the Emeritus Service three are High School principals: Mr. Armstrong, removed from the Englewood High School; Mr. Rosseter, removed from the principalship of the Tilden Tech; Mr. Franklin P. Fisk of the Tuley High School.**

There are four vacancies to which these three High School principals could be assigned:

A. Mr. Fisk was placed on Emeritus Service on February 1, 1928, and no one has been appointed as principal of the Tuley High to succeed him.

* * * *

B. One District Superintendent has been seriously ill for more than a year and the principal of the Medill High School died a few days ago and nobody has been assigned to the principalship of the Medill High. Mr. Rosseter was formerly a District Superintendent, and before that was principal of the Medill High School.

* * * *

C. The principal of the Chicago Normal School died on February 17 and his place has not been filled.

* * * *

There are six Elementary Principals on Emeritus Service and there are four vacancies in Elementary principalships to be filed:

* * * *

There were three Elementary principals transferred at the meeting of the Board on March 14 to three new schools which would leave three vacancies—one in the Pasteur elementary school, the Hamline elementary school and the Burnside elementary school which would take care of three more principals.

Another Elementary principal, Miss Newman, of the Mayfair, was put on Emeritus Service the first of February, 1928, and no principal has been assigned to that school.

* * * *

I want to point out to you that on the 27th of January, 1926, when the Board of Education removed 27 principals (high and elementary), to Emeritus Service, the Board elected 41 elementary principals, 14 of whom were to fill the places of other principals who were transferred to new schools opened or to be opened.

There is no reason now why the one Junior High school principal now on Emeritus Service and the one elementary principal not provided for by a vacancy could not be provided for by electing a principal to some of the new schools to be opened up in the near future as was done on January 27, 1926, when 27 principals were removed from the service.

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I wish to call your attention to the fact that a very unusual thing occurred in this [Emeritus Service] case: An appeal was taken directly from Judge Friend's decision in the Circuit Court to the Supreme Court on a certificate of importance in November, 1926. Briefs were filed in the Supreme Court, December term, 1926, and oral arguments were heard before the Supreme Court on the merits of the case. It was held in the Supreme Court from December, 1926, to December, 1927, and on that date ordered transferred to the Appellate Court. It does seem remarkable that there should be any desire to send that back to the Supreme Court.

One of the five Board members whose name appeared on the motion filed in the Appellate Court on March 6 for a Stay of that Court's Mandate made a remark on the date the Appellate Court rendered its decision, February 14, that the Board could appeal the case and delay it so that it would not be necessary to put any of these people back. I happen to know that when the question was asked officially how much disturbance to the system it would cause to put these people back the reply was that it would take a whole day to tell the amount of disturbance, it would be so great.

I sincerely hope that I may be given an opportunity to be heard before your conference of the Board members in order to clear up the misinformation and lack of information that now exist in the minds of the Board members who think that the restoring of these few principals would create an earthquake such as rocked the system on February 1, 1926, when the principals of 69 schools were removed and shoved around on account of the removal of 27 principals to Emeritus Service.

I am saying nothing here of the disturbance there will be in this system among the 13,000 teachers in active service if the Board of Education now takes the position that it wants Judge Friend's decision sustained and the Appellate Court's decision reversed. It certainly will not be a welcome announcement to the teachers of Chicago that this Board of Education wants the Supreme Court's sanction to enact rules of conduct and efficiency under the Otis law, such as the Loeb and the Emeritus Service rule, and fire teachers out of the system under any kind of a subterfuge without notice, charges or trial.

I am sure I do not need to tell you that that will rock the system from stem to stern and it will need no more dynamite to do it than that which the Board itself will furnish.

I should like to see these irritations and upheavals prevented and I will be glad to show any one, who wants to prevent them, facts that may not otherwise be made available to the Board members. I say this advisedly because some teachers asked one member of the Board of Education for some information about this matter and was told that there were no teachers put on Emeritus Service since the Miller law was signed because the Board could not do it, it would be a violation of the Miller law.

The Miller law was signed by the Governor in May, 1926, and since that time 41 principals and teachers have been removed to Emeritus Service. It seems that there is a vast amount of misunderstanding and lack of information, if not misinformation, on this whole question.

I assure you that I am anxious to remove rather than to add to the unhappiness and irritation caused by the Emeritus Service compromise which sacrificed more than 100 principals and teachers to prevent a clash between the Superintendent and the Board of Education over one examiner.

It certainly seems that there should be no further sacrificing of the twenty-two still on the Emeritus Service list and no sacrificing of the rights which for more than ten years the 13,000 active teachers have believed the Otis law assured them.

I have called up the architect's office and Mr. Christensen tells me that two of the new schools, the Ft. Dearborn and Bennett, to which principals were transferred on March 14, opened today (March 19), the third one to which a principal was transferred on March 14 will open on April 1st. This definitely leaves vacant the principalships of three elementary schools to which I referred above.

Mr. Christensen tells me that three more elementary schools, the Bone, Onahan and Stone will open on May 15. The Manley Junior High School will open September 1.

* * * *

This information confirms my statement that there need be no disturbance in the system by the return of these 10 principals.

Yours very sincerely,

(Signed) MARGARET A. HALEY.

Letter in 1925 Warns Mayor of Danger in Rule

Emeritus Shown as Attack on Tenure and Pension

Warning on the outcome of the proposed Emeritus rule was sounded by the Chicago Teachers' Federation as early as December 9, 1925, when a letter was addressed to Mayor Dever calling his attention to its attack on teachers' tenure.

Mayor William E. Dever, December 9, 1925.
City Hall, Chicago.

Dear Mayor Dever:

Unless the Board of Education postpones action today a new rule will be adopted by the Board, on McAndrew's recommendation, that will remove AT ONCE from their positions at least 27 PRINCIPALS and an unknown number of teachers. A former member of the Board of Education is reporting that a member of the present Board stated a few days ago that this rule is to be adopted and that 250 teachers will be let out.

This makes Jake Loeb look like a "piker" and the

The letter told him that the proposed rule made "Jake Loeb look like a piker and the teachers' Tenure and Pension laws look like ghastly jokes."

Following is the letter:

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teachers' Tenure and Pension Laws look like ghastly jokes.

This proposed new rule is camouflaged under pretense that the Superintendent will recommend the placing of these principals and teachers on a so-called "Emeritus Service" list, to be paid a nominal salary out of the Educational Fund, for advising the Superintendent and Board of Education. All principals and teachers who are seventy years old or over, not so recommended are to be reported by the Superintendent for dismissal on charges.

Until this Board restores the Teachers' Advisory Councils which the Superintendent and the last Board destroyed in order to prevent the teachers, WHILE IN ACTIVE SERVICE, from advising them, it is an insult to the intelligence of teachers to pretend that the Superintendent or the Board wants the advice of these teachers AFTER THEY ARE SEVENTY YEARS OLD, or that this report is for the purpose of providing for such advice.

As many as six schools have been reorganized or disorganized by having their principals shoved up and shifted from school to school when only one principal has left the service or has been transferred. About 100 schools have been so disturbed by change of principals in the last two years.

The removal AT ONCE of these 27 principals may mean the shifting AT ONCE of the principals of another hundred schools with the unavoidable reorganization, and likely disorganization and demoralization in the middle of the school year.

It is my judgment that neither the pertinent data nor the far-reaching consequences of the adoption of this rule have been given the consideration that the possible effect such action may have on the entire school system demands.

No such sudden and wholesale removal from the service was possible under the provisions of the Bill that passed both Houses of the last Legislature but failed to become law. The teachers had opportunity to know all about that Bill and they supported it. It originated with the Board recommended by the Superintendent.

No opportunity was given to teachers or principals to be heard on this proposed rule. The Committee on Rules and Finance met yesterday in joint meeting and practically, without discussion, voted to recommend it to the Board for adoption today, only Mr. English voting no.

There certainly will be an unlooked-for aftermath of increased unrest and unhappiness among teachers, principals and children if this rule is adopted today. And when McAndrew has put 27 principals of his own selection in command in one fell swoop, and has shifted around double or treble that number of principals, the Board and others too may wake up to realize that the teachers and principals are not the only ones who have been sacrificed in this "compromise" agreed upon between the Board and McAndrew to settle their wrangle over the appointment of one Examiner.

Anyhow my responsibility has been met as best I know how to meet it when I send you this letter.

Yours sincerely,

(Signed) MARGARET A. HALEY.

Steps in Litigation in Emeritus Appeal

That the history of litigation in the Emeritus case may be complete, below are printed the notice of the motion for the stay of mandate pending the disposition of the petition for a writ of certiorari in the Supreme Court; the motion for a writ of certiorari; the order allowing the motion for the stay of mandate and objections of appellants to the allowance of the motion for an order to stay the mandate:

IN THE

APPELLATE COURT OF ILLINOIS

FIRST DISTRICT

February Term, A. D. 1928

JAMES E. ARMSTRONG, CHESTER C. DODGE, and MARY E. HECOX, Appellants, v. CITY OF CHICAGO, BOARD OF EDUCATION OF THE CITY OF CHICAGO, et al., APPELLEES.

Appeal from Circuit Court of Cook County. Hon. Hugo M. Friend, Chancellor.

NOTICE

TO: DUNNE & CORBOY, Room 538, 289 So. La Salle St.,
I. T. GREENACRE, Room 822, 38 So. Dearborn St.,
ALLEN J. CARTER, Room 1414, 53 W. Jackson Blvd.,
WILLIS E. THORNE, Room 1048, 11 So. La Salle St.,
Solicitors for Appellants.

YOU ARE HEREBY NOTIFIED that on Tuesday, March 6, 1928, at the hour of 10:00 o'clock A. M., or as soon thereafter as counsel can be heard, before the Honorable Albert C. Barnes, Martin M. Gridley, and Kickham Scanlan, Judges of the Appellate Court of Illinois, First District, Second Division thereof, I shall, on behalf of the Board of Education of the City of Chicago, and J. Lewis Coath, Mrs. W. F. Hefferan, John A. English, James Mullenbach, and Theophilus Schmid, members of said Board of Education, appellees in the above entitled cause, move the court to stay the issuance of the mandate herein, pending disposition of the petition of said appellees for the writ of certiorari in said Supreme Court of Illinois, a copy of which motion is herewith delivered to you.

Dated Chicago, Illinois, February 29, 1928.

James Todd,

Solicitor for the Board of Education of the City of Chicago, et al., Appellees.

RECEIVED a copy of aforesaid notice, and copy of the motion mentioned therein, this 29th day of February, A. D. 1928.

DUNNE & CORBOY,
I. T. GREENACRE,
ALLEN J. CARTER,
WILLIS E. THORNE,
Solicitors for Appellants.

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IN THE

APPELLATE COURT OF ILLINOIS

FIRST DISTRICT

February Term, A. D. 1928

JAMES E. ARMSTRONG, CHESTER C. DODGE, and MARY E. HECOX, Appellants, v. CITY OF CHICAGO, BOARD OF EDUCATION OF THE CITY OF CHICAGO, et al., APPELLEES.

Appeal from Circuit Court of Cook County. Hon. Hugo M. Friend, Chancellor.

MOTION

And now come the Board of Education of the City of Chicago, a corporation; and J. Lewis Coath, Mrs. W. F. Hefferan, John A. English, James Mullenbach, and Theophilus Schmid, members of said Board of Education, appellees in the above entitled cause, by James Todd, their solicitor, and say that they intend to file a petition for the writ of certiorari in the Supreme Court of Illinois, in accordance with the statute of the State of Illinois, and the rules of said Supreme Court in such case made and provided, and pray that an order may be entered in the above entitled cause staying the issuance of the mandate herein, pending disposition of the said petition of said appellees for the writ of certiorari, as aforesaid.

James Todd,

Solicitor for Said Appellees.

IN THE
APPELLATE COURT OF ILLINOIS
FIRST DISTRICT
March Term, A. D. 1928

JAMES E. ARMSTRONG, CHESTER C. DODGE, and MARY E. HECOX, Appellants, v. CITY OF CHICAGO, BOARD OF EDUCATION OF THE CITY OF CHICAGO, et al., Appellees.

No. 32497.
Appeal from Circuit Court of Cook County.
Hon. Hugo M. Friend, Chancellor.

OBJECTIONS OF APPELLANTS TO ALLOWANCE OF MOTION OF CERTAIN APPELLEES FOR ORDER TO STAY MANDATE, ETC.

Now come the appellants herein by their solicitors of record herein undersigned and object to the allowance of the motion of the Board of Education and others therein mentioned as appellees that

> "an order may be entered in the above entitled cause staying the issuance of the mandate herein, pending disposition of the said petition of said appellees for the writ of certiorari, as aforesaid,"

and object to the entry of such order, and in support of their objections offer the following suggestions subjoined.

(Signed) Dunne & Corboy,
I. T. Greenacre,
Allen J. Carter,
Willis E. Thorne,
Solicitors for Appellants.

SUGGESTIONS

1.

Where (as here) it appears that a petition for a CERTIORARI or application to the "Supreme Court to cause it to require a case to be certified to it for review or determination" has NOT been made to or filed with that court, but only that appellees "INTEND to file" same, the Appellate Court is without statutory power (to use the statutory language) "to stay the issuing of any mandate until said writ of CERTIORARI shall have been granted or refused" or (to use the words of appellees' proposed order) "pending DISPOSITION of said petition."

Practice Act, Section 121.
Cahill's R. S. (1927). Ch. 110, P. 120, Sec. 121.

2.

This Court will take judicial notice of its own rules and its record in this case and know that appellees can file their petition for a CERTIORARI 20 days before the next term of the Supreme Court, that is by March 14, 1928.

Practice Act, Section 121.

3.

The record discloses that the Emeritus rule now involves more than the 74 persons originally involved when the bill was filed January 30, 1926. If the case is affirmed and if they finally recover back pay, delay will longer involve two public payments for one position, and if they recover back pay only from such affirmance delay will lose them the pay which such affirmance will have in effect declared them to have been entitled.

Bittel v. Chicago, 327 Ill. 443.

4.

Where as here no petition for certiorari has been filed, this Court may and we think should refuse to, but has power to, stay mandate (not until disposition of the petition but) until petition can be filed, and it is submitted that justice and public policy require that any order staying mandate should stay same only until March 14, 1928, and so bring the case into the Supreme Court at the April Term instead of the June Term and so facilitate an early decision and before the long vacation.

Practice Act, Sec. 121.

Respectfully submitted,

(Signed) Dunne & Corboy,
I. T. Greenacre,
Allen J. Carter,
Willis E. Thorne,
Solicitors for Appellants.

IN THE APPELLATE COURT OF ILLINOIS
FIRST DISTRICT

JAMES E. ARMSTRONG, et al.
vs.
CITY OF CHICAGO, et al. .. .. } General No. 32497.

Ordered to be reported in full.

March 13, 1928, motion of appellee to stay the mandate pending disposition of petition for writ of certiorari in the Supreme Court of Illinois allowed, provided the petition is filed on or before the first day of the April term of the Supreme Court without prejudice, in case the petition is so filed, to apply for a further time.

JUDGES: BARNES, GRIDLEY and SCANLAN.

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Teachers Want School Time for Educational Discussion

Write Candidates Regarding Amendment to School Law

Views of candidates for nomination for senators and representatives in the 56th general assembly regarding an amendment to the school law to permit Chicago teachers to meet on school time for educational discussion, will be announced at a special meeting of the Chicago Teachers' Federation Tuesday, April 3.

Such views will be in response to a letter sent out by the Board of Managers of the Federation to candidates. The letter, which is printed below, shows that the general school law provides that Boards of Education throughout the state outside of Chicago, are authorized to close the schools not to exceed five days in any school year, to permit teachers to meet on school time for educational discussion.

The letter states further that the Chicago Teachers' Federation believes that it would serve the public interest to amend the school law to give the same privileges to Chcago teachers.

Following is the communication:

March 30, 1928.

To the Candidates for Nomination for Senators and Representatives in the 56th General Assembly, State of Illinois:

Ladies and Gentlemen:

The Illinois General School Law provides that Boards of Education throughout the State (outside of Chicago) shall close schools not to exceed five days in any school year to permit teachers to meet on school time for educational discussion; and also provides that time so spent should be considered time lawfully spent in the service of the district and that teachers shall be paid their full salary for such time (not to exceed five days in any school year).

Chicago does not come under the provisions of this General School Law. The school Act governing Chicago does not contain a provision requiring the Chicago Board of Education to close the Chicago schools for Chicago teachers to meet on school time for Educational discussion.

If the present Board of Education should see fit to enact rules and regulations to permit meetings of teachers for educational discussion on school time and pay the teachers for such time (as was done by the Boards of Education on the recommendation of Superintendent Ella Flagg Young in 1913 and Superintendent Peter A Mortenson in 1919 not to exceed three days in any school year) some future Board might repeal these rules as was done by the Board of Education in 1924 on the recommendation of Superintendent McAndrew.

The Chicago Teachers' Federation believes that it would serve the public interest to amend the School Law for Chicago to provide that the Chicago Board of Education should permit the Chicago teachers to meet on school time not to exceed five days during any school year; that the Chicago teachers should be paid their full salary for such time, and that such amendment should provide that the Chicago Board of Education should enact rules carrying out the provisions of such law.

The Chicago Teachers' Federation believes that the members of the legislature from Senatorial districts outside of Chicago would not object to such legislation for Chicago. The teachers of Chicago are interested in knowing in a lawful way the views, briefs, opinions or positions of the Chicago candidates for the legislature with respect to this public question.

A special meeting of the Chicago Teachers' Federation will be held on Tuesday, April 3, 4:00 P. M., and the views of all candidates received up to that hour will be presented to the teachers at that meeting.

Respectfully submitted,

THE CHICAGO TEACHERS' FEDERATION,

MARY M. ABBE, President.

HOW TRUE!

Tommy did not seem to understand subtraction, so the teacher tried to make it plain by example.

"Now suppose Billy had fifty cents."

"Yes'm."

"And you asked him for twenty-five."

"Yes'm."

"How much do you think Billy would have then?"

"Fifty cents," answered Tommy pessimistically—The Victorian.

MEOW!

A mother discovering her small daughter washing the kitten with soap and water, exclaimed:

"Oh, Betty darling, I don't think the mother pussy would like her kitty washed like that."

Betty very seriously replied: "Well, I really can't lick it, mother."

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County Board Appropriates $150,000 for Tax List Publication

Miss Haley Challenges Statements of Carnahan and Litsinger

An appropriation of $150,000 by the county board for the printing and publishing by street numbers of tax assessments on real estate was made by the County Board at its meeting February 29.

In making the appropriation the County Board provided that none of the money could be spent by the Board of Assessors or Board of Review without approval by the County Board.

The appropriation is in keeping with the program started when the Illinois State Tax Commission, at the request of the Chicago Teachers' Federation ordered on January 25, 1928, the publication of the lists.

At a meeting of the Finance Committee of the County Board February 23, 1928, Miss Haley, representing the Chicago Teachers' Federation, challenged statements made by Mr. Carnahan and Mr. Litsinger, representing the Board of Assessors and Board of Review, relative to the cost of printing and publishing the lists and asked for an opportunity to present additional information.

Permission was given and the following relative to printing and publishing the lists and asked for an opportunity to present additional information.

February 23, 1928.

To the Finance Committee,
Board of Cook County Commissioners,
Chicago.
Gentlemen:

Here is the data which I agreed last Thursday, February 23, I would submit to your Committee in writing after verification:

1. RE THE COST OF PRINTING REAL-ESTATE ASSESSMENTS

The 45c per property, which Mr. Carnahan last Thursday quoted to your Committee as the cost of information which the assessing boards would have to get outside of their offices, contains 35c for the names of the actual owners in every case, which we have not asked to have printed.

We have asked only for the name of the owner OR the occupant OR the taxpayer, whichever is the name to be found in the County Building in the records in Mr. Jacobs' department. Therefore, there need be no cost incurred for securing this information in the printing of the real estate lists.

The other data we asked for, the street number and dimensions of the lot, would cost but 10c, according to Mr. Carnahan's statement.

This would mean that for the cost of 10c you would have information comparable to that which Mr. Carnahan said would cost 45c per property.

2. IN REPLY TO MR. LITZINGER'S STATEMENT

Mr. Litsinger told your Committee last Thursday that the printing of the real estate assessments would show that the business property was assessed at a higher percentage of value than homes.

I find (a) that the full assessed value fixed on business property in Chicago in 1926 was only 26% of its appraised value, whereas, (b) the full assessed value fixed on homes was 27.7% of their actual value.

THE ABOVE STATEMENT IS BASED ON

(a) Appraisal made in 1927 on 176 business properties in 12 business sections of the city outside of the loop, showing total value	$84,718,581*
Full assessed value of same in 1926	21,878,012
Per cent of full assessed to appraised value	26%
(b) Actual sales price in 1925 of 1327 single family residences	22,023,000**
Per cent of full assessed value in 1926 to 1925 sales value	27.7%

NOTE*—Appraisal caused to be made by owners of loop real estate.

NOTE**—From Page 83 of Report of Joint Commission on Real Estate Valuation appointed by the County Board in 1926.

3. RE PRINTING STREET NUMBERS AND NAMES OF OWNERS

That the street numbers and the names of the owners of real-estate were printed by the Board of Assessors and the Board of Review in 1900 is shown by the enclosed photographic reproduction of the printed list of the 1899 quadrennial assessment of real estate in the 20th precinct of the 9th ward in the City of Chicago. This photograph was made from the bound volume in the Chicago Public Library, "Real Estate Assessment, 1899, as listed by the Board of Assessors of Cook County." (R. 1766—2a, Chicago Public Library, A Gift from the Board, Received September 1, 1900.)

If, as Mr. Carnahan said last Thursday, the assessing boards of Cook County must go outside of the County Building in 1928 to get the information in regard to real estate in Chicago which this photograph shows the assessing boards had in the year 1900 (when the 1899 list was printed), then the progress of the assessing boards of Cook County in the last 28 years has been like that of the proverbial crab—backwards. Instead of 28 years of improvement we appear to have had 28 years of retrogression in the assessment of real estate in Cook County.

We believe the data herein contained shows that if the County Board would cut off 50 per cent from the $400,000 appropriation requested by the assessing boards for the

(Continued on Page 137)

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Equitable Tax Program Increases Educational Fund

Chicago Teachers' Federation Asks Consideration for Elementary Teachers

A resolution asking the Board of Education to give first consideration to the elementary teachers if any consideration were to be given to increases in salaries, was passed by the Chicago Teachers' Federation at its meeting March 10.

The resolution pointed out that the group was the largest and lowest paid group of teachers in the system. It also showed that an increase in the educational fund was brought about as a result of the equitable assessment program in which the teachers have co-operated.

Following are the resolution and the letter transmitting it, which were referred to the Committee on Finance.

March 14, 1928.

To the Honorable the Board of Education
and the Members thereof;
Ladies and Gentlemen:

Herewith is a resolution requesting the Board of Education not to take the Emeritus Service Case to the Supreme Court but urging it to abide by the decision of the Appellate Court rendered on February 14, 1928.

This resolution was adopted by the Chicago Teachers' Federation at its meeting on March 10 and the officers were directed to send it to the Board of Education at its meeting on March 14.

Respectfully submitted,
THE CHICAGO TEACHERS' FEDERATION.
By: Mary M. Abbe, President.

RESOLUTION Re SALARY

Adopted by the Chicago Teachers' Federation on March 10, 1928. Presented to the Board of Education on March 14 and Referred to the Committee on Finance.

WHEREAS: The Board of County Commissioners of Cook County on February 29, 1928, appropriated $150,000 for the printing of the real estate assessments of Chicago; and

WHEREAS: The County Clerk of Cook County this week (March 6) announced that the Board of Review had made its final report to the County Clerk's office—its final report showing that the increase in the full assessed value of property for taxation in Chicago for the year 1927 is approximately $486,000,000 over that of 1926; and

WHEREAS: The increased assessment should produce an increase of $4,216,000 in revenue in the educational fund for the year 1928 over 1927, and in addition thereto an increase of $3,162,000 in borrowing power in that fund for 1928; and

WHEREAS: This increase in the educational fund has been brought about as the result of the equitable assessment program in which the teachers have co-operated in order to secure the needed revenue for the schools and other purposes without increasing the tax rate; therefore be it

RESOLVED: That the Chicago Teachers' Federation request the Board of Education to give first consideration to the Elementary teachers—the largest and therefore the lowest paid group of teachers in the system—if any consideration is given by the Board to increases in salaries in the 1928 Budget as a result of this increased revenue in the Educational Fund for 1928.

THE CHICAGO TEACHERS' FEDERATION,
By MARY M. ABBE,
President.

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Chicago Teachers' Federation Calls Special Salary Meeting

Board of Managers Orders Statement Prepared

At a meeting of the Board of Managers of the Chicago Teachers' Federation Thursday afternoon, March 29, a special meeting of the Federation for Tuesday, April 3, after school in Corinthian hall, was ordered to discuss the salary raise question in its current phases.

At the same Board meeting the following statement was ordered prepared to submit to the teachers at the special meeting:

Freedom of assembly and full and free discussion and deliberation by teachers, uninfluenced by the presence of persons with power of authority of position over them, is essential to free, uncontrolled action.

Recognition of that right would have prevented attempts to influence teachers to use unethical methods to secure salary increases.

A few days before his death, the late William Bishop Owen said, "I do not think that the ordinary teacher in America would have enough independence in Chicago, or in any other great city, to maintain a respectable, intellectual integrity unless she had the support of other teachers with her. I think she would be so brow-beaten and frightened and driven that she could not do anything. But you cannot very well handle a great organization of teachers except by open, direct and out-on-the-table methods."

The Chicago Teachers' Federation holds that there is no objection to teachers, as individuals and citizens, attending and supporting political campaign activities of their choice. It holds that it is not only desirable but essential that campaign contributions should be made by all citizens, and votes solicited by them in support of the political principles and candidates approved by them; that these contributions should not be paid by persons seeking privileges not in accord with sound public policy.

But the use of the power of authority of position by persons within the school system in an organized attempt to influence teachers to appear before the public as seeking to trade votes for salary increases is not only ill-advised but unprecedented in the Chicago public schools. And the recent action of a group of such persons, meeting for the purpose of attempting to put such a plan into effect, deserves the disapproval of every professionally minded teacher and principal in the school system.

The Chicago Teachers' Federation has persistently opposed a tax rate increase as a means of increasing the school revenue and equally persistently, and at considerable cost and effort, has sought to bring about such increase through a uniform assessment of real estate in Chicago. The increase of approximately $4,216,000 in revenue in the educational fund in 1928, with the resultant increase of $3,162,000 in borrowing power in that fund this year, is due to the efforts of the Chicago Teachers' Federation, and of other civic organizations, to have set a reassessment made and published by the legally responsible public officials.

The Chicago Teachers' Federation holds that due recognition and support should be given public officials who used the power of their public office to render to the public this much needed public service.

As soon as the assessed valuation of property in Chicago for the year 1927 was made known and the available revenue for 1928 thus ascertained, the Chicago Teachers' Federation (on March 10) adopted a resolution requesting the Board of Education to give first consideration to the elementary teachers—the largest, and therefore the lowest paid group of teachers in the system—if any consideration is given by the Board to increases in salaries in the 1928 Budget as a result of this increased revenue in the Educational fund for 1928. On March 14 that resolution was presented to the only body charged with responsibility under the law for granting salary increases, the Board of Education, and that resolution is now before the Finance Committee of the Board.

The Chicago Teachers' Federation has a right to resent the ill-considered activities of persons who, having made no organized effort to secure increased school revenues through a uniform, equitable assessment of property, now attempt to use the teachers as their political cat's paw.

The Chicago Teachers' Federation renews its determination to continue its ethical and professional efforts to obtain through an equitable, uniform assessment of property, revenues sufficient to run the schools efficiently and to pay the teachers adequately; and to this end we pledge our continued co-operation with civic organizations in sympathy with this movement and with public officials charged with the legal power and responsibility to make and to publish such assessments.

We further pledge our continued efforts to secure for the Chicago teachers, by ethical and professional methods, a just and equitable share of the increased school revenues resulting from such assessment.

SCHOOLROOM HUMOR

An oxygen is an eight-sided figure.

Nero means absolutely nothing.

Homer is a type of pigeon.

Ulysses S. Grant was a tract of land upon which several battles of the civil War were fought.

A quorum is a place to keep fish.

A vegetarian is a horse doctor.

Radium is a new kind of silk.

Henry Clay is a mud treatment for the face.

Mussolini is a patent medicine.

Flora and Fauna are a couple of chorus girls.

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Expect Decision in Pension Case

The case against the Policemen's Pension Board, important for teachers in the light of a similar case pending against the Teachers' Pension Board, was argued at the February term of the Supreme Court and a decision may be handed down at the April term.

A decision in the suit may settle the matter as to whether the Legislature can grant an increase in pension to a public employe who is drawing a pension. The decision on this question will affect the teachers, as the same principle is involved in the teachers' case.

Last July an application for injunction was filed against the Teachers' Pension board and a similar suit was filed against the Policemen's Pension board. The suits were brought to prevent the city treasurer, the teachers' and the policemen's pension boards from paying increases authorized by the Legislature to persons who were pensioners when the amendment became effective. The city treasurer, on the advice of counsel, subsequently refused to pay the increases.

On December 14, 1927, Judge Hebel of the Superior Court dismissed the case for want of equity, thereby denying the injunction against the Policemen's Pension Board.

Judge Hebel held that pensions are not deferred payments as the opponents of the pension laws claim. He held that pensions may be increased because they are gratuities that the power that grants a gratuity the legislature in the case of pensions—may increase or decrease the gratuity. This would not be true of deferred payments. They cannot be increased because the amount to be paid is predetermined and is final.

His opinion has been printed in the proceedings of the meeting of the Board of Trustees of the Public School Teachers' Pension and Retirement fund, January 20, 1928, Page 348, and a copy sent to all the schools.

County Board Appropriates

(Continued from Page 134)

printing of the 1927 quadrennial assessment, and if the County Board would specify in that appropriation that the assessing boards should print the lot dimensions, the street number, and the name of the owner, occupant or taxpayer of each piece of real estate, ample provision would thereby be made for printing the real estate assessment according to law.

Respectfully submitted,
CHICAGO TEACHERS' FEDERATION.
(Signed) Margaret A. Haley,
Business Representative.

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Those wishing definite information about the Credit Union are asked to communicate with Margaret Powell, 1215 Winona Avenue, Chicago.

F. BLANCHE PREBLE,
President.

WANTED TO SEE THE OTHER GUY

A pessimistic young man, dining alone in a restaurant, ordered broiled live lobster. When the waiter put it on the table it was obviously minus one claw. The pessimistic young man promptly kicked. The waiter said it was unavoidable — there had been a fight in the kitchen between two lobsters. The other one had torn off one of the claws of this one and had eaten it. The young man pushed the lobster away from him.

"Take it away," he said, wearily, "and bring me the winner."—Everybody's.

FEAR HIM MOST

"Mother," said little Evelyn, "may I go out and play with the other little children now?"

"You may play with the little girls, but not with the boys, for they are so rough."

"But, mother, if I find a nice, smooth little boy can I play with him?"—Michigan Technic.

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In Memory Louis F. Post

(CONTINUED FROM PAGE 115)

heresy hunting among the foreign born people of our country. Later he set down these experiences in a book—"The Deportations Delirium of Nineteen-Twenty-Five."

He wrote this on "borrowed time," as also the following: "The Basic Facts of Economics," "What is the Single Tax?" "The Prophet of San Francisco," "Living a Long Life Over Again." The last two have not yet been published. They are the last expression of a life, generous in its impulses, eager to discern the truth, distinguished by complete confidence in rational processes, and marked by a valiant and unwavering loyalty to the right as God gave him to see the right.

JAMES MULLENBACH
JAMES A. HEMINGWAY
JOHN A. ENGLISH

Feb. 23, 1928.

MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . . Editor and Publisher

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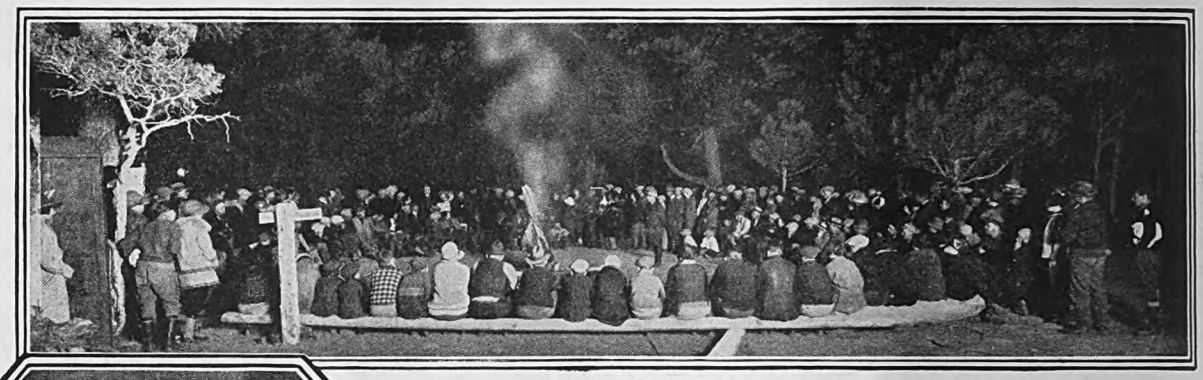
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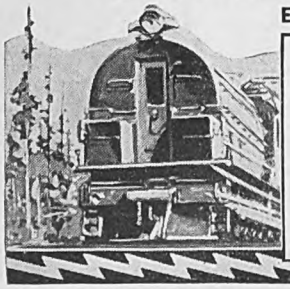
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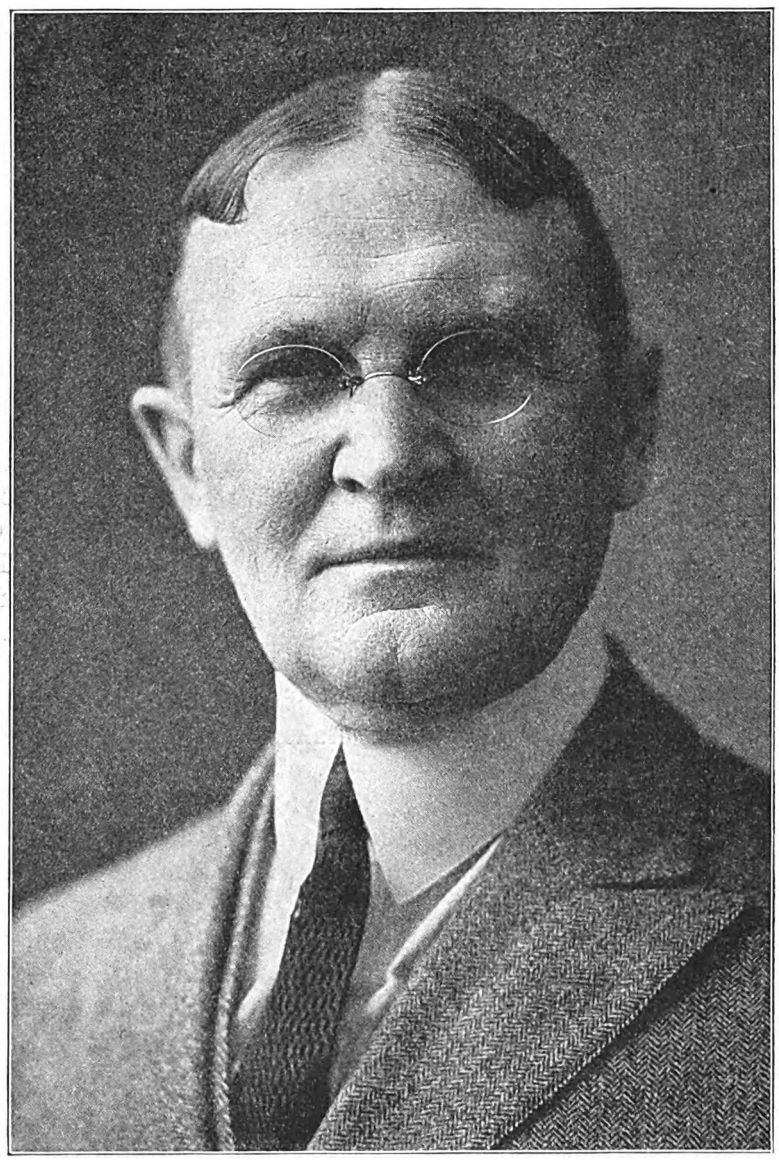


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MARGARET HALEY'S BULLETIN

Vol. 5. No. 8 April 16, 1928 Page 143

WILLIAM BISHOP OWEN
1866—1928



At a time when not only the eyes of all Chicago, but of the schools of the country are centered upon the Chicago school situation and the late McAndrew regime, it is deemed to be of interest to the teachers to read the opinion of the late William B. Owen on the administration of schools of Chicago during the last four years.

In view of the high esteem in which Mr. Owen was held by the teachers of Chicago and by educators throughout the United States, his opinion is of double value.

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From the Masthead
by The Lookout



"The teachers in the profession know the schools as they are seen from within. In the long run, they may be relied upon to uphold professional standards."
—William Bishop Owen.
March, 1919.

To the Teachers of Chicago:

You laughed and the world laughed with you Friday the 13th when the World's Greatest Newspaper told the world that William McAndrew, referring to his $250,000 libel suit against Mayor Thompson, said, as he swatted the reporter in the thigh with a bag of books:

"I don't care a red about the $250,000!"

But, when, to his "I don't care a red about the $250,000," McAndrew added, as the bag of books landed in the reporter's ribs:

"But I do hope to accomplish something for the protection of my profession. In this suit I am seeking to find out if a judicial body cannot establish that the position of an educator is as worthy of respect as, say, a public utilities magnate!"

Ye Gods!

How dare William McAndrew assume the pose of protector of the teaching profession!

William McAndrew, the man who even before he was elected Superintendent of the Chicago Public Schools made defamatory statements against the Teaching Force of Chicago in its calling and profession!

William McAndrew, the man who before he was five months Superintendent of the Chicago Public Schools, attempted to substantiate his defamatory statements against the Teaching Force of Chicago in its calling and profession, by the publication of reports that he knew were not true or he "negligently failed to make such inquiries as he should have made to ascertain whether or not they were true"!

Why did he dare?

There was no judicial body to which the Teaching Force of Chicago could go as plaintiff to protect itself against Superintendent McAndrew's defamatory reports which he knew were not true or "negligently failed to make such inquiries as he should have made to ascertain whether or not they were true."

But there is one court to which a slandered teaching force may with confidence take its cause—The Court of Public Opinion.

To take the case of "The Teaching Force of Chicago vs. William McAndrew" before the Court of Public Opinion was the labor of love which the late William Bishop Owen, President of the Chicago Normal College, had undertaken when death overtook him.

In taking up the work where Mr. Owen laid it down the Bulletin reverently presents to the teachers of Chicago the opening statement in their case made by their counselor and friend, William Bishop Owen, ten days before he was called to meet the Great Judge.

Mr. Owen did not live to see the transcribed notes of his hitherto unpublished statement, printed here without revision or comment. Subsequent issues of the Bulletin will present the testimony of the members of the teaching force and the conclusions thereon referred to by Mr. Owen in this statement.

Margaret A. Haley

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Voice That Is Stilled Spoke for Our Schools

The Late William B. Owen Makes Statement Shortly Before Death

This statement consists of excerpts taken from the 85-page typewritten transcript of the stenographic report of an informal talk on the Chicago School situation which Mr. Owen made on February 7, 1928, to a Chicago journalist.

Mr. Owen had arranged to have this journalist collaborate with him in selecting portions of, and summarizing, the 538 pages of testimony concerning Superintendent McAndrew's educational policies given by district superintendents, principals and teachers at the trial of Mr. McAndrew before the Chicago Board of Education. Mr. Owen had read all of the record of that part of the testimony in that trial; the journalist had not at that time read that testimony.

Mr. Owen died on February 17, 1928. On that day the transcribed notes of his informal talk of February 7 were to have been delivered to him together with the collaborator's selections from and summary of this testimony and his comments and conclusions thereon.

This big city (Chicago) has grown up rapidly and combined different towns together, and the school system has grown, partly by expansion and partly by accretion, but, all the time, from conditions which I think I could point out to you, it has developed until it is the best organized and most efficient school system in America, from the standpoint of humanity, and education, and growth, and development. I will tell you why I think so. I am going to show you exactly what I mean, I mean, specifically, the teachers have been more aggressive, more intelligent, more independent, more self-reliant. And the principals are. There is nothing to control them. You cannot find any place in America where the principals of the schools are as powerful as they are here, or as independent.

You may say: "Independent of whom?" Well I don't mean they have to be independent of anybody. You just simply be independent, go your own way and try to accomplish something.

Well, you mean they do not pay any attention to what the central office has to offer? The superintendent and the rest of them?

Learned to Be Own Leaders.

I would be perfectly willing to say they do not any more than they have to, because so few times has anything been offered them they have got in the habit of thinking that if they are to have a good school they have to make it themselves. That each school stands on its own bottom is literally true, and the fact is they have had so little outstanding educational leadership that they have learned to be their own leaders.

Highly Organized and Effective.

They are more powerful individually and, of course, they are more powerful collectively. The Teachers' Federation, the Principals' Club and the high school teachers are, of course, without any question, so far as I know —I would not know where to go to find teachers so highly effective and organized as they are here. And I believe in that. I will tell you why I believe in it.

" * * "The school system has grown partly by expansion and partly by accretion, but, all the time from conditions which I think I could point out to you, it has developed until it is the best organized and most efficient school system in America, from the standpoint of humanity, and education, and growth and development."

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I do not think that the ordinary teacher in America could have enough independence in Chicago or any other great city to maintain a respectable intellectual integrity unless she had the support of other teachers with her. I think she would be so browbeaten and frightened and driven that she could not do anything, and you cannot very well handle a great organization of teachers except by open, direct, and out-on-the-table methods. So these organizations have been practical and they have gone ahead and controlled themselves.

You see, I am able to give you the evidence of that. The first people that ever got out and made an organization of principals for instance, who began to study their own job as a group for self-improvement was the Chicago Principals' Club. They got up the first documents that were ever gotten out on the supervision of their schools, and other things. They went ahead and did it. They did not have to do it. There is nothing like that that ever came out of New York, from whence Mr. McAndrew came.

You see, what I am trying to paint is the picture of this gradual building-up of a powerful group of people, with great independence, initiative and self-reliance. When you had a poor man (at the head) and you had a poor Board of Education you had just as good schools as you did when you had a fairly good one, because they were not dependent on him. That is how it developed.

"Now it is my candid opinion that if these Chicago schools had been dependent on the Boards of Education and supervising officers of these schools, in all these years, with that shifting and changing as to the kind of people, you would not have had a public school system that would have been half as good as it is."

Now, it is my candid opinion that if these Chicago schools had been dependent on the Boards of Education and supervising officers of these schools, in all these years, with that shifting and changing as to the kind of people, you would not have had a public school system that would have been half as good as it is. But they go on, just as they are now, paying no attention to who is superintendent and who is not superintendent, and running their schools as they should run them, and they know how.

Question: Has that been true under the McAndrew regime? Has not this progressive body of teachers and principals been held down in their effort?

Have they not had superimposed upon them unnecessary detail and authority?

MR. OWEN: That is my story. We built from the bottom up. I have been here twenty years and I am certainly in an independent position, if anybody could be, and I have known these people intimately all their lives.

Independence—Not Insubordination!

I never even heard suggested anything like disloyalty or lack of obedience. The fact is, that even under these conditions, I think our people have been almost servile in their desire to do what was officially asked of them. So that I say this independence has not been in the form of insubordination, to use the current term; it is just the desire of everybody to have the right to run a good school.

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Now, you bring a man here who has been for 25 or 30 years in the most highly centralized public school system in the United States of America, a system which is ruled from the top down, and he comes in here and thinks he can put down upon this Chicago system that kind of a control, ignoring personal contacts, and ignoring personal confidence that characterized this school system for years. The ability of a teacher to walk in and really get a human consideration of anything he wanted, and the whole attitude of identity of interest between all the people that were served by this system he put himself above that. He comes here, and they go to see him, and he begins to talk to them. They have not heard anybody talk like that. They don't know what he means. They said they will never give him that opportunity again. And then he seems to have devoted himself to a complete mechanical control. He seems to have swallowed the modern efficiency methods hook, line and sinker, and I can give you plenty of illustrations.

If a principal died, or if any person in the school system died you couldn't be excused to go to the funeral, on the grounds of efficiency. The public pays you for being in school. In other words, being in that room at that particular time was the criterion of whether you are a first class principal and whether you are giving the people their money's worth, while, as a matter of fact, you might have been better to be out of the place, making new contacts.

The Type That Threatens.

He went out, at one hundred dollars a day, and got acquainted with the rest of the country for comparative purposes. It was his natural picayunish type, with a little, military control and discipline, plus this threat that went with it of "If you don't produce it, well you are no good and if you are no good you are going to be fired, we are going to get rid of the poor people."

"He went out at a hundred dollars a day, and got acquainted with the rest of the country for comparative purposes. It was his natural picayunish type, with a little military control and discipline, plus his threat that went with it of, 'If you don't produce it, well you are no good and if you are no good you are going to be fired, we are going to get rid of the poor people.'"

Now nothing ever happens in Chicago that you don't hear of it in a very few hours so far as the public schools are concerned. You know in your ancient history you have read how marvelous it was, the method by which the savage people of those early days were able to communicate, one with the other and how they got word of things.

MR. OWEN: I have often said to myself that we have got that beaten in Chicago, because if anything happens anywhere in Chicago affecting the schools, you will get it from the school teachers the next morning on the car going to school, and it is in your office the first thing when you get there. I can't explain how it goes. I have threshed it out a good deal. You can send this through the schools: "This is the new regime. You are not to move. Look out. If he comes in he is going to see to it that if you do not produce his results you are going to be lost."

Nobody objects to being held up to rigid standards, but they do not want to live in an atmosphere of terror-

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ism and fear, which is unnecessary and wrong in principle. And I do not think it is efficient. I don't think anybody thinks it is efficient anywhere. Even the most rigid business people don't think it is any more. They are all trying to build up the spirit and morale of the group. And he comes in here and deliberately attempts to kill this morale in the public school system, in the finest school system in America. I know it.

To Make the School a Factory.

Our people were recognized everywhere as being able to move. Sometimes they thought Chicago moved too fast, and they thought those Chicago teachers and principals were awfully aggressive, an awfully aggressive lot, and they did not understand how they could do it. McAndrew's idea was to get them back into their places and keep them there, to make a factory out of the school system. I don't think any intelligent man objects to our refining our technique as a means to an end, but all of us have become prisoners to the means and have forgotten the end and the truly intellectual processes.

"I don't think any intelligent man objects to our refining our technique as a means to an end, but all of us have become prisoners to the means and have forgotten the end we have and the truly intellectual processes."

Even reading, writing and arithmetic are not one-third of the things done in the public schools of Chicago. The first and most vital thing done in this city every day of our life, is something we never think of; but it is a fact, that the schoolboy, when he goes into the public school yard is safe, morally, physically and every other way for all those hours a day. And how are you going to measure that contribution to the growing life of these people?

We are all perfectly willing to be tested by these procedures, and I think we are just as much interested in them as anybody could be, and about spelling, reading, writing and arithmetic, but we don't want that to be made the whole thing when it is not the whole thing, and we want to do it under conditions that are favorable. He did not do that. He just came in here and reversed that whole situation.

A Universal Attitude.

Question: Let me ask. You have read this testimony?

MR. OWEN: Yes.

Question: And testimony of the people close to the job of teaching in Chicago reflects just what you have been saying?

MR. OWEN: Absolutely, and if you know how to talk to them you get it from everybody in this city. This is the unanimous testimony, if you can count noses. I can furnish other specific cases, but, again, this is the notion of everybody. This is not a freakish notion of just a few here. This testimony is just the testimony of a few independent and brave people who came out and said it, but it is the universal attitude.

Now I have said all this because it is hard to make that statement concretely. Anyone who understands Mr. McAndrew and understands the opportunity he had and

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the opportunity he threw away, understands why, when he goes, the school people acquiesce with silence. If he had been a competent leader, an educational leader of these schools and school people, you would have gotten an entirely different story. I think the silence that gives consent in Chicago, in the city, is the most marvelous thing that ever happened. Have you heard anybody getting up and defending him?

"Anyone who understands Mr. McAndrew and understands the opportunity he had and the opportunity he threw away, understands why, when he goes, the school people acquiesce with silence."

Awful Part—Thinks He's Right.

McAndrew did as well as he could. He was brought in to do this thing. The awful part about McAndrew is that he thinks he was right.

He has lived off there in his own isolation and heard all this stuff. There is a group of people in Chicago—I could not help thinking about this the the other day when somebody said, " Has it got to a point,"—The Tribune said in that article about a week ago, it "has gotten to a point where leading citizens can not say anything?" I want to make this answer: If the leading citizens don't know any more about the situation than the leading citizens referred to in the Tribune Editorial know, why should they say anything? They do not know. They do not really know.

I meet a good many people who say—I just happen to run into them—and they are people I have known for a good many years—and I get the same question from all of them:

"Isn't this an awful situation?" And I say, "What do you mean?"

"Well, isn't this an awful invasion of the schools?" I say, "I don't see that the schools are being touched at all." They say, "What do you mean by that?"

"Well, so far as I know, all the principals are going to school every day and the teachers are on time and doing their job. All we know about the thing you talk about is in the newspapers, and we get the same information you do, but the school people don't get any of it. I don't think the schools are suffering a particle."

"Don't you think it was an awful thing the way McAndrew was treated?" Now, let us be perfectly honest, one with the other. If I were going to get rid of McAndrew I would have taken another way to do it; but that he should go, I think is the unanimous conviction of everybody in the Chicago public schools, and the sooner the better." They don't understand it and they think I am lost.

I said to a man the other day, "Oh, no, he is the worst failure I ever saw." And I said, "That makes me think of a story Mrs. John Dewey told about a certain man who was going to one of the universities of America. She heard of it and she said, 'Yes, he will go there,' she said, 'and he won't succeed, either, but the worst part of it will be, he will never know it.'"

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He'll Never Know He Failed.

"Mr. McAndrew has come here and spent three years, and will never know he is a failure. That is the awful part."

Mr. McAndrew has come here and spent three years, and will never know he is a failure. That is the awful part. Nothing you and I say will ever have any effect on him.

This is my sincere conviction about this. It is nothing to me, absolutely nothing. And, whatever emotion I have shown is due to the fact I have lived so intimately with all these people for all these years, and I was so absolutely indignant at what was done, and the misrepresentation that was in it all.

We have got people that are principals of schools, and I can name them, who know so much more about education than Mr. McAndrew will ever know—about schools and how to manage them, according to the best, modern, up-to-date scientific procedure—that it is ridiculous for him to claim he is a great educator driven out by these people. And it is not one, but any number of them, all the time, right up to the minute, using all these modern techniques as fast as they can use the thing successfully.

Why should Chicago begin to lament about the fact its schools are in such a bad condition? He came here and said these schools were no good before he was elected superintendent, and before he ever visited them to find out.

I am going to ask you something. Now I like to frame questions.

If Mr. McAndrew had to resort to all the technicalities and means that he employed to find out whether the Chicago schools were good schools or not after he got here, how dare he come to the city and say they were not good before he ever employed these means at all?

Question: Well, you know that he did?

MR. OWEN: He did. In other words, either he was taking a gambler's chance in order to open a place for him before he came here, or he need not resort to those means after he got here.

When Was He an Educator?

At which time was McAndrew an educator? When he misrepresented the Chicago schools before he ever visited them, or after he attempted to find out, by the bungling use of the so-called scientific means after he got here?

That is why I think we ought to, somehow or other, clear the atmosphere by doing this. Now, Mr. ———— (addressing the newspaper man), you ought to know what to do with this testimony.

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Question: As to the form of it?

MR. OWEN: I should think of it in several chapters, or whatever you desire to call them.

Now let me ask some more questions.

What were the conditions of the Chicago schools? Is there anything in the testimony? What is the evidence as to the condition before he came here. Then, as shown in the testimony, what procedures were taken to improve the teaching in the Chicago schools and to test that teaching? What claims were made about what was done by the superintendent? He reported on his own effort and the question is, how well substantiated are those claims by the testimony? That is what was really brought out (in the testimony), that the schools really were in good shape when he came in here; and that he ran off a few tests of his own; and that he went in after that, didn't he, and tried to force people into getting results to come up to his one hundred per cent.

Chicago Misrepresented.

Some of these records (in the testimony) show that he misrepresented the situation that he found in Chicago, and then, in a brief time, he planned a method by which he could show the effect of his own work with the Chicago schools, endeavoring to show that he had brought them up to a high level of efficiency rapidly. He stated that he found them at a low level.

"Some of these records (in the testimony) show that he misrepresented the situation that he found in Chicago, and then, in a brief time, he planned a method by which he could show the effect of his own work with the Chicago schools, endeavoring to show that he had brought them up to a high level of efficiency rapidly."

* * * * *

Now with reference to Mr. Keener's testimony: Mr. Keener [director of the Bureau of Educational Research] testified that the tests that were given to the children before Mr. McAndrew came to Chicago were under his bureau, that he sent out the questions, and that these tests were conducted in accordance with the directions of his office; and that he, himself, prepared the reports on these tests and identified these reports on the stand.

Now he was asked while he was on the stand about whether his bureau had conducted the tests made by Mr. McAndrew, and which tests showed that Chicago schools were on a low grade, and he said, "No, he had nothing to do with those tests."

Now, we get a man whose business is to conduct tests, and who knows what a standardized test is, and he uses them under controlled conditions, by which is meant that they know perfectly well what they are to do. The children are to be given exactly the same amount of time and the directions are to be given exactly the same to everybody. If you take any of our recent teaching literature, you will see they point out, scientifically, that tests are practically useless unless the conditions are exactly the same, and, the more scientific and competent a man is, the more he insists that the test is worth practically nothing for comparative purposes unless the test is carried on under the same conditions.

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Now when this man Keener conducts tests, a test like the Woody-McCall or Burgess test, and when he applied them, the directions are right there, and he takes people who were trained to give them, and they do give them, so that an inexperienced teacher might not give them under wrong conditions with the best of intentions, not knowing how to do it.

Above U. S. Standard.

So that you see that when they did all this, and did it under those extremely careful conditions, he, Keener, testifies that Chicago was in good condition and, as a matter of fact, was above the standard of the United States. * * * McAndrew came in and made his own tests without any conditions of uniformity or standardization.

"Now you don't know what a test is until it has been given to a large number of people under varying circumstances, people of different ability, so that you get what we might call an average."

Now you don't know what a test is until it has been given to a large number of people under varying circumstances, people of different ability, so that you get what we might call an average. Then it is sent out, and they, so to speak, try it on the dog, and you get a sort of result. Then you send it out again, and again. And if it keeps getting that same result all the time in Chicago, the same result in San Francisco, the same result in New York, and so forth, then you say that it is standardized. Thus it has had the largest numerical or statistical testing you can give to it and the results are graded. They are not graded as would ordinarily be done. They are graded by a mathematical procedure which allows for a certain percentage of error and deviation from a norm, so that, with them, we say that we know children of eight years will, on the average, get this percentage, and that children of nine years will, on an average, get that percentage.

That would not prove anything about what a particular group would do, but that is what we mean by a standardized test. And it is quite a profitless thing, indeed, for a man to go in and conduct a test that he has invented himself, or, shall I say, compiled, or used, and then give it to these people. All it proves is that these children do not know what he wanted them to know.

Said Children Were Below.

Question: And then he predicated on that his assertion that children were below?

MR. OWEN: An illustration of that is when he used the Ayers writing scale, he marked them sixty, or below, and marked them "poor," and then, two years afterwards, with children in the eighth grade, the class reaching 60 or above was marked 100%.

How can a man talk the way he did? These scientific people are terribly cautious and careful. They are overly cautious and careful. The man who arranged this chart (indicating the Ayers Writing Scale) has not a peer probably in America; and there is no man in the English speaking nations at all who equals him in sta-

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tistical investigation; and, when he arranged this, he shows what should be expected.

* * * * *

Upset Standard Tests.

Why, one of the best tests there is in this country is the arithmetical test of Courtiss. You could not tell anything about that test until and unless you looked at the norm, because he gives that test to first grade children and to high school children, but he doesn't expect the first grade children to get anything. Then when you get to the fifth grade children and you desire to conduct a test of the fifth grade children, you look to see what the norm is for fifth grade children. Suppose they say they had a certain number of examples in a certain length of time. After conducting the test, the question is, do they do as well as the average? The answer is "Yes." All right, mine is as good as those in Chicago. Now that is what Chicago had before Mr. McAndrew came here.

Now Mr. McAndrew's report on his examination appeared both in the mid-year prospectus which came out on the first of February, 1926, and in the annual report for the years 1924, 1925 and 1926. You will remember that Mr. McAndrew made no report for 1927.

* * * * *

The fact is, that he came into a situation where standardized tests were being slowly and certainly and rationally applied in order to find out what help the tests could be in improving our instruction.

"The fact is that he came into a situation where standardized tests were being slowly and certainly and rationally applied in order to find out what help the tests could be in improving our instruction."

That is what the testimony shows, uncontroverted. And it was being done without irritating or threatening or disturbing anybody and, when a certain relationship between these results was pointed out, that is to say, that certain schools were below and certain schools were above, then that information was given to the principal for his benefit, and the teachers, without drawing hasty and unwarranted conclusions as to the neglect or incapacity of the people at all, or comparisons; because, as a matter of fact, what conclusion you should draw no man could tell except the people who did the work. The man might say, "But for certain reasons we were working in my particular school, for instance, to get another result; we were not trying to get speed or skill in a certain, particular thing; we were aiming, in this experiment, at a certain, particular thing. And if you come in and test me for speed at this time, you won't get that speed."

He would never get the result, and anybody who knows anything scientifically about this would know he never got the results he pretended to get in three months under God's heaven unless he found people all very well prepared before he began to work on them. But to any man gifted with the least ability of scientific analysis, the logic of getting that kind of result out of people who had not been trained would be ridiculous.

* * * * *

McAndrew Went to Discard.

That is why they have thrown all that stuff away for years. McAndrew goes into the discard and throws it

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right back at these teachers. Our people had been irritated out of the thing; they had been building up a procedure, so that they were not there to manipulate symbols, and the Chicago children are not here to manipulate symbols to satisfy some tester. They are not here for that purpose.

Let him read a little modern psychology as to what you do with people when you want to make them successful. I think the most ironical thing in this whole situation is the fact that, when they are demonstrating all over America and Europe in psychiatry, child development and everything else, that the fundamental position and the first thing to do is to get the human being to act properly and successfully; and that in order to do that you must take the fear out of them and as I say, the most ironical thing about the situation is that he came here and believed that by this method he could put the fear of God in the hearts of 13,000 teachers in Chicago and get away with it on a few little tests.

* * * * *

Fostered Fear in Many.

He got that fear into a great many. He put it into them; but what I am trying to say is that his real business was to take it out instead of putting it in. He could have done it if he had only had sense enough and if he had not been so egotistical, self-centered and isolated. That is what he was. I mean that literally. You cannot read anything he did himself and tie him up with the great, intellectual, educational environment of America at any point. He was not in it, he was not really connected with it, and where he pretends to be he really borrows it from somebody else.

"Now what I am trying to say is if he had not been so isolated and off by himself he would have seen the first thing he was to do, if he was going to use this technique, was to get the people interested in what he was trying to do, and what this technique might be, and get them to apply it, and see what they could draw from it themselves, make their own improvements, make their own deductions."

Now what I am trying to say is if he had not been so isolated and off by himself he would have seen the first thing he was to do, if he was going to use this technique, was to get the people interested in what he was trying to do, and what this technique might be, and get them to apply it, and see what they could draw from it themselves, make their own improvements, make their own deductions.

The modern idea of a test is that you are testing to test your own instruction and the child's performance and then, on the basis of that, you are to change your instruction and the child is to find out where he has failed. In other words, it is for the sake of self-improvement, and then we turn around and teach again, just as you do, or as any other person does, and just as a man does out in the field when he is trying to run on the track; he takes a try, checks up, goes back and does it again to see what he can do.

Nobody Resents Rational Tests.

Or just as in golf you have got to get another foot form if you are going to do that, you are told. If you are going to do that you are going to use that kind of procedure with your tests, which leaves the teacher in proper relation to her children in order that she may find out just how far they are getting. In other words,

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it is a method of instruction and a method of improvement of instruction which nobody objects to. And the teachers have been using them right along, and they were increasingly coming into the schools as the teachers wanted them, freely, because they were interested in them.

* * * * *

It is amazing that anybody should think he could even attempt to stay down in a central office and, through this paper process, control the intellectual and social development of 400,000 children. It cannot be done.

"It is amazing that anybody should think he could even attempt to stay down in a central office and, through this paper process control the intellectual and social development of 400,000 children. It cannot be done."

* * * * *

His tests were all given under such unintelligent and unfavorable and unfair conditions, and they were marked or interpreted so unscientifically and dishonestly and disingenuously, let us say, that they don't amount to anything. And all these conclusions that he drew as to the marvelous changes he had made were paper conclusions, not supported by the facts.

Question: All unsupported by any scientific or uniform method of testing?

MR. OWEN: The people who gave the tests and the people who should give them, and the testimony of what they were asked to do, that is the significant thing of this case. And the testimony of all these individuals shows all along the bunk that was in the whole situation.

If he had not made claims, nobody would have cared. He could have gone out and said, "Here is the fact, I have tried to get people to do this, and this is what I got."

"We Were Not Together."

There might be two conclusions. Maybe he was trying to get the wrong thing or he did not have the right means to get it with. In other words, we were not together.

We have been planning for fifteen years. All this scientific education has been built up on the normal distribution curve (indicating the normal curve on chart). He started out to get one hundred per cent. To demand one hundred percent means to go back on the absolutely fundamental position in measurement which is that (indicating the normal curve on chart). What did he mean? I ask you or any other person what does he mean by coming in and demanding one hundred percent? That all this scientific work and all this whole thing, the whole structure and statistics everywhere are wrong?

The whole situation is pretty clear. He came here with a certain policy, namely, to put the superintendent in control of the teachers and the principals, and make of the public school system what the manager of a factory would expect to have in the way of a factory.

I think we ought to have a superintendent of schools that has power, and I never heard anyone in the Principals' Club object to that. What they do want is somebody that uses it intelligently, humanely and effectively and not dishonestly.

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After the McAndrew Trial

For purposes of comparison, the Bulletin reprints here an editorial, "After the McAndrew Trial," appearing in the editorial columns of the Chicago Daily Tribune, March 2, 1928:

Mr. McAndrew's attorneys walked out of his trial room with a few comments as to the worthlessness, incompetence, and irrelevance of the procedure. The only trial it has been is upon the patience and common sense of the city. Even as such, it seems to be coming to its end and to its consequences.

Mr. McAndrew himself spoke before the department of superintendence of the National Education association in Boston and in his speech he asked: "What happened to Finnegan, commissioner of education in Pennsylvania? What did Baltimore do to J. H. Van Sickel? What did Newark, N. J., do to David B. Corson, superintendent of schools? They were pinched out by politics just as every superintendent of schools is who tries to deliver the goods to the public."

The people of Chicago have permitted control in matters affecting the education of their children to be transferred from educational authority to ward politics and teachers' councils. Probably some of these parents were amused when Tennessee politics attached the monkey law to the teaching of science, but by lack of effective protest they have permitted a greater interference in the welfare of their own children.

The Chicago trial has a larger significance than the Dayton trial. It is quite as much a test of intelligent concern in the future of children. Mr. McAndrew has been run out, or will be run out, because he did not conform to the requirements of politics and because his methods were not acceptable to the organized teachers. A superintendent who wishes to remain unmolested will not antagonize either politics or the opinion and wishes of the teachers.

Chicago thus definitely lowers the standard of public instruction, and that means that the school children will have less chance of getting what they should from the costly institution the tax payers provide for them. Presumably the school teachers as a body are not disinclined to give a fair return. They probably are willing but it has been proved to them that they need not submit to educational discipline themselves. Teacher control of teaching methods will not appeal to any superior

(Continued on Page 158)

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Teachers Win Victory; Board Stops Appeal

Allows Case to Rest With Appellate Court Decision

By unanimous vote of the Board of Education, Monday, April 16, the attorney for the Board was instructed to take no further steps toward appealing the decision of the Appellate Court in the Emeritus Service case.

The action followed the presentation of a petition signed by 8,656 teachers asking the Board to abide by the Appellate Court decision handed down February 14, 1928. The resolution incorporating the petition, was passed at a meeting of the Chicago Teachers' Federation March 10, and was presented to the Board March 28, and referred to the School Administration committee and to the attorney for the Board.

The Principals' Club which had passed a similar resolution, assisted in circulating the petition.

Following is the Board resolution preventing an appeal to the Supreme Court and marking a signal victory for the teachers:

WHEREAS, the Appellate Court has recently declared the Emeritus Rule of the Board of Education invalid; and,

WHEREAS, the rule was passed at the behest of William McAndrew for the purpose of affording him an opportunity of finding a way out of complying with the directions of the Board to nominate some person other than William H. Campbell as a Member of the Board of Examiners; and,

WHEREAS, the rule as sponsored by William McAndrew has worked unnecessary hardship on the persons affected by the same; NOW, THEREFORE,

BE IT RESOLVED, that the Attorney for the Board be, and he hereby is, instructed to take no further steps toward appealing the decision to the Supreme Court.

MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . . Editor and Publisher

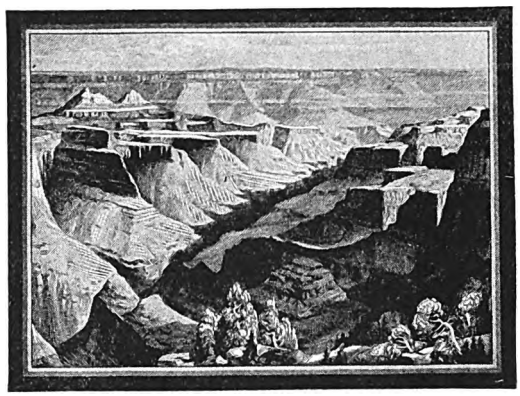
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Members of the Insurance Committee are F. Blanche Preble, chairman; Frances Williams and Winifred Mathews.

AFTER THE TRIAL

(Continued from Page 156)

men in the field of education. With Chicago's limitations established and advertised, educators who might make the Chicago public school system noteworthy in the country will give the position the go-by. They will not expose themselves and their reputation to any such demoralization.

The ludicrous aspects of the McAndrew trial have been uppermost. The seriousness of the consequences will be embodied in Chicago public school education.

—Editorial, Chicago Tribune, March 2, 1928.

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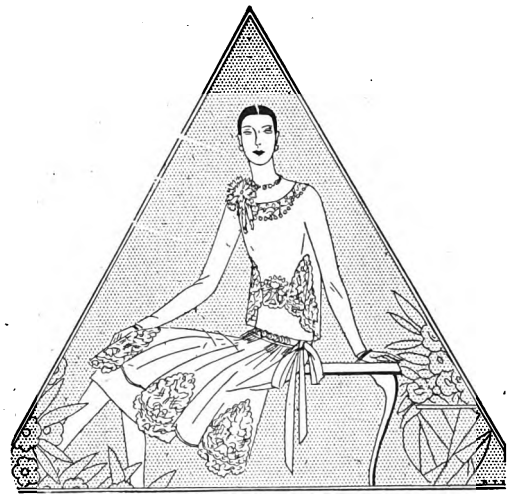
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VOL. V

Margaret Haley's BULLETIN

NO. 9

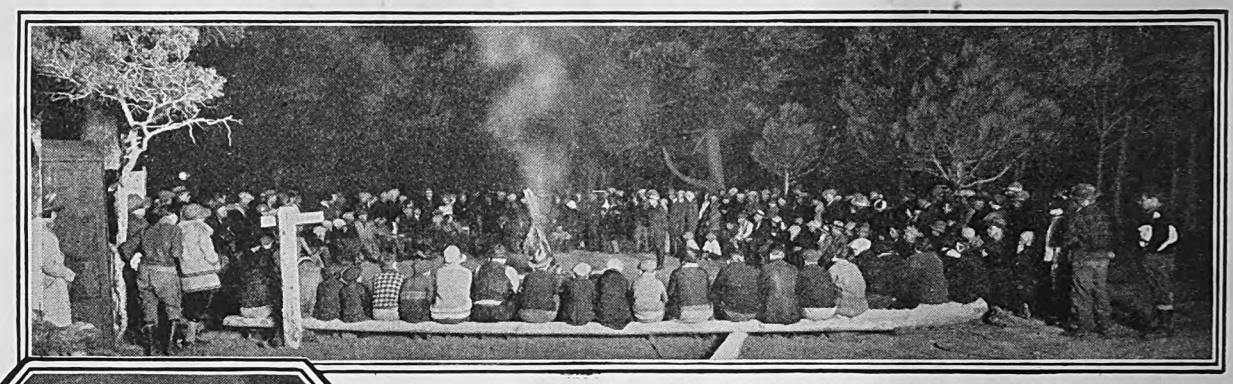
Chicago, Ill. — 28 — April 30, 1928

MY 5 '28

* * * Many a school system—unhappy phrase!—has stunted the teachers that it professes to train and has put a premium on acquiescence, conformity and routine. Anything like originality or personal flavor or individual quality has been banished from some of our schools by the iron hand of a system which allows no free play to any man or woman. * * *

—*The Journal of the National Education Association, April, 1928.*

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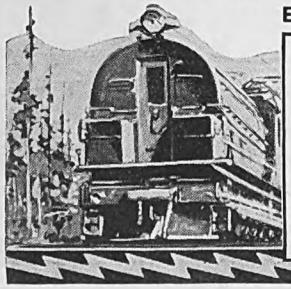
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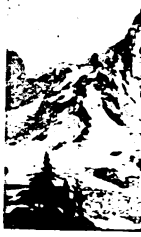


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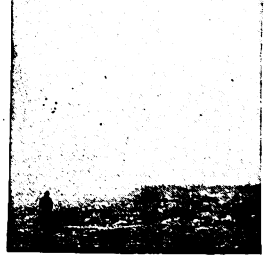
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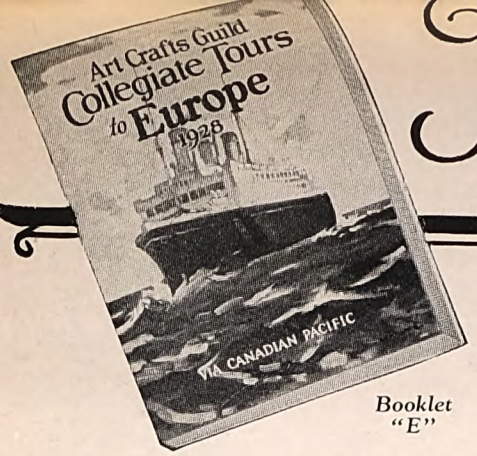
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MARGARET HALEY'S BULLETIN

Vol. 5. No. 9 April 30, 1928 Page 163

Democracy in Education

By W. H. Faunce
President, Brown University

Below are printed excerpts from a most enlightening discussion appearing in the April, 1928, number of "The Journal of the National Education Association."

It is entitled, "Democracy in Education," and is written by W. H. P. Faunce, President of Brown University. Following are excerpts from it:

* * *

Democracy, then, is freedom—not identity or similarity. Democracy does not mean levelling down, or levelling up, ***or any kind of levelling or standardizing process.***

* * *

When Mr. Ford makes an auto, all the parts are interchangeable; when Nature grows a flower, no parts can be interchanged; and when we grow men and women no two are alike or ever will be alike through all the ages. We do not mould human beings as we make silver forks and spoons by a heavy weight descending on the child and stamping child nature into some desired pattern. The children that give us the most trouble may be precisely those most worth educating. It is the top and the bottom of the class that are the most interesting and challenging portion of the school, precisely ***because those pupils decline to conform!***

* * *

Democracy means, then, an equal chance for unequal minds.

* * *

But if teachers are thus to have educational adventure, if they are to stimulate growth in pupils, they must be growing personalities themselves. Many a school system—unhappy phrase!—has stunted the teachers that it professes to train and has put a premium on acquiescence, conformity, and routine. Anything like originality or personal flavor or individual quality has been banished from some of our schools by the iron hand of a system which allows no free play to any man or woman. Yet when the graduates of any school come back for an anniversary or reunion, what do they talk about? Not the buildings, not the curriculum—always about the teacher. What makes a teacher interesting? The fact that something is now happening in the teacher's mind. He went to Europe last summer. He attended an extension course in some university. He climbed a mountain and went through a storm at sea. He has mastered a new author in English literature. He has become all aglow through a new study of the stars.

The world is held back chiefly, not by bad men and women, but by good ones who have stopped growing. The most discouraging place I have ever visited was a certain normal school, where everything was arranged to repress personality and exalt system, and where teachers were sent out annually who were icily regular, splendidly null. Such a school often exhibits to the casual visitor a long row of apathetic faces immune to intellectual enthusiasm. If a teacher loves English poetry, or history, or chemistry, with unflagging appreciation, he will make her pupils love it by a happy contagion—even though he be ignorant of all the school laws of Massachusetts!

The teacher is, then, the agent of the state in preserving itself and creating its own future. Education is not a charity, it is a part of the national defense. Fewer submarines and more high schools constitute the best program for defending America. The most useful studies are not those dealing with bread and butter, but those removing from the mind of youth its prejudices, its distorted views of other nations, its racial and religious hatreds.

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From the Masthead
by The Lookout



The man who accords to his language
The license to outrage his soul,
Is controlled by the words
He disdains to control.
—Bulwer Lytton.

To the Teachers of Chicago:

Today, April 30, is an eventful day in the County Building:

As the Bulletin goes to press, a mob of indignant tax payers is milling around the County Treasurer's office—on the first floor of the County Building—trying to pay their swollen and belated tax bills before the penalties after May first overtake them.

The Board of Review and the Board of Assessors appeared this morning (by attorney) before the Finance Committee of the County Board—on the fifth floor—threw up their hands and agreed to publish the 1927 real estate assessments by street and house number, for the first time in twenty-nine years.

Judge Hugo M. Friend, in the Circuit Court of Cook County—on the seventh floor—acting under the mandate of the Appellate Court, this afternoon reversed his decision of October 8, 1926, and signed and entered a new decree directing the Board of Education to reinstate immediately in their former schools 19 principals and teachers—the pathetic little remnant of the 120 principals and teachers, who, since January 30, 1926 have been illegally removed from their positions, under the Board rule of "Efficiency" known as the Emeritus Rule.

Two members of the Board of Education who voted "yes" on December 9, 1925, for the adoption of the Emeritus Rule, under which these 120 principals and teachers were removed without trial, notice or hearing, in violation of the teachers' tenure law, voted "yes" on April 16, 1928, for a resolution adopted unanimously by the Board that day which contains the following in regard to the origin and purpose of the Emeritus Rule:

> **WHEREAS, the rule was passed at the behest of William McAndrew for the purpose of affording him an opportunity of finding a way out of complying with the directions of the Board to nominate some person other than William H. Campbell as a member of the Board of Examiners;**

One of the two Board members whose name appears in the "Yes" column on those two dates, Mrs. Heffran, in giving her reasons on March 21, 1928, for voting against dismissing McAndrew for insubordination, said:

> ***"The principle of tenure for the superintendent—a definite term fixed by law—during which he has the opportunity to work out his educational policy, is to my mind of supreme importance."***

Mr. English on April 16 asked to have the record show that 8656 teachers and principals have signed the petition requesting the Board to abide by the Appellate Court decision.

That resolution to abide by the Appellate Court decision in the Emeritus case was adopted by the Chicago Board of Education on April 16, five days after McAndrew, returning from one of his lecture tours, probably on "Life Among the Boneheads," told the Chicago reporter he was bringing the libel suit against Mayor Thompson for "the protection of my (McAndrew's) profession."

Readers of the last issue of the Bulletin,

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April 16, will recall these words of the late William Bishop Owen in regard to William McAndrew and the Chicago Public Schools:

"He (McAndrew) came here and said these schools were no good before he was elected superintendent, and before he ever visited them to find out.

* * *

At which time was McAndrew an educator? When he misrepresented the Chicago schools before he ever visited them, or after he attempted to find out, by the bungling use of the so-called scientific means after he got here?"

The above statements of Mr. Owen were made after he had read a speech on "What's Wrong With the Chicago Public School System" reported to have been made in Chicago on December 22, 1923, by William McAndrew, then of New York, to members of the Chicago Board of Education.

This purported speech of McAndrew's, which is printed in full elsewhere in this issue, was sent to the Chicago newspapers on May 23, 1927, attached to a letter of that date from Mr. Frederic S. Pope.

Mr. Pope's letter read as follows:

I understand that when the Board of Education was ready to seek a Superintendent in 1923, they invited leading educators from all over the United States to discuss the question "What is Wrong with the Chicago School System?" William McAndrew, then of New York, was one of the men invited to be present. His speech is attached to this letter. This has been hurriedly written and form may be crude in places.

This speech seems to answer some of the questions now being asked by the City Council and others—invisible government, for example, and I believe it should be printed. I can see no reason why my name should appear in connection with the printing of the article.

In this speech McAndrew portrayed quite fully what he thought Chicago's schools needed,—doing this without any thought that he would be the next Supertendent. It is interesting to note how true to form his administration has run.

Very truly yours,
(Signed) Frederic S. Pope.

FSP:BE

Before reading Mr. McAndrew's purported speech it would be well to recall some incidents leading up to Mr. Pope's sending this speech to the newspapers.

On the morning of April 17, 1927, the Chicago Tribune carried a story that Superindent McAndrew had spoken in Chicago at the Michigan Alumni dinner and had stated:

"I was brought here specifically to loose the hold that certain outside agencies and the City Hall had around the school system. I have loosed that hold and I believe it will stay loose."

The City Council the next day, April 18, by unanimous vote, adopted a resolution directing its Schools Committee to conduct an investigation and request the presence of Mr. McAndrew to tell the Committee in what way the City Council had a hold on the schools and in what way he had loosed that hold and also what was the "invisible government" referred to in his speech, whose hold he had loosed.

That resolution was referred to the Schools Committee, and the Committee requested Supt. McAndrew to appear before it, which he refused to do. The Committee then sent a letter to the Board of Education asking the Board to request Supt. McAndrew to appear before the Committee.

The Board referred the Council Committee's letter to its Committee on School Administration and action on that has been deferred at every meeting since. I do not know whether or not that communication from the City Council has been sricken from the Secretary's docket since McAndrew's dismissal.

A careful reading of this purported speech of McAndrew's will clear up many questions in the minds of the Chicago teachers, hitherto unanswered. Before reading it, take notice that the two paragraphs preceding the speech were written after Dec. 22, 1923, and after Mr. McAndrew became Superintendent of the Chicago Public Schools.

Here are the two paragraphs:

"These are the points I made in my suggestions to Board of Education, Chicago, when I was there in December, 1923. Present were Mr. Hanson, Mrs. Hefferan, Mr. Fellows, Mr. Muhlenburg, two other women board members, Mr. Moderwell, and I can't recall who else.

"I am amazed that I should have been elected superintendent on the basis of a talk so uncomplimentary."

[The spelling of Mr. Mullenbach's name and other errors in the above and in the speech, are

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as they appeared in the document sent out by Mr. Pope.]

In the purported speech the Chicago Teachers' Councils are described as a "weird project." McAndrew repudiates two fundamental principles underlying the Councils laid down by Mrs. Young, the founder of the Chicago Teachers' Councils.

1. ***That the Councils should meet on school time, that is, they should be official not voluntary organizations.***
2. ***"The voice of authority of position not only must not dominate but must not be heard in the councils."***
   —Isolation in the Schools by Ella Flagg Young.

It was while the controversy was going on through the newspapers as to whether McAndrew should or should not appear before the City Council Committee on Schools that Mr. Pope sent his letter of May 23 and the purported speech of McAndrew to the newspapers.

Readers of the Bulletin may recall a speech by Mr. Pope reprinted in the Bulletin of Feb. 27, 1926, from the Principals Club Reporter of Dec. 20, 1925. The speech was made before the George Howland Club and printed under the heading "Side Lights on Business Control of the Schools and Immigration."

Some of the statements in Mr. Pope's speech make the reader wonder whether Mr. Pope handed McAndrew his impossible 100% that he tried to put over on the unfortunate children of Chicago, or whether McAndrew handed it to Pope. Here are some excerpts from the speech at the George Howland Club:

"Anything less than perfection is failure. In the arithmetic of life there are only two percentages, 100 and zero." * * *

"Why cannot the school authorities set up an irreducible minimum of these essentials and insist that every child come with 100%." * * *

"From observation in the educational 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."

Mrs. Ella Flagg Young pointed out the dangers of "externally imposed aims in the schools" and of the close supervision that McAndrew advocated in his speech before the Board in 1923. Chicago would do well to heed her words of warning and wisdom on these two questions of vital importance to children. Read McAndrew's platitudes and prattle, then take to heart these words of Mrs. Young:

"No more un-American or dangerous solution of the difficulties involved in maintaining a high degree of efficiency in the teaching corps of a large school system can be attempted than that which is effected by what is termed "close supervision."

Frequent visitations to the schools in the district, or ward, bring the minutiae of each schoolroom into the foreground, and develop a feeling of responsibility for matters of petty detail which are of a purely personal nature; and hence it follows that a ranking officer may be so near to the daily work as to have an exaggerated, or mistaken, conception of the obligations of a superintendent in determining the method in regard to even the non-essentials in the conduct of the school.

In a short time the teachers must cease to occupy the position of initiators in the individual work of instruction and discipline, and must fall into a class of assistants, whose duty consists in carrying out instructions of a higher class which originates method for all.

The reaction from close supervision with one set of dominant ideas to close supervision with another set has been the basis of procedure in every large system, with little recognition of the fundamental difficulty in the theory.

In colleges and universities the benumbing theory of close supervision of the members of the faculties is unknown; and yet it is generally held as an inspiring, natural one for elementary schools. There must come a recognition of the law of life in those schools. The rights and obligations that inhere in members in different parts of the system must be subjected to careful analysis, and then the teaching corps must be unfettered in its activity in striving to realize those things which will evolve themselves in a free play of thought in the individual and the community."

Margaret A. Haley

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McAndrew Criticized Schools Before He Came Here

Former Superintendent in 1923 Discussed Policies

The speech printed below, according to the letter of Frederick S. Pope on "What Is Wrong with the Chicago School System," was made by Mr. McAndrew December 22, 1923, to the Board of Education at a time when the Board was about to seek a superintendent of schools.

Copies of the speech were sent to Chicago newspapers by Mr. Pope on May 23, 1927. The first two paragraphs were apparently written subsequent to McAndrew's appointment to the position as Superintendent.

It shows that before coming to Chicago, Mr. McAndrew criticized the schools, as told by Mr. Wm. B. Owen.

Following is the address entitled, "Suggestions on Policies for a City School System":

SUGGESTIONS ON POLICIES FOR A CITY SCHOOL SYSTEM

December 22nd, 1923

These are the points I made in my suggestions to Board of Education, Chicago, when I was there December 23, 1923. Present were Mr. Hansen, Mrs. Hefferan, Mr. Fellows, Mr. Muhlenburg, two other women board members, Mr. Moderwell, and I can't recall who else.

I am amazed that I should have been elected superintendent on the basis of a talk so uncomplimentary.

"The President told me that you are having school men talk to you on what the policy of a school board in a large city could properly be.

It ought to be founded on established principles.

Before the American Revolution schools were supported by the parents who had children in the schools. The Revolution set up the now well known national purposes of equality, life, liberty, happiness, union, justice, tranquillity, defense, and general welfare. The people acting as government took over the schools as a part of the public service, like the post office, etc., and made the schools a charge on all the people, not merely on parents.

They left the schools as they left many other public duties to the States. As different States came into the Union, they set up school systems taxing non-parents as well as parents, carrying out the general constitutional proposition of "the general welfare."

That is, you are a public service corporation, running schools not so much for the benefit of children as for the benefit of the community in general. Scholarship, ornament, destruction,*—proper enough aims, of the old schools, paid for by parents, are not now the preponderating purpose of public schools, but public service is. The last war has revived this American purpose.

Schools are a government institution devoted to the official American, civic, patriotic, political desirabilities; equality, right to life, right to liberty, right to happiness, duties of preserving union, justice, tranquillity, defense, and general welfare.

Your Illinois Law lays down your duty as that of maintaining a thorough and efficient system of free schools, and of teaching patriotism, the principles of representative government, the Declaration, the Federal and State Constitutions.

The law, as just said, requires the teaching in your schools to be thorough and efficient.

Your newspapers, like ours in New York, have charged that your schools, like ours, are not thorough and efficient.

Our papers charged that our children couldn't write legibly, spell correctly, understand what they read or reach correct results by simple computation.

Your newspapers said the same things about your children.

We instituted in New York extensive sampling of the work of * * * and found that in an amazing amount the newspaper charges were true.

Our New York principals, accordingly, as the results of conferences with their Division and District Superintendents set about determining exactly where the deficiencies were, and by intelligent teaching directed at the specific weakness, repairing this lack of thoroughness and efficiency.

Our system has a bureau of efficiency organized since the Herald's expose of weakness in the fundamentals. It is sampling all the time as your chemical works, or butter works,

Note: The word "destruction" appears in the copy.

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or cheese works, or any productive corporation is sampling.

You have the nucleus of such a service but it tests only those schools whose principals ask to be tested which makes me think of a remark your Superintendent Young once made that Chicago was content to have some good schools.

You don't know whether your children can read, write, spell and figure or not.

You have no policy of making sure that all your schools shall comply with the law and give a thorough and complete common school education.

At least so I have been told many times by intelligent Chicago citizens in and out of the system.

As the Board of Education you can have thorough and efficient education if you insist upon it and pay for it.

SAYS SYSTEM RANKS LOW

The Chicago teacher and principal is not of inferior mentality but your school system does not rank high among the schools of the country. On the contrary, it is now more frequently called a "joke" than is any school system I know of. I am sure there is no offense in reminding you of this; you are new at the business and can establish an alibi.

The reason your schools do not hold high rank is the failure of Chicago Boards of Education to address themselves to the main duty; a thorough and efficient school system run for the public, not for teachers, not for principals, not for superintendents, not for board members, not for City Hall, but for the people.

The Board of Education, like those of Pittsburgh, Cincinnati, and other cities, is a body corporate. It possesses managerial independence from other public service in the municipality. It has independent power to raise and expend its funds. But it has failed to use its independence and that is the main reason school boards and schools of Chicago hold so low a regard here and elsewhere.

I note in our New York papers a Chicago President of the Board being called by the Mayor, the second Carter Harrison, and being told what to do: I read of the board being told by City Hall whom to elect president, what attorney to choose, who is to be the principal of this school, who is not to be principal of that school; what teachers are to pass promotional examination, what districts are to have new buildings.

I read of an officer of a teachers' association dominating board meetings and telling the board what to tell the superintendent of schools.

I read of boasts of having enough voters controlled to do this or that unless the Board of Education does as the group of its employees dictate.

You hear of a weird project in which several times a year the children are sent home and the principal excluded while the class room teachers assemble and do what has been outlined for them by a little coterie of manipulators.

"THE INVISIBLE EMPIRE"

At the club in which I spent the evening last night the substance of the talk was that the schools are run by the rulers of an invisible empire and that school boards for thirty years have been afraid to perform the duty imposed upon them by law.

Everywhere I hear that what Chicago most needs is a school board with lime enough to administer the schools in conformity with the law which makes the Board a corporation of the State.

A Board of Education which will cut itself loose from these bewildering connections and devote itself honestly and wholeheartedly to rendering to the community the service of giving it thorough and efficient service can clean things up completely. The people here as elsewhere want their schools free from political manipulation, political strife, selfish interests and fear.

The reputation of Chicago Board of Education throughout the country has been hurt by newspaper stress on fighting, warfare, dissensions and by intimations that the Board is afraid of an organization of teachers or of an organization of principals or of book publishers.

Most cities have been in that position and have advanced a long ways beyond it. Pittsburgh, Philadelphia, Boston, Springfield, Massachusetts, have separated their school boards from interference by other bodies. Their schools have thereby prospered.

(Gave details of my interviews, with citizens and teachers in those cities, in gathering data for French Strother.)

But the Illinois law is explicit enough to free its school Boards from the embarrassments of too many guides. It commits unqualifiedly the management of schools to the Board of Education and its superintendent. The state delegates to the mayor and board of aldermen the nomination and endorsement of board members. This is merely a convenience, less expensive than an election. It might, as in Pennsylvania, have delegated this power to judges. The board, however chosen, is charged with the function of the state; to furnish free

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schooling. It is not a local service. It's bigger than that.

"The people of the State of Illinois represented in the General Assembly" enact all the provisions for the school system, lay down their duties, and provide your authority. They have set up a simple and effective machinery for maintaining this thorough and efficient system of free schools that I have been emphasizing here so much.

Your law takes away from the Board of Education intentionally some functions which previous boards have abused and imposes those duties upon a superintendent of schools. That is in accordance with the usage now in school systems everywhere. When I was in this school system before there was one member of the school board who was practically the superintendent of schools, selecting the teachers, the sites and the text books.

ORIGINATES POLICIES

Now your law imposes upon a superintendent of schools the duty of prescribing and controlling courses, text books, conduct of the schools and of the teachers subject to the approval of the Board. He, and not the Board, originates educational policies. If the board disapproves of them they fail. If he neglects to perform certain specified duties the board by a two-thirds vote will itself provide for them.

The fixing of policies and their execution are simple if the spirit of the law is followed.

The location of responsibilities and powers is clear; teachers are directed by principals; principals by district superintendents, district superintendents by division superintendents; they by a superintendent of schools who is responsible to the people of the State as represented by their board of education.

The control of the services by a little group of schemers here is said to be very complete. It has elaborate machine for deciding the conduct of the schools. It is said to have power enough to get its advocates appointed on the board of education and to make or break a superintendent. Everywhere I am told boards of education have been afraid of it.

Past neglect and abuses by board of education have been responsible for the growth and strength of this organization but that does not of course, justify you in surrendering your legal responsibilities to it or in recognizing schemes contrary to the usual organization of school systems.

The organization in Chicago is based on the proposition that teachers' views of educational policies are very valuable. Everybody knows that. The teacher is right at the point where education takes place, where teacher and taught come in contact.

Her participation in the advance of educational progress is invaluable, but it is not, as your Chicago plan assumes, superior to the judgment of the schoolmaster himself.

He, too, sees the work of the class room; he sees more.

CHICAGO PLAN ABSURD

Your Chicago plan of excluding him from the meetings which teachers hold is absurd.

It is one of the things which chiefly makes Chicago schools the laughing stock of people who are familiar with productive organization in any line of work.

Good organization in any school system puts responsibility on the principal and encourages him to get and utilize for his community the experience judgment and initiative of teachers. ers.

For years New York schoolmasters have organized their staffs as councils.

Your Chicago usage of excluding principals from councils has no theoretical reason strong enough to justify it and has, I am told, no results to show, worthy of time and money it costs.

The usual form of organization seems to me more efficient; a city-wide council elected from all the kinds of service including principals and advising the superintendent on such things as he refers to it.

Your newspapers say you are going to cut out the oratory and recrimination which have given Chicago boards a poor reputation.

I have seen boards of education bedeviled by a cheap and contentious orator, playing to the galleries and making board meetings the cause of ridicule in the newspapers.

I have seen boards pass rules which effectively protected them from this abuse. Everybody says that you now have an unusually hard task because of the building up of a tradition here antagonistic to public respect for a school board. The public has become digusted. Other cities have done a good deal to clear school management from political domination outside or inside. I know of no case in which this clearance has hurt the school service or has been a cause of general regret. The logic of the case is all in favor of the situation. Centering responsibility simplifies the problem and lessens the working of selfish motives.

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In New York the activity of municipal officers in school affairs used to be impelled by motives foreign to education purposes. The aldermen would bring delegations to the board meetings and would work for the location of school buildings in favored localities for the purpose of showing that the aldermen was one who could get benefits for his constituents. School buildings ought not to be erected on that basis.

BUILDINGS FOLLOW SURVEY

For years, now, superintendents have recommended buildings as the results of surveys showing seat shortage, growth of school population and building trends. The superintendent lists the building needs in order of urgency. The pressure of aldermen is not now felt by the board of education there at all. They do call on Superintendent Ettinger, he brings them before a board of superintendents.

Assistant Superintendent Shallow in charge of the Building Survey brings out his congestion lists. That settles it. We haven't had a city official before us in three or four years. Building selection scandals have entirely disappeared.

(Someone asked a question about building costs for platoon schools.)

We increased by the platoon plan the comfortable capacity of a building 50% to 100%.

Instead of letting class rooms stand idle when children are in shops, playgrounds, and assemblies we count the capacity of the building to be 16⅔% in shops and special rooms, 16⅔% in playgrounds and gymnasia, 16⅔% in auditorium and 50% in regular class rooms.

A new building built on this plan is a great economy, old buildings having class rooms which must be converted into gymnasiums, shops, and auditoriums gain various percents of capacity, rarely 100%.

Teachers and principals advocate and oppose this duplicate or platoon plan, often on general principles unsubstantiated by facts.

Your Superintendent Young advocated its use here and said the principals weren't progressive enough to use it.

Our New York duplicate schools showed in some cases higher pupil successes than other schools; in some cases lower, in no case lower than the same school showed before the plan was put in.

Detroit shows higher scholarship in its platoon schools than in its non-platoon schools.

(Asked if I had seen a report of Chicago teachers against the platoon plan.)

Yes. It is regarded by all who have spoken to me about it as singularly lacking in the quality now considered essential in school surveys; that is, objective measurements, facts capable of substantiation absence of personal predilection.

It reads like special pleading of a committee told beforehand what its conclusions ought to be, and then trying to collect specifications to establish them.

The Detroit teachers whose work is belittled in the report regard it as chiefly an exhibition of bad manners.

(Asked about junior high schools.)

JUNIOR HIGH SCHOOLS

They are proving in New York a decided benefit. They give the 7th and 8th grade children a much more profitable course. They could not otherwise get it; the equipment would cost too much if spread over ten times as many elementary schools; they are greatly benefiting the 6th grade children by giving them leadership and attention which the 8th graders used to monopolize. They are likely to aid the senior high schools by permitting concentration upon the peculiar problems of more mature youth.

Chicago is bound to have them but by the same influence which has prevented duplicate [platoon] schools your people have been frightened into abandoning the junior high school project. It was recommended to a board of education, started and withdrawn through lack of lime in the backbone.

That's the main trouble with Chicago schools. The responsible agencies have been lain down. The board haven't known how to use a superintendent. Let me see: When I was here George Howland was superintendent. The Board told him to quit; then came Albert G. Lane; the board and he couldn't make a go; then Benjamin Andrews,—the board treated him like a bootblack; Edwin Cooley told me more than once that his only trouble and concern was the school board.

Mrs. Young quit, according to the newspapers, because she was worn out being fought by the school board. John Shoop, when I used to see him, was worn out by his worries. Mr. Chadsey's support by the school board was a travesty.

If you get behind Mr. Mortenson tell him he is your general manager, have him outline his methods for getting thorough and efficient instruction and back him up you'll have good schools. But you'll have to stop the personal interference of board members. Keep 'em out of his office, keep 'em out of the board of examiners' office; that's the curse of boards,

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whether they are trustees of a bank, or a hospital, or directors of a railroad. They can't run trains and hire and fire engineers.

The present day organization of an education department requires a superintendent who will formulate in simple terms the objectives of the service. He needs to have help **enough to ascertain the grade of service the different schools are rendering. He has to organize, deputize, and supervise in the department so as to bring and maintain the service to a satisfactory point. There are now standards worked out that can be definitely understood. The superintendent needs to hold principals to that standard. Chicago principals are not now so held. Many of them feel and enjoy the liberty of voluntary Sunday School workers.**

They'll have to be required to stay in their schools during school hours, and to get out into the class rooms where the work is being done. In no other productive activity are the workers as poorly supervised as in the Chicago public schools, of which I have heard. You can't spoil much cloth or metal in a factory without being discovered, but you can do great damage to the minds of the children without anybody knowing it. For this reason we have the position of principal. He is not now "principal teacher." He's not merely head policeman.

PRINCIPAL "PRODUCTION MGR."

He is a production manager whose chief business it is to secure high-class teaching. If he isn't doing it he should be helped to learn how. There are now enough people who can do this so that no excuse can be found for retaining principals who can't.

There persists here an old village idea that the superintendent should be in direct supervision of teachers; call them together and address them. The superintendent cannot direct the work of 12,000 teachers. There are only 7,000 in the division assigned to me as superintendent. I have no direct supervision of them. I don't call them together or address them. That's the principal's duty as to the teachers in his own school.

A principal can transmit directions from a superintendent and he can see that the directions are followed up. Somebody lured your Superintendent Chadsey into calling mass meetings of teachers. As I read newspaper accounts of it I don't see how the meetings could be justified by any of the rules of effective administration. It's an outworn idea. We used to have what we called "inspirational" addresses. The Superintendent used to call us together and tell us what noble missionaries we were. We all knew it was a pose. We all knew it was a bid for personal popularity by the superintendent. A good flatterer can do that.

We used to have board members who played for the title "the teachers' friend." What we need now are officials who will take the much less picturesque function of the parent's friend, the public servant who doesn't want to be pictured in the paper nor be paraded as front page matter, but who wants to use the modern, quiet methods of measuring, diagnosing, administering corrective and curative treatment without noise, without publicity, without popularity. Indeed, no man known to me has ever set about cleaning and stiffening a service without incurring a notorious popularity.

CLEANING AND STIFFENING

You've got to make your objectives clear and distinct. Your folks will mostly agree to aim at them. Some of them won't.

Then you have to coax, then force, then dismiss.

The rebellious will murmur.

They will go to board members.

They will go to the ward leaders.

Then comes the test of the solvency of the board.

Some members will block the superintendent.

It is to avoid this, and as the result of very wasteful experience that the later school laws have stepped in and have taken from laymen the board of education and have imposed upon professionals as in New York, as in Chicago, the duty and the corresponding authority of protecting the community in its rights for which it pays the whole very large cost of public education.

Public education, however much the "inspirational" orators may emphasize its joy, its spirituality, its need of happy and contented teachers is a business. It is supported by the sweat and the sacrifice of those whose money it uses. It is not a concern devoted to the happiness of a superintendent, or of principals, or of teachers. It is a service paid for by everybody in this state who earns a cent or spends a cent. They are unorganized, they, and not we, in the system, are the inarticulate group; their benefit, their profit, their happiness, not ours, is the paramount consideration.

The happiness of us in the system isn't a privilege implied in the contract. Happiness

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of the public-school worker is a duty, not a right. It is a commonly accepted accompaniment of good work and not something conveyed by a school board or a superintendent to principals and teachers.

"THE ANVIL CHORUS"

There are no instances of school service happiness derivable from laziness, liberty, democracy, sloppy service, and lax discipline.

The experience of mankind is that "happy is he who has found his WORK and is doing it efficiently." "What is the greatest delight?" someone asked the Greek sage, Anaximander, "To do what you are doing in the best manner in which it can be done." That seems to be true, still 2,500 years after Anaximander said it. It certainly is true of schools. Children respect and enjoy a strict school—which gets productive work out of them. So do teachers, principals and superintendents. Chicago is entitled to that kind of school service. Every indication is that the vast majority of your organization wants it.

You have a very efficient anvil chorus which makes much noise. But the main nutriment of rebellion in school circles is the fear shown by those responsible for good service. I knew in Dakota of an Indian named "Young man afraid of his horses." Over and over again have I heard it said of Chicago boards, they are afraid.

THE IRON FIST

The stimulated unhappiness, downtrodden idea, tyrannized-over notion found in all school systems is paralleled in all organizations working under direction. We had it in the railroad, I worked for, it is in business corporations, orchestras, dramatic organizations, choirs and even in churches. Its propagators get pleasure out of it. They have given Chicago schools the reputation of opposition to progress. The more you notice it the more it grows for its purpose is to annoy managers. If the manager pays too much attention to it, he gets more of it thrust upon him.

The cure of it is according to Sancho Panza in the play to "treat 'em fair and give 'em plenty of work." Teaching is the best cure of it for the teacher is in daily contact with happy growth, their advance is the constant course of happiness to a teacher. Make it clear that the one big aim of the school system is achievement of worth while things by the children, see that the work is organized to get that and the aims of the knockers will fail.

RESUME:

The obligation is thorough and efficient instruction in the fundamentals of a common school education directed toward patriotism, service, and general welfare.

Chicago has departed too far from it, too much Riverview Park picknicking. Pageants of Progress, various "weeks" and days.

Need a stiffening of the organization placing the authority on principals and sloughing off grotesque devices designed to scatter responsibility.

Need to understand a few definite policies of thoroughness and efficiency and to assure your superintendent that you approve them.

Need to prevent your own members from individual participation in the superintendent's business.

Need to prevent municipal government participation in the management of your business. It has proven everywhere clumsy, bewildering, dissipating of responsibility.

This has not been a paen of praise for the Chicago schools system. It has had too much of it, like the army of Napoleon III. I may be wrong in my appraisal; I may be wrong in my emphasis, but you asked me to come over to give a general outline of public school policy with special reference to Chicago. That's what I have tried to do."

NOTES:

Mr. Moderwell's remarks were to the effect that my theory put too much of the responsibility on board of education. "It's too large and complex a matter for busy men serving some of their time to handle. We can't tell what operations the doctors in our hospitals could perform. We expect the superintendent to tell us what we ought to do.

McAndrew: "Schools ought not to be run for the schoolmaster, nor public officers for the officeholder. A superintendent ought to know what should be done, should tell the Board. The Board should subject it to the fresh view of laymen, otherwise hobbies and whimsicalities get into school practices."

A New Discovery

The city kid was roaming about in the country when he came upon a dozen or so empty condensed milk cans. Greatly excited, he yelled to his companions:

"Hey, fellers, come here quick! I've found a cow's nest!"—Country Gentleman.

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Friends to Honor Memory of Louis F. Post

Plan Memorial to Commemorate Service of Great Single Taxer

In memory of the late Louis F. Post, his friends, who are legion, will hold a meeting Friday night, May 4, at 8 o'clock, in the City Club, 315 Plymouth Court. Mr. Post died January 10 at Washington, D. C.

Former Governor Dunne will preside at the meeting. Speakers and their subjects will be Prof. Robert M. Lovett, Chicago University, "Louis F. Post and Civil Liberty"; Prof. William E. Dodd, Chicago University, "Louis F. Post and Wilson Democracy"; Dr. Charles C. Morrison, editor of the Christian Century, "Louis F. Post, Editor of the Public"; Alderman Wiley W. Mills, "Louis F. Post, My Personal Friend"; Miss Margaret Haley, Chicago Teachers' Federation, "Louis F. Post and the Chicago Board of Education"; and John Z. White, lecturer on the Single Tax, "Louis F. Post and the Single Tax."

A public meeting commemorating the services to humanity and democracy rendered by Mr. Post was held April 10 in New York under the joint auspices of the Robert Shalkenbach Foundation, the Civic Club, the American Civil Liberties Union, the Manhattan Single Tax Club, the Commonwealth Land Party and the Brotherhood of the Commonwealth.

Among the tributes which have been paid Mr. Post are those of:

Ambrose H. Swope, Single Tax leader of Johnstown: * * * "The work that Louis F. Post did as editor of the Public will constitute a glorious chapter in the history of human freedom; it was truly 'a journal of fundamental democracy.' No wrong or injustice that came to his attention escaped challenge and censure. For years the Public was the clearing house of all liberal thought in the United States."

Philadelphia (Pa.) Bulletin: * * * "He was one of the old-line radicals attracted by the Wilson variety of progressivism and was made assistant Secretary of Labor in 1913, serving until 1921. He was unsympathetic with the immigration restriction ideas which have prevailed in recent years and came under fire for what was alleged to be undue leniency to alien radicals whose deportation was sought. With his death at 78, almost the last of the Old Guard of Greenbackers, old-fashioned Laborites and pioneer Single Taxers passes from the scene."

Seattle (Wash.) Union Record: * * * "Mr. Post's death is a big loss to the nation which needs men of his liberality and enlightenment today perhaps more than ever before."

Carlos R. Blackwell, Washington Star: * * * "Gracious Father, may it by Thy will for me to meet him again, for I know it will be in Heaven."

Johnstown (Pa.) Democrat: * * * "His whole heart was in the cause of human betterment. He never had a thought which was not inspired by lofty purpose, by humanitarian desires and by a keen sympathy with the victims of social maladjustments."

Strategy

How doth the gentle laundress
Search out the weakest points,
And always scrape the buttons off
At the most strategic points.
—Tar Baby.

Say It With Sign Language

Caller: "What a cute little baby! What is he saying?"

Perplexed Father: "I don't know. His mother carries the code book."—Colgate Banter.

ARE YOU GOING ABROAD?

If you are planning a trip to Europe or if you know teachers who are, will you please send your names and addresses to the Bulletin office, Room 1331, 127 N. Dearborn St.

MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . . Editor and Publisher

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Boards Prepare to Publish Tax Lists

Finance Committee of County Board Endorses Plan to Release $75,000

Printing of real estate lists by street numbers within the $150,000 appropriation made for the purpose by the County Board was practically assured at a meeting of the Finance Committee of the County Board April 30 when a detailed plan to complete the work within that figure was submitted by J. L. Jacobs, efficiency expert.

Charles C. Carnahan, speaking for the Board of Assessors and Board of Review, pledged the co-operation of those two bodies in completing the publication at the earliest possible date, according to the Jacobs' plan.

According to Mr. Jacobs, special machinery which will prevent the duplication of effort and will speed up the work will also spell economy for the publication of the tax lists.

The procedure as outlined at the meeting was satisfactory to the members of the committee, to George Fairweather, who represented the Joint Tax Commission, and to Miss Margaret Haley, representing the Chicago Teachers' Federation.

Action to have the lists published in accordance with the law followed an order of the Illinois State Tax Commission of which William H. Malone is chairman. The order was entered January 25, 1928, at the request, October 5, 1927, of the Chicago Teachers' Federation following a series of hearings before the Commission.

The Finance Committee of the County Board on April 30 ordered the release of $75,000 with which to start the work.

Group Insurance Protects Salaries

Safeguard Costs But Six Cents a Day

As a means of hastening group insurance activities, teachers having memberships for group insurance are asked to get them to the office of the Chicago Teachers' Federation at once.

Meetings to discuss the advantages of the insurance which offers protection for teachers' salaries in case of sickness or incapacitation have been called for May 8 and May 15 in Room 1228 Burnham Building, 160 N. La Salle Street.

At that time Miss Vera Reynolds, of the Continental Casualty Company, will outline the terms of the insurance and the benefits which it will give to teachers.

It is different from annuity and life policies, in that it insures teachers an income during illness and has other advantages which other policies do not carry.

The cost of insurance is six cents a day.

Teachers desiring further information regarding the policy are asked to communicate with Mrs. Blanche Preble, Pullman 0858, or with Miss Winifred Mathews, Austin 0256.

The group insurance offers cheaper insurance, better coverage and no personal application. At the next meeting of the Chicago Teachers' Federation, May 12, group insurance will be one of the subjects discussed.

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Emeritus Teachers Restored to Schools

Judge Friend Enters Decree; Salary Matter Reserved

A decree restoring 19 persons retired under the Emeritus Service rule of the Board of Education to their former positions in accordance with the ruling of the Appellate Court was entered April 30 by Judge Friend in Circuit Court.

The Appellate Court decision reversed a previous decision of Judge Friend.

The question of back salary due the Emeritus teachers and principals was reserved and will be argued at a future date.

According to figures submitted at Monday's hearing, back pay due the Emeritus people amounts to $234,109.66 and with $12,298.91 interest, to $246,408.57.

Of the total teachers and principals transferred to Emeritus Service, 19 are still on the list; 93 have retired or have been retired under the Miller Act (53 voluntarily, 40 compulsorily) and eight have died.

Those ordered return to their schools are James B. Armstrong, principal Englewood high school; A. Esther Camfield, principal Arnold school; Luella Heinroth, principal Morris school; Herbert L. Merrill, principal Cameron school; Edward L. C. Morse, principal Phil Sheridan school; Mary O. Forbes, teacher, Ogden school; Samuel Leland, McKinley high school; Emma K. Blanks, Phil Sheridan; Mary E. Danforth, Burke school; Jessie Shadbolt, Cleveland; Annabel M. McLain, Gary school; Anna Spieler, Logan school; Minnie K. Nicolai, Scanlan; William H. Shoemaker, Phillips high school; A. O. Coddington, principal Stockton, Jr. H. Sch. Solon S. Dodge, principal Chase school; Catherine McFarland, Von Humboldt school; Annie S. Newman, principal Mayfair school, and Elsie C. Watson, Brownell branch of Yale school.

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Found—Small purse with change and door key left in Chicago Teachers' Federation Office, Room 1331, 127 N. Dearborn St.

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VOL. V

Margaret Haley's BULLETIN

NO. 10

Chicago, Ill. 28 May 16, 1928

To The Unknown Teacher

I SING the praise of the unknown teacher. Great generals win campaigns, but it is the unknown soldier who wins the war. Famous educators plan new systems of pedagogy, but it is the unknown teacher who delivers and guides the young. He lives in obscurity and contends with hardship. For him no trumpets blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the borders of darkness and makes the attack upon the trenches of ignorance and folly. Patient in his daily duty, he strives to conquer the evil powers which are the enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind. He lights many candles which, in later years, will shine back to cheer him. This is his reward. Knowledge may be gained from books, but the *love of knowledge* is transmitted only by personal contact. No one has deserved better of the republic than the unknown teacher. No one is more worthy to be enrolled in a democratic aristocracy, "king of himself and servant of mankind."—*Henry Van Dyke.*

The Illinois Teacher, April, 1928.

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MARGARET HALEY'S BULLETIN

Vol. 5. No. 10 May 16, 1928 Page 179

Teaching Teachers

Teachers Become Pupils in National League College Under Auspices of National League of Teachers' Associations

By Frances E. Harden
First Vice President, Illinois State Teachers' Association

The National League of Teachers' Associations conducts each year a summer college course. This course is unique in that it is a movable college, meeting each year in or near the city in which the National Education Association holds its summer meeting. It is also unique in this that while we have a conductor or leader the college work itself is carried on by the teachers who are the pupils in the college. Another unique feature is that the subjects studied are those dealing with the work of teacher organizations such as Teacher Rating, Teaching Load, Professional Ethics, Tenure, Group Insurance, Credit Unions, Pensions, Salaries, Teacher Welfare, Sabbatical Leave, Taxation for School Purposes, Voluntary Organizations and Exchange of Teachers.

I attended this two weeks' college course which follows immediately after the close of the N.E.A. and is open to all teachers whether members of an organization or not. I received two and a half university credits for it.

There is a class conductor, who, together with the president of the National League of Teachers' Associations, arranges the daily programs. The sessions last three hours. The first hour is given over to a lecturer upon the topic of the day. This is followed by a two-hour discussion led by a chairman who is a member of the class but who has been notified beforehand that she is expected to lead the discussion for that day.

Last summer the League College was held at the University of Washington at Seattle, Washington. The class numbered sixty, fifty-nine class-room teachers and one principal. The members of this class were all intensely interested, so much so that it was hard to clear the room when the dismissal bell rang.

The college continued for a two-week period with three hours a day. At the close of the two weeks each member was expected to write one long paper and one short paper neither of which was difficult if the work of the class had been closely followed. Each member of the class whose papers were accepted was given two and a half university credits for the two weeks' work.

The League College will be held next July at the University of Minnesota in Minneapolis at the close of the N.E.A.

I am quoting some comments made by members of the class. The first is by Albert R. Lang, head of the Department of Education State College, Fresno, California, who conducted the class. The second by the one principal member of the class, the others by class-room teacher members of the class.

Every teacher in this group was imbued with an earnest desire to study vital professional problems. This group gave me a new concept of devotion to professional growth and of the possible attainments to which such devotion can lead. Many of these classroom teachers had grown to be experts in many phases of the teaching profession. In becoming experts along some line, they had developed qualities of leadership and impressive personalities.

It was a wonderful example of the result of sincere and intensive self-improvement in service. I wish that every classroom teacher in our country could have been stimu-

(Continued of Page 190)

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From the Masthead by The Lookout



Equitable, uniform assessments provide:

(*a*) ***A more equitable distribution of the tax burden;***

(*b*) ***Sufficient revenue for all the needs of the schools, the City, and the County and for decent salaries for all employees in the schools, the City and the County.***

(*c*) ***A reduction of tax rates.***

To the Teachers of Chicago:

Events of far reaching importance have happened since April 30, the date of the last Bulletin, culminating yesterday in an all day argument of attorneys pro and con (mostly con) as to whether the Board of Assessors and Board of Review should or should not obey the order of the State Tax Commission for a re-assessment in 1928 of all real estate in Cook County. That Order, issued on May 7, is reproduced photographically in this Bulletin.

On May 1, the Board of Cook County Commissioners adopted the Jacobs' plan for the publication of the 1927 real estate assessment, subject to the approval of the Board of Assessors and the Board of Review. That plan is set forth in full in this issue. The State Tax Commission on January 25, ordered this publication to be completed by June 1.

On May 8, the day after the Tax Commission issued its order for reassessment, there was a meeting of the Finance Committee of the County Board and the attorneys for the Board of Assessors and the Board of Review appeared and announced that their Boards approved the Jacobs' plan for the publication of the 1927 quadrennial assessment.

The Finance Committee then voted to release at once $75,000 of the $150,000 appropriation for the work of publishing the 1927 assessment, after giving consideration to the reassessment order of the State Tax Commission and deciding that that order should not interfere with the publishing of that assessment.

Yesterday, May 15, at the Board of Assessors' conference with attorneys, the attorney for the Board of Assessors announced that the publication of the 1927 assessment was ordered stopped by the Board of Assessors and the Board of Review, pending the outcome of that conference of attorneys on the question of obeying the re-assessment order.

However, at the close of the conference, while the attorneys came to no conclusion as to what they should do with the reassessment order the four members of the Board of Assessors present voted unanimously that the work of publishing the 1927 assessment should go on at once, that it should begin May 16. This action was taken after earnest solicitation by Mr. Fairweather, Chairman of the Tax Committee appointed by Mr. Cermak, president of the County Board.

Yesterday's conference was held in the office of the Board of Assessors in the County Building. So much of the air as was not filled with the smoke of the snap-shooting photographers was surcharged with almost visible and audible electric currents. At times there were four attorneys talking at once.

This conference was attended by more than a dozen attorneys, and lasted from 11 A. M. to 5 P. M. with 30 minutes for lunch. Mr. I. T. Greenacre represented Mr. Wm. H. Malone, Chairman of the State Tax Commission, and Mr. Charles Center Case represented the Tax Commission, of which Mr. Fairweather is Chairman.

Mr. Greenacre and Mr. Case argued ably

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for the reassessment as ordered by the State Tax Commission. Opposed to Mr. Greenacre and Mr. Case were eight attorneys, one of whom, Mr. Henry M. Ashton, announced that he appeared against the reassessment order on behalf of the two High School teachers' organizations, the Federation of Men Teachers and the Federation of Women High School Teachers.

Mr. Ashton, in arguing against the reassessment, stated that its purpose was to equalize assessments and that if real estate assessments in Cook County were equalized the assessment of valuable business property, especially the loop property, would have to be lowered in order to bring it to the level of other property.

At the close of Mr. Ashton's remarks I asked permission to present a Supreme Court decision to show that Mr. Ashton's statement was contrary to the showing made in that decision. I read into the record from the Northeastern Reporter of May 1, 1928, the Illinois Supreme Court decision rendered against the High School Teachers on April 10, 1928, in the case of James A. Meade vs. the Board of Review (Case No. 18491).

The Supreme Court there sets forth that the Board of Review had alleged and that this allegation was admitted by Mr. Ashton that property in Chicago was assessed at 60 per cent of its actual value. I also asked that the records show that the scientific appraisal of the real estate in the loop district made in 1926 for the Board of Education and the City Council showed that loop real estate was assessed at only 48 per cent of its appraised value.

I pointed out that Mr. Ashton should have known of the showing in this decision because he was the attorney for the teachers who lost this case. This was one of two cases Mr. Ashton brought on behalf of the two High School Federations, one against the Board of Review and one against the State Tax Commission. In both cases Rule Eleven of the State Tax Commission for assessing capital stock of corporations was declared by Mr. Ashton to be illegal, null and void. Judge Harry M. Fisher in the Circuit Court decided against Mr. Ashton and the High School Teachers and in favor of Rule Eleven of the State Tax Commission and the Board of Review. The Supreme Court sustained Judge Fisher.

Before the close of the conference it was agreed that a committee consisting of Mr. Fairweather, Mr. Greenacre, Mr. Case, Mr. Hayden Bell, attorney for the County Board, and Mr. Carnahan, attorney for the Board of Assessors, and Mr. Massena, attorney for the Board of Review, should consult with the Chairman of the State Tax Commission, Mr. Malone with a view to clarifying the meaning of the Commission's reassessment order and report back to the two assessing Boards.

Here is the vital question at issue between Mr. Greenacre and the attorneys advising the assessing boards: The assessors' advisers tell them that before starting to reassess they should get a Supreme Court decision as to the constitutionality of the State law authorizing the State Tax Commission to order a reassessment. Mr. Greenacre advises them that their oath of office requires them to assume the constitutionality of the law and obey it, that it is not for them to question its constitutionality.

The all important question in regard to carrying on the order to reassess is what kind of a reassessment is to be made and how to do it. There was $450,000 appropriated by the County Board, the City Council and Board of Education, to be used by the Board of Assessors for scientific uniform appraisals of real estate under plans to be approved by the County Board.

The assessors failed to present any plan for the approval of the County Board and that $450,000 was never available for their use.

The assessors are foreclosed now from saying with any justification that they did not have the money to make an equitable assessment in 1927. The chairman of the Board of Assessors, Mr. John Conroy, in a signed statement, reproduced photographically on the next page, assured the people of Cook County that he would insist on such scientific appraisal as a basis for assessment.

Margaret A. Haley

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.

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County Board Moves Forward by Appraisal Resolution

Step in Right Direction Taken October 25, 1926 in Following Resolution

WHEREAS, under the methods of valuation and assessment of property for taxation in vogue for years the burden of taxation falls heaviest on the small home owner and small business man; tax rates are excessively high because millions of dollars in revenue-earning property are not contributing their fair and equitable share of taxes while owners of property adequately assessed or over assessed are paying much more than their fair share of the public burden;

WHEREAS, more than a hundred cities in the United States have had their real estate appraised for assessment purposes on a scientific, equitable, and uniform basis, with the result that the tax payers in these cities have a feeling of confidence and satisfaction because such appraisal has secured lower tax rates and greater equity in the distribution of the tax burden;

WHEREAS, under a joint investigation by the Board of Education and the City Council of Chicago an appraisal of the entire central business district of Chicago was made which revealed gross inequalities in the distribution of the tax burden; therefore, be it

RESOLVED, by the Board of Commissioners of Cook County that the president be, and he hereby is, instructed to secure estimates and proposals from recognized companies experienced in municipal appraisal work who are competent and qualified to perform such appraisal service and to take all necessary steps to secure such additional information as in his judgment may be needed; and that such estimates, proposals and information be submitted to this Board in time for this Board to instruct its finance committee to provide in the budget for 1927 a sufficient appropriation for the payment of such bids for such appraisal service as may be lawfully accepted, and that such information be used and the necessary steps be then taken by this Board to have all real estate, lands and buildings, in the County appraised on an equitable, uniform, scientific and lawful basis for the quadrennial assessment of 1927.

RESOLVED FURTHER, that all taxing bodies of Cook County be requested to join the County of Cook in meeting the expense of such appraisal service.

October 25th, 1926.

TO THE CITIZENS AND TAXPAYERS OF COOK COUNTY:

The Assessor's sole function in the machinery of government is to secure uniformity and equality in the distribution of taxes among the individual taxpayers.

In Cook County, like most other counties, the assessment of real estate has been made by the usual guesswork methods, which haphazard valuations have resulted in over-valuation of the small home owners' property and undervaluation of enormously large real estate holdings and other revenue earning properties.

A radical departure from these old, mysterious and unequal appraisal methods is imperative because of steadily increasing tax rates which place an increasingly heavy burden on the small tax payer and small business man.

The remedy lies in a scientific appraisal, such as was made this year for the City Council and Board of Education of the Chicago Central Business District, so that the uniform, systematic and unprejudiced methods of valuation under expert direction, which have proved their worth in over 100 American cities can be applied to Cook County and provide a basis for a fair and equitable distribution of the tax burden.

We feel that such an appraisal will strengthen public confidence in the whole assessment procedure and we commit ourselves to carry the program outlined in the resolution adopted by the Board of Commissioners of Cook County for such a scientific appraisal.

John E. Conroy
Democratic Candidate for Board of Assessors

(Signatures of two other candidates omitted.)

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When "IT" He's Superintendent; When "HIT" He's Teacher

Minneapolis Teachers' League Books McAndrew

Leaving Chicago with an albatross around his neck, William McAndrew, erstwhile superintendent of the Chicago schools, has been picked up by the Minneapolis Teachers' League, which announces his coming May 15 to give a lecture to the teachers of Minneapolis.

As some inducement, perhaps, for hearing him, the League adds that it is fortunate in obtaining his services, "because of his splendid fight to secure salary increases for the teachers of Chicago."

The intriguing subject he has chosen for his address, as heralded by the League, is "Who Hit the Teacher?"

And now comes Lynn Thompson, a far-seeing member of the Board of Education of Minneapolis, with evidence to dissuade any of the Minneapolis pedagogs who might be led into believing McAndrew a "much abused educational god."

Following is the announcement from the Minneapolis League sent to the teachers of Minneapolis and also the letter from Mr. Thompson, following close on its heels, sent to the teachers of Minneapolis:

April 25, 1928.

Dear Teacher:

The League so far this year has not made any outstanding contribution to the professional progress of the teachers of Minneapolis, but we are going to rectify this the 15th day of May. At that time we are bringing Dr. William McAndrew, the former Superintendent of Schools of Chicago, to Minneapolis. Because of his splendid fight to secure salary increases for the teachers of Chicago and his equally splendid fight to defeat the political corruption which apparently was eminent in the Chicago school system under the reign of Big Bill Thompson, we are more than fortunate in securing the services of Dr. McAndrew to address the teachers and citizens of Minneapolis.

Dr. McAndrew is in the greatest demand from all parts of the United States, and we have secured him at the only possible open date that he has. He was one of the outstanding speakers at the Boston Convention, and his splendidly constructed speech was one of the high spots of the convention and caused as much, if not more, comment than the speech of President Lowell.

Dr. McAndrew will address us on the topic "Who Hit the Teacher?" We do not see how any teacher or any person interested in the public school's professional progress or in a helpful and inspiring message to teachers can possibly afford to miss hearing Dr. McAndrew. This lecture will be at the First Baptist Church, 1024 Harmon Place, at an admission fee of 50c. All seats will be reserved. You will be approached by your Building Representative for your reservations. Please pay the Representative for your seats, and tickets will be mailed to the Representatives on receipt of the money. We are counting on your professional and loyal interest to be there to hear Dr. McAndrew. We have placed the admission price far below any that is ever charged for a lecture of this type in order that no teacher in Minneapolis can say that they cannot afford to go. We feel that no teacher can afford not to hear Dr. McAndrew.

Sincerely yours,

(Signed) MINNEAPOLIS TEACHERS LEAGUE.

May 10, 1928.

The teachers of Minneapolis are being urged to come out May 15 to hear William McAndrew, former superintendent of schools in Chicago, speak on "Who Hit the Teachers?" The Chicago teachers know who hit the teachers. They know it was McAndrew.

McAndrew was responsible for the removal from the service of 120 Chicago principals and teachers without notice, charges or trial, and at a loss of more than $234,000 in salary.

After more than two years' litigation ending on February 14, 1928, in a sweeping decision in favor of the principals and teachers, and a decree that these teachers were removed illegally and in violation of the Chicago Teachers' tenure law, and after a petition to the Board signed by nearly 9,000 principals and teachers to abide by that decision of the Courts, the Board of Education on May 2nd obeyed the order of the Court, and Monday this week, May 7th, the principals and teachers went back to their former positions.

The late William P. Owen, president of the Chicago Normal College, and former president of the National Education Association, well known to the teachers of Minneapolis and of the United States as an educator, in a remarkable statement made shortly before his death, shows in how many ways McAndrew, as superintendent of Chicago schools, hit the Chicago principals and teachers and the Chicago school children in his efforts "to make a factory out of the Chicago school system."

The evidence submitted by district superintendents, principals and teachers against McAndrew's educational policies covers over 500 pages, but time and space will not permit any more than this brief resumé of the McAndrew administration. I have briefly reviewed the evidence against McAndrew as submitted, saw the petition to restore the principals and teachers, and am writing with the hope that you will not be led to believe in McAndrew as a much abused Educational god.

Yours truly,

(Signed) LYNN THOMPSON.

(Continued on page 189)

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Work Started on Publication of Tax List

Boards Agree to Jacobs' Plan of Publication by Street Numbers

A document which is destined to become historical is printed on the opposite page. It is a photographic copy of the order for reassessment of all real estate in Cook County for the year 1928, issued Monday, May 7, by the Illinois State Tax Commission.

As a result of a hearing Monday morning before the Tax Commission, the order was issued. It is in keeping with a prophecy made by William H. Malone, chairman of the Tax Commission, at a meeting of teachers called by the Chicago Teachers' Federation April 3. At that time he said that if the evidence warranted it, he would order a reassessment.

Several months ago (October 5, 1927) the Chicago Teachers' Federation appealed to the Tax Commission, asking it to order the publication of tax lists, the outlining of rules of procedure for the Board of Assessors and Board of Review, and for an equalization of assessments of Cook County real estate.

Mr. Malone signed an order for the publication of lists January 25, 1928. The Finance Committee of the County Board, which had previously voted an appropriation of $150,000, ordered the release of the first $75,000 at a meeting April 30.

On Tuesday morning, May 11, the Finance Committee of the County Board met again and received word from Charles C. Carnahan, representing the Board of Assessors, that that Board was ready to proceed according to the Jacobs' plan for publication of the tax lists by name and street number, instead of by legal description.

The plan outlined by J. L. Jacobs, efficiency engineer, called for an expenditure of $150,000 for publication by name and street number, as against the $450,000 estimate submitted by the Board of Assessors and Board of Review for publication by legal description.

With the consent of the County Board, the Board of Assessors, through Mr. Carnahan, notified the County Board that work would be begun at once on the publication.

Following is the report of the Committee on Finance on the publication of real estate assessment list approved by the County Board May 1, 1928, and also the Jacobs plan:

REPORT OF COMMITTEE

Your Committee has considered the communication from the Board of Assessors of March 29th and also the communication of the Joint Commission on Real Estate Valuation of April 20, 1928, and after conference on same has also considered the attached report of J. L. Jacobs and Company on the "Publication of Real Estate Assessments in Cook County," said communications are attached to this report marked Exhibit "A" and made a part thereof.

Your Committee recommends that this report of J. L. Jacobs and Company be submitted immediately to the Board of Assessors and Board of Review and, upon approval of the general plan and procedure outlined therein by these Boards, recommends that in order to permit the immediate preparation, publication and mailing of the assessments of real estate in Cook County, the appropriation for this purpose as included in the 1928 appropriation bill be made available to said Board of Assessors and Board of Review; provided, however, that any payment from such appropriation for necessary payrolls, the purchase of supplies and materials and rental of mechanical equipment required therefor shall be subject to approval by the Committee and Finance and the Board of County Commissioners as required by law.

THE JACOBS' PLAN

May 1, 1928.

To the Honorable
Board of Cook County Commissioners,
Board of Assessors,
and
Board of Review.

SUBJECT: Publication of Real Estate Assessments in Cook County.

Gentlemen:

In accordance with the request of your Board and representatives of the Board of Assessors and Board of Review, we are submitting herewith outline summary on the suggested plan and procedure and our estimate for the preparation, publication and mailing of the 1927 real estate assessments in Cook County as made by the Board of Assessors and reviewed by the Board of Review, for which publication, mailing, etc., your Honorable Board has made specific appropriation of $150,000 in the 1928 budget.

From analysis of data on real estate assessments and methods of publication in this County and in other sections of the country, two alternative plans of publication suggest themselves.

Experience in other cities shows that the most intelligible and economic plan of publication consists of showing the real estate assessments on land value maps. As publication of land value maps has been held not to be

(Continued on page 186)

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Order for Reassessment Issued by Tax Commission

(*Photographic Reproduction*)

STATE OF ILLINOIS)
COUNTY OF COOK) ss.

BEFORE THE STATE TAX COMMISSION OF ILLINOIS.

IN THE MATTER OF A RE-ASSESSMENT
OF ALL REAL PROPERTY WITHIN COOK
COUNTY FOR THE YEAR 1928. ORDER

THIS MATTER coming on for disposition by the State Tax Commission of Illinois upon its own motion and inquiry, wherein the Commission finds that gross inequalties exist in the 1927 quadrennial assessments on real property within the County of Cook, State of Illinois, as between individual assessments of real property within said county, and as between the assessments on real property within the several taxing districts within said county, and as between different classes of real property within said county, and that because of such inequalties a re-assessment of all real property within the County of Cook, State of Illinois, for the year 1928 is both desirable and necessary;

IT IS THEREFORE ORDERED and decreed by this Commission that the local assessment officers within and for the County of Cook, State of Illinois, proceed forthwith to re-assess all real property within said County of Cook, State of Illinois, for the year 1928, and that when such re-assessment is made that it be substituted for the original quadrennial assessment of real property for 1927.

Dated at Chicago, Illinois, this 7th day of May, A.D. 1928.

Wm. H. Malone

Chairman.

This is to certify that the foregoing order is a full, true, and complete copy of an order entered on the 7th day of May, 1928, in the matter of the re-assessment of all real property within the County of Cook, State of Illinois, for the year 1928, as same appears from the files and records of the State Tax Commission of Illinois.

IN WITNESS WHEREOF, we, the undersigned, a majority of the members of said State Tax Commission, have hereunto set our hands and seals this 7th day of May, 1928.

Wm. H. Malone

James A. Weaver

A. J. Gerner

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WORK STARTED ON TAX LIST

(Continued from page 184)

in full compliance with the requirements of the present law, this plan has been discarded for the present.

The second plan of publication involves the publication of the real estate assessments of 1927 as made by the Board of Assessors for each parcel of property with any changes made by the Board of Review. The parcels assessed would be arranged within the precincts according to blocks of street frontage as included in the assessment roll and would be identified by giving the street or house number, the lot dimensions or area, the assessment made by the Board of Assessors for land and for improvements, the changes, if any, made by the Board of Review and, wherever convenient, the names of the owners or taxpayers.

This general plan of publication has heretofore been approved by the Attorney General, the Chicago Teachers Federation, the Joint Commission on Real Estate Valuation and the State Tax Commission.

It is estimated that of the one million separate parcels of land assessed, approximately three-fourths or four-fifths can be published in this manner, and the remaining parcels would contain the above information but could be better identified with the legal description rather than by street or house number.

The suggested procedure for the publication of the real estate assessment has been developed on the requirments that it be in compliance with the spirit and intent of the statutory requirements, that the information as to assessments be intelligible to the taxpayers for whom the publication is made, that the plan utilize any material available in the county and city offices and also utilize the mechanical devices maintained in the County building and such other labor-saving devices as may be used economically in this connection, and that such publication be prepared and distributed in the earliest period at reasonable cost to the County and taxpayers.

To make possible the publication of the above information in the most intelligible, immediate and economical manner, we have prepared the following procedure, which takes into account the use of available material now on file in the county and city offices, the use of mechanical devices now maintained by the County and other labor-saving devices which are available for such work.

The major steps and the estimated cost for each step are included in the following:

(1) Entering from the records available in the county, city and other official records, either by longhand or special stamps provided therefor, into the Board of Assessors' field books information not shown but which will be required, such as ward and precinct numbers, missing street or house numbers and lot dimensions (includes extra salaries of employes engaged by the Board of Assessors at regular rates) ..... $ 32,760.00

(2) With the use of mechanical punching, sorting, and tabulating equipment, the punching, sorting, and tabulation of the information indicated above for approximately three-fourths of the parcels above referred to (includes salaries of tabulating machine operators, rental of equipment, cost of cards, etc.) 13,185.00

(3) Checking and correcting punched cards by making initial tabulation on tabulating machines, such tabulation of parcels being in the order as included in the Board of Assessors' field books (includes salaries of tabulating operators, equipment, etc.)..... 2,150.00

(4) With the use of available addressograph machines, print the names of owners or taxpayers and legal descriptions, and with the use of typewriters enter the dimensions and assessments for tabulating the remaining one fourth of parcels not subdivided (includes salaries of operators, typewriters and cost of paper)..... 4,320.00

(5) Preparing and printing under the planograph process of from 300 to 500 copies (average 400 copies) of each page of the above final tabulations (includes cost of $5.00 per page for 400 copies):
   (a) Three-fourths of parcels described by street number 30,000.00
   (b) One-fourth of parcels described by legal description 30,000.00
   (c) Additional assessment lists by districts, towns, etc. 12,000,00

(6) Addressographing cards with names and addresses of owners or taxpayers; sorting out duplicate cards; punching and tabulating address cards by wards and precincts; stuffing and mailing assessment lists to taxpayers by precincts (includes salaries of operators, cost of window envelopes, stuffing envelopes and mailing)..... 16,400.00

Estimated Total $140,815.00

It will be noted that the total estimated cost of preparing, publishing and distributing the assessment lists can be quickly and economically carried on within the budget appropriation of $150,000.

With the available data on real estate assessments, etc., now on file and with the use of mechanical devices above noted, we estimate that the work can be started immediately and the complete publication and distribution made within a period of three months.

Following the approval by the Board of Assessors and Board of Review of the above procedure and with assurance of their complete cooperation, we recommend that the work be carried on under the supervision of the Board of Assessors and Board of Review and that the appropriation for this purpose included in the 1928 appropriation bill be made available to said Board of Assessors and Board of Review; provided, however, that any payment from such appropriation for necessary payrolls, the purchase of supplies and materials and rental of mechanical equipment required therefor shall be subject to the approval by the Committee on Finance and the Board of County Commissioners, as required by law.

We assure you of our desire to assist in having this work completed at the earliest possible time and at minimum cost.

Respectfully submitted,
J. L. JACOBS & COMPANY.
(Signed) J. L. Jacobs,

TO CALL SPECIAL TAX MEETING

At a meeting of the Chicago Teachers' Federation, Saturday, May 10, it was voted unanimously, to call a special meeting of the Federation and invite representatives of bodies responsible for the assessment of property in Cook County to be present.

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High School Teachers' Tax Suit Fails

Mr. Meade, Men's Federation and Women H. S. Teachers Lose Suit in Supreme Court

Announcement that the case brought by the Federation of Women High School Teachers and the Federation of Men Teachers against the Board of Review and the Illinois State Tax Commission had been lost in the Supreme Court was made as the April 30 Bulletin went to press.—(Northeastern Reporter, May 1, 1928.)

The case against the Tax Commission was brought by these teachers at a time when the Chicago Teachers' Federation was appealing to the Tax Commission to order a reassessment looking toward a more equitable assessment of real estate in Cook County.

Almost simultaneously with the failure of the suit of the Federation of Men Teachers and Federation of Women High School Teachers against the Tax Commission and the Board of Review comes the word of the order of reassessment from the Tax Commission. (The order is published elsewhere in this Bulletin.)

The decision in the high school teachers' case (entitled People ex rel Meade vs. Board of Review of Cook County et al No. 18491) is of special interest to teachers. The Supreme Court of Illinois rendered its decision against Mr. Meade and others February 24, 1928. On April 10, 1928, the Supreme Court denied Mr. Meade a rehearing.

Henry M. Ashton, Edward M. Winston and Edwin Hamilton of Chicago were Mr. Meade's attorneys. Roy Massena was the attorney for the Board of Review in the case and Judge Harry M. Fisher in the Circuit Court rendered the first decision against Mr. Meade. The case was then taken to the Supreme Court which sustained Judge Fisher. Judge Dunn of the Supreme Court of Illinois rendered the decision and the rest of the judges on the Supreme Court concurred with Judge Dunn.

At a meeting of the Chicago Division of the Illinois State Teachers' association last fall, Mr. Meade stated publicly that his case was similar to the one that Miss Goggin and the Chicago Teachers' Federation brought many years ago against the capital stock of corporations.

Miss Margaret Haley of the Chicago Teachers' Federation pointed out at that time that there was not a point of similarity. The case was not conducted in the same way, the corporations were not the same type of corporation.

Mr. Meade maintained that there is a rule for valuing franchises and capital stock which Mr. Meade's attorneys set up was an illegal rule. It was Rule No. 11 of the Illinois State Tax Commission. The suit against the State Tax Commission was brought on account of that rule. Mr. Meade set up that the Board of Review followed Rule 11 and therefore the whole assessment made under this rule was wrong because the rule was wrong.

The Supreme Court held that the rule is not wrong. It held the rule to be valid and sustained it and also sustained the assessments that were made by the Board of Review under that rule. These teachers, therefore, lost everything that they had been contending for for the last two years.

When the Chicago Teachers' Federation was starting out in 1926 to get the assessment straightened out and to keep a tax rate increase from being placed on the ballot, the Federation of Women High School Teachers and the Federation of Men Teachers started out with their counter program which they said was patterned after the Chicago Teachers' Federation program of 30 years ago.

While these other two Federations were toying with their capital stock suit which they have lost, the Chicago Teachers' Federation was throwing light into the rat hole showing a variance in assessments from 3 to 157 per cent on real estate valuations.

Eighty-five per cent of all the property on which taxes are collected and paid is upon real estate. The property that the other two Federations were interested in was personal property which represents only 15 per cent of the total property on which taxes are paid. Mr. Meade and his cohorts, accordingly, were tinkering with the least important part of the property at a time when the most important part was going to be assessed for four years.

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Emeritus Teachers Back at School

Cheers Hail Return of Absentees

A great wrong was righted Monday, May 7, when 19 persons, who, figuratively speaking, had been sacrificed to make a McAndrew holiday, were restored to their schools in accordance with the Appellate Court decision in the Emeritus Service case.

Where they had departed with tears, they returned with cheers as pupils and teachers united to bid them welcome after the valiant fight they had made for teachers' tenure.

Their return was more than a personal victory for beloved teachers and principals. It was a victory of a great principle. It witnessed the courts' protection of teachers who have tenure of position, according to state law, and who were mercilessly sacrified to satisfy a whim or obligation of a superintendent.

The dull and drab circumstances of their going were completely submerged in their colorful return.

One of the most vivid demonstrations was that of Englewood High School, where James E. Armstrong came into his own. He returned to the school he had served for 34 long years and to the affections of his pupils and teachers who had kept this memory green and helped him fight the good fight in the two years since his departure.

Participating in the love feast which witnessed his homecoming were his teachers, his pupils and his friends from various walks of life, who spoke at an assembly at 11 o'clock in the morning.

To say that the students "spoke" expresses it mildly. They cheered, they yelled, they whooped, they stormed the rafters with their hails; they sang, they whistled, they surrounded their much beloved mentor, they showered him with flowers and involved him in a snake dance. They played ring around the rosy around him and escorted him to the rostrum with a frenzy of joy.

Representing the various elements interested directly or indirectly in the successful fight for the restoration of the Emeritus teachers were speakers from the student body, the faculty, the ex-teachers of Englewood, the Emeritus group, the Engleboosters, the Chicago Teachers' Federation, the City Council, and the Englewood Kiwanis Club.

Among the speakers, in addition to Mr. Armstrong, were Chester C. Dodge of the Emeritus group, Miss Josephine Allin, dean of women at Englewood High School; Miss Jane C. McGinnis, a former teacher; Miss Margaret Haley of the Chicago Teachers' Federation; Alderman James Coyle, 17th Ward and Dr. R. A. White, People's Liberal Church; Ray Blunt, Englewood Kiwanis Club; Helen Davies, Barney Jacobson, students; Harold Laufman, violinist, and Harold Richardson, tenor.

Following luncheon at the school, a field meet was held, with Mr. Armstrong as a guest of honor.

—

At the meeting of the Board of Education, May 9, 1928, the following principals were ordered transferred from Emeritus Service to their former positions: James E. Armstrong, Englewood High; A. Esther Camfield, Arnold; Herbert L. Merrill, Cameron; Edward L. C. Morse, Phil Sheridan; A. O. Coddington, Stockton Jr. High; Solon S. Dodge, Chase; Annie S. Newman, Mayfair.

These seven teachers returned to their former schools: Samuel Leland, McKinley High; Jessie Shadbolt, Cleveland; Wm. H. Shoemaker, Phillips High; Catherine McFarland, Von Humboldt; Minnie K. Nicolai, Scanlan; Elsie C. Watson, Yale (Brownell Br.); Emma K. Blanks, returned to Phil Sheridan for one week and then retired under the Voluntary Retirement Law.

Other principals were transferred and elected as follows: David M. Davidson, from Englewood High to Medill High; Nellie C. Hudd, from Stockton Jr. H. to Onahan; Beatrice C. Hyman, from Arnold to Stone; Henry H. Hagen, from Cameron to Hamline; John J. McCarthy, from Phil Sheridan to J. A. Sexton; Visa McLaughlin, from J. A. Sexton to Boone; Eston V. Tubbs, from Chase to Budlong; Adolph J. Bartky, from Rogers to Pasteur; Alma S. Fick, elected to Rogers; Sarah H. Hennen, from Oakland to Sherman; Kathryn W. Lovell, elected to Oakland; Daniel Hannon, elected to Haines; Bernice C. Eddy, from Sherwood to Tonti; Paul I. Pierson, elected to Sherwood.

Retired on Emeritus Service: Special Teachers, 2; High School Principals, 7; Junior High School Principals, 1; Elementary Principals, 26; Teacher in Normal College, 1; Teachers in High School, 8; Assistants to the Principal, 12; Teachers in Elementary

(Continued on page 192)

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WHEN "IT" HE'S SUP'T

(Continued from page 183)

And then the aftermath. Following some disturbance in Minneapolis, the letter printed below was sent out:

Dear Teacher:

Because of the number of inquiries which have been coming in concerning Dr. McAndrew's lecture, it has occurred to us that our time and the teacher's time could be saved if the following letter were sent out.

If the committee felt there was any wide-spread opposition to Dr. McAndrew's speaking in Minneapolis, the lecture would be cancelled at once because nobody in the committee has the slightest desire to affront the teachers of Minneapolis or have a condition of anything except the utmost harmony prevailing. It has seemed well because of some people's making various criticisms about Dr. McAndrew to send out this letter with a little more definite information about the lecture and perhaps to tell you what Dr. McAndrew WILL NOT talk about.

He is not going to discuss his troubles with Big Bill Thompson in Chicago nor wash the dirty linen of Chicago in the waters of Minnehaha. He is not going to talk about salary increases in Chicago. His theme will be along these general lines. Are the teachers of America hampered or prevented from rendering the services which they could render in the public schools by the intricate machinery of modern education or by repressive influences, political, social, or otherwise? No thought was ever entertained by the committee of asking Dr. McAndrew to tell us about Chicago because we did not feel that teachers were interested enough to pay to go to hear anyone talk about the city south of us.

From every testimony we can get Dr. McAndrew is creating a tremendous interest on the part of teachers in the practical, simple everyday problems that the teachers are facing at this time. He ranks as an outstanding man in education in the United States regardless of any record he may have had which might make some people think adversely of him. He is speaking all the time from one end of the coast to the other and we took him on the only vacant night which he had. The President of the League has been called by people from the University and from civic organizations and letters have come to him expressing interest and a desire to hear Dr. McAndrew whatever he might talk about. If you really want to hear a great man talk whether you agree with him or not, you cannot afford to miss Dr. McAndrew's lecture. Ticket orders are already coming into the League office.

The Committee appeals to your sense of fair play in giving Dr. McAndrew a chance to talk to us on Tuesday evening, May 15, at 8:00 P. M.

Please remember that we have made a price of 50c so that every teacher in the system can feel that they are able to come.

Sincerely yours,

C. R. Richardson,
Chairman of Lecture Committee.

Cautious Youth

Boy: "Can you write your name with your eyes shut?"

Pa: "Sure."

Boy: "Well, shut your eyes and sign this report card."

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TEACHING TEACHERS

(Continued from page 179)

lated by this group of teachers who are not only improving themselves but are influencing the entire teaching profession.

It has been a revelation to me to learn from this actual contact with them, that the classroom teachers are making such valuable contributions to education along lines in which, until comparatively recently, they took little interest. The time has come to give them recognition for the great part they are taking in the solution of administrative problems. They have started a new Renaissance in education. Their contributions are broader than the classroom, and in some instances broader than the profession, and affect social and economic problems of society at large. They are compelling adjustments far-reaching in their nature and forcing a new point of view upon administrators and supervisors. Their outstanding contribution is the spirit of co-operation, the recognition of the inter-dependence existing between the departments of education and the general public.

Without any qualifications, the present League College session is one of the most interesting, helpful and instructive university courses it has ever been my pleasure to attend.

It has been the contact with the classroom teacher who is really doing things; the first hand knowledge gained of real situations that has been inspiring and practically helpful. Reports from people who have done the work themselves, seem a little more real than any others. They cease to be so many cold facts and become something much alive.

Altogether, I believe that I have gained more knowledge of teaching, its problems, and the means of solving these problems, in this class than in any other education class. Its aims are practical and I only wish that all teachers could know of the organizations, join them, and help in the work they are doing.

I wish that a course in this subject could be put in every teacher training school in the country and that it could be taught by such enthusiastic classroom leaders as have been with us this summer.

It gives an unusual opportunity to get the best thought and experience of the leaders in classroom work in widely separated parts of the country.

I've been converted to a belief in teacher organizations, a state which might otherwise have required many years of teaching to reach.

Discussions have given to each member of the College, the advantage of the experience and the ideas of all.

A community has been established, even though its members may be scattered through many states.

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"Did you get home all right last night, sir?" said the conductor.

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Vacation Elementary Schools to Be Opened

Vacation Elementary Schools will be opened this year for ***ten weeks,*** five days a week from 8:00 A. M. to 12:00 M. Pupils who have failed, also those who have not failed are to be admitted. The teacher who teaches ten weeks in the vacation school may take an equal amount of time as vacation during the succeeding school year.

Following is the authority for the vacation elementary schools:

No. 20707—AUTHORITY TO CONDUCT VACATION ELEMENTARY SCHOOLS

TO THE BOARD OF EDUCATION, CHICAGO:

RECOMMENDED that the Superintendent be granted authority to conduct vacation elementary schools in the following buildings, for a period of ten weeks, beginning June 25, 1928, and ending August 31, 1928, five days each week, from 8:00 A. M. to 12:00 M. and to assign the necessary teachers and principals: Agassiz, Alcott, Cleveland, Doolittle, Fiske, Fulton, Lawson, Lloyd, Marquette, Nobel, Phil Sheridan, Riis, Van Vlissingen, Von Humboldt.

RECOMMENDED also, that there be admitted to these schools, pupils from the fifth to the eighth grades inclusive who have failed of promotion, and those who have not failed. This follows the policy established in 1927.

RECOMMENDED also, that teachers who teach the ten weeks in these schools shall, at their option, be permitted to take an equal amount of time as vacation during the succeeding regular school year, and that no teacher having taught two successive summer terms in addition to the two regular school years shall be eligible for a re-assignment to summer work until after the lapse of one full year.

FINANCES: Provided for in the 1928 budget.

Wm. J. Bogan,
Asst. Supt. of Schools.

Prepared by G. Hogge, Asst. Supt. of Schools.
Chicago, May 9, 1928.

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EMERITUS TEACHERS BACK

(Continued from Page 188)

Schools, 62; Examiner, 1; Previously Resigned, 3; Resigned, 1; Total, 124.

The proceedings of the Board of Education show that 124 persons were retired on Emeritus Service but the first list included the names of three persons who had previously resigned from the service. One of those transferred to Emeritus Service February 1, 1926, immediately resigned. She absolutely refused to have anything to do with the Emeritus Service. Of the others, 41 were retired under the Compulsory Retirement Law (The "Miller Law"); 64 retired under the Voluntary Retirement Law (the Amendment to the Miller Law); one died; and fourteen returned to their positions.

Transferred to Emeritus Service: Names withdrawn, 3; Resigned, 1; Retired under "Compulsory" Law, 41; Retired under "Voluntary" Law, 64; Deceased, 1; Returned to Service, 14; Placed on Emeritus Service, 120.

Eight others died after retirement under the Compulsory or the Voluntary Law.



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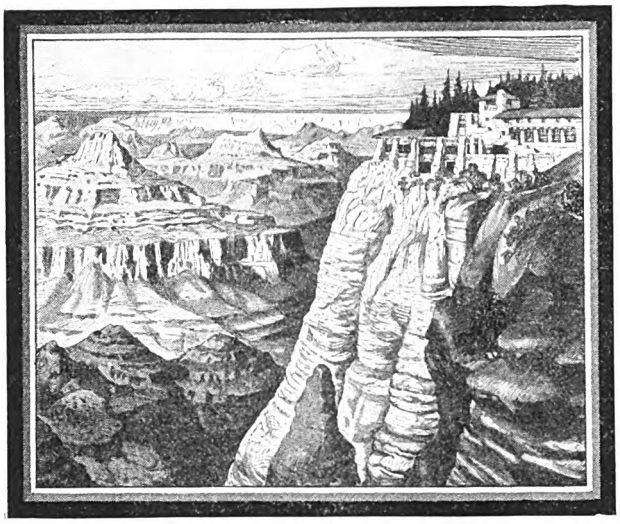
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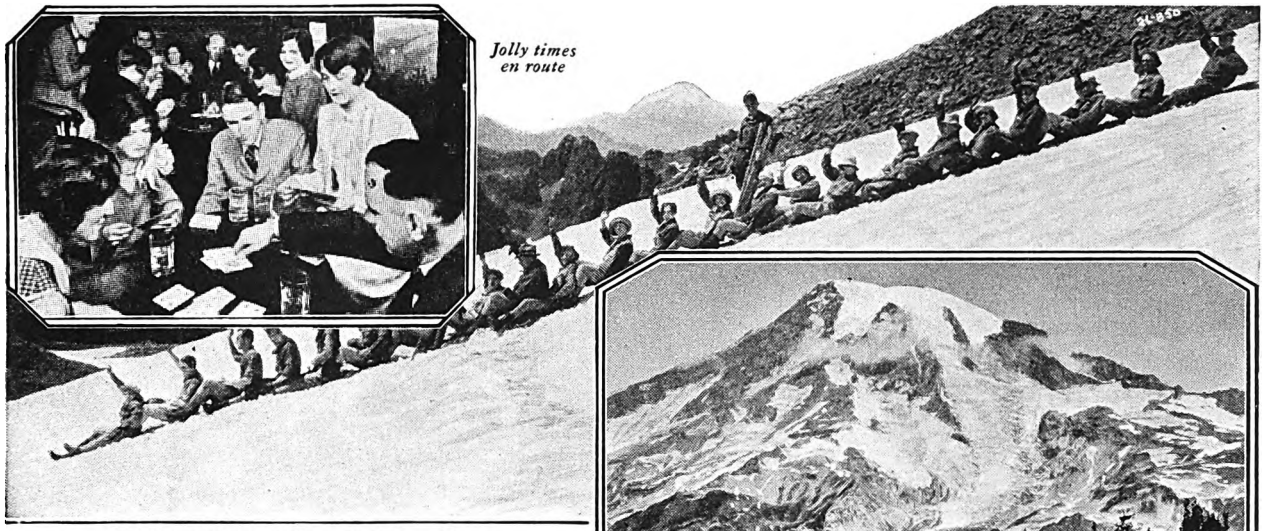
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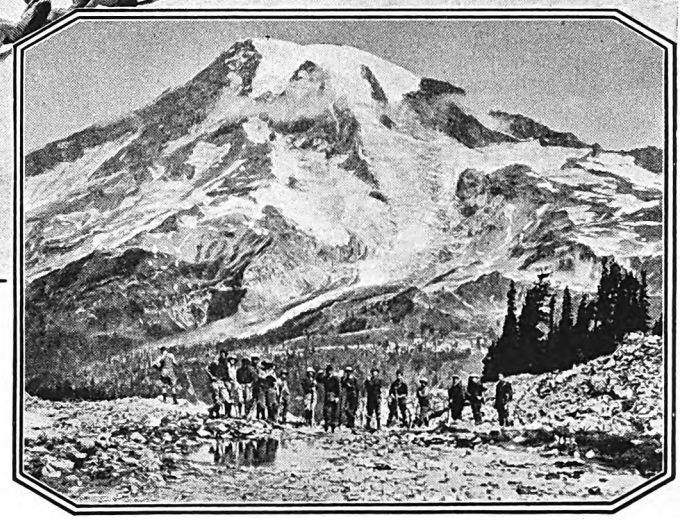
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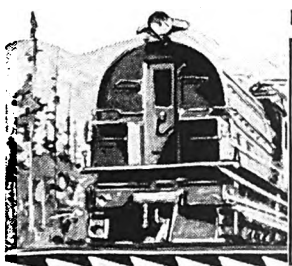
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VOL. V

Margaret Haley's BULLETIN

NO. 11

Chicago, Ill. 28 May 31, 1928

How Not To Do It

It was pointed out by Charles Dickens in "Little Dorrit," which remains the most accurate and penetrating study of the genteel littleness of our class governments in the English language, that whenever an abuse becomes oppressive enough to persuade our party parliamentarians that something MUST be done, they immediately set to work to face the situation and discover How Not To Do It.

—Bernard Shaw in the Preface to "The Shewing Up of Blanco Posnet."

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MARGARET HALEY'S BULLETIN

Vol. 5. No. 11 May 31, 1928 Page 199

Teacher Hit Himself Says McAndrew

And Now Comes Former Superintendent to Answer Riddle

The teacher hit himself, according to William McAndrew, who addressed Minneapolis teachers May 15 at the invitation of the Minneapolis Teachers' League. His subject was "Who Hit the Teacher?" His coming was anticipated by literature sent out by C. R. Richardson, chairman of the Lecture Committee of the League and by Lynn Thompson, member of the Minneapolis Board of Education. Letters from both were printed in the last issue of the Bulletin. Mr. Thompson cited evidence he had seen in Chicago, proving, in his opinion, that McAndrew was not "a much abused educational god." Pamphlets expressing Mr. Thompson's sentiments were distributed at the meeting, although a policeman was called to stop their distribution.

Following are extracts from a letter written by a Minneapolis teacher following Mr. McAndrew's appearance in Minneapolis:

MINNEAPOLIS DIVISION
MINNESOTA EDUCATION ASSOCIATION
M. E. A. Here in 1927
N. E. A. Invited for 1928

Dear (Name omitted by Bulletin):

Tuesday, 10 p. m.,
May 15, 1925.

I have just returned from hearing McAndrew and his lecture was certainly the mildest professional discourse on the teacher's under estimation of his profession that one could imagine. What under the shining sun he chose such a sensational subject for, causing such an uproar among the teaching corps here before he appeared, is beyond my fondest stretch of imagination. He began by reciting the incident of a certain schoolmaster years ago in a down east village being hit in the eye by a rotten tomato and trying to find out from his pupils who did it. No one knew and the village lawyer who was a Sherlock Holmes couldn't fathom it. Years after it was finally concluded that the teacher did it himself for excitement and to attract public notice. And so in that village and the country round about, to this very day when anything surprising or sudden or uncanny occurs, the old stock phrase, "Who hit the teacher?" is asked. Then he humorously depicted the old time recitation when the teacher asked and answered his own questions if he couldn't extract the answer from his class and so "covered his subject" anyway.

The man was there passing out the pamphlets when we went in. I picked up two which had been thrown on the steps by some conservative. When I got seated everybody in my vicinity was reading one and there wasn't one single copy in any seat when I came out, so evidently they took them home for closer perusal. * * * One of our teachers came along just as McAndrew entered and saw him take one. A friend who got there early said that Mr. Richardson was laboring with the man outside to get him to leave but that he said nothing and continued to pass out literature. One of the teachers made the remark that McAndrew's sermon was so far fetched as compared with his text and that as he was over a half hour late in beginning, she thought that he changed his lecture after he got the pamphlet. Anyway, scores of teachers came away much disappointed for they certainly thought his line of talk was to be very different. Many teachers refused to go and some advertised their reserved seat tickets for sale. There was a full house downstairs but the gallery wasn't very well occupied.

Of course you probably know that the Baptists, evidently unwilling to get drawn into any unpleasant controversy, invited the League to secure other quarters, so Mr. Richardson secured the West High School auditorium. The League representative in our building said it was because they could get it for nothing but they had to placard the change of the meeting place all over the city so that didn't reduce expenses. * * *

Sincerely,

.....

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From the Masthead
by The Lookout



No potentate of modern or ancient times ever had such arbitrary power over the lives and property of the people as that conferred by statute on the Board of Review of Cook County.

—Judge Murray F. Tuley in 1900.

To the Teachers of Chicago:

On May 29 a cyclone cellar for the Board of Assessors and Board of Review was opened in the form of an opinion from Attorney General Carlstrom finding the order for reassessment of Cook County real estate, issued by the Illinois State Tax Commission on May 7, 1928, "premature and of no force and effect."

The attorney general's opinion follows the line of argument used by attorneys for the Board of Assessors and Board of Review and some other attorneys called in by the Board of Assessors and Board of Review May 15 to advise these Boards as to whether they should obey the order to reassess. Their contention was essentially that which is set forth in the attorney general's opinion.

The opinion is a safe shelter for the taxing officials from the pending storm following the Tax Commission's order. The opinion was bound to be used as an excuse for the Board of Assessors' refusal to obey the order of the Tax Commission to proceed at once to reassess the real estate of Cook County.

The Board of Assessors and Board of Review in effect say to the public that, no matter what effort is made, how long a period it covers, nor how many people are interested, the Board of Assessors and Board of Review do not have to do anything; that they know they can depend upon getting an attorney general's opinion or some other monkey wrench to throw into the works at the psychological moment: Witness the imposing array of legal lights that assured the assessors on May 15 that the State Tax Commission could not order a reassessment of real estate in 1928 until the Board of Review had finished its work of assessing all property in Cook county for the year 1928.

The Board of Review did not finish its assessment for 1927 until March 6, 1928. The tax bills should have been out the first of January. They were not out until the middle of April and some of them were not out even on the first of May. There were people who went down to the County building on the 30th of April in an effort to get their tax bills. Under those conditions, what chance is there for a reassessment between the sixth of March and the paying of taxes? How could the Attorney General's opinion possibly apply to the Chicago situation when he says that Chicago must sit down and wait until the Board of Review finishes in any year, when the Board of Review never finishes. In brief, the attorney general says the law does not apply to Chicago. It may apply to counties down state, but not to Cook county. As a matter of fact, the law was written for the relief of all the people of the state.

When the Legislature passed the statute in 1919 giving to the State Tax Commission power to order a reassessment in any year, it did not mean in any year for the places down

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state where there was time to order a reassessment after the Board of Review had finished; it did not mean that we could not have it in Chicago.

The assessors say there will be no money for the reassessment, and blame the County Board for the admittedly bad job of assessing which they did in 1927. They say that the County Board did not adequately finance the Board of Assessors to enable them to do a good job of the 1927 quadrennial. The County Board anticipated this objection in 1927 and made an appropriation of $250,000 on February 28, 1927, to be used by the Assessors under conditions that would have assured an equitable assessment. The Board of Assessors never complied with the conditions laid down in the appropriation that would have assured the people of Cook County such an assessment would be made.

The County Board put into that appropriation of February 28, 1927, the condition that the Board of Assessors should show the County Board a plan that would indicate that the Assessors had a scientific plan of procedure leading to an equitable assessment. The Board of Education on March 23, 1927, appropriated $100,000 and the City Council appropriated $100,000 making a total of $450,000 available for ascertaining scientifically the actual values in making the 1927 quadrennial assessment of real estate.

This opinion of the Attorney General seriously hinders the procedure of the order for reassessment. It is not a law, but one man's opinion. It is an attorney general's interpretation of a law on which there has been no supreme court interpretation. Under the protection of that opinion the assessors appear to be preparing to refuse to obey the order of the Tax Commission.

That will leave all the inequities and iniquities of the 1927 quadrennial assessment to plague the taxpayers for three years more; that is until 1931.

The table printed on page 202 of this Bulletin shows the kind of assessment we will have in Chicago for three more years if the attorney general's opinion prevails, because the attorney general in effect says that in his opinion there is no power in the Board of Assessors to do what the order of the State Tax Commission directed the assessors to do.

The whole 1927 quadrennial assessment as this table shows has become a joke. The quadrennial assessment is lifted up by the Board of Assessors every four years with the dexterity with which the face of a woman of fashion is lifted and with results almost as ludicrous. It is promptly thrown down again by the Board of Review. In this game of battledore and shuttlecock, what becomes of the educational fund? And what of the helpless taxpayers?

The assessors cannot plead lack of funds, as I have pointed out, for the bad job they did in 1927 nor for failure to do it over again in 1928. They cannot be permitted to construe a statute intended to give relief to the taxpayers of the entire state as not applying to Chicago. The Legislature is in session and has power to overcome the opinion of the Attorney General by a simple amendment to the statute that would state specifically not only that the State Tax Commission "shall have power to order a reassessment in any year," but that such reassessment may be ordered at any time during the year either **before** or **after** the assessment has been completed.

In order to understand this it must be remembered that a quadrennial assessment of real estate stands for four years with only such deductions from or additions to assessments of individual properties as the law permits the Board of Review to make under specific conditions.

But the basic quadrennial assessment made on lands and buildings stands for four years. That means that 90 per cent, possibly 95 per cent, of the 1927 quadrennial assessment would remain until 1931 as fixed in 1927 unless the order of the Tax Commission to reassess all the lands and buildings is obeyed.

I am sure the Governor and the Legislature will not deny that relief if the emergency is made clear to them. It seems to be up to the teachers now to do the lion's share of that work too.

While the Attorney General and assessors immediately set to work to discover "how not to do it," the teachers should immediately set to work to face the situation and discover how to do it, that is how to get the facts to the members of the Legislature and to urge them to enact the needed legislation if the Governor calls a special session of the Legislature for this purpose as requested.

Margaret A. Haley

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Why Tax Payers Are in Revolt

Comparative Valuations

Independent appraisal in 12 important business districts outside the Central Business District and relation to 1926 Board of Review full value assessment, 1927 Board of Assessors full value assessment and 1927 Board of Review final full value assessment; as tabulated below:

LAND

District	No. of Properties	Independent Appraisal 1927	1926 Bd. of Review Full Assessment	Per Cent of Appraised Value	1927 Bd. of Assessors' Full Assessment	Per Cent of Appraised Value	1927 Bd. of Review Full Assessment	Per Cent of Appraised Value
Near North Side.....	15	$ 6,945,853	$ 2,134,515	.31	$ 3,060,464	.44	$ 3,060,464	.44
Lincoln Park	17	5,131,810	814,350	.15	2,585,203	.50	2,585,203	.50
Uptown Chicago	14	5,693,723	1,994,422	.35	2,480,333	.43	2,480,333	.43
North Shore	11	1,211,619	316,169	.26	367,374	.30	367,374	.30
Kedzie and Lawrence.....	19	2,464,626	399,871	.16	729,144	.29	729,144	.29
Kedzie and Madison.....	12	1,674,660	526,118	.31	616,820	.36	616,820	.36
63rd and South Halsted...	23	8,872,668	1,270,871	.14	1,342,318	.15	1,342,318	.15
63rd and Cottage Grove..	30	6,927,056	1,063,783	.15	1,372,442	.19	1,372,442	.19
Hyde Park	16	3,762,637	591,092	.15	780,207	.20	780,207	.20
Central Manufacturing....	5	383,034	145,956	.38	192,645	.50	192,645	.50
Western Ave. Mfg.....	5	538,558	138,840	.25	99,822	.18	99,822	.18
Crawford Ave. Mfg.....	9	1,086,272	91,627	.08	123,507	.11	123,507	.11
Total 176		$44,692,516	$9,487,614	.21	$13,750,279	.30	$13,750,279	.30

BUILDINGS

District	No. of Properties	Appraisal	1926 Bd. of Review	Per Cent	1927 Bd. of Assessors	Per Cent	1927 Bd. of Review	Per Cent
Near North Side.....	15	$12,123,957	$ 3,785,500	.31	$ 7,287,725	.60	$ 3,624,500	.29
Lincoln Park	17	6,414,785	1,818,526	.28	3,539,150	.53	1,782,500	.27
Uptown Chicago	14	2,256,444	645,900	.29	702,150	.31	571,350	.25
North Shore	11	2,642,321	489,000	.19	877,000	.33	444,000	.16
Kedzie and Lawrence.....	19	1,159,813	308,351	.27	381,754	.33	268,450	.23
Kedzie and Madison.....	12	1,537,371	575,125	.37	545,425	.35	489,425	.31
63rd and So. Halsted.....	23	1,686,336	960,580	.57	704,200	.42	550,000	.32
63rd and Cottage Grove..	30	3,851,417	1,403,400	.36	1,857,450	.48	1,446,000	.37
Hyde Park	16	4,445,832	1,080,915	.24	1,485,750	.33	1,185,750	.26
Central Manufacturing....	5	627,221	292,800	.47	363,000	.58	312,000	.49
Western Ave. Mfg.....	5	1,236,613	314,500	.25	544,010	.44	544,010	.44
Crawford Ave. Mfg.....	9	2,043,950	804,000	.39	823,350	.40	792,850	.38
Total	176	$40,026,060	$12,478,597	.31	$19,110,964	.47	$12,010,835	.30

LAND AND BUILDINGS COMBINED

District	No. of Properties	Appraisal	1926 Bd. of Review	Per Cent	1927 Bd. of Assessors	Per Cent	1927 Bd. of Review	Per Cent
Near North Side.....	15	$19,069,810	$ 5,920,015	.31	$10,348,189	.54	$ 6,684,964	.36
Lincoln Park	17	11,546,595	2,632,876	.23	6,124,353	.52	4,367,703	.38
Uptown Chicago	14	7,950,167	2,640,322	.33	3,182,483	.40	3,051,683	.38
North Shore	11	3,853,940	805,169	.21	1,244,374	.32	811,374	.21
Kedzie and Lawrence.....	19	3,624,439	708,223	.19	1,110,898	.30	997,594	.27
Kedzie and Madison.....	12	3,212,036	1,102,243	.34	1,162,245	.36	1,106,245	.31
63rd and So. Halsted.....	23	10,559,004	2,231,451	.21	2,046,518	.20	1,892,318	.18
63rd and Cottage Grove..	30	10,778,473	2,467,183	.23	3,229,892	.30	2,818,442	.26
Hyde Park	16	8,208,469	1,583,807	.19	2,265,957	.27	1,965,957	.24
Central Manufacturing....	5	1,010,255	438,756	.44	555,645	.55	504,645	.50
Western Ave. Mfg.....	5	1,775,171	453,340	.25	643,832	.36	643,832	.36
Crawford Ave. Mfg.....	9	3,130,222	895,627	.29	946,857	.30	916,357	.29
Total	176	$84,718,581	$21,878,012	.26	$32,861,243	.37	$25,761,114	.30

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High Taxes and Low Revenue Follow Unequal Taxation

Miss Haley Appears Before Illinois Legislative Revenue Commission

Evidence gathered at the direction of the Chicago Teachers' Federation, including an appraisal of properties in Chicago, was presented to the Illinois Legislative Revenue Commission, at its request, Thursday, May 24, when the commisssion held a meeting at 2 o'clock in the city council chamber.

Miss Haley, invited to appear before the commission, told it of the work the Federation had done toward an equitable assessment and of the progress the assessment program has made.

Members of the commission are Senator John Dailey, Peoria, Chairman; Robert Scholes, Peoria; Senator Richard J. Barr, Joliet; Representative Thomas O'Grady, Alderman Oscar Nelson, Chicago; John C. Watson, Illinois Agricultural Association, and secretary of the Revenue Commission; Walter W. Parks, DuQuoin, representing the banking interests, and Robert E. L. Brooks, representing the real estate interests.

Miss Haley called attention to the facts revealed by the Chicago Teachers' Federation appraisals and by the report of the Joint Commission on real estate valuations. She also emphasized the fact that the county has suffered from secrecy owing to the failure to publish real estate tax lists.

The Commission invited Miss Haley to cooperate with it further and to aid it in discovering "What is wrong" with the taxing situation in Chicago and in applying the remedy.

Preceding Miss Haley's talk, George O. Fairweather, chairman of the Joint Commission on Real Estate Valuation, was introduced and asked to have evidence presented by his associates on the joint commission, among them Dr. Herbert D. Simpson of the Institute for Research in Land Economics and Public Utilities of Northwestern University.

By means of charts, Dr. Simpson presented to the Commission a survey of the facts of assessment as they are in Cook County, determined by his studies of the last three or four years. The charts constituted the results of an analysis of 6,500 real estate transfers that took place in Chicago in the last quadrennial, and demonstrated graphically the inequality in assessment.

Following are extracts from the stenographic report of the meeting. (The sub-headings are inserted by the Bulletin.):

* * *

MISS HALEY: Mr. Chairman.

THE CHAIRMAN (Senator Dailey): All right, Miss Haley. Miss Haley, we would be very much pleased to have your co-operation and that of your group in our work, which will probably occupy several months. These meetings are going to be open meetings. We want to hear from all persons who are interested, who are in position to give information to us. The greatest of latitude will be given for that purpose. But we have conferred, the commission conferred last week and it was the unanimous desire of the commission to have you appear today and to have you confer with us from time to time and give us such advice and information as you may.

MISS HALEY: Now, Mr. Chairman, I would like to make my position clearly understood.

THE CHAIRMAN: Yes. You are just at perfect liberty to present the matter in your own way, Miss Haley.

MISS HALEY: Thank you.

In the first place I would like to quote from Bernard Shaw. Bernard Shaw was in a position where the words that I shall quote have peculiar significance. He had appeared before a select committee of parliament, of the British parliament, composed of members of the House of Lords and the House of Commons. And in writing up the report of that he quoted from Dickens. He said it was pointed out by Charles Dickens that whenever an abuse became oppressive enough to persuade our tardy parliamentarians that something must be done they immediately set to work to face the situation and discover how not to do it. (Laughter.)

THE CHAIRMAN: I thought you were going to quote Disraeli who said political parties were organized hypocricies. Notwithstanding that, Miss Haley, we still want your cooperation. (Laughter.)

MISS HALEY: Now, Mr. Chairman, there is nothing personal about that.

THE CHAIRMAN: We understand that is purely impersonal.

MISS HALEY: What I want to say, Mr. Chairman, is we think now we have arrived at the place where everyone recognizes that something must be done.

THE CHAIRMAN: I agree with you on that.

MISS HALEY: And Mr. Simpson's figures, it seems to me, show that that condition has been arrived at so that we need not discuss that. I think it is not necessary even for me to supplement what Mr. Simpson has presented with facts of the kind that we have gathered, though I will be glad to put before the Commission evidence of inequalities based on appraisals, comparisons of assessments with appraisals, and so forth.. I wanted to call your attention first—

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THE CHAIRMAN: We would be very much pleased to have them, Miss Haley.

MISS HALEY: Yes, I know you would.

Now, Mr. Chairman, I just stated that because I want you to know that we have passed through the period when we had first to convince the people that something was wrong.

* * *

TEACHERS' FINANCE APPRAISAL

Now, we have and when I say "We," I mean the Chicago Teachers' Federation, and we paid for this from our own contributions from teachers, we caused to have appraised some more sections of property and we had them appraised by the same appraisal company that appraised the loop and that appraised these twelve sections. Our appraisals show the same range of variation, only higher than what the (Dr. Simpson's) chart shows, in every place that that appraisal was made. Of course, Dr. Simpson says there "100 per cent and above" and you do not show how much above. Now, we have found by our appraisal, and this is true of the loop, too, and this is true also of the 12 sections that were appraised, we have found there is property assessed at as high as 127 per cent. I do not mean assessed; I mean the full value fixed by the Board of Assessors and the Board of Review is as high as 127 per cent of the actual appraised value, and that applies to homes.

We have streets shown in our appraisal where at one end of the street is a home assessed at—the full value fixed by the assessors is 57 per cent of the actual appraised value. In the middle of the block is another home whose full value fixed by the assessors is 3 per cent of the appraised and we have them six per cent and other percentages and we have homes side by side that were built at the same time, built by the same people, built exactly alike, so that if you picked one up and moved it in the night, the man that owned it would not know that it had been taken away if the other one was put in its place—you will find they range in value from 3 per cent to 100 per cent.

That is the sort of thing that our appraisals show here. We have the chart of those things and we have the full report of the appraisals. In every way they confirm what Dr. Simpson has shown you as to variation.

And it makes no difference whether you take the north side or any other side. We have the record if you would like to have it here. I will furnish the Commission with the chart that we have of these things. I will furnish you with all that information as to the condition that is revealed first by the assessment by the Board of Assessors in 1927 and then by the changes made by the Board of Review.

We feel that the question of establishing beyond a peradventure of doubt the inequalities, whether it is as to classes of property, or property within any class, has been settled. You may take homes; you may take office buildings and compare the homes with the office buildings. You may take 26 of these office buildings, as you have here, office and bank buildings, and you will find 53 per cent. You take 1,300 homes and you will find something like 33 per cent, I think, no, 27 per cent.

* * *

SUFFER FROM SECRECY

In this county we have suffered from secrecy. We have not had any publication of our assessments since 1899. I would be glad to furnish as a souvenir to this commission a photographic reproduction of one page of the only printed assessment that we have ever had in this county since the present organization of our Board of Assessors and Board of Review, although the law has required that the assessment shall be printed every quadrennial year, at least a quadrennial assessment, every four years. But we have had it printed only once. That was away back in 1899. I hesitate to confess that I appeared before the Board of Review and before the County Board to try to get that assessment printed, and we got it. Miss Goggin and I appeared. We very nearly had to dynamite the Board and the County Board and all of them to get that at that time. It was such a hard task, we tried it once more and then quit. We never got it again.

Now we have an order issued by the State Tax Commission directing the Board of Assessors and Board of Review to publish this 1927 quadrennial assessment. Twice since that order was issued we thought we had it complied with. We think perhaps they are doing it now. I don't know. I know that it was agreed to, the the Board of Assessors agreed before the County Board on the 8th of May that the publishing of that list should proceed. Then I understand it was temporarily stopped, and again a few days ago when there was a meeting in the Board of Assessors of the attorneys in regard to the order of the State Tax Commission to reassess all the property in the county, at that time it was temporarily stopped. At least it was stopped then. On that day notice was again given by the Board of Review and the Board of Assessors that they should resume the publication. I assume that they are doing it. I don't know.

* * *

MISS HALEY: All this material has been presented to the State Tax Commission. They have all that material before them in their records. They had all that material before them when they ordered this reassessment. There was material of sufficient quantity and quality to convince the State Tax Commission that the inequalities were such in this 1927 quadrennial assessment that there should be a reassessment.

Now, we are interested in that reassessment. We are interested in seeing it proceed. And if the Commission would give us any help in producing that result, it certainly will cause the future generation to rise up and bless you. But that is the thing we are most interested just now, and I want to tell you why.

There are so many reasons.

I represent a group of people that will probably be called upon to go down in their own pockets and make up for delinquencies of these tax boards, unless these delinquencies are corrected. We have not enough money in the educational fund, and now we admit that, to run the schools of Chicago and pay the teachers their salaries, on their present schedules, and pay the number of teachers that we have now without adding a teacher to the force, and to keep the schools running beyond the month of December. And before six months pass you will hear another hue and cry raised that we probably haven't enough to pay the salaries in January. We have heard it before. For the last three years we have heard that, for two years ago, in this chamber, it was announced by the Mayor that there was going to be a deficit in January, 1927. Well, we did not have that deficit in January, 1927; we did not have it in January, 1928.

One reason we did not have it was because the Board of Assessors, while they did not try to equalize things

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or make it very much better on that score, they did raise the total valuation.

As far as we can find out from our information it is about as Dr. Simpson presented it. We have a chart that presents it very fairly.

ASSESSORS DO; REVIEWERS UNDO

The Board of Assessors did one job and the Board of Review came around and undid the job that the Board of Assessors did. On these 12 sections that I referred to, that were assessed on the basis of 26 per cent in 1926, the buildings are assessed lower today than they were in 1926. Although the Board of Assessors raised the assessments on both land and buildings in those 12 sections, the Board of Review lowered the assessments on the buildings below the 1926 assessments on these buildings.

Now that is the reason that the teachers feel at this time that any steps that are taken to remedy this situation, anything that looks to the future only and does not take cognizance of this practical, concrete situation that we are up against, will not give us relief in time to prevent the teachers from having to pay the penalty.

Now we think that when teachers are called upon to pay $25 each, as we called upon the teachers of Chicago to do, to pay for expert, scientific appraisals of land to match up these appraisals that had been made by other people and to show facts about the homes, because none of these other appraisals did—they showed the conditions as to the loop and the conditions as to the 12 business sections; it took in no homes. We are ready to show the facts about the homes—we feel as if that is enough to ask the teachers to do. They are quite willing to do that kind of constructive work. But if it means that they have got to be penalized for this kind of performance, then they are very earnest and they are very insistent that every agency that can move by direct appeal to them to help at this time, we are going to move. We are going to ask them to move. We won't leave any agency unmoved if it is possible for us to move them.

Now, we feel if we cannot get this reassessment, if we cannot get the Board of Assessors and the Board of Review to take some very concrete and constructive steps toward establishing a system of assessment that will last after this quadrennial year, that we will have lost the best opportunity that will come to us in our lifetime. We feel that this is the time to set up such a system.

Now I may be at variance with some gentlemen that are going to speak, or some other speakers that are going to follow me.

THE CHAIRMAN: Just proceed, Miss Haley.

MISS HALEY: I may be at variance in this with them: That they will look for some remote or more or less remote action or remedy. But we want it now. They may think that they will have to wait until they can get the Board of Assessors and the Board of Review reorganized and get some other agency in there. Now we will hardly agree with that. We feel that the time is now, that it is certainly ripe.

* * *

QUESTION OF PUBLISHING

When the question of publishing the assessment came up first one of the members of the Board of Review said it would cost $400,000. He was quoted in the papers as saying $500,000. Then he revised it and said $400,000. As a matter of fact they are doing it for $150,000. Right in the County Board, in the County Building, there was machinery which was really discovered. The attorney for the Board of Assessors very frankly and I think very generously and nicely in a public way announced that the Board of Assessors were not aware of that machinery and of the facilities of the County Board and the County Building for doing that work.

They found out they could do for $150,000 what they thought it would take $500,000 to do.

We insist and we maintain and we know what we are talking about, that there are facilities for making this reassessment and for doing it as satisfactorily as that publication is being done. We know it can be done now. We know that the City Council and the Board of Education pointed a way when they made the appraisement of the loop. We know that the loop owners pointed the way when they made the appraisement for these 12 different sections. And we feel that the Chicago Teachers' Federation by supplementing those appraisals with other appraisals throughout the City that showed a value of contiguous property of a large enough area to get conclusions that are worth paying attention to, has also shown the way.

* * *

THE CHAIRMAN: Now, Miss Haley, you are getting down to a very fundamental point and that is this: After all the spur to official or legislative action is arousing the interest of the public. Now, primarily we are appointed to investigate conditions with the idea of suggesting legislation. We won't get very far with that unless the constituents of the members of the legislature are so aroused that they will force them to it.

MISS HALEY: In the meantime what is going to happen to us, Mr. Chairman?

THE CHAIRMAN: We are, of course, willing to go along just as far as we can with you. And publicity, again, as to these gross inequalities and individual and specific responsibilities in this community is necessary. Now we are willing to cooperate with you, to have you suggest plans of immediate procedure and we will do everything we can I am sure. Is that correct, gentlemen?

COMR. WATSON: Absolutely.

THE CHAIRMAN: I am assuming that that is the attitude of the committee from our general understanding. Now we are here for that purpose.

* * *

Editor's Mistakes Published

When a plumber makes a mistake he charges twice for it.

When a lawyer makes a mistake it is just what he wanted, because he has a chance to try the case all over again.

When a carpenter makes a mistake it's just what he expected.

When a statesman makes a mistake it becomes a law of the land.

When a preacher makes a mistake nobody knows the difference.

When an electrician makes a mistake he blames it on the induction; nobody knows what that means.

But when an editor makes a mistake—good night!

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Revenue Commission Inquires Into Delay Following Reassessment Order

Dailey Says Assessors Might Assume Order Legal

At a meeting of the Illinois Legislative Revenue Commission Friday, May 25, in the city hall, the Commission inquired into what action the Board of Assessors had taken on the Illinois State Tax Commission's order for reassessment.

It was informed that a conference of attorneys had been called by the Assessors and Board of Review to discuss the legality of the order.

* * *

THE CHAIRMAN (Senator Dailey): Now, getting down to another question. You said yesterday that you would like to have this committee do something at once with reference to helping along the situation.

MISS HALEY: Yes.

THE CHAIRMAN: As I understand it, the chairman of the State Tax Commission has issued an order to the Board of Assessors requiring another assessment of the real estate of Cook County. Is that correct?

MISS HALEY: Yes, Mr. Chairman. I will furnish for the record a photographic reproduction of that order.

THE CHAIRMAN: We would like to have the order.

MISS HALEY: I haven't got it but I will furnish it.

* * *

THE CHAIRMAN: I was just going to ask that question. What has this Board done, the Board of Assessors with reference to acting on this order?

MISS HALEY: So far no action has been taken toward carrying out the order. A conference has been held or was held last week some time. There was a conference held at which a number of attorneys representing, or at least they were invited by the assessors and the Board of Review and the attorney for the Board of Review and the attorney for the Board of Assessors and several other attorneys for those offices and the attorney representing the County Board, all of whom appeared.

* * *

COMR. O'GRADY: Did they all tell whom they were representing?

MISS HALEY: Yes. I think all who spoke did. There were some there who did not represent the Board of Review or the Board of Assessors. Mr. Malone was represented by Mr. I. T. Greenacre. Mr. Fairweather was represented by Mr. C. C. Case. Mr. Fairweather represented the commission, the Joint Commission of the County Board. Then they had several commercial interests. Mr. Max Murdock spoke on behalf of the real estate interests. I think he was the only outsider who spoke. I think the other attorneys were attorneys that represented some of the county boards.

THE CHAIRMAN: Pardon me. You were not there opposing the reassessment of property, were you?

MR. MURDOCK: There was not an idea developed of controversy at all.

When he heard of the discussion which ensued at the conference, Senator Dailey, chairman of the Commission, said, "Don't you think the Board of Assessors could have better performed their duty by assuming that this order was legal, emanating from proper authority, and resolve their doubt in favor of the taxpayers of Chicago?"

Following are pertinent extracts from the May 25 meeting of the Revenue Commission (sub-headings inserted by Bulletin):

THE CHAIRMAN: No.

MR. MURDOCK: Sustaining or opposing.

THE CHAIRMAN: Representing your group I will assume that you were in favor, being connected with these groups here, in favor of a reformation of the assessment in this county?

MR. MURDOCK: No, not at all. We were none of us there, at least I was not and I do not believe any of the others were there to accomplish any—to persuade the Board to do any particular thing. But at the invitation of the Board to give them our best assistance in interpreting the order, considering the question of its legality and its effect. That is what we were invited there to do and that is what we were talking about.

QUESTION OF LEGALITY?

THE CHAIRMAN: Then it resulted in a discussion of whether the order was a legal order or not; was that it?

MR. MURDOCK: That was a question that the assessors asked us to come in and talk about.

COMR. O'GRADY: Whether the tax commission had that power or not?

MR. MURDOCK: Whether the particular order issued was valid under the statutes.

THE CHAIRMAN: Don't you think the Board of Assessors could have better performed their duty by assuming that this order was legal emanating from proper authority, and resolve their doubt in favor of the taxpayers of Cook County?

MR. MURDOCK: That was suggested to them at that meeting.

THE CHAIRMAN: How did they take that suggestion? I wish they were here today. We would like to have a little heart to heart talk with the assessors.

MR. MURDOCK: The point of invalidity in the first instance was raised by Mr. Hayden Bell, who was there as the attorney for the Board of County Commissioners.

Mr. Bell suggested that whatever attitude the assessors might take, whether they assumed that the order was legal and tried to carry it out or whether they would construe it to be illegal and not follow, that in either case, there might be a grave doubt as to the validity of the assessment of this year, and it might result in a

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large number of objections which would imperil the revenues of the taxing bodies for this county.

I am not giving my own views; I am simply quoting Mr. Bell as faithfully as I can. And therefore, it was important that those doubts be resolved at as early a date as possible, and one of the propositions advanced and considered with favor by all—

THE CHAIRMAN: Pardon me. They have had over two weeks to determine a single legal question, haven't they?

AWAITING ATTORNEY'S OPINION

MR. MURDOCK: I understand that the question is now with the attorney general and that they are awaiting his opinion on the validity of the effect of the order.

THE CHAIRMAN: Have any of these attorneys given an opinion on this question?

MR. MURDOCK: Mr. Bell had a written opinion with him at the time, which he read.

THE CHAIRMAN: To what effect?

MR. MURDOCK: In substance what I have tried to quote.

THE CHAIRMAN: Well, was it a definite opinion?

MR. MURDOCK: Yes. Also Mr. Bell's opinion was that the order for reassessment was invalid because it was premature in this: That the assessment of 1928 has not yet been made and that a reassessment cannot be ordered until the assessment is made. That was his theory.

THE CHAIRMAN: The assessment of 1928?

COMR. O'GRADY: That is next year.

THE CHAIRMAN: Yes.

MR. MURDOCK: On the other hand. it was advanced and I happened to be the one that advanced the humble opinion that the assessment as far as it affects real estate was made in 1927 and that under the statute it remains the assessment during the quadrennial period and a reassessment can be ordered at this time; that the assessment is one assessment for four years except in so far as it is changed in particular instances under authority of the statute. I happened to be almost alone in advancing that theory.

MISS HALEY: Mr. Greenacre advanced that theory, too.

MR. MURDOCK: Mr. Greenacre was quite firmly of the other opinion, early in the controversy.

THE CHAIRMAN: What is the real question there? You say the point of invalidity was raised because the order was premature?

MR. MURDOCK: Yes.

THE CHAIRMAN: That would presuppose that the assessment should be made in 1928; is that right?

MR. MURDOCK: Yes.

MISS HALEY: Mr. Chairman, may I say on that—

THE CHAIRMAN: Yes. I just want to know if the single question is the question of doubt as to its validity and that it requires all this great legal talent to determine that single question under a revenue law, as to whether the quadrennial should be made in 1927 or 1928? Is that the question?

MISS HALEY: Yes, Mr. Chairman, that is the question I wanted to raise.

* * *

THE CHAIRMAN: It is an unfortunate thing that here is a community in distress and a lot of lawyers wrangling about technical points. That ought to be—without my knowing anything about it—what is that?

MR. NANCE: It was all a question of whether it was a reassessment or a new assessment.

* * *

THE CHAIRMAN: Now, I know, but the question is what explanation are they making when a crisis confronts the people of this community?

Now lawyers are disposed to wrangle, are prolonged wranglers and I speak knowingly. They are wranglers and will wrangle interminably and let the people suffer. I don't think the question of two weeks is too short a time in which to determine positively these questions. I think the people who have been unjustly burdened here are entitled to a little better treatment than that. I think two weeks is ample time. Now, if you want us to assist you when the law is settled or the opinion received, to take this matter in hand, we will be glad to do it.

* * *

WHO IS RESPONSIBLE?

THE CHAIRMAN: If the Board of Assessors will not do their duty it is going to entail a lot of work on this commission to show the people just who is to blame and where the specific inequalities are and the special favoritism shown. Now if the lawyers are going to wrangle about this and that is going to be the excuse of delay, we ought to know about it. It is unfair treatment. These people who have been so unjustly dealt with—I didn't see it but I was told, the throngs of people who came to pay their taxes, people on the verge of mutiny, people unjustly dealt with and lawyers wrangling over technical points for two weeks and still getting nowhere. If something is not done very quickly in this matter to determine the question as I said before we may change our course entirely to find out just who the responsible parties are. And we will have no hesitancy whatever in disclosing the guilty parties.

We want to do something constructive. But if obstructive tactics are indulged in by the officers charged with these duties we are going to find out about it and we may change our course entirely. We want to pursue a constructive program but if it can't be done, because of this official defiance of the right of the public we will have some hearings here that will be rather interesting.

I am sorry the Board of Assessors and its members are not here today to know just exactly the temper of this commission. If they temporize with these matters why they will not be spared. I start out with the assumption that over two weeks of delay in a situation such as exists in Cook County is an outrage upon the rights of these people and the taxpayers of Chicago.

And that is the result, Miss Haley, of your suggestion yesterday, that this commission should try to do something to bring about conditions of immediate relief. Your Board of Assessors better get busy right away and quit submitting to all this legal wrangling which is the invariable method employed to defeat protection of the rights of the people. You are going to change the attitude and course of this commission very largely if that is not done. There is no trifling about it. We do not want to use the club unless we have to use it but we are ready to use it upon these sleeping officials.

* * *

THE CHAIRMAN: We would like to cooperate with these taxing bodies with the aid of representatives of these groups here, men and women, who have given this matter great study and are in position to help bring about a more equitable situation on matters of assessment, who are here ready and willing to give their time

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and their efforts and their service. We are here for the same purpose.

If these people are going to defeat the rights of the public in this way, why the responsibility will be put just where it belongs and if there is unnecessary delay there is only one purpose in unnecessary delay and that is to cover up wrong doing.

Have you any further suggestions, Miss Haley?

MISS HALEY: Mr. Chairman, I present this now for the record.

THE CHAIRMAN: Yes.

(Miss Haley then presented for the record the report of the auditor of Cuyahoga County, Ohio.)

* * *

THE CHAIRMAN: Miss Haley, is there any question of these gentlemen having finances to carry out the order of the state tax commission?

MISS HALEY: Mr. Chairman, they have raised that question, but from what I gathered and I will submit for your record the whole discussion, and that includes the point where they raised that question, but I believe it was considered by everyone that it was not a proper question to raise at that time. If they are ready to make the reassessment they have no right to asume the County Board is not ready to make the appropriation.

MR. CHAIRMAN: I think you are right about that.

* * *

MISS HALEY: Now, after all that was done and the City Council appropriated $100,000 and the Board of Education $100,000, they (Board of Assessors and Board of Review) failed to take advantage of it. And we feel that under the circumstances the full responsibility rests upon the Board of Assessors primarily and the Board of Review secondarily for the utter failure of this 1927 assessment.

I said yesterday I would produce for the commission, and I will, the assessment of 12 business sections that are comparable in value to the loop. Of course, the values are not so great, as the loop, although they are very great values. They are not ordinary small business sections; they are Streeterville and such districts as that.

I can show you by that appraisal that after the Board of Assessors finished assessing those sections, that they raised the assessment of the 12 sections above the value which had been put on by the Board of Assessors in 1926 and the Board of Review then lowered the values of these 12 sections so that the value now is less than it was in 1926.

I will submit for the commission the appraisal showing those values.

* * *

MISS HALEY: I think I offered also to furnish the appraisals that the Chicago Teachers' Federation had secured in order to be able to check against the 1927 assessment and I will furnish those to your committee.

* * *

MARGARET HALEY'S BULLETIN

MARGARET A. HALEY . . . Editor and Publisher

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THE VOICE OF THE TEACHER

This column will be opened to the teachers of Chicago to express their views on any matter which they think would be of interest to other teachers. No anonymous contributions will be accepted, but the names of the writers will be withheld and kept in confidence by the Bulletin office. The keynote for what we hope this column will become, has been sounded by Mrs. Ella Flagg Young in her "Isolation in the School," when she wrote, "The voice of authority of position not only must not dominate, but must not be heard in the councils." Your contributions will be welcome and as the Bulletin grows, we shall try to expand the column. What is on your mind? Let us know. Address all communications to "The Voice of the Teacher," Margaret Haley's Bulletin, 127 N. Dearborn Street.—Editor.

Chicago, Ill., May 25, 1928.

My dear Miss Haley:

It took a catastrophe and the lives of many children to demonstrate that a crumbling wall was placing the lives of hundreds of pupils in jeopardy. The crash of that wall was a slaughter of innocents, but their sacrifice was not in vain. The wall was fixed and immediately the Board of Education went scurrying to find other walls which might snuff out little lives.

The fact that children, dozens of them, have been injured by power driven machinery in the schools, does not seem to be causing school board members much concern. Perhaps the casualty list has not run high enough. Perhaps the Board is waiting for more children to be maimed or some to be killed before it goes scurrying into the machine shops.

Investigations have been ordered. Have they ever been made? Citizens' groups have protested. Have their protests ever been heard?

The Board of Education is being reorganized. A new broom sweeps clean. Do you think we may hope for the protection of the pupils or will we have to wait for another wall to fall?

L. I. B.

Chicago, May 15.

Margaret Haley's Bulletin:

In the last issue of the Bulletin appeared a notice showing that summer school this year would continue throughout ten weeks, the normal vacation period.

Is not this approaching dangerously near the all year school? What may be expected from such a procedure? Will it not mean

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eventually and perhaps, now, a 12 month school with all that that carries in its wake? Is it not a step toward further factorizing the schools and shoving the children through the mill so that they may get out into the commercial world at the earliest possible age. With the minimizing of cultural subjects, characteristic of the late regime, and the maximizing of time in school, apparently to be characteristic of the new regime, will not the children be denied their birthright of an education?

I feel that the teachers of Chicago cannot afford to sit idly by without inquiring into the trend of this latest order from the acting superintendent.

The Children's Friend.

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Teacher will share roomy, mod., summer cottage, ½ blk. Lake Delavan, Wis., with group teachers. Hire cook, sh. exp. Ideal rest; all sports. Ph. eves. Normal 0956.

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Coming West this summer? Write Mrs. Margaret Wilson, Canon Ave., Manitou, Colo., to have a hot bath and a cozy room ready for you.

For Rent—Summer cottage, Indiana sand dune, week, mo., or season. Englewood 8236.

Let Him Rough It

Harry: "Now that your boy is going to college, you ought to buy him an encyclopedia."

Roy: "Be darned if I do! Let him walk like I did."

True to Type

Wife—What induced him to become a freethinker?

Hubby—Couldn't help it—he's a Scotchman.

Exactly!

Mr. Goode: My boy, why is it always best to tell the truth?

Boy: Because you don't have to remember what you say.—Philadelphia Bulletin.



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TALES TOLD OUT OF SCHOOL

Have your children made some immortal remarks as only children can? Will you share the smile with other teachers? Out of the mouths of babes has come some of our most sincere humor and our most grave philosophy. Will you jot down their sayings or send us any joke or story you think appropriate for this column?

March 12, 1928.

Dear Editor:

Several weeks ago when I left the city I instructed my boy to call my school and report my absence. He did. I thought your readers might enjoy the following excerpt from his letter to me:

"Dear Mother: I just had a two-weeks vacation in the telephone booth and as a result I am too weak to stand up. I finally managed to deliver the message and everything is all right.

"Everybody in the office wanted to know who put the statue in the telephone booth. I got rheumatism in my right arm from dropping in the nickel and my left arm was paralyzed from holding the receiver. I dropped the nickel 1700 times. You wouldn't believe it, would you? (And you probably don't.) After the first hour I offered the operator two pounds of candy if she would get my number for me. Then I increased it to five pounds. Then I said that if she didn't get the number for me I would poison the candy. They sent refreshments up to me at eleven o'clock and at eleven-thirty I bit off the mouthpiece of the telephone. I fainted at twelve o'clock and when they revived me I was still yelling 'Douglas 3144.' The doctors think I will be all right again in about three weeks if I have perfect quiet. Please omit flowers."

K. R. W.

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HITHER AND YON

Personal items of interest to teachers will be printed in this column. If you are going to take Sabbatical leave, a vacation, have written a book, a play, or done anything of note, or if any teacher you know has, we shall be glad to mention it in this column. Won't you send us any items that come to your mind? Address "Hither and Yon," Margaret Haley's Bulletin, 127 N. Dearborn Street.

—

Miss Frances Harden of Peirce school and Miss Anna Harden of Swift school have returned from a tour of the south. Leaving on Sabbatical leave January 1, they visited many points of interest in Florida, Havana, the Panama Canal, Honduras, etc. Miss Frances Harden attended the meeting of the Department of Superintendents February 25 to March 2 in Boston. Miss Harden is recovering from injuries suffered in an automobile accident in Florida.

—

Miss Catherine Flaherty of the LeMoyne school is planning to spend the summer vacation with relatives in the west.

—

Taking her Sabbatical leave, Miss Adele Harvey of the Peirce school is traveling in the west. She writes that she is enjoying Los Angeles and is going to San Francisco.

—

Miss Mary Haevers, Cleveland school, has returned from Green Bay, Wis., where she was called by the death of her mother.

—

Many members of the faculty of Senn high school accompanied the two buses which transported students to Joliet May 26 when Senn high school's band won second place in the national high school band contest.

—

The Chicago Division of the Illinois State Teachers' association will send 40 delegates to the National Educational Association convention July 1 to 6 in Minneapolis. The delegates will represent all departments of teaching, including assistant superintendents, special teachers, principals, high schools, junior high schools and elementary schools.



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VOL. V

Margaret Haley's BULLETIN

NO. 12

Chicago, Ill. 28 June 16, 1928

When My Ship Comes In

By MARY CAROLYN DAVIES

When my ship comes home! When my ship comes home!
But shall I wait on shore
And dream of when my ship comes home—
White sail and flashing oar?
I'm going to steer it home myself,
Not wait on land without it:
For no one's ship comes drifting in
Who only dreams about it!

When my ship comes home! When my ship comes home!
Myself I'll fill the hold—
I'll know that when my ship comes home
With white sails flashing bold,
'Twill bring the things I wish. Our flag
To ocean winds we'll fling it!
For each one's ship comes home at last
If he helps Fate to bring it!

—Philadelphia School Journal.

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MARGARET HALEY'S BULLETIN

Vol. 5. No. 12 June 16, 1928 Page 215

Board Claims Emeritus Teachers Owe It Money

File Cross Bill in Effort to Reclaim Salaries Paid

As a result of a cross bill filed by the Board of Education against James E. Armstrong and others on the Emeritus Service list, those persons who were transferred to Emeritus Service by the Board are called upon to repay to the Board of Education the salaries paid them while they were in the Emeritus branch of Service.

Removal of teachers to the Emeritus Service was declared illegal by the opinion of the Appellate Court and the teachers and principals who had not subsequently retired on pension, were restored to the teaching service. The cross bill says in part:

> **"Your orator [the Board of Education] further represents that pursuant to said "Emeritus Rule," your orator paid to each and every of the original complainants, and the complainants brought in by said amendment, large sums of money as salary during the period that they were in the class of service known as "Emeritus Service," and declared by said opinion of the Appellate Court to be illegal and void.**
>
> **"Your orator represents that the amounts of salary so paid to each and every of said complainants in said original bill of complaint amounted to one-half the average annual salary received by each and every of them during the ten years preceding his or her transfer to the "Emeritus Service" and was not less than $1,500 per annum and not more than $2,500 per annum, and that such payments so made to them were void and should be repaid to your orator."**

HISTORY OF CASE

In brief, the history of the Emeritus Service Rule and the litigation in its wake, are as follows:

The Board of Education at its meeting of December 9, 1925, amended and adopted as a Rule of the Board of Education a recommendation of Superintendent McAndrew providing that teachers, principals, and other members of the Education Department (except the Superintendent of Schools) upon reaching the age of 70, be retired from regular classroom and supervisory service and assigned to a branch of the educational service to be known as "Emeritus Service." (See proceedings of the Board of Education for November 25, 1925, page 469, Report 13165, and of December 9, 1925, page 561, Report A-13398.) The persons so transferred to Emeritus service were to receive one-half of their average salary for the last ten years of service, with a minimum of $1500 and a maximum of $2500.

Under this Rule the Board of Education on January 13, 1926, retired from regular service and assigned to Emeritus Service 74 members of the teaching force, retirement to be effective at the beginning of the second semester—January 30, 1926. On each February first and August first since that date other teachers and principals have been retired in accordance with this rule.

THE "ARMSTRONG" CASE

Some of the persons to be retired on February 1, 1926, applied for an injunction to restrain the Board of Education from putting the Rule into effect claiming it was a violation of the Teachers' Tenure Law (Sections 130, 138, and 161 of the Illinois School Act). The suit was filed by James E. Armstrong, Chester C. Dodge and Mary R. Hecox—three of the persons to be retired. Judge Hugo Friend of the Circuit Court of Cook County denied the injunction and the case was appealed to the Supreme Court. In December, 1927, the Supreme Court transferred the case to the Appellate Court, the Supreme Court holding that it had no jurisdiction of the appeal.

On February 14, 1928, the Appellate Court handed down its decision, in which it reversed the ruling of the Circuit Court and directed that the Board of Education restore the complainants to their respective positions.

(Continued on page 223)

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From the Masthead by The Lookout



LOVE'S LABOR LOST

Dear Harve: If you have gone to considerable trouble and had your taxes all "fixed," wouldn't this reassessment bunk get your goat?

The X Hole.
—Line o' Type, Chicago Tribune.

To the Teachers of Chicago:

A special session of the Legislature has been called to meet Monday, June 18, to consider emergency revenue legislation necessary to insure enforcement of the order of the Tax Commission issued on May 7 for a reassessment of real estate of Cook County. The enforcement of this order is necessary to correct at once the gross inequalities found in the general assessment of real estate in Cook County made in 1927 for the four-year period ending with 1930. Without this reassessment that inequitable 1927 assessment will stand as the basis of taxation for three more years.

In a statement to the public on Tuesday, June 5, Governor Small said in part:

> **"I have been requested to call a special session of the General Assembly for the purpose of enacting legislation to carry out the order of the Tax Commission for a reassessment of real estate.**
>
> **"Before putting the members and the State to the expense of another special session, I believe assurances should be had from at least a constitutional majority of each House that they desire seriously to consider the revenue question at this time and are willing to attend sufficient sessions to enact the needed legislation."**

A proclamation calling the special session was issued by Governor Small on June 15 following the receipt by him of assurances that more than a constitutional majority of both Houses would attend such a special session, if called.

An hour before sine die adjournment of the second special session on June 6, the House of Representatives resolved itself into the Committee of the Whole in order to hear why requests had been made to the Governor to call the Legislators back to attend a third special session.

By unanimous consent I was permitted to address the Committee of the Whole. I presented the facts as to gross inequalities in the 1927 assessment of Chicago real estate as shown in the Bulletin of May 31 under the Heading: "Why the Taxpayers Are in Revolt." Reprints of that page and of the May 31 Masthead pages had first been distributed to the Legislators. I read the paragraphs of the Governor's statement quoted above; also that portion of the Attorney General's opinion of May 29 which declared the assessment order of May 7 by the Tax Commission "premature and of no force and effect" because issued too soon. I explained how any reassessment order to the Cook County assessing officers would be either too soon or too late under that opinion; that for

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the purposes of this reassessment the opinion could be set aside only by a Supreme Court decision, which could not be obtained in time to give relief; or by an act of the Legislature passed before July 1, which could give immediate force to the reassessment order and consequent immediate relief.

I closed by requesting signed assurances from all Representatives who were willing to return as indicated if the Governor called a special session. The pages passed the pledges to the members for their signatures, and many had signed when a downstate Representative rose and asked to have the Cook County delegation polled, in order to be sure that Cook County was ready to do its share to help dig itself out of its own mire before asking the downstate members to agree to dig it out.

Then the roll was called and 66 members voted "Aye' and 4 voted "No," 22 of the 26 Cook County members present voting "Aye" to attend a special session if called.

Those 66 representatives, together with 6 others who had previously given assurances that they would, if called, attend a special session for the purpose stated, made 72 representatives who, before I left Springfield that day, had given such assurances. I arrived in Chicago at 8:30 that evening and before 11 o'clock that night I had assurances that 5 more representatives would attend, completing the 77 needed to make a constitutional majority of the House. I wired the Governor that night that 77 had given assurances and called up both morning newspapers and so informed them. One morning newspaper printed that fact the next morning (June 7). All the afternoon papers printed it.

As we go to press assurances that they will attend have been received from 93 members of the House and from 34 Senators. It requires the affirmative votes of 26 Senators and 77 Representatives to pass a Bill—the same number of votes in a special session as in a regular session.

The decision of the Governor to call the special session was inspired not only by the large number of members of both Houses signifying their intention to attend, but by the critical situation growing out of the utterly indefensible 1927 assessment of real estate in Chicago and Cook County, which affects the entire state.

Investigations have been made by the Legislative Revenue Committee appointed by the Governor on May 16, 1928, under authority of a law passed by the 1927 Legislature. These investigations have not only revealed the existence of gross inequalities, acknowledged by the taxing officials themselves, but have unearthed astounding evidence given under oath that there is in Chicago systematic, organized, unmolested racketeering by tax-fixing agencies through which wholesale unlawful reductions of assessments are unlawfully obtained. Thanks to this Legislative Revenue Committee these racketeers have had an airing in court and have revealed the methods by which many properties evade their fair share of taxes and shift that burden to other properties, which therefore carry a double burden, while the revenues for the schools and for other purposes are unlawfully reduced.

Not only has the Legislative Revenue Committee disclosed that the tax-fixing business is thriving in Cook County and that wholesale reductions are secured through tax-fixing, but one tax fixer acknowledged having divided a total contribution of $5,000 between the campaign funds of the two political parties in the last few months.

The Legislative Committee has called before it the Board of Assessors and the Board of Review and asked them pertinent questions regarding the inequalities of assessments charged again them. Their answers apparently did not satisfy the Committee, for the Committee announced its intention to present to the special session of the Legislature a report on its findings and also to recommend emergency legislation by the special session.

When the questions put by Senator Dailey, Chairman of the Legislative Revenue Committee, and by his colleagues in the Committee, became too hot, the members of the Board of Review folded their tents like the Arabs and as silently stole away. Like the characters in the Bible who could not attend the marriage feast, one because he had bought a yoke of oxen, another because he had married a wife, and oth-

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ers because they were called to what they construed to be their duty, the taxing officials begged leave to be excused that they might catch trains to Eagle River or attend to pressing business when the interrogations put to them became too embarrassing.

These Reviewers were confronted with concrete evidence in the form of the Simpson studies presented to the County Board by the County Board's Joint Commission, of which Mr. George O. Fairweather is chairman; by independent appraisals of business real estate made at the instance of the City Council and the Board of Education and of others; by appraisals of home sections presented by the Chicago Teachers' Federation; and by the order for reassessment issued by the State Tax Commission because of glaring inequalities which that Commission said had been brought to its attention. In the face of all this evidence and the questions concerning inequalities, the taxing officials were completely routed, the last of them to go, the attorney for the Board of Assessors, leaving on the run.

On the eve of this special session, the possibility of relief from the intolerable taxing situation in Chicago appears more hopeful than it has in many years. With the Legislative Revenue Committee of the Legislature making an investigation of the local tax tangle, the Tax Commission ordering a reassessment which it is hoped will become operative as a result of the special session, and the County Board's Commission ever on the job, indications point to a revolution in assessing methods in Cook County which should give relief to the owners of over-assessed property; shift the load to the grossly under-assessed property whose owners have escaped their fair share of responsibility, some of them for many years, and at the same time provide ample revenue for the education of the children and for other public needs, without further increases in tax rates.

As we go to press a petition is being filed in the Circuit Court to restrain the publishing of the 1927 real estate assessments on the ground that the legal descriptions of the real estate are being illegally omitted. The name of the owner or taxpayer of each piece of real estate is being published and the property is identified by name of street and house number instead of by legal description. This method of publication was agreed upon by the two assessing boards and the Board of County Commissioners after an opinion from the attorney general that it was legal. Nearly half of the most difficult work preliminary to publication has already been finished, and the lists by precincts will be ready for mailing in a very short time unless some Circuit Court judge grants an injunction.

For every ill, however, there is a remedy. The Revenue Committee is preparing to present another Bill, to be introduced at the special session of the Legislature, intended to wipe out that petition for injunction, even as other Bills are intended to overcome the Attorney General's opinion against the order for reassessment. This new Bill will prescribe that street numbers may be used to identify and describe real estate in publishing the assessments instead of identifying the property by legal descriptions which are Greek even to the owners of the property so described.

It is reasonable to assume that legislators who have expressed their willingness to attend a third special session of the Legislature will enact the necessary emergency legislation to give the people of Cook County an intelligible publication of their unintelligent assessments of real estate for purposes of comparison; and will also enact the additional legislation needed to enforce the order for reassessment for purposes of honest, intelligent correction.

Where there's a will, there's a way. And the way at this time points to the State Legislature in its special session. The prompt response to the request to attend a third special session is reasonable ground for hope and expectation that the Legislature will make both the publishing of the 1927 assessments of Cook County real estate and a reassessment of that real estate a certainty. Such a reassessment will give no relief to the victims of the inequalities in the tax bills paid this year. But, if made on a uniform, equitable, scientific basis, as assessments are made in a hundred other American cities, such reassessment will equalize the taxes to be paid in 1929, will provide ample revenue for the schools, and will stabilize that revenue by stabilizing its foundation—the real estate assessment.

Margaret A. Haley

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Cook County Assessment Becomes 'Monstrous Abnormality,' Says Dailey

Assessing Officials Appear Before Legislative Revenue Commission

The Illinois Legislative Revenue Commission, appointed by Governor Small on the authorization of the State Legislature, in a series of public hearings, is going into the question of inequitable assessments in Cook County and is calling before it persons who may be able to point to a remedy.

At a hearing the afternoon of June 4 in the City Hall, Senator John Dailey, chairman of the Commission and members of the Commission interrogated assessing officials and their counsel regarding taxing conditions in Cook County and the attitude of these officials toward a scientific appraisal of real estate.

Attending this session from the Commission were Senator Dailey and Commissioners Watson, O'Grady, Parks and Nelson.

Others attending were G. C. Carnahan, attorney for the Board of Assessors; Charles Ringer, member of the Board of Assessors; John Conroy, Chairman of the Board of Assessors; Mr. Krutchoff, member of the Board of Assessors; J. L. Jacobs, efficiency expert for the Board of Cook County Commissioners; Leon Hornstein, assistant corporation counsel; George C. Olcott, H. S. Cutmore, George O. Fairweather, vice-chairman of the Joint Commission on Real Estate Valuation; John O. Rees, director of the Joint Commission; W. H. Malone, chairman of the Illinois Tax Commission, Miss Margaret Haley and Eugene McCaffrey.

Following are pertinent extracts from the stenographic report of the meeting:

MR. CARNAHAN: Mr. Chairman, is this on the publication of the assessment lists or is this on the order to reassess?

THE CHAIRMAN: I was just going to state the occasion for inviting the members of the Board of Assessors here this afternoon.

The matter arose out of a discussion of the order for reassessment made by Mr. Malone. We were of the opinion at that time that there might have been some unnecessary delay in securing the legal opinion, or the opinion, rather, of the Attorney General upon the validity of that order and our purpose was to invite the gentlemen you represent to co-operate with the State Tax Commission in making a reassessment of real estate in Cook County. The occasion that prompted that has somewhat disappeared or the opinion of the Attorney General which he has given—

* * *

Miss Haley made some suggestion about publication of assessments. It did not appear to the Commission at that time that we cared to go into that question; that we had no quarrel with you gentlemen on that matter. A certain agreement had been reached and we had no right to assume that you would do anything except in good faith to do what you could in carrying out the agreement.

MR. CARNAHAN: Regardless of whether it was legal or not?

THE CHAIRMAN: What?

MR. CARNAHAN: Regardless of the legality of it?

THE CHAIRMAN: Well, of the publication? Yes, there is a very serious question about that I assume.

MR. CARNAHAN: Yes, there is, but we are going ahead, anyway.

THE CHAIRMAN: But I think as a matter of public policy sometimes it is just as well to show a disposition to go ahead. The people here, the taxpayers, certainly have some very just causes for complaint.

* * *

We have so far, gentlemen, developed a very, very unfortunate condition so far as inequality of assessments is concerned. I think the criticism that was developed this morning shows while your work was not considered to be as it should be nor an ideal assessment, far from it, that when it was operated on by the Board of Review it became a rather monstrous abnormality.

MR. CARNAHAN: "Operated on" is a very good word.

THE CHAIRMAN: I told you that we were not going into the question of the publishing of the assessments. I assume from the attitude of you gentlemen the question of legality was not going to be raised by your board.

* * *

MR. CARNAHAN: We have waived all that. We submitted the matter to the Board of County Commissioners. We told them that the Board was prefectly willing to publish in the manner they suggested since it was suggested to the Board that it could be done within a certain amount of money.

We investigated it and we believed that it could be done for that amount of money in that way. We then put it up to the County Commissioners, that if they would pay the bills that we would proceed along those lines and they said they would, and passed a resolution to that effect; and the Board of Assessors are proceeding along those lines, the Board of Assessors and the Board of Review and they are publishing. They propose to have it published with the street numbers, dimensions of the lots and then the assessment by the Board of Assessors

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and change, if any, by the Board of Review, without giving any legal description at all.

* * *

THE CHAIRMAN: Would it be a fair question, gentlemen, to ask you what your attitude might be upon a reassessment of the real estate of Cook County this year in the event the legislature passes a bill and it becomes a law on July 1st; would you have any objection to proceeding under that law?

MR. CONROY: Speaking for myself, I would not.

* * *

THE CHAIRMAN: Now, there have been some very fine studies made of modern methods of assessing property by this Commission of which Mr. Fairweather is a member, by Dr. Simpson and others, who impressed this committee I think, not only with their ability, with their labor but with the practical value of their suggestions. Would you be inclined to cooperate, you saying you have to build up a new method; everything is obsolete—wouldn't you like to investigate, and you probably have, the experiences of Cleveland, and other cities where the greatest publicity is given to these matters and the questions of value are submitted to groups in certain neighborhoods? Assessments made and based upon real expert knowledge; would you gentlemen consider that infringing upon your prerogatives if you should take the advice and judgment of people of this character?

* * *

THE CHAIRMAN: What would be your objections?

MR. CARNAHAN: That would require some study as to whether it would be suitable for Chicago. Cleveland is a small city; Chicago is an enormous city.

THE CHAIRMAN: You know we never get anywhere because we never start. That is the trouble.

MR. CARNAHAN: And you ought to have a destination when you start.

THE CHAIRMAN: That is true but you ought to have a start when you have a destination in mind. Some fellows never start. I think that is the trouble and you have admitted that you have never started because the whole system is obsolete here.

* * *

MR. CARNAHAN: I have never gone into the legal status of the Cleveland situation.

THE CHAIRMAN: Then, again, talking about the start necessary before you arrive at a destination, you have not made much of a start in that investigation, have you, of the Cleveland situation?

* * *

THE CHAIRMAN: There isn't any criticism now but this is my thought: That here is a system that has the approval of some very fine minds in Chicago, men and women, who have given it a great deal of study.

MR. CARNAHAN: It has a lot of good points, too.

THE CHAIRMAN: It has been adopted in over 100 cities in this country. Now, I want to know what the assessing body of Cook County has done in the way of studying this question from the legal or practical standpoint. Have you made any progress? You admit that your system is wrong, that it is obsolete. You are faced with the reports that in 100 cities of this country this system has worked well; the opinion of able men and women that it can be applied to conditions in Cook County. We would like to hear from any members of the Board on that.

MR. CONROY: Mr. Krutchkoff knows more about that.

* * *

MR. KRUTCHKOFF: I would like to answer another question.

THE CHAIRMAN: All right. Wait a minute. Let us go at it informally. I think this is a very important thing, right at this point. If you have a modern system and it is presented to you gentlemen and you can apply it here and it has worked well in other places, why don't you help the situation along here by just starting out and trying it?

* * *

THE CHAIRMAN: We want to know your attitude in doing the best you can with modern approved methods and the result of these studies here, whether you are going on in the old way; and if you are going on in the old way, I think there would not be much to it. You can correct a few things, but you wouldn't have a scientific assessment of property. We are not saying it is your fault, gentlemen, but it will be your fault if you stand in the way.

MR. CARNAHAN: Let me ask you one question.

THE CHAIRMAN: No, you won't ask me a question. I don't care anything about legal quibbles or anything of that kind. We have had too many of them.

MR. CARNAHAN: I was not going to ask that. I was not going to—

THE CHAIRMAN: This is addressed to the assessors, with all due respect to you, Mr. Carnahan.

MR. CARNAHAN: Yes.

THE CHAIRMAN: We want to know your attitude toward this proposition and toward the taxpayers of Chicago, whether you are going to enter into this yourselves, whether you desire to do it and have a disposition to do it in a different way from what has been done heretofore, and say to these 103,000 owners of property who are complaining, and others, that you are going to take up their battles for them and do it as nearly right as you know how. If you are not disposed to do that, and go along with these gentlemen who have given this matter study, it is all a very foolish thing.

* * *

COMR. O'GRADY: I want to ask Mr. Fairweather. Mr. Carnahan made several references in his talk about the reassessment, not being able to put it in effect, because of the lack of finances.

THE CHAIRMAN: Oh, yes.

COMR. O'GRADY: And then he said, or one of the assessors said that you wanted to put in your own expert on appraisal. And you gave the explanation as to the lack of finances—

MR. FAIRWEATHER: If that was Mr. Carnahan's statement, he knows better. I would like to repeat now what I have told these gentlemen over and over again, Mr. Carnahan, that the County Board manifested by its action that if a wise expenditure of funds is required, to put in a real common sense—the chairman uses the word scientific but common sense is the same thing—system of assessment the County Board has manifested by its action last year that they will provide that fund, and I have every belief that they will provide it this year, but it would be futile and I would be the first one to object to the County Board putting up any sum of money, $2,000 or $2,000,000, to turn over to this board or the Board of Review, or both of them, to employ it in the manner in which they have heretofore expended public funds in producing the kind of assessment which we have. These gentlemen will testify themselves, if you

(Continued on page 224)

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Chairman of Tax Commission Explains Its Powers

W. H. Malone Talks Before Legislative Revenue Commission

William H. Malone, Chairman of the Illinois State Tax Commission, and one of the signers of the order for reassessment of Cook County real estate, appeared before the Illinois Legislative Revenue Commission June 4 and explained the powers of the tax commission regarding reassessment.

The order of the tax commission to reassess all the real estate of Cook County received an adverse opinion at the hands of Attorney General Carlstrom. As a result, a movement was started at once for a special session of the Legislature to amend the statute by providing that the Tax Commission might order a reassessment at any time in the year, either before or after assessment is completed.

Miss Haley spoke before the House which resolved itself into a Committee of the Whole and explained the deficiencies of the assessment situation in Chicago and asked relief through legislation which would permit the order for reassessment as issued by the Tax Commission to stand.

Governor Small had indicated that if a constitutional majority of both houses designated their willingness to return to a special session and consider the amendment asked, he would call the session.

As a result of Miss Haley's appearance before the House and her subsequent efforts, more than a constitutional majority of each house was obtained.

Following are remarks of Mr. Malone at the June 4 session of the Legislative Commission:

THE CHAIRMAN: Mr. Malone, we are going to call upon you first, not to go into any detailed discussion, but it seemed the logical order that you, having issued this re-assessment order, in a very general way should tell us why you did it.

MR. MALONE: I thank you for the privilege accorded me, and inasmuch as I have noticed this meeting has been very informal and apparently the chairman kindly disposed to all interested parties, I want, at the outset, to let the members of the Board of Assessors and the members of the Board of Review know that I, as Chairman of the State Tax Commission, have only the kindliest of feelings, and there is no personal feeling in my attitude. I don't want to repeat a lot of things that, no doubt, have been said here, but I want to ask the members of the Board of Assessors, the members of the Board of Review, and the attorney who represents them for the moment, if they will, to place themselves in the position of the Chairman of the State Tax Commission; and I am going, so as to get it right in the record, to ask you to bear with me while I read from the "Powers and Duties of the Tax Commission, Section No. 12."

"Whenever." Pay particular attention to that. "Whenever it shall appear." Pay particular attention to the word "appear." "Whenever it shall appear to the Tax Commission that the real or personal property in any county"—

*** * ***

MR. MALONE: "Whenever it shall appear to the Tax Commission that the real or personal property in any county, or in any assessment district thereof, has not been assessed in substantial compliance with law, or has been unequally or improperly assessed, the Tax Commission may, in its discretion, in any year, order a reassessment for such year of all or any class of the taxable property in such county, or assessment district thereof. The Tax Commission may order such re-assessment paid by the local assessment officers. The order directing such re-assessment shall be filed in the office of the County Treasurer of the county in which such reassessment has been ordered, except in counties having an elective Board of Review, in which case such order shall be filed with the Board of Review."

I think that the Chair and the Commission had in its mind then, when it passed this section of the statute, to prescribe general rules and regulations not inconsistent with the law for local assessment officers relative to the assessment of property for taxation, which general rules or regulations shall be binding upon all local assessment officers and shall be obeyed by them until reversed, annulled or modified by a court of competent jurisdiction.

The Tax Commission shall have power to order in any year a reassessment of all real estate or personal property, or real property or personal property of any class, or property of any kind, in any county or any assessment district thereof, when in its judgment said assessment is desirable or necessary.

The State Tax Commission received a very large number of complaints. I think I do not exaggerate when I say over six thousand in the County of Cook, in which people set forth their claim, and a day was set aside, or days set aside, to hear those complaints.

The State Tax Commission sent word to the Board of Assessors and Board of Review of Cook County, asking them to come in at those hearings.

After three or four weeks of studied application to the problem before us, the language of this Section 12 certainly appealed to the Chairman:

"Whenever it shall appear to the State Tax Commission that property has been unequally or improperly assessed,"—and it certainly did appear to the chairman that property in Cook County had been improperly assessed, and I am glad that the members of the Board of Review and Board of Assessors, openly, freely and frankly admit, that the property was not properly assessed, because it takes quite a burden from the shoulders of the State Tax Commission.

I am very happy that these men say it was because of

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an inadequate system, and if they had a different system, if they had means to provide a different system, they would gladly go to work, but the law under which I am serving, and which I took an oath to live up to, specifically states that when "it shall appear to the State Tax Commission"—that they may order a re-assessment in any year,—it certainly appeared to the Commission this year that gross inequalities exist in the taxation of properties in Cook County.

MR. RINGER: For what year?

MR. MALONE: For the year 1927, which was the quadrennial year, which would stay for four years, unless altered; and I keep in mind that the Board of Review has no power to make a reassessment of their own volition; I keep in mind, Mr. Ringer, that the State Tax Commission has no power to make any individual changes in any assessment, and so if the State Tax Commission would idly sit by and allow that 1927 assessment, which was for four years, that value to stand against property in this county, a value which you yourself and your associates, members of the Board of Review, all admit is unequal and unfair and unscientific—I could not live up to the oath of my office if I did not sign an order for a reassessment in Cook County.

Now comes the proposition as to whether or not you will comply with that order. Section 3 says that we shall lay down rules and regulations, and that all assessment officers shall obey those rules. It seems to me that you can, with the best of grace and clearest conscience, comply with the rules of the State Tax Commission and go about your work to reassess.

If there is any technical reason or any legal reason, the mistake will not be yours, but the mistake will rest upon the shoulders of the Tax Commission, and they are perfectly willing to shoulder it all.

If your work has been unscientific, and if you have been hampered because of a lack of funds, and if the result of this work is working a hardship upon all of the smaller taxpayers of Cook County, it seems to me as Chairman of the State Tax Commission, that the members of the Board of Assessors and Board of Review ought to welcome,—they ought to welcome an order that directs you to do over again that which you admit is a gross injustice to every small taxpayer in Cook County.

* * *

MR. MALONE: I know, Mr. Ringer, that, if you were the Chairman of the Tax Commission, way down in the depths of your heart, you would know it appeared to you there were gross inequalities in Cook County, and you would know if you had taken the oath of office, it was your duty to order a reassessment where those inequalities appeared.

Now, what did the men who passed this law—and I think Senator Dailey was one of the men that passed this law, and so I think the question is fair to put to him, as to what he had in his mind at the time this law was passed—

THE CHAIRMAN: Just exactly what you did.

MR. MALONE: I thank you, sir. That is a source of satisfaction.

According to the Attorney General, we could not order a reassessment in 1928 until the 1928 assessment was finished and reviewed, et cetera. But I say again, as a layman, that the 1927 Board of Assessors made an assessment of the value of the property for 1928 and for three years beyond that, and that is the value which has been found and ascertained, and the people have been compelled to pay upon that.

Now, if, as you say, you did not have the time to make this reassessment in 1927, why wouldn't the same rule apply in 1928 and in 1929 and in 1930, and where can the people of Cook County ever hope for any relief under a provision of the law creating the Tax Commission and giving it authority where inequality exists in any year, that the State Tax Commission may order a reassessment and have that assessment substituted for the original assessment, which was the 1927 quadrennial assessment? It is just as plain as anything could be. And I am at a loss to understand how the Attorney General of this state could advise that this is contrary to law.

* * *

Now, this is what I want to say to you: That the people of Cook County are worrying about this condition. They are weary of this condition, and you should not be worried about the financing or the expense of doing what every man, woman and child in Cook County is entitled to have done; and, if you can, before you leave this room, if the Board of Assessors will just say: "We are not going to try to take advantage of the technical part of the law, but are going to let our conscience be our guide."

We know that the assessments are not suitable and are not fair and we know that the Chairman of the State Tax Commission did that which you would have done if you were in his place, ordered a reassessment.

If you will do that and say you are ready to go to work I know there are any number of public spirited men and women and civic organizations throughout Cook County that will say to you, "We are with you to the end of the road" and you will get all the money you need to do a real, honest, fearless and scientific piece of work in behalf of the taxpayers of Cook County. (Applause.)

* * *

MR. MALONE: I say, Mr. Carnahan, you are stretching it a long way when you assume that the State Tax Commission has the power to order a reassessment in any year but we haven't the right to say in 1928 that you should reassess and substitute it for the original assessment which was the 1927.

* * *

THE CHAIRMAN: I am not familiar with the statute in detail. When under the law does the Board of Review complete its work for a given year?

MR. CARNAHAN: In September, supposed to.

THE CHAIRMAN: In September? Well, that is not final, is it?

MR. CARNAHAN: Yes. That is when they finish.

THE CHAIRMAN: Now, as a matter of fact they did not finish then, did they?

MR. CARNAHAN: No.

MR. RINGER: No.

MR. CARNAHAN: They do not get through then in Cook County.

THE CHAIRMAN: They can't get through.

MR. KRUTCHKOFF: No.

MR. RINGER: No.

MR. CARNAHAN: No. They can't get through.

THE CHAIRMAN: That is not a mandatory provision.

MR. CARNAHAN: No.

THE CHAIRMAN: Practically they can continue during the entire year, can't they?

MR. CARNAHAN: Yes.

THE CHAIRMAN: If they do that, then under your opinion there is no way in the world in which a reassessment can be made.

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BOARD CLAIMS EMERITUS

(Continued from page 215)

Following the announcement of the decision of the Appellate Court February 14, reversing the opinion of the Circuit Court in the Emeritus Service case, the Board of Education on February 24 through its attorneys, appealed to the Appellate Court for a rehearing on the Emeritus case and on February 28 the Appellate Court denied the appeal.

The decree of the Appellate Court of February 14 directed the Board of Education to "restore complainants to their respective positions as principals and teachers in the Chicago public schools, as of the date of their said retirement or removal therefrom by said Board about January 30, 1926, but that their tenure in said positions be subject to the provisions of said 'Miller Act' as originally in force on May 19, 1926, and as amended on June 24, 1927."

The matter of back salary which the Emeritus group claimed was due was not settled at the time the teachers returned to school.

In the cross bill just filed by the Board of Education, the Board claims that instead of owing the Emeritus teachers back pay, the Emeritus teachers owe the Board moneys paid them under the Emeritus rule since declared null and void.

Father—You've been throwing stones at the dog again.

Son—I wasn't throwing at the dog. I was trying to hit a fly on his ear.—Stockholm Kasper.

"I once tried to teach a little Alabama boy to speak pure English," writes Octavus Roy Cohen. "I'll never forget the despairing way he said to me at the end of the thirtieth or fortieth lesson: 'Dey aren't no "ain't you," is dey? It's "aren't you," ain't it?'"—Boston Transcript.

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Group Insurance Becomes Reality

Federation Members Offered Advantages of Health and Accident Insurance

Group insurance for members of the Chicago Teachers' Federation has become a reality.

Checks are being collected by the Federation's Insurance committee and teachers who wish to have accident and health insurance for the summer vacation, are urged to send their semi-annual premium checks of $11.00 to the Federation office, 127 N. Dearborn street at once. Accompanying the check should be the name of the teacher, address, 'phone number and school. The checks are to be made payable to the Continental Casualty Company.

The group insurance offers at low cost unusual protection in case of sickness and accident. Several hundred teachers have already signed for the insurance in order to safeguard themselves during the summer months.

In order that there may be time in which to collect the premiums and return insurance certificates to teachers before they depart for their vacations, teachers who want group insurance are asked to notify the Federation office at once.

COOK COUNTY ASSESSMENT

(Continued from page 220)

care to ask them, that no amount of money put in the hands of the present system will produce any kind of result different from what we now have.

* * *

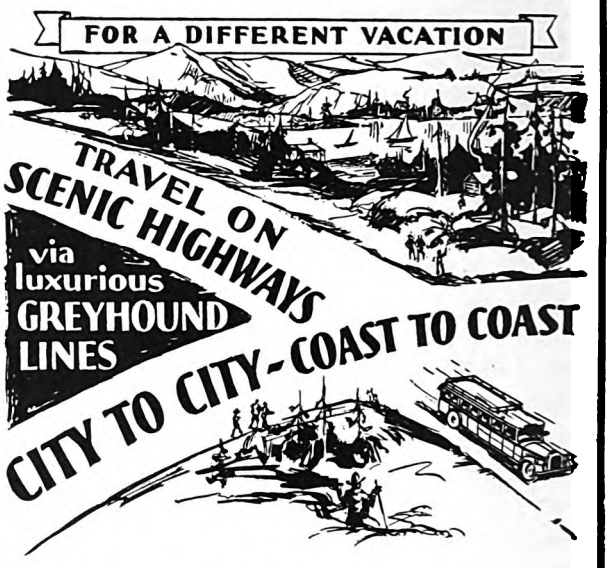
THE CHAIRMAN: I think we have developed that quite sufficiently. I understand the attitude of these gentlemen, if you get this remedial legislation, that they are willing to co-operate and willing to take advice, willing to make a start. I hope that is true. And no matter what took place in the past, if you find that this is practical, successful and common sense, they will accept it and are willing to go along.

MR. KRUTCHKOFF: Absolutely willing to go along with any system that will be an improvement on the old. I agree with you, Mr. Fairweather, that any kind of a new system would be an improvement.

* * *

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TALES TOLD OUT OF SCHOOL

Have your children made some immortal remarks as only children can? Will you share the smile with other teachers? Out of the mouths of babes has come some of our most sincere humor and our most grave philosophy. Will you jot down their sayings or send us any joke or story you think appropriate for this column?

Following is a letter written by a fifth grade Chicago pupil to his teacher. His logic is refreshing:

Dear Miss ————: I think I ought too pass next June. At the first of the term I was bad now I am a whole lot better than a whole lot of children who are worse. I used to be worse than those who are worse now. Now I am a whole lot better.

Your pupil,

ROBERT.

WHAT FOR?

"Say, Aunt Jane, are all the children in the school, teacher's children—same as Tom and me are mamma's children?"

"Oh, no, John (but say Tom and I). They are her pupils. Teacher has no children of her own."

"Ain't she got no children at all? Ain't she got no house—and no daddy who sits across the table and gives her tater and meat?"

"You mean husband—no, John, no husband. Teachers don't have husbands."

"What for, don't teachers have no husband? Don't she have no home and no pantry with cookies and jam and things?"

"No, no! All teachers have is a boarding house (but you must say any home). They eat their supper alone; and then they go up to their rooms alone and correct examination papers—till they go to bed."

"What for do they correct examination papers?"

"I never knew. Nobody ever knew. The school committees all over the country and in most cities make the laws about no husbands and examination papers."

"What for do the school committees make the laws 'bout no husbands and zamination papers."

Aunt Jane shrugged her shoulders.

"What for makes you shake your head, Aunt Jane?"

But she only said: "Run down stairs now, John, and see if supper is ready."

—Citizen, Winsted, Conn.



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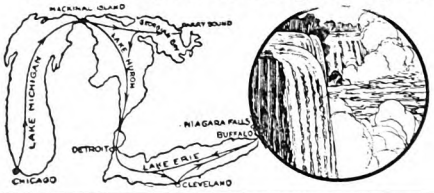
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HITHER AND YON

Personal items of interest to teachers will be printed in this column. If you are going to take Sabbatical leave, a vacation, have written a book, a play, or done anything of note, or if any teacher you know has, we shall be glad to mention it in this column. Won't you send us any items that come to your mind? Address "Hither and Yon," Margaret Haley's Bulletin, 127 N. Dearborn Street.

Seven teachers of Marshall high school will avail themselves of Sabbatical year next year and will travel abroad or study at home.

Among them are Miss Mary Zimmerman, William I. Andruss, Ralph E. Blount and John A. Peters, who will travel through Europe. Miss Laura Weis will spend her time in Spain. Miss Elva L. Abbot will go to the University of Washington at Seattle and Miss Lillian Uchtmann will study factory conditions in the South.

Among the European tourists of this summer will be Misses Lee Fogelson and Mary Amtman of Marshall high school.

Miss Winifred Matthews of Marshall elementary school, has enrolled in the National League College to be held under the auspices of the National League of Teachers' Association. The college is held each year in or near the city in which the National Educational Association holds its summer meeting. This year's N. E. A. meeting will be in Minneapolis.



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Miss Bessie Thometz of Marshall elementary will go abroad at the close of school.

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