

# CHICAGO

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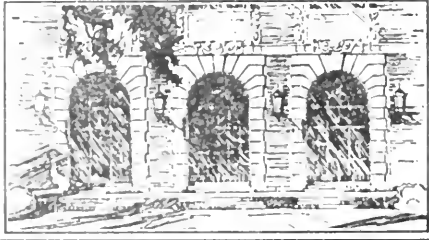
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# CHICAGO



BY  
THE DIVISION OF CURRICULUM  
DEVELOPMENT  
CHICAGO PUBLIC SCHOOLS  
•  
CHICAGO BOARD OF EDUCATION  
EDITION  
•  
1951  
THE KING COMPANY  
CHICAGO

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## FOREWORD

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"What more fascinating experience in school could a girl or boy have than to learn about Chicago, one of the most astonishing cities in the world?" That is the question that Miss Martha Hoffman, eighth-grade teacher at the Sumner School, asked herself one day as she and her pupils worked together on a project in civics. Not content to let the query remain just a matter of rhetoric, Miss Hoffman asked her class what they thought about it. The response was an enthusiastic indication that the pupils were ready and eager but needed a magic carpet to transport them to those areas of their favorite city with which they were unfamiliar or concerning which they had only vague and indefinite knowledge. Thus was evolved the idea for this book.

Miss Hoffman was transferred temporarily to the Division of Curriculum Development, where she began to gather materials and information for a book which would prove as wonderful to Chicago's young citizens as his much-rubbed lamp was to Aladdin. Data was garnered from sources innumerable: public officials, libraries, museums, old newspaper files, citizens closely associated with Chicago and its history, business and industrial leaders, collectors' items. Finally, the task of actually writing the book, bringing the data together as an orderly whole, was faced.

At this point Miss Hoffman assembled the general manuscript; Mrs. Frances Ferrell, teacher of history at the John Marshall High School, assisted with the final organization and editing; and Mr. Robert French, teacher of art at the Parker High School, planned the layout and provided the sketches and diagrams.

*Chicago* is, therefore, the product of the sort of combined and cooperative effort that characterizes an increasing number of projects sponsored by the Chicago Public Schools for the benefit of their girls and boys. If the book serves to instruct, to uplift, to inspire, and to charm all who turn its pages, everyone who has participated in its creation will feel significantly rewarded.

HEROLD C. HUNT

*General Superintendent of Schools*

April, 1951

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# CONTENTS

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## CHAPTER 1

### **Do You Know Chicago?**

BECOMING ACQUAINTED WITH CHICAGO

STUDYING THE HIGH LIGHTS OF CHICAGO'S HISTORY

GLANCING AT METROPOLITAN CHICAGO

## CHAPTER 2

### **Chicago's Citizens and Their Governments**

MAKING THE LAWS FOR CHICAGOANS TO OBEY

ENFORCING THE LAWS

ADMINISTERING JUSTICE

VOTING IN ALL ELECTIONS

## CHAPTER 3

### **Chicago's Educational Opportunities**

BECOMING ACQUAINTED WITH OUR SCHOOLS

LEARNING ABOUT OUR HIGHER EDUCATIONAL  
OPPORTUNITIES

FINDING OUT ABOUT OUR LIBRARIES

## **CHAPTER 4**

### **Chicago's Transportation and Communication**

TRAVELING BY WATER

TRAVELING BY LAND

TRAVELING BY AIR

USING THE MEANS OF COMMUNICATION

## **CHAPTER 5**

### **Some of Chicago's Industrial and Cultural Leaders**

MARSHALL FIELD

GEORGE M. PULLMAN

WILLIAM B. OGDEN

JULIUS ROSENWALD

CYRUS H. MCCORMICK

LORADO TAFT

POTTER PALMER

ELLA FLAGG YOUNG

PHILIP D. ARMOUR

JANE ADDAMS

GUSTAVUS SWIFT

THE AVERAGE CHICAGOAN

## **CHAPTER 6**

### **Chicago's Future**

LEARNING ABOUT THE GROWTH OF EARLY CITIES

DISCOVERING WHY CITY PLANNING IS NECESSARY

STUDYING THE ORIGIN OF THE CHICAGO PLAN

ANALYZING OUR COMPREHENSIVE PLAN

# CHAPTER 1

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“Hog Butcher for the World,  
Tool Maker, Stacker of Wheat,  
Player with Railroads and the Nation’s  
Freight Handler;  
Stormy, husky, brawling,  
City of the Big Shoulders.”

—*Carl Sandburg*



## DO YOU KNOW CHICAGO?

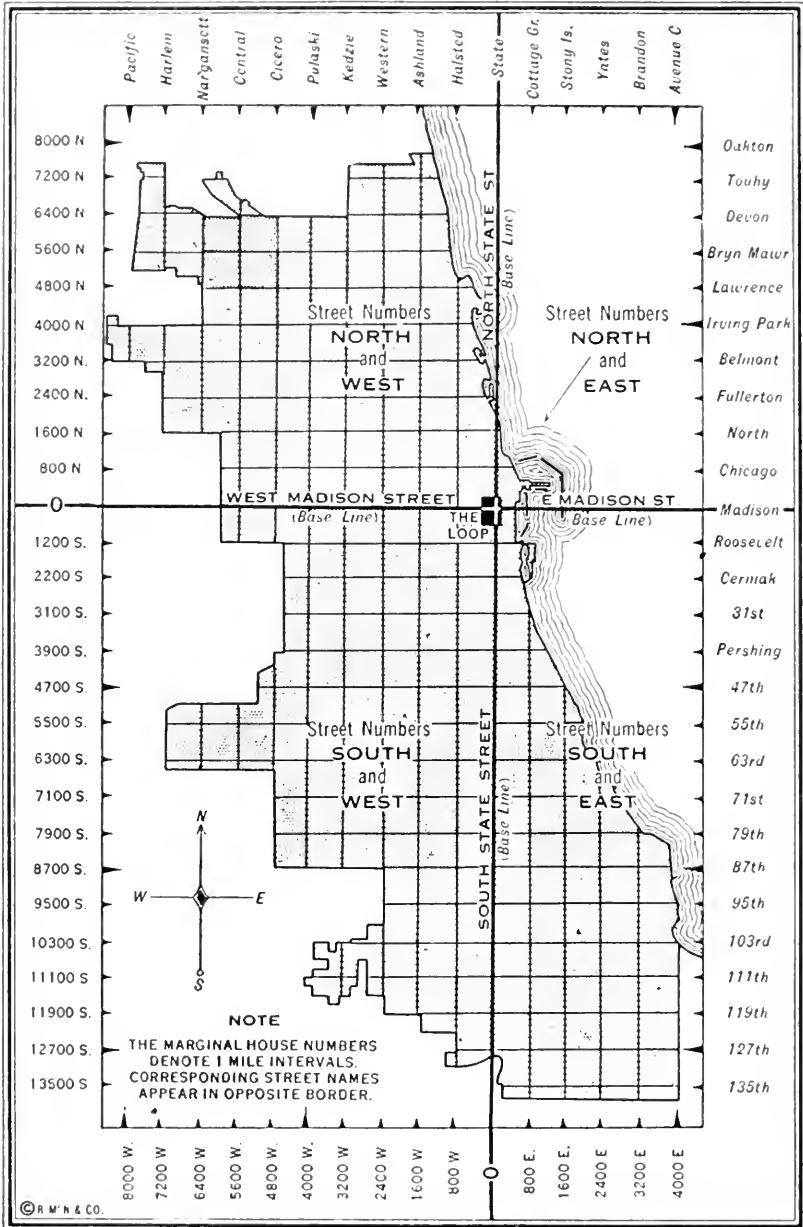
### Becoming Acquainted with Chicago Studying the High Lights of Chicago's History Glancing at Metropolitan Chicago

Everyone living in Chicago should be proud to say, "Chicago is MY HOME." We surpass other cities in many ways. Do you know that Chicago—

1. Is the leading grain exchange in the world?
2. Is the world's leading butter, egg, and potato exchange?
3. Is the largest livestock market and meat-packing center in the world?
4. Is the railroad center of the United States with nineteen trunk-line railroads serving our city?
5. Is the air-transportation center of the world?
6. Leads in the metalworking trades?
7. Leads in the manufacture of
  - a. agricultural implements
  - b. telephone equipment
  - c. soaps, perfumes, and cosmetics
  - d. radio and television apparatus
  - e. confectionery
  - f. electrical machinery and equipment and supplies
  - g. electrical household appliances and housewares
  - h. sporting and athletic goods
  - i. framed pictures and mirrors
8. Has the world's largest hotel?
9. Has the world's largest commercial building?
10. Has the largest floral display in the world?
11. Has the largest post office building in the world?
12. Is the medical center of the world?

#### *Can you add to this list?*

Very few people realize Chicago is so important. Try to remember some of these facts in order that you may talk intelligently about our city.

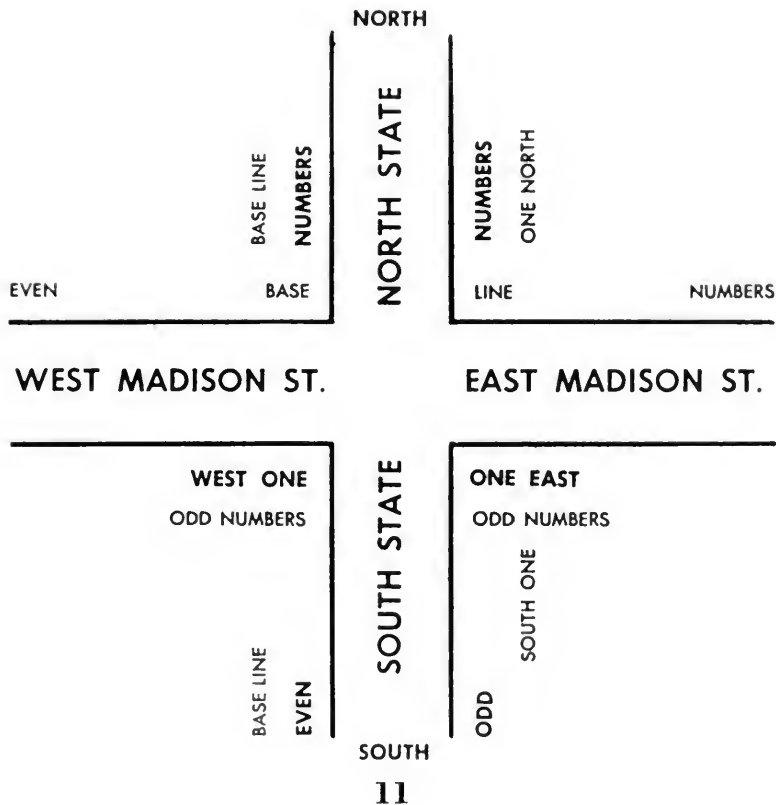


# BECOMING ACQUAINTED WITH CHICAGO

## *Numbering System*

A careful study of Chicago's numbering system will help you to become better acquainted with the city. Because Chicago is your home, you will want to know how to find your way around without difficulty. Knowing the following facts will assist you to go anywhere in the city.

## CHICAGO STREET NUMBERING PLAN



## ***Finding a Street Number***

1. State Street, which runs north and south, and Madison Street, which runs east and west, are the base lines from which all streets and buildings are numbered.
2. Direction from the base line is indicated by the letters N, S, E, and W. N or S means north or south of Madison Street. E or W means east or west of State Street.
3. Street numbers begin with "1" at these base lines and run in numerical order from them to the city limits. Even numbers are found on the North and West side of the street; odd numbers on the South and East side. See sketch.
4. The city is divided into one-mile sections which usually contain eight blocks. Each block is assigned a new series of 100 numbers.

## ***Map Study***

**Look at the map of Chicago.**

1. Note the base lines.
2. Explain the following:
  - 1 North State Street
  - 200 West Madison Street
  - 25 East Jackson Boulevard
  - 3500 South Wentworth Avenue
  - The address of your school
3. Locate Lake Michigan.
4. Trace the course of the Chicago River.
5. Locate the following streets:
  - Lake, Wells, Van Buren, and Wabash.
  - The square formed by these streets is called the "Loop."
6. Draw an outline map of downtown Chicago.  
Add to it as you study Chicago.

## *Our Tall Buildings*

Viewing Chicago from the top floor of a tall building is a delightful and interesting way to learn more about the second largest city in the United States.

Take with you a map of Chicago and a pair of binoculars, if you have them, and make a tour of a building of your choice. The managements of many buildings employ guides who may help you to locate particular parts of Chicago. Identify the names of outstanding public buildings and of streets which you see. In what direction are your home and school located? Be sure to note the large area which Chicago covers.



*Board of Trade*

To help you to choose a building to visit, some of the tallest buildings in Chicago are listed below. (In your reading, you may find lists which may vary from the one given here.)

<i>Building</i>	<i>Height—Feet</i>	<i>Stories</i>
1. Board of Trade 141 W. Jackson Blvd.	612	44
2. Civic Opera 20 N. Wacker Drive	568	45
3. Carbide and Carbon 230 N. Michigan Ave.	565	40
4. Pittsfield 55 E. Washington St.	557	41
5. Palmolive 919 N. Michigan Ave.	555	37
6. No. 1 N. LaSalle St.	529	46

<i>Building</i>	<i>Height—Feet</i>	<i>Stories</i>
7. Pure Oil 35 E. Wacker Drive	523	40
8. Lincoln Tower 75 E. Wacker Drive	520	42
9. Hotel Sheraton 505 N. Michigan Ave.	512	44
10. 188 W. Randolph St.	495	44
11. American National Bank 33 N. LaSalle St.	482	40
12. Bankers 105 W. Adams St.	463	41
13. Tribune Tower 435 N. Michigan Ave.	456	36
14. Willoughby Tower 8 S. Michigan Ave.	400	38
15. Wrigley 400 N. Michigan Ave.	398	28

*Can you identify any of these buildings?*



The city's buildings have many stories to tell about Chicago, its past and its present. A treasure hunt for these stories can be an exciting experience.

Have you ever asked yourself why people visit the Palmolive Building? The London Guarantee Building? The City Hall? What story of the past the old Water Tower tells?

The answer to these and similar questions is the same: to become better acquainted with Chicago. One way to do this is to visit and to study its important buildings.

A project of this kind requires careful planning on the part of the class. Organize the class in committees to be sure that each member takes part. Have each committee choose a tall building to visit and prepare a written outline of the activities to be followed on each tour.

Here are some suggestions to keep in mind while making plans for the visit:

- Reasons for visiting the particular building
- Where it is located
- How it can be reached
- Information desired and where obtained
- Preparation of parent-consent forms

Have the leader or chairman of each committee, aided by its members, dramatize the anticipated activities. Be sure, if it is necessary, that proper contact has been made with building management well in advance of the visit.

After the visit, have an exchange of information and of stories about the buildings visited. A good description can be developed by telling just one incident.



*Palmolive Building*



*Have you ever visited Garfield Park Conservatory?*

### ***Our Parks***

One way to have fun and at the same time to learn more about our city is to visit its many parks and museums. Chicago has so many parks and recreational centers that it really is "a city in a garden."

There are eleven large parks in Chicago, each having an area of over one hundred acres, and many smaller ones, some of which are called "Squares."

Lincoln Park is the largest of Chicago's parks. A zoo, nationally known, attracts thousands of visitors every year. Flower displays, the lagoons, the golf course, picnic grounds give pleasure to many people.



**Here is a list of the large parks:**

	<i>Acreage</i>	<i>Location</i>
<b>Lincoln Park</b>	<b>1,009</b>	<b>Armitage and North Clark Street</b>
<b>Burnham Park</b>	<b>598</b>	<b>14th Street and Outer Drive</b>
<b>Jackson Park</b>	<b>542</b>	<b>56th Street and Stony Island</b>
<b>Washington Park</b>	<b>371</b>	<b>57th Street and Cottage Grove</b>
<b>Marquette Park</b>	<b>322</b>	<b>67th Street and Kedzie Ave.</b>
<b>Grant Park</b>	<b>303</b>	<b>Lake Front 150 N. to 1400 S.</b>
<b>Humboldt Park</b>	<b>206</b>	<b>Augusta Blvd. and N. Kedzie</b>
<b>Calumet Park</b>	<b>194</b>	<b>98th and Lake Michigan</b>
<b>Garfield Park</b>	<b>187</b>	<b>Madison and N. Central Park</b>
<b>Douglas Park</b>	<b>181</b>	<b>14th St. and Albany Ave.</b>
<b>Columbus Park</b>	<b>144</b>	<b>Harrison and Central Ave.</b>

*How many parks can you name, which are not included in the list?*

Choose committees from your class to visit the parks. Have the committees report to the class on these visits. To make the reports interesting, the committees will want to include in their descriptions:

Something about the person for whom the park is named.  
(Go to the school library or public library to get this information.)

What special recreation the park offers.

A sketch of interesting things which were seen by the committees—historical monuments, for example.

An exhibition of pictures, pamphlets, and souvenirs acquired during the visit.

Different types of recreational activities are provided for each season of the year in our 135 parks. Most of these activities are free.

*Name some of the park activities in which you have participated during each season of the year.*

***Buckingham Fountain — Grant Park***





*Chicago Natural History Museum*

### ***Our Museums***

Visiting the city's great museums is still another way to learn and to enjoy yourself. Since the chief function of the museum is to educate and to entertain through observation, exhibits, displays, lectures, motion pictures, and other interesting programs relating to the specific purpose of each museum are provided for people of all ages.

Chicago's museums are so interesting that you should know something about each one of them.

**The Chicago Natural History Museum** is located in Grant Park at Roosevelt Road and Field Drive. The exhibits are devoted to four outstanding branches of natural science: anthropology (the study of man), botany (the study of plants), geology (the study of the earth), and zoology (the study of animals). A special department circulates more than 1200 traveling exhibits among the schools. Another department provides lectures, motion pictures, guide-tours, and other services for the schools.

**The John G. Shedd Aquarium** building was completed in 1929. It enables us to study all kinds of living fish and water animals from every part of the world. There are on display about 10,000 specimens from waterways and oceans of every continent, representing some 400 kinds of fish from a half-inch in size to 585 pounds in weight.

This aquarium, located at the foot of Roosevelt Road on the shore of Lake Michigan, is considered the largest and finest aquarium in the world.

**The Adler Planetarium**, dedicated May 10, 1930, is located on Northerly Island at Roosevelt Road and the Lake. Here you are given an opportunity to study the heavens. The copper dome rising eighty-five feet looks like the sky above you. The wonderful instrument producing the display of the heavens is as interesting to watch as is the display. The subjects of the lecture-demonstrations are changed at least once a month.

An astronomical reference library containing many rare old volumes as well as the latest reference works is located in the building.

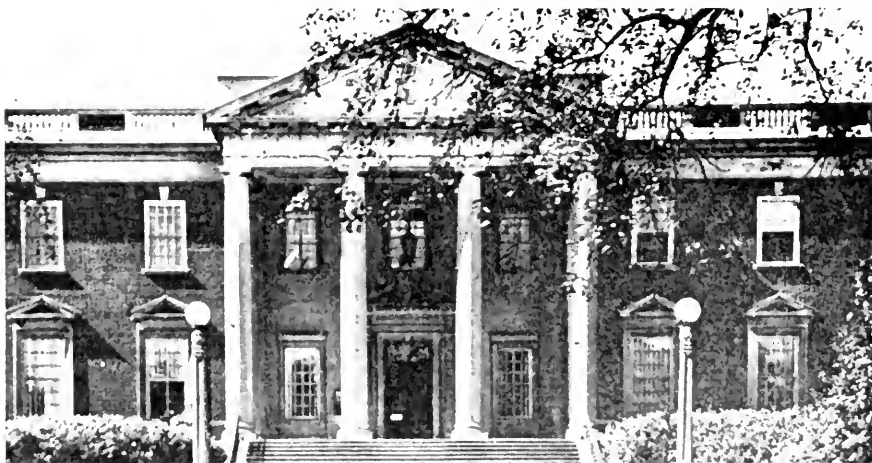
**The Museum of Science and Industry**, located in Jackson Park at 57th Street and the Lake, was originally the Fine Arts Building of the World's Columbian Exposition of 1893. Inscribed around the dome is the theme to which the exhibits are dedicated—"Science Discerns the Laws of Nature; Industry Applies Them to the Needs of Man." Many industries and scientific groups have installed exhibits which show the relation of science to industry. Through electrically operating machines, the visitor can get a better understanding of the various displays. There are approximately eight acres of these moving exhibits.





**The Chicago Academy of Sciences**, located in Lincoln Park at Clark and Armitage Streets, was established in 1857. The museum's exhibits of biology, zoology, botany, nature study, general science, and geography relate particularly to the Chicago region. Many study collections are not on public exhibition but are available to students. Robert Kennicott, the founder, lost his life while on a scientific expedition to Alaska and northern Russia for this museum.

**The Chicago Historical Society**, located at Clark Street and North Avenue, was founded in 1856 "to collect and preserve objects, documents, books, maps, portraits, and prints pertaining to the history of the United States with special emphasis on Chicago and the Northwest Territory." It is financed largely by private gifts.





**The Art Institute.** built in 1879, is located at Michigan Boulevard and Adams Street. It is one of the leading art museums of the United States and the second largest in the world. It has a collection of over 1300 masterpieces as a part of its permanent art exhibit. Many outstanding exhibits from all parts of the world are loaned to the Art Institute each year for a limited time. It also maintains a training school in the fine arts, industrial art, and dramatic art, as well as two art libraries—the Ryerson and the Burnham. You may have seen some of the plays for children, given at the Goodman Theater which the Art Institute operates, or you may have visited the children's museum.

## THE LIONS

We are the guardians,  
We are the cold ones  
who sit in stony judgment  
above the noisy sun-flaring street.

Our house is large and full  
of wonderful things, dropped  
against the blue-taut water  
and the green moving trees.

We hold imagination, secrets  
of men who squeezed out their souls  
and splashed them on canvas  
or caressed their throats  
with the razor because theirs was  
poverty,  
mockery,  
hate.

You may enter between us,  
but never speak when you examine  
these lives lived  
in chunks of oil and anguish.

They saw, that you might also.

We proclaim them.

We are the guardians.

—*John W. Jakes*



*The South Lion*  
*Chicago Art Institute*





*Riverview Park — For fun in the summer*

Chicago also has many private recreational facilities such as the Navy Pier, Soldier Field, the Chicago Stadium, Riverview Amusement Park, the Coliseum, Orchestra Hall, two baseball parks, and the International Amphitheater. On the lake front, fairs, circuses, pageants, and exhibitions are frequently held.

*How do you spend your leisure time?*



*Chicago an ideal summer resort*



*Baseball, swimming, music, etc.*



## *The Chicago River*

If you look at a map of the lake region, you will readily see that the presence of the Chicago River determined the location of Chicago. Some have suggested that this river should be filled in, saying that it would be more useful as a land area. During its life, it has been called a channel, a ditch, a creek, a sewer, and a marsh—almost anything but a river. Although it is one of the smallest rivers, it has proved to be one of the greatest and most useful rivers in the United States. Here are some facts to remember about the Chicago River:

1. Our early settlers respected this river so highly that they named our great city after it.
2. A canal was built from the Chicago River, uniting the Great Lakes with the Gulf of Mexico.
3. A historic fort was built in its arms.
4. It determined the route of many early settlers.

### *State Street Bridge over the Chicago River*



5. The main stream, running almost straight east and west, is one and one-half miles long before it begins to branch north and south.
6. More than fifty bridges span it, the most famous one being the Michigan Avenue Bridge, which will be described later.
7. The locks at its mouth are just beyond the Outer Drive Bridge at Lake Michigan.
8. The river's course has been reversed so that it runs upstream; it has practically no current.
9. At one time the Chicago River emptied into Lake Michigan at Madison Street.

It is interesting to watch a boat enter the mouth of the river and go downstream. The boat blows its whistle, a bell rings, and gates on each side of the bridge go down. One bridge after another opens its jaws to let the boat pass. Then the bridges are lowered, and the traffic, a few blocks long by this time, again resumes its course.

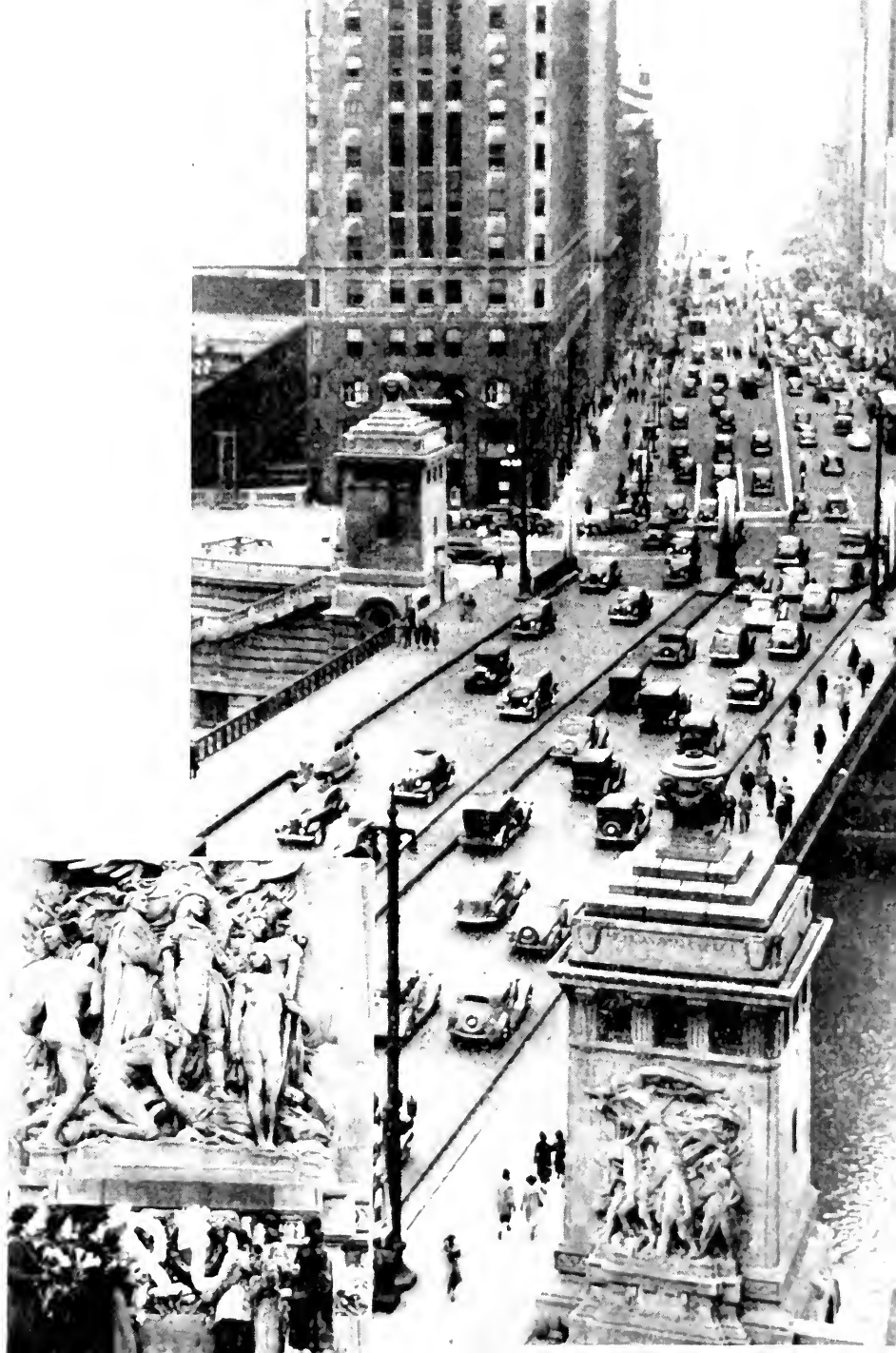
### ***Michigan Avenue Bridge***

The most significant bridge on the Chicago River is the Michigan Avenue Bridge. Much of the history of Chicago can be learned by pausing long enough to study the many plaques and markers on this bridge.

The bridge, which is double-decked, has four pylons or towers. On the pylons are plaques depicting events in Chicago's growth.

The plaque on the northeast pylon represents "The Discoverers," a tribute to Joliet, Marquette, and Tonty.

"The Pioneers," representing John Kinzie and the early settlers, is on the northwest pylon.



## *Michigan Avenue Bridge*

The southwest pylon is called "Defense" and commemorates the Fort Dearborn Massacre.

"Regeneration" is located on the southeast pylon, commemorating the rebuilding of our city after the fire of 1871.

An important marker on the bridge is the one showing the site of John Kinzie's home. Many of the other bridges have bronze tablets describing Chicago's early history.

Outer Drive Bridge, dedicated in 1937, and the new State Street Bridge, completed in 1949, are other important Chicago bridges.

Before we undertake other class projects, let us study the high lights of Chicago's history and development.

## *Locks at the Mouth of the Chicago River*



## STUDY THE HIGH LIGHTS OF CHICAGO'S HISTORY

The Chicago of today is not the Chicago of yesterday. The surface of this region was at one time covered with water. Watermarks and landmarks are evidence of this fact.

Stories of the first inhabitants of this region tell of a semi-civilized race now lost to our knowledge. This much, however, is known about them: that they were very industrious, that they mined copper in the Lake Superior region for many years, and that they made tools which to this day can be found deep underground.

After these semicivilized people abandoned this section of our country, Red Indian tribes, better known as American Indians, roamed about this region. They never tired of traveling and hunting because of the pleasure it gave them. Neither did they tire of their dances through which they expressed what they intended to do, whether it was to scalp, to fight, or to feast. Their wigwams, built of bark from cypress or cedar trees, were shaped like cones to prevent damage by the severe winter winds.

Father Marquette, in his journal, tells of his meeting with certain Indian tribes in Illinois. These tribes sent four old men to come and speak to the French men. The Indians carried beautiful tobacco pipes, finely ornamented and adorned with various feathers. Said Father Marquette: "I spoke to them first, and asked who they were. They replied

that they were Illinois; and, as a token of peace, they offered us their pipes to smoke.”

More than two hundred and fifty years have passed since the day described by Father Marquette in his journal. Today this region is a great industrial center, and Chicago is the second city in the United States in size. How it became so will be an interesting study.

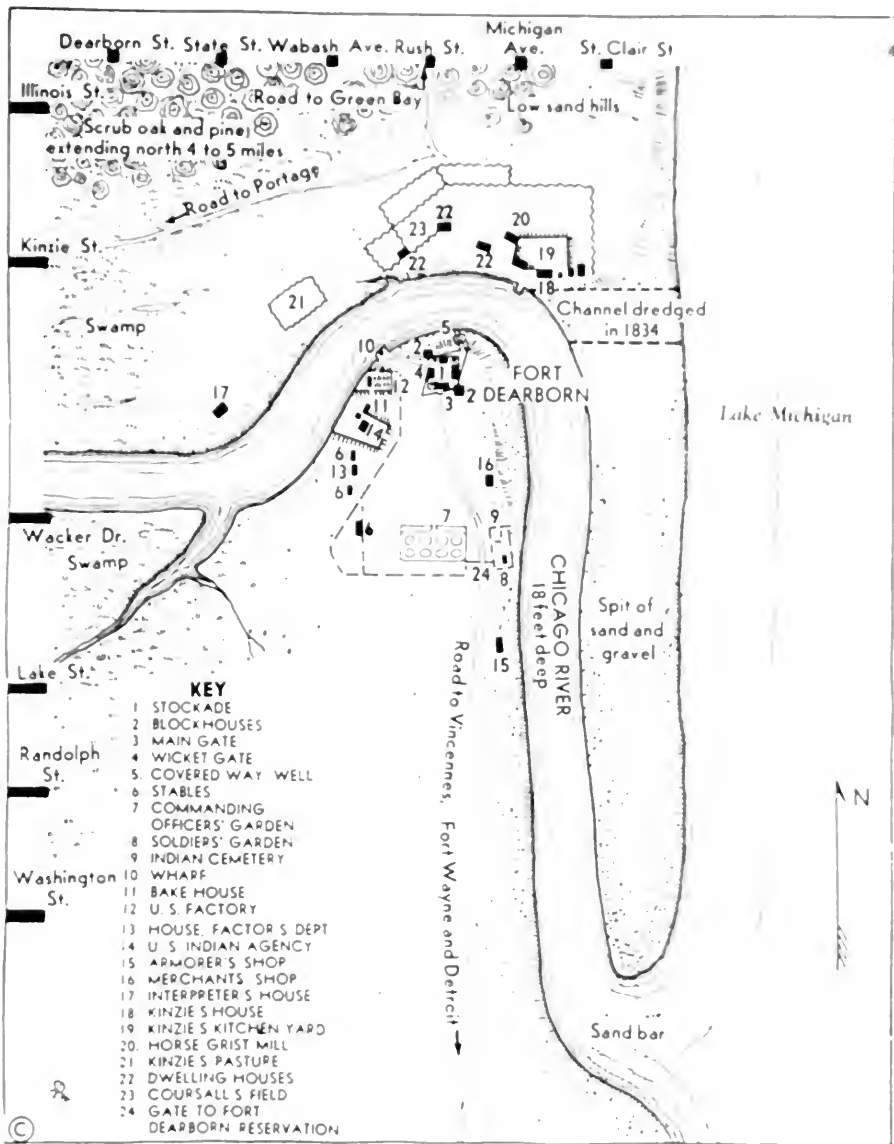
### ***Early Chicago***

Turn to the early Chicago drawing by Colonel H. A. Musham on the following page. Study it carefully. It will help you to picture more clearly the low swampland, the tall weeds and shrubs, the crude cabins, and the muddy streets of the little settlement. The settlers used horses, mules, or oxen to travel overland. On the river they used canoes. At times, they could see herds of buffalo or deer in the brush. Everything was quiet except for the shrill shrieks of the wild ducks and geese and the cries of wildlife living in the underbrush. Although the Indians did not live in the village proper, they were often seen paddling their canoes up the Chicago River or tramping the region in search of food. Perhaps you are wondering about the men who first explored this region. Let us learn something about them.

### ***Early Explorers***

Joliet and Marquette, with their five French canoemen, were the first-known white men to explore and to write about this area. They had been sent by their government to explore the Mississippi River Valley. Marquette and Joliet came here in 1673, after following the Mississippi and Illinois





An Early Map of Chicago

Rivers from the south. Besides exploring the valley, they were searching for a route to the Pacific Ocean. A few years later, Robert Cavalier de la Salle followed some of this same route on a similar mission. These men did not succeed in their undertaking, but they were impressed with the value of the region which they had explored. Since all of these men were explorers from France, the territory came under the control of the French for the next ninety years (1673-1763). It was then taken over by the English. Twenty years later, however, our young Republic came into being and took possession of this territory.

### *Chicago's Name*

It is quite probable that the name "Chicago" was first given to the river. When Marquette and Joliet traveled the Illinois and DesPlaines Rivers, they had to carry their canoes across the divide, called the "Checagou" portage by the French, to reach the Chicago River. In speaking and writing about this area, the early explorers and settlers very likely referred to the entire region as "Checagou."

The word "Chicago" is Indian in origin. Various explanations have been given for the meaning of the word, but most historians agree that "Chicago" derives its meaning from the onion or skunkweed which grew along the banks of the Chicago River.

An early description of how Chicago may have been named is given in a letter written by LaSalle. He said, "If I were to give this place a name, I would derive it from the nature of the place and the nature of the man who will occupy this place—ago, I act; circum, all around; "cirago."

## Lake Michigan

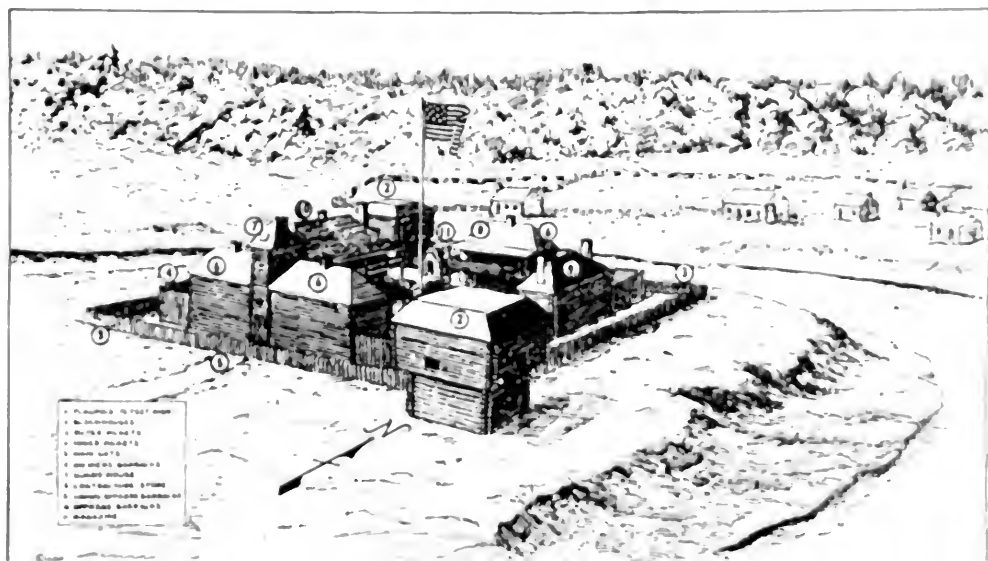
The word "Michigan" is also Indian in origin. *Misch-i-gon-ong* means *Great-Lake-place-of*. We heartily agree that Lake Michigan is a great lake. We are proud of our twenty-five mile shoreline.

## Early Settlers

Jean Baptiste Pointe de Saible built the first home on the north bank of the Chicago River and established a fur-trading post about 1779. He was followed by Joseph Le Mai. Then a daring, ambitious young man named Captain Whistler came from Detroit in 1803 to build a fort at the mouth of the Chicago River. The captain and his men built blockhouses. They surrounded them with a strong stockade, which they called Fort Dearborn—naming it for Henry Dearborn, who was then Secretary of War.

## FORT DEARBORN IN 1808

*As built by Captain John Whistler, 1st U.S. Regiment*





*Massacre Monument*

## *Early Dwellings*

Opposite the fort, on the north bank of the Chicago River, were four cabins. De Saible occupied one of these cabins until he sold it to Le Mai. In 1804, John Kinzie, who had come from Detroit to deal in furs, bought the original De Saible cabin from Le Mai. Before long, it was necessary to build eight more cabins to house the forty persons who had come here to live. Besides the Kinzies, there were several discharged soldiers and their families, a cattle dealer, and a few farmers living in the little settlement.

## *The Fort Dearborn Massacre*

Many of the Indians in the region were friendly with the new settlers, but some of the "young braves" were disgruntled because, as they said, the white man was gradually taking over their land. At the outbreak of the War of 1812 between England and the United States, most of the Indians sided with the English. When word was received of fierce Indian battles in Indiana and elsewhere, Captain Hald, fearing for the safety of the small band of soldiers at Fort Dearborn and the settlers who were under his command, ordered them to withdraw and return to Detroit. History reveals that on their departure for Detroit, half of the party were killed, and the others taken prisoner in the vicinity of Calumet Avenue and Eighteenth Street—all but the Kinzie family. A statue

of Black Partridge, the Indian who tried to save his white-man friends, may be seen at the Chicago Historical Society (in Lincoln Park) near the entrance.

After the massacre the white man abandoned the region for four years, but in 1816 a second Fort Dearborn was built. John Kinzie with a number of other settlers returned and formed a new settlement.

### *Town and City*

In 1818, Illinois was chartered as a state, with most of the inhabitants living in the central and southern parts. In 1830, preceding the building of the Illinois-Michigan Canal, a population survey was made. This survey showed that more people had moved into the northern area and the population of Chicago had now reached over 200.

Following the Black Hawk War, the Indians moved west of the Mississippi River. Because the region east of the Mississippi was now free from Indians and because there

*From an early drawing*



*Chicago Historical Society Collection*

CHICAGO



IN 1820.

was hope that the canal would soon be built, great numbers of white men began to move to this locality. Coming from all directions were farmers who had tried to farm in the rocky and poor soil of New England, immigrants who yearned to start life anew in their adopted country, merchants who foresaw a great future, professional men, gamblers, and horse thieves. By 1833, when Chicago was incorporated as a town, over 550 persons had settled in this vicinity. In 1847, ten years after Chicago was granted a city charter, there were over 450 stores along State Street and Clark Street. Between the years of 1840 and 1850, the population grew from 4,470 to 28,000.

### *Seal of the City of Chicago* *Adopted March 4, 1837*

When you see this seal on a document, you know that it has the approval of our city. If you observe the seal closely,



you will see that there is an Indian on one side and, directly across from the Indian, a ship. In the center is a bundle of wheat, while at the top there is an infant in a shell. The meaning of these symbols tells an interesting story:

The *Indian* on the seal represents the Indians of the Chicago region.

The *ship* represents the white man approaching this region bringing civilization and commerce.

The *sheaf of wheat* signified our abundance.

The *infant in the shell* represents a pearl, meaning Chicago is "the gem of the lakes." The babe resting peacefully has an additional meaning—contentment, purity, and peace.

The words "Urbs in horto" (a garden city) appear on the seal.



*Drawing of Chicago Fire. 1871*

### ***Chicago Fire — 1871***

In the heavily forested surroundings, logs were cut and used in the construction of most of the buildings. By 1868, seven-eighths of all the buildings in Chicago were made of wood. However, the newer buildings on State Street had been greatly improved by 1871, even though most of the city's dwellings were still being constructed of wood. In October of that year, with no rainfall for a long period of time—and with the brush and trees pretty well dried out—a fire, which spread rapidly, started in a cow barn on De-Koven street. The strong southwest wind swept the flames across the city so that they completely destroyed what is now known as the downtown district and the Near-North Side. This fire caused the death of 250 people and destroyed approximately 17,450 buildings. Homes and possessions over an area of three square miles were lost.

## ***The New Chicago***

The news of the fire spread rapidly throughout the world. Clothing, food, and every kind of help came from all over the United States, Europe, and distant parts of the world. Within two years, Chicago was practically rebuilt. There was no thought of abandoning this wonderful region.

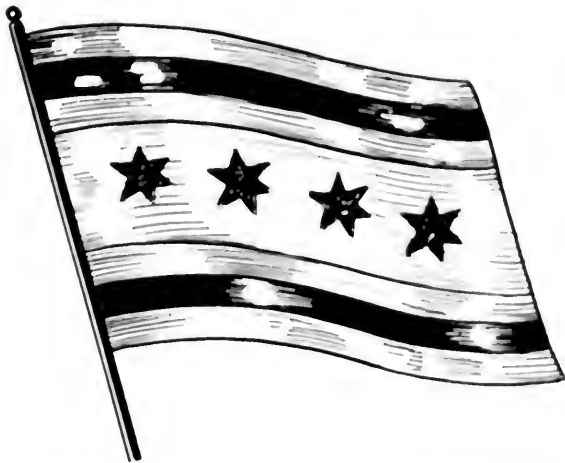
## ***World's Columbian Exposition***

In the years that followed, depressions, riots, and storms often delayed progress. Despite that, however, industry moved forward at a rapid pace. Universities, libraries, museums, and parks were expanding. In 1893, the World's Columbian Exposition was held in Chicago in present-day Jackson Park. This event, planned to celebrate the four-hundredth anniversary of the discovery of America, was delayed for a year to allow the buildings and exhibits to be completed.

*Where is the location of this exposition?*







### *Chicago's Flag*

*Adopted by the City Council — April 4, 1917*

If you saw Chicago's flag on a building, would you recognize it? It consists of three white bars divided by two blue bars. The upper and lower bars represent the North and South Sides, while the middle bar, which is somewhat wider, represents the West Side. The two blue bars stand for the Chicago River with its North Branch and its South Branch.

There are four six-pointed red stars in the center white stripe. (Six-pointed stars are used because five-pointed stars are reserved for the use of nations.) The two stars near the staff commemorate the fire of 1871 and the World's Columbian Exposition of 1893 (World's Fair of 1893). These were the only stars on the flag when it was adopted. On October 9, 1933, a third red star was added for the Century of Progress Exposition, and on December 21, 1939, the fourth star was included to commemorate the Fort Dearborn Massacre of 1812.

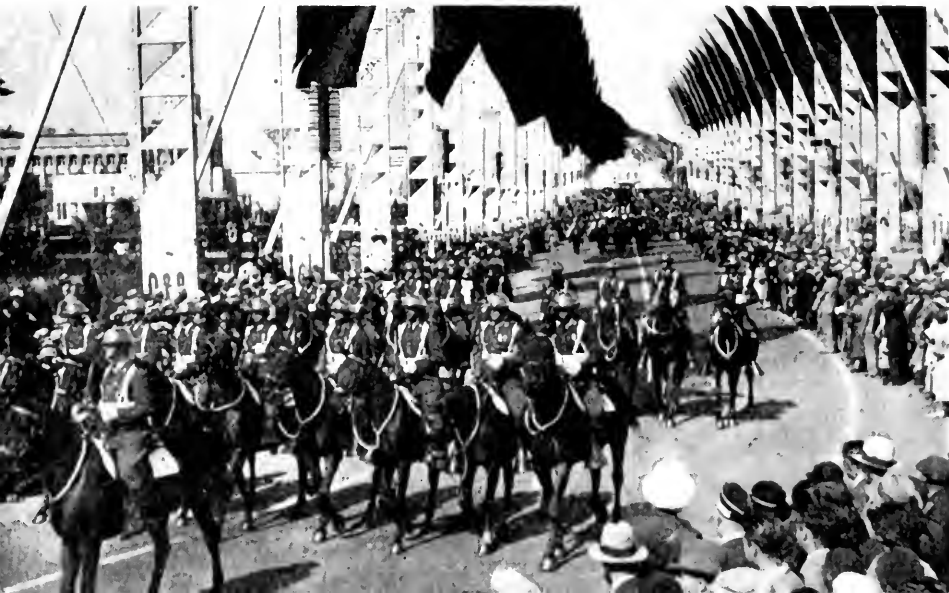
## *Chicago One Hundred Years Old*

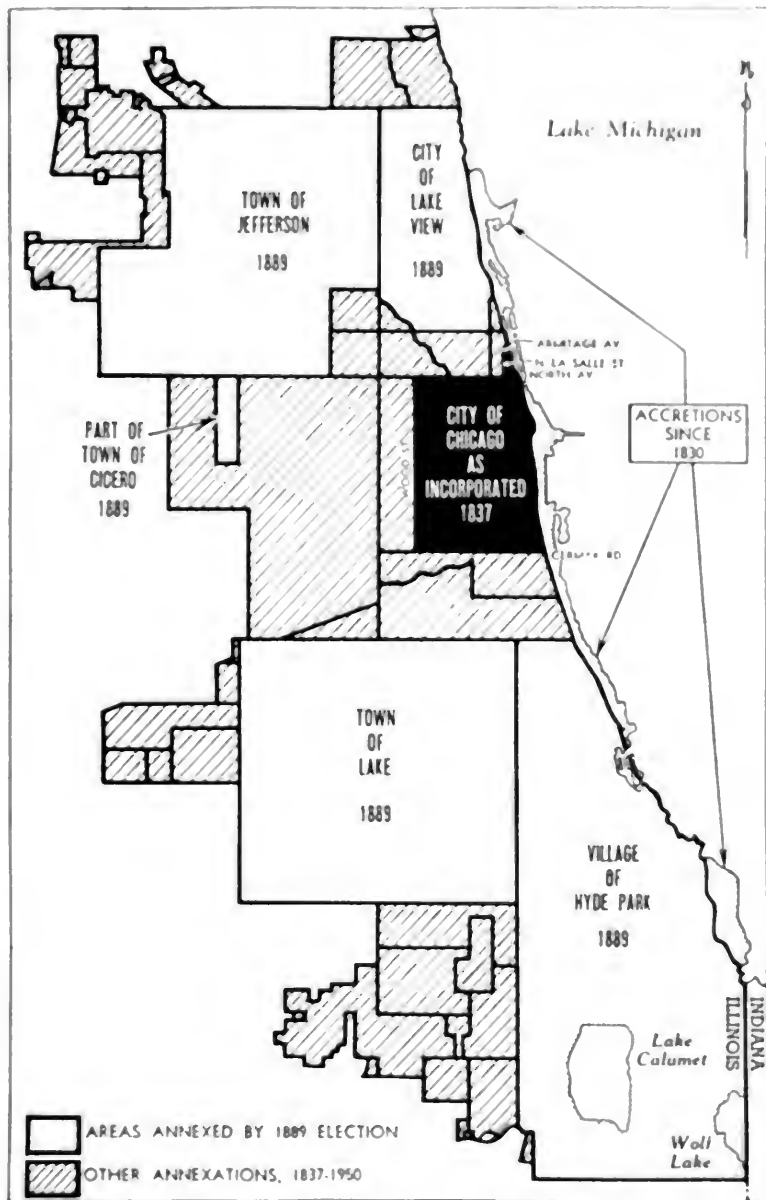
When World War I broke out early in this century, the population had greatly increased. Many new industries and great wealth had come to the city. The city fathers then planned and staged the Century of Progress Exposition in 1933. The Exposition, begun shortly after the 1929 depression, celebrated the first one hundred years of our charter incorporating Chicago as a town.

In 1941, we were faced again with another World War. Chicago, endeavoring to help make the world safe and to bring about peace, contributed her full share of manpower, machine power, and loyalty. We can be very proud of our record.

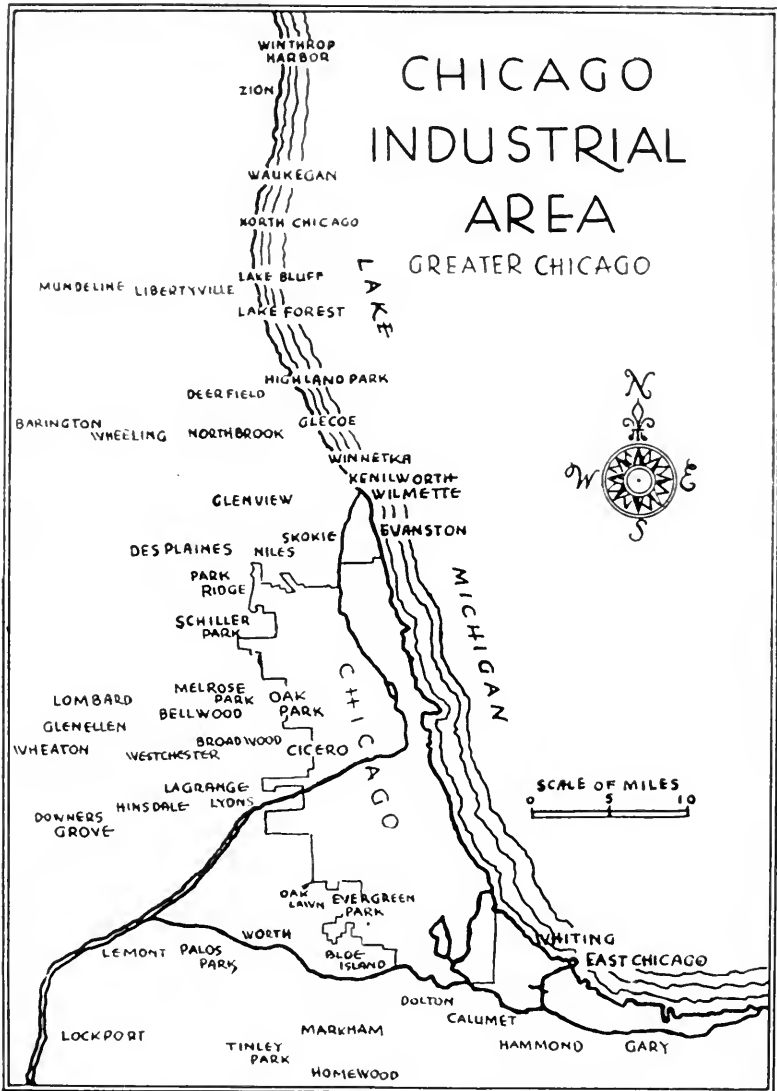
As the second half of this century begins, 1950—and we have long since felt our growing pains—we must look forward to bigger and greater achievements from all our citizens, offering them in return more opportunities in education, culture, work and play, and the happy life to which all are entitled.

### *Century of Progress Exposition of 1933*





*Growth of Chicago, 1837-1950*



*Chicago Industrial Area—The Counties of Cook, DuPage, Kane, Lake, Will and Lake in Indiana.*

## GLANCING AT METROPOLITAN CHICAGO

Perhaps you have friends who live in the suburbs, such as Oak Park, Maywood, Evanston, Winnetka or Flossmoor. This region, surrounding Chicago like a half moon, is known as Metropolitan Chicago or the Chicago Industrial Area. It includes all of Cook, DuPage, Kane, Lake, and Will Counties in Illinois, as well as all of Lake County in Indiana. It has the same advantages as Chicago. Why is this true?

As your friends in the suburbs will tell you, they have their own separate government and their own separate school system. Perhaps you yourself have noticed that when you call them on the telephone you have to pay a higher rate than when you call your friends in Chicago. However, in spite of these differences, they are really part of Chicago. Many of them earn their living in Chicago, do much of their shopping in Chicago, or attend some of the many colleges and universities which are located in Chicago. They attend Chicago's operas, theaters, and symphony concerts. They enjoy the Stadium, the Art Institute, the parks, and museums, of which Chicago is so proud. They may even cheer for the Cubs and the White Sox. Truly the half moon around our city is well named the Chicago Industrial Area or Metropolitan Chicago.

### *The Spirit of Chicago*

Raising ourselves out of the mud, reversing our river, and rebuilding, after one of the biggest fires of all times, into a better city, are a few instances of how we have lived up to our motto, "I Will."

## GO AHEAD!

I. Suppose that someone from out of Chicago came to visit you. What places in Chicago would you like him to see? Plan a three-day sight-seeing trip, showing how much time you would allot for each place and how you would get there. Have you seen all the places you would like your visitor to see?

II. Why did the Kinzie family escape being killed or taken captive when the early settlers left Fort Dearborn for Detroit? Write the story of their escape as one of the members of the family might tell it.

III. Chicagoans who have lived here for the last fifty years love to talk about red-letter days in Chicago's history. Which would you be most willing to believe, stories they tell from memory, newspaper articles, letters, or inscriptions on monuments? What more reliable ways do we have of recording incidents which happen today than those that happened fifty years ago?

IV. Ask your parents or someone who has come to Chicago recently to tell some interesting thing which happened to them when they first came to Chicago.

V. Go to the library to learn more about:

The people for whom our parks are named  
Fort Dearborn

The building of the Illinois-Michigan Canal

The Wigwam where Lincoln was nominated  
World's Columbian Exposition (1893 Fair)

Century of Progress (1933 Fair)  
 The Chicago Fire (1871)  
 The Eastland Disaster  
 The Christmas Tree Ship  
 The Iroquois Theater Fire  
 The Chicago Bridges

VI. Read radio and television listings to learn about broadcasts relating to Chicago history.

VII. Draw a map of downtown Chicago. Put in the base lines, streets, and some of the tallest buildings. Add a few places of special interest to you.

VIII. Save pictures on all of the units of Chicago. Put them into a notebook. (Camera fans can make this an interesting hobby.)

IX. Study these facts about Chicago. Compare them with facts about another large city—New York, for example.

The Chicago area has

36% of the nation's population  
 37% of the nation's wholesale establishments  
 38% of the nation's retail establishments  
 39% of the nation's manufacturing concerns  
 40% of the nation's farm output

X. Study the table showing Chicago's population growth. Notice when the growth of Chicago was greatest.

1830	550	1870	298,977	1910	2,185,283
1840	4,470	1880	503,185	1920	2,701,705
1850	29,963	1890	1,098,570	1930	3,376,438
1860	109,260	1900	1,698,575	1940	3,396,808
				1950	3,606,436

## TEST YOUR MEMORY

1. Give as many outstanding facts about Chicago as you can remember.
2. The base lines in Chicago are..... Street and ..... Street.
3. There are ..... blocks to almost every mile in our city.
4. .... is the highest building, but..... has more office space.
5. Some of our tall buildings are..... and .....
6. Describe the Chicago flag, and tell what each bar and star represents.
7. Our flag was designed by .....
8. Chicago was incorporated as a city on .....
9. The name Chicago means .....
10. Michigan is an ..... word meaning .....
11. Give some of the important facts we should remember about the Chicago River.
12. Michigan Avenue Bridge is important because .....
13. The population of Chicago is about ..... people.
14. Name some of our largest parks in Chicago. Locate them on a map of Chicago.
15. Name some of our museums. Tell about one of them. Locate them on our city map.
16. Explain, with the aid of a map of Chicago, why Chicago became an important world market.
17. Name some of the counties included in metropolitan Chicago. Why can we no longer be regarded as a region apart from this area?
18. Can you name some of the suburbs bordering our city?

## SUPPLEMENTARY INFORMATION

Chicago is twenty-six miles long and nine miles wide.

Chicago is six hundred feet above sea level.

Chicago has an annual rainfall of 32.95 inches per year.

The population of the Chicago metropolitan area (six counties) is approximately 5,494,129 persons.

Ten million persons live within a 150 mile radius.



## C H I C A G O

### *A Century of Progress*

Up from an obscure humble start  
To world renowned commercial mart,  
Interracial trading post,  
International business host,  
Most strategic in location  
At the crossroads of the nation,  
Rail and water—bus and air,  
Transportation everywhere,  
Towering turrets, art and trade,  
Greatest city man has made,  
None so favored, none so blest,  
Mighty Monarch of the West!  
Chicago!

—*Jamie Heron*

## C H I C A G O R I V E R

Tonight there are pink roads in heaven,  
Like blossom-lined lanes in the spring,  
But the river is cold and unyielding  
To the sky-painted glory they fling.  
Tonight the gray river is fretful  
With rubies aflame on each wave;  
The river is grim and resentful—  
The brute, man, has made it his slave.

—*Milly Watson*

## THE CHICAGO RIVER

They have bound me with bridges,  
    With tunnels burrowed under me!  
    Incessant, unresting,  
All day and all night  
Traffic roars over me,  
And my uplook to the blessed sky  
Is barred with girders, cables, stacks.  
My banks, with docks close hedged,  
Inexorably  
Hem me in.  
Vacantly,  
Through smoke and floating smudge,  
The Sun looks down upon me  
Like the bleared eye of an old, old man.  
No outcast of the gutters  
Slinks by more soiled than I,  
Polluted within and without!

But on my shackled breast I bear  
    Corn and iron, lumber and coal  
The little children of India eat of my wheat:  
    My lumber shelters the stricken of Messina;  
    Ten million wheels are set a-whirl with my coal;  
    The iron that burdens me forms a ready tool,  
    Fit for the hand of man.

What singer can sing of me one low-keyed song?  
    The Hudson, the Rhine, the Danube, the Nile,  
    All these, all have their poets,  
    As beautiful women their lovers.  
    Fringed with vineyards and stately gardens,  
    Castles and temples are their jewels.  
    And song is theirs by right!

But I?  
    Soiled am I and brackish  
    As sweat on the brow of a workman!  
    But the broad ships that weight my breast  
    Are like iron medals with these words wrought:  
    "FOR SERVICE."  
    Therein alone is my glory:  
    I serve; I serve.

—Charlton Lawrence Edholm

## C H I C A G O

Behold! She stands beside her inland sea,  
With out-stretched hands, to welcome you and me,  
For every ART, for brotherhood she stands,  
Love in her heart, and bounty in her hands, Chicago!

Chicago, Chicago. Chicago, is my home,  
My heart is in Chicago wherever I may roam.

Within her soul is highest hope aflame,  
Yea, here the goal of every goodly fame;  
Nor war, nor fire, nor any other Fate,  
Can quench desire to make her truly great, Chicago!

Her vision leads, her motto is "I WILL,"  
Though great her deeds, her dream is greater still:  
She aims to be far more than brick and stone,  
A victory! a bugle forward blown, Chicago!

—*Charles G. Blanden*  
Chicago Association of Commerce

# CHAPTER 2

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“That to secure these rights, governments are instituted among men deriving their just powers from the consent of the governed.”

—*Declaration of Independence*

# CHICAGO'S CITIZENS AND THEIR GOVERNMENTS

Making the Laws for Chicagoans to Obey —  
Legislative Department

Enforcing the Laws — Executive Department

Administering Justice — Judicial Department

Voting in All Elections

Have you ever:

Bought a dog license?

Secured a birth certificate?

Hoped to apply for a driver's license?

Paid a tax on a movie ticket?

Can you name the government to which the money or application was paid or sent in each instance? The money to be paid and requirements to be met in each case have to be decided upon by a legislative body or department such as the Chicago City Council, the General Assembly of Illinois, or Congress of the United States. To see that the requirements are met and the money paid is the work of the Executive Department under the charge of the Mayor, Governor, or President. To punish those who refuse to follow or obey the rules and laws is the work of the judicial department, better known as the courts.

## MAKING THE LAWS FOR CHICAGOANS TO OBEY

### *Legislative Department*

To make the laws for the people of Chicago is no simple task, and it may surprise you to learn that there are eight different law-making bodies who do this for us. They are:

1. The City Council
2. The Chicago Board of Education
3. The Chicago Park District Board
4. The Chicago Sanitary District Board

5. The Board of Cook County Commissioners
6. The Forest Preserve Commissioners
7. The Illinois General Assembly
8. The United States Congress

### ***The City Council***

Have you ever wondered:

Why you must have a sign on your door if you have measles?

Why the exits in your school building open to the outside?

Why you must wrap your garbage and place it in a covered container?

Why you must buy a city as well as a state license for your automobile?

The answer is that the Chicago City Council passes city ordinances commanding people to do the right and forbidding them to do the wrong things. The council is composed of fifty aldermen, one from each ward. Each ward is divided into precincts. In what ward do you live, and who is your alderman?

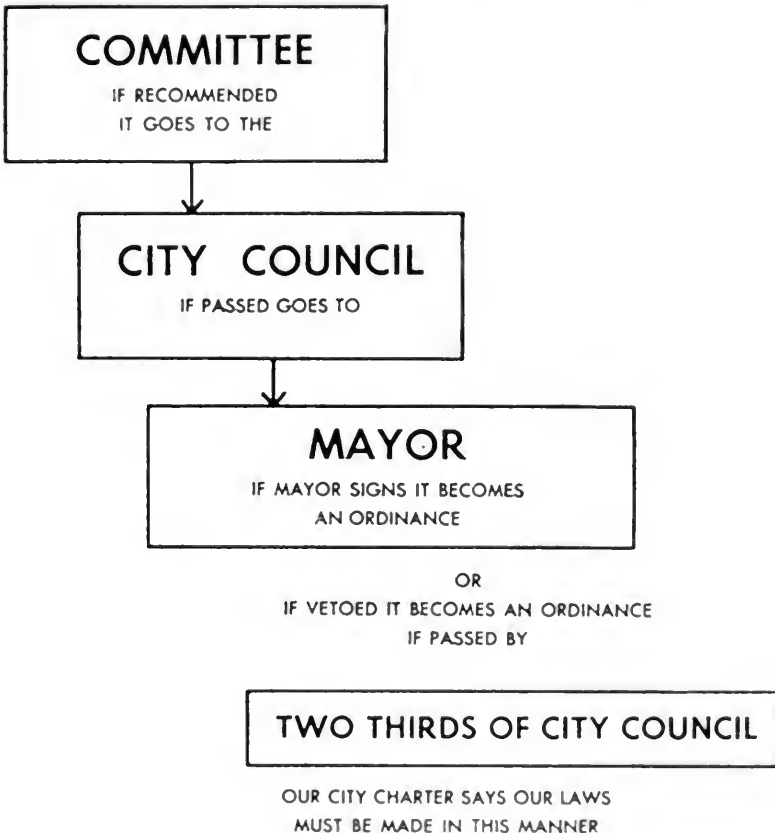
The City Council meets twice a month at the City Hall. It takes up such problems as the cleaning and lighting of

### ***The City Council in Session***



streets and alleys, the regulation of traffic, the laying out, widening and improving of our alleys and streets. It issues and revokes licenses and provides for fire, police, and health protection. Because all of these things cost a great deal of money, the City Council levies and collects taxes and borrows money. Its meetings are open to the public. Have you or your parents ever attended one of these meetings? If you have, tell the class about this experience.

With the aid of the following chart, explain how these city ordinances are made.



## ***The Chicago Board of Education***

Why must you go to the school in your district unless you receive an official permit to go elsewhere?

Why must you, when starting to school, bring a birth certificate, baptismal record or other satisfactory evidence of date and place of birth?

Why may you be suspended for disobedience or misconduct for a period not exceeding one month?

The answer is that the Chicago Board of Education has made these and other laws which those who attend Chicago's Public Schools must obey. The Board has eleven members who serve without pay for a five-year term. They are appointed by the Mayor with the approval of the City Council. However, they must be at least thirty years old and residents of Chicago for five years. Why?

This Board has power to:

1. Appoint a General Superintendent of Schools, who serves for four years.
2. Appoint an Attorney, who has no definite length of office.
3. Adopt its own budget.
4. Make its own tax levy.

It is interesting to note that:

1. Although the Mayor appoints the members of the Board, he cannot remove them.
2. The City Treasurer is the School Treasurer, but has no control over the spending of the Board's money.
3. The City Council votes the property tax for schools.

*What is a budget?*

*Does your family plan a budget?*

*Do you?*

*Why is the taxpayer interested in the budget of the Chicago Board of Education?*



## *The Chicago Park District Board*

Have you ever been to the Chrysanthemum Show at the Garfield Park Conservatory, or have you ever skated on the lagoon at Columbus Park in the winter? Perhaps you have noticed the Park Board police at the bathing beaches, Soldier Field, or the Adler Planetarium. You may even have noticed that their uniforms are different from those of the City of Chicago police. The Chicago Park District maintains in Chicago a system of parks and boulevards, recreation centers, bathing beaches, yacht harbors, auto-parking areas, Adler Planetarium, Soldier Field, and golf courses. There are 135 parks in this district. The laws for the Park District are made by a board of five unpaid commissioners appointed by the Mayor with the approval of the Council. Commissioners serve for a term of five years.

The Chicago Park District was created by the State Legislature in 1934 when twenty-two independent park districts were merged into one.



*Winter fun  
Chicago Parks  
Tale of Two Bears*



## ***Chicago Sanitary District Board***

Keeping the water supply safe for the 4,000,000 people who live in Chicago and the sixty-eight surrounding suburbs (See map of the Chicago Industrial Area, page 59.) is such an important task that it is handled by a special board known as the Chicago Sanitary District Board. It has nine members to manage this important work. They are elected by the voters of the Chicago Sanitary District. To keep the water supply clean the Board must see that the sewage is kept out of the lake. This has been accomplished by (1) making the Chicago River flow backwards so that a sufficient amount of water from the lake flows into the channel (1500 feet per second) to carry away sewage, and (2) building a main channel by dredging the south branch of the Chicago River. This provides an outlet which permits the escape of sewage into the Mississippi River through the canal, the Des Plaines River. and the Illinois River.

The present disposal system consists of 185 miles of large intercepting sewers into which all the city sewers discharge. The sewage is then carried to four treatment plants. Perhaps you are wondering what we mean by treatment. When we speak of sewage treatment, we mean separating the waste materials and removing them from the water in which they are carried. Thus, by means of these treatment plants, we clear the water of all impurities before it flows into the canals on its way to the Gulf of Mexico. Sewage treatment protects human life, reducing the number of deaths from typhoid fever. In fact, since 1930 our typhoid-fever death rate has averaged less than 0.2 per 100,000 people.

## ***The Board of Cook County Commissioners***

Have you ever seen Cook County Hospital, Cook County Jail, or the Juvenile Detention Home? These are managed





*Have you ever visited our City Hall?*

by the Board of Cook County Commissioners. The county is the agent of the state, representing the state in the community. Cook County has a greater population than all the other 101 counties of Illinois combined. Most of the counties are divided into townships, but in Cook County only the territory outside of Chicago has township divisions. The east half of the block-square building at Clark, Randolph, Washington, and LaSalle Streets houses the offices of the county, whereas the west half houses the city hall. Perhaps you have seen people on the second floor of the County Building standing in line, waiting to secure marriage licenses.

Cook County serves more people than do twenty-one of the fifty-eight United Nations, and more than do forty-one of the forty-eight states.

*What other cities in Cook County can you name?*

*Can you name any other counties in Illinois?*

*What are some of the welfare services that Cook County maintains?*

The organization and work of the Cook County Board is described in the following outline:

**MEMBERSHIP**

15 COMMISSIONERS  
10 CHICAGO  
5 OUTSIDE CHICAGO

**ELECTION  
AND TERM**

BY VOTERS OF COOK COUNTY  
TERM OF FOUR YEARS

**POWERS AND  
DUTIES**

1. LEVY AND COLLECT TAXES
2. ISSUE BONDS
3. MAKE CONTRACTS
4. CONSTRUCT AND MAINTAIN ROADS AND HIGHWAYS
5. MAINTAIN CHARITABLE INSTITUTIONS AND WELFARE INSTITUTIONS

With the aid of the following chart, explain how the Board makes laws for the people of Chicago, who are also residents of Cook County.

COMMITTEES INTRODUCE BILLS TO

**COUNTY BOARD OF FIFTEEN COMMISSIONERS**  
IF PASSED BY MAJORITY GOES TO

**PRESIDENT**  
PASSES OR VETOES

IF VETOES IT BECOMES A LAW IF PASSED BY

**FOUR-FIFTHS VOTE OF THE  
COUNTY BOARD MEMBERS**

With an easy driving distance of almost any point in the Chicago area are 38,000 acres of wooded land that make up the Cook County Forest Preserve District. Here are some of the many forms of recreation.



**PICNICS** give families and large groups a chance to spend a day in the outdoors.



**GAMES** give adults and children a chance to have fun.



**GOLF** can be played on six conveniently located courses.



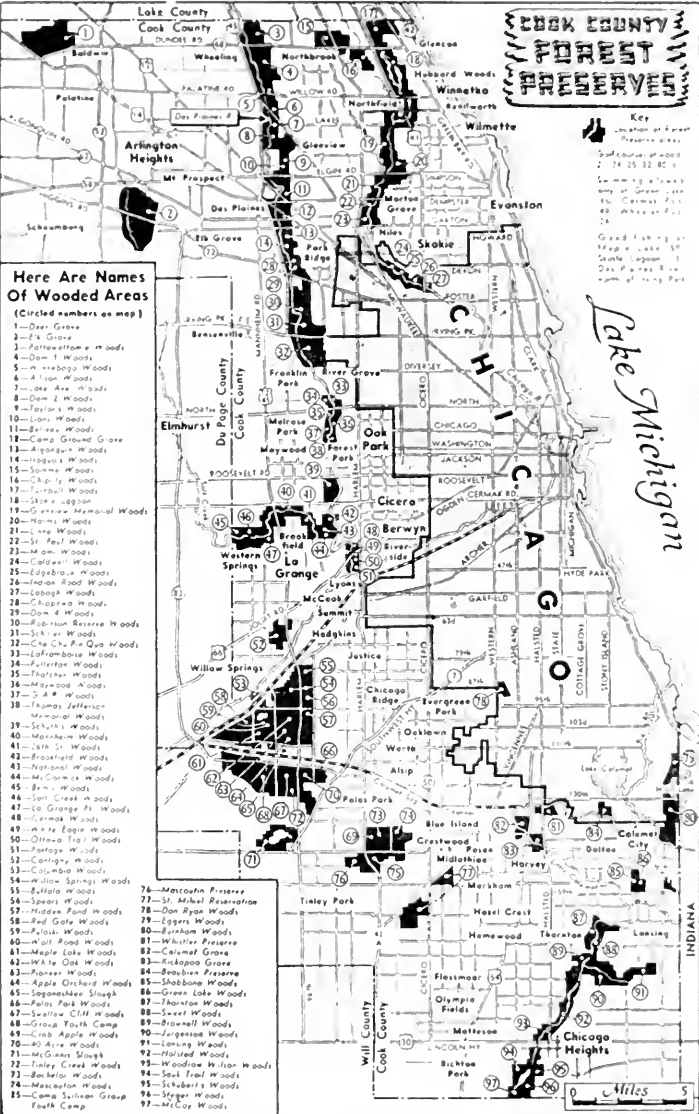
**BICYCLING** and horseback riding are popular.



**FISHING** is allowed but state license is required.



**HIKING** offers the best opportunity to explore some of the 150 miles of interesting woodlands.



**Here Are Names Of Wooded Areas**  
(Circled numbers on map)

- 1—Dor's Grove
- 2—Dor's Grove
- 3—Hortonsville Woods
- 4—Dor's Woods
- 5—Merrill Woods
- 6—Lyon Woods
- 7—Lyon Woods
- 8—Dor's Woods
- 9—Lyon Woods
- 10—Lyon Woods
- 11—Lyon Woods
- 12—Camp Ground Grove
- 13—Algonquin Woods
- 14—Algonquin Woods
- 15—Spring Woods
- 16—Spring Woods
- 17—Spring Woods
- 18—State Legion
- 19—Greenwood Memorial Woods
- 20—Lyon Woods
- 21—Lyon Woods
- 22—Lyon Woods
- 23—Lyon Woods
- 24—Lyon Woods
- 25—Lyon Woods
- 26—Lyon Woods
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- 96—Lyon Woods
- 97—Lyon Woods

**FACTS**—The Cook County Forest Preserves, established in 1856, comprise about 38,000 acres. There are more than 30 shelters with one or more sleeping places. An-

nually more than 15 million enjoy the many facilities. The 1950 budget is \$4,650,193, of which \$1,937,064 is for salaries, maintenance and operation costs.

A Chicago Sun-Times  
**GRAPHICART**  
By TOM P. BARRETT

## ***The Forest Preserve Commissioners***

A picnic at one of the one hundred picnic centers of the Forest Preserve is a red-letter day on your calendar. Within this beautiful district in Cook County, which consists of approximately 39,000 acres, are four golf courses, three modern swimming pools, one zoological park, one trailside museum, three fishing centers, and 175 miles of trails. It is governed by the Forest Preserve Commissioners. They are the same Cook County Commissioners whom you have just met.

## ***The Illinois General Assembly***

"We're loyal to you, Illinois," we sing at the University of Illinois football games. As citizens of Chicago we are also citizens of Illinois. Many Chicago people attend the University of Illinois at Urbana or its branch at the Navy Pier. We pay a sales tax (two cents on the dollar) to the state of Illinois, and we secure our automobile license from the state of Illinois. Our schools receive aid from the state legislature, and some people receive pensions from the state. Hence, many of the laws under which we live are made by the state legislature, known as the Illinois General Assembly

The Illinois General Assembly consists of two houses, the Senate and the House of Representatives. Each state senator and representative must be a citizen of the United States, a resident of Illinois for five years, and a resident for two years of the senatorial district from which he is elected. The only difference in the qualifications is that a representative must be twenty-one years old, while a senator must be twenty-five years of age. Both senators and representatives receive a salary of six thousand dollars every two years with an additional allowance of fifty dollars.

Regular sessions or meetings of our legislature start on the Wednesday after the first Monday in January of every odd-numbered year. The governor may call extra sessions, if he thinks it necessary.

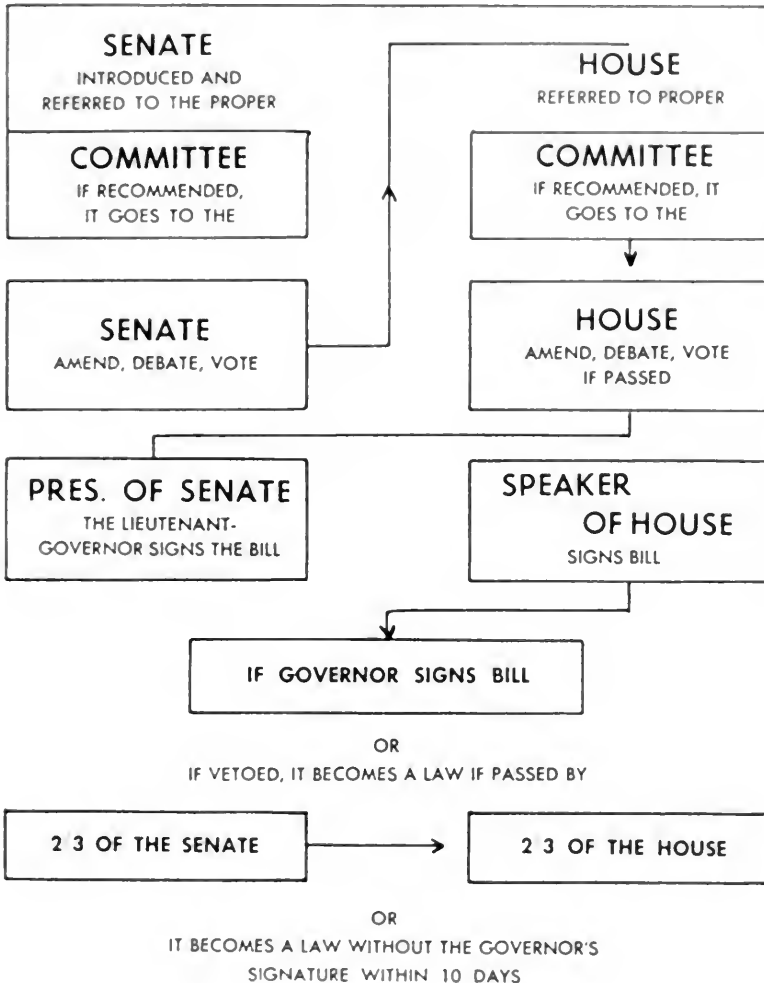
	STATE SENATE	STATE HOUSE OF REPRESENTATIVES
Membership Representation	One From Each Senatorial Dist.	Three From Each Senatorial Dist.
Election and Term	Voters of the Dist. Four Years	Voters of the Dist. Two Years
Presiding Officer	Lieut. Governor	Speaker of the House
Powers and Duties	<ol style="list-style-type: none"> <li>1 Regulating of banking, public utilities, and other forms of business operation in the state alone (intra-state).</li> <li>2 Regulating of state highways and means of communication.</li> <li>3 Providing for common schools, high schools, teachers colleges, and state universities.</li> <li>4 Regulating of labor.</li> <li>5 Regulating of health and safety, licensing doctors, dentists, and pharmacists.</li> <li>6 Taking care of taxes and other forms of finances.</li> </ol>	

The above outline describes this law-making body. Please note that the General Assembly has two houses. Why?

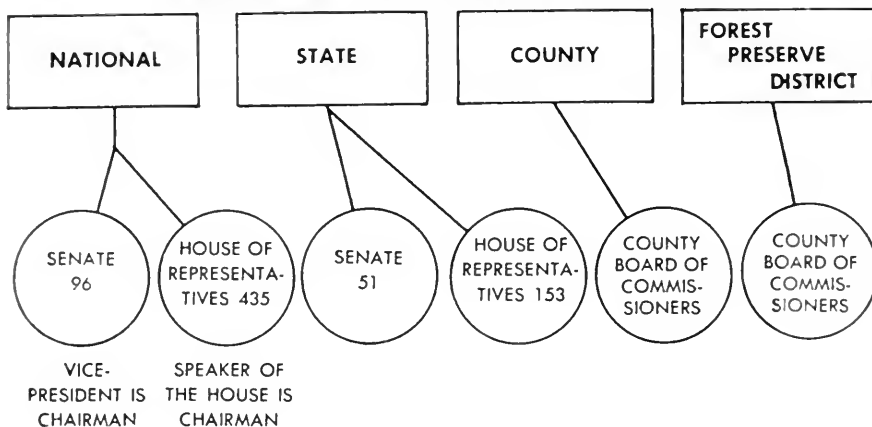
Our state laws are made in this manner. A bill, let us say, to forbid children under sixteen years of age working in factories, is introduced in either house of the legislature by one of the members. It is then given to a committee for further study. The committee reports on the bill. It is discussed and a vote is taken. If it passes both houses, the bill is sent to the governor. He may sign it. If he does, it becomes a law. He may veto (forbid) it. In that case, it is sent back to the legislature and, if passed by a two-thirds vote of both houses, the bill becomes a law. If he refuses or neglects to sign it, the bill becomes a law within ten days without his signature. This is the way our state constitution says our laws are to be made. This constitution was made in 1870.



# STATE HOW A BILL BECOMES A LAW



# LEGISLATIVE DEPARTMENT



## ***Our National Congress***

When you go to the Post Office you will remember that that building belongs to the national government and is under the laws of Congress. Chicagoans, paying their income taxes, taking out naturalization papers, or paying duty on packages mailed to them by people from some other country, are obeying the laws of our national government. These laws are made by the United States Congress.

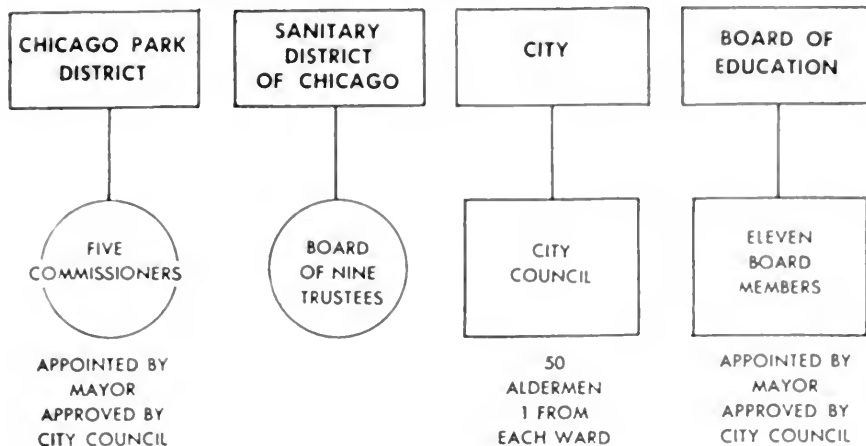
Congress, like the Illinois General Assembly, is composed of two houses. They are described in the above outline:

*Can you name your two senators? The representatives from your district? Who is the Speaker of the House? President of the Senate?*

The process by which a national law is made is the same as that by which our state laws are made. It is prescribed in our national constitution made in 1787.

*Do you think it a good idea to have two houses of Congress? Two houses of the Illinois General Assembly? What name is given to a legislative body of two houses?*

# LEGISLATIVE DEPARTMENT



Americans have been called the greatest law-makers in the world. The above chart shows all the law-making bodies which are busy making the laws that make it easier for Chicagoans to live together happily. Can you name a law made by each of these governing bodies and explain why it was made?

Thus the laws for the people of Chicago are made. The Chicago City Council, Chicago Board of Education, Chicago Park District, Chicago Sanitary District Board, Board of Cook County Commissioners, Forest Preserve Commissioners, Illinois General Assembly, and United States Congress—all make the rules of the game, the laws that make our work and our play more satisfactory to all.

The Board of Cook County Commissioners, Park District Board, Board of Education, Sanitary District Board, and Forest Preserve District Commissioners are also administrative bodies in that they help to enforce laws made by the Illinois General Assembly.

## **ENFORCING THE LAWS**

### ***The Executive Department***

Making a law, however good it may be, is not enough. Someone must see that it is carried out. It takes many people to *make* the laws for Chicago; it also takes many people to *enforce* the laws. Chief among those who enforce the laws are:

The Mayor of Chicago

The President of the Cook County Board

The Governor of Illinois

The President of the United States

Each has his helpers, some elected by the people, others appointed by elected officials.

### ***The Mayor of Chicago***

We know that the City Council makes laws or ordinances for the people of Chicago. Someone must be the chairman of the Council, preside at its meetings, see that its business is properly conducted, and secure obedience to the laws. This is the work of the Mayor. He also has the power to veto ordinances, although they may be passed over his veto (See chart, page 67), and to release or pardon people imprisoned for disobeying city ordinances. He is elected by the voters of Chicago and may be re-elected any number of times. His salary is \$18,000 a year.

*What qualities do you most desire your Mayor to have?*

### ***The City Clerk***

Every organization has a secretary. For the city of Chicago, the secretary is the City Clerk, and he is elected by the voters of Chicago. He keeps all papers belonging to the city, attends council meetings, and records all proceedings.

*Why is it important to have an accurate record of the proceedings of the City Council?*

### **The City Treasurer**

In 1949, the City Council voted \$81,869,798 for the city of Chicago to spend. Who receives all money that is due the city and pays it out when authorized to do so? The City Treasurer. He is elected by the voters of Chicago for a four-year term, but cannot succeed himself.

*What are some of the city expenses that came out of the \$81,869,798 appropriated by the City Council in 1949? Why is not the Treasurer allowed to succeed himself?*

*Who is our Mayor? City Clerk? City Treasurer? Who was our first Mayor?*

### **The Mayor's Staff and Departments**

To help carry out all the duties of his position, the Mayor needs much help. The following large staff and administrative departments assist him in his work.

#### **I. Staff Departments**

Department of Law—has charge of all legal phases of city government

Department of Finance—prepares the budget and handles city funds

Purchasing Agent—makes purchases for all departments of the city

Civil Service Commission—classifies positions and conducts civil service examinations

Municipal Reference Library—collects information and conducts research in matters of municipal government

#### **II. Administrative Departments**

Department of Police

Department of Fire

Board of Health

Department of Public Works

Water Supply

Building Maintenance

Parks and Recreation

Rivers and Harbors

Sewers

Public Improvements

Inspection of the House of Correction

Chicago Welfare Administration

Other administrative agencies are buildings, streets, electricity, subways and superhighways, weights and measures, steam-boiler inspection, smoke inspection and abatement, medical examinations and emergency treatment, board of examiners, masons and plumbers, and public vehicles.

III. Boards and Commissions

Boards of Appeal

Advisory Commissions

Art

Aero

Plan

Recreation

Keep Chicago Safe Committee

Commission on Human Relations

IV. Special Services

Chicago Public Library

Municipal Tuberculosis Sanitarium

V. Public Enterprises

Chicago Housing Authority

Chicago Land Clearance Commission

Metropolitan Transit Authority

VI. Some Public Utilities

Commonwealth Edison Company (privately owned and operated under a franchise)

Illinois Bell Telephone Company (privately owned and operated under a franchise)

The Illinois Commerce Commission, made up of five members appointed by the Governor, supervises these public utilities.

### ***Police Department***

Did Chicago have policemen at the time of Fort Dearborn? No, nor were there any city ordinances to obey. The soldiers in the Fort took care of all disturbances. Indians were the white man's chief source of trouble.

Our first city guards were called constables, a title still used by some villages. The first constables had no uniforms or police wagons, and when they were given uniforms, they wore blue caps with gold braid and a blue coat decorated with a shiny brass star. Since there were no patrol wagons, a constable had to depend on any vehicle that was handy. Patrol wagons and squad cars were a great addition to our Police Department.

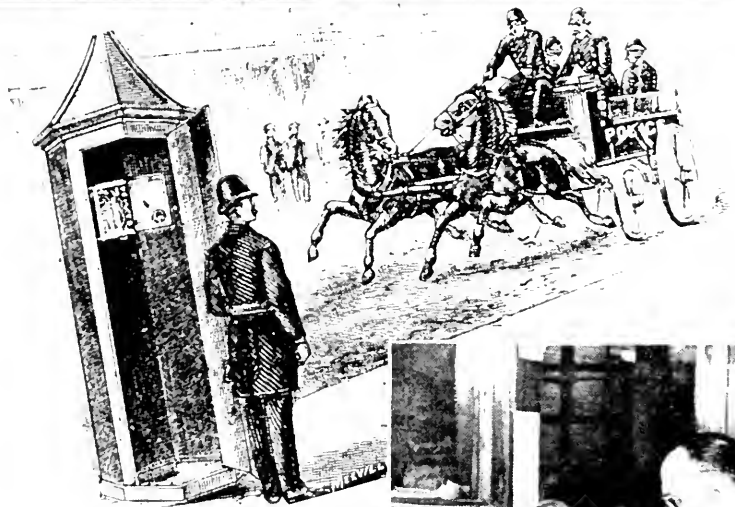
Traffic policemen guard our busy crossings. During rush hours they are kept busy regulating traffic and helping pedestrians across the streets.

A special division of the Police Department is the detective bureau. These officers do not wear uniforms as regular policemen do.

We have two separate police forces in Chicago—the city police and the park district police. This means that you will see two different types of uniforms.

*Would there be any advantage in having one police force?*

At present, there are over 6400 patrolmen on our city police force. New York has about 19,000 patrolmen. The cost to each citizen to maintain our Police Department is about six dollars a year. If each one of us would abide by our city laws, the number of patrolmen could be greatly reduced. There are some localities in Chicago where police are almost unnecessary. Are you the kind of citizen that boasts about



*Serving Chicago then and now  
With the changing times new  
demands call for new services  
What are the call letters of  
the police radio?*





breaking laws, or are you the kind of citizen that conscientiously obeys them?

*What steps has your student council taken to reduce the window breakage in your school? Maybe your school has won one of the awards given by the Board of Education to the school with the least amount of window breakage.*

*The Fire Department adopts the Walkie-Talkie*



*Your father will remember the old steamer*



*Our newest fire-fighting equipment*



*Ask a policeman whom you know what his qualifications and duties are. If you do not know who is chief of police, he can tell you. Would you like to make an appointment to visit your local police station? If it is necessary to telephone the police, what number would you call?*

## **Fire Department**

Do you often waste seconds without feeling they are too important? The firemen in your district know that when they hear an alarm, a few seconds may mean the saving of lives and property. What is lost in lives cannot be valued. The first duty of a fireman is to control fires, while his second duty is to give instruction in the prevention of fires.

A bell in a church located at Washington and Dearborn Streets was our first fire alarm. As our city increased in size, a larger bell in a church at Washington and LaSalle Streets was used since it could be heard farther.

In 1855, the bell was moved from the church to the courthouse. This became our first official fire alarm. We also had lookout towers where men were stationed to watch for fires.

In 1863, our first telegraphic alarm system was installed with 106 alarm and call boxes and 125 miles of electric wire. This was extended as our city grew, but all was destroyed in the Chicago fire in 1871.

Today there are about 3300 firemen in our Fire Department. The efficiency of our Fire Department depends on our water supply, fire alarms, and correct reporting of fires by the people. A telephoned alarm is so easy to report in Chicago that even a small child can report a fire. You may be excited, but remember to speak distinctly. All one needs to know is:

1. The address
2. The telephone number of the fire department—Fire 7-1313
3. What is burning, so that the firemen can bring the right equipment and apparatus with them

*Suppose a committee visit your local fire station. Be sure you know what information you want. Some questions you may ask on your visit are: What are the most common causes of fire in your district? What are the qualifications of a fireman? What is the name of the fire chief?*

## **Health Department**

The Health Department of Chicago makes rules regarding sanitary conditions of the city; it tries to prevent disease and to enforce health ordinances. This department is made up of a board of three members, one being the president.

According to the Chicago-Cook County Health Survey of 1947, our health situation has changed from early times, when contagious diseases were the greatest causes of deaths in the Chicago area. The following survey gives us a different picture. Here are some of its findings:

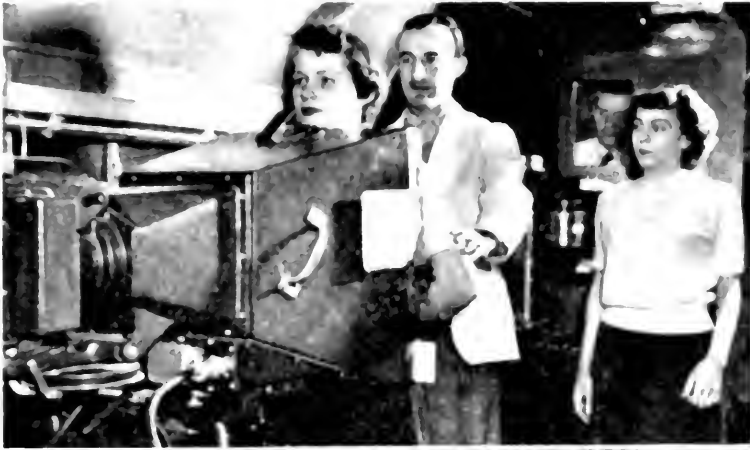
1. Fifty-two per cent of our deaths in Chicago are due to heart disease and cancer, and 22 per cent to accidents. Heart disease attacks people of *all* ages, not only older people, as some are prone to think.
2. Dental care cannot be overemphasized. Many Chicago people have poor teeth.
3. *Prevention* of any disease or disorder is as important as *treatment*.
4. It is becoming more and more essential for everyone to be sure his birth is recorded and to have a birth certificate.
5. Chicago's infant mortality is the same as New York's, but lower than six of the thirteen largest cities in the nation.

*Why does heart disease cause so many deaths? What can you do to have good teeth? What occasions have you had when a birth certificate was necessary?*

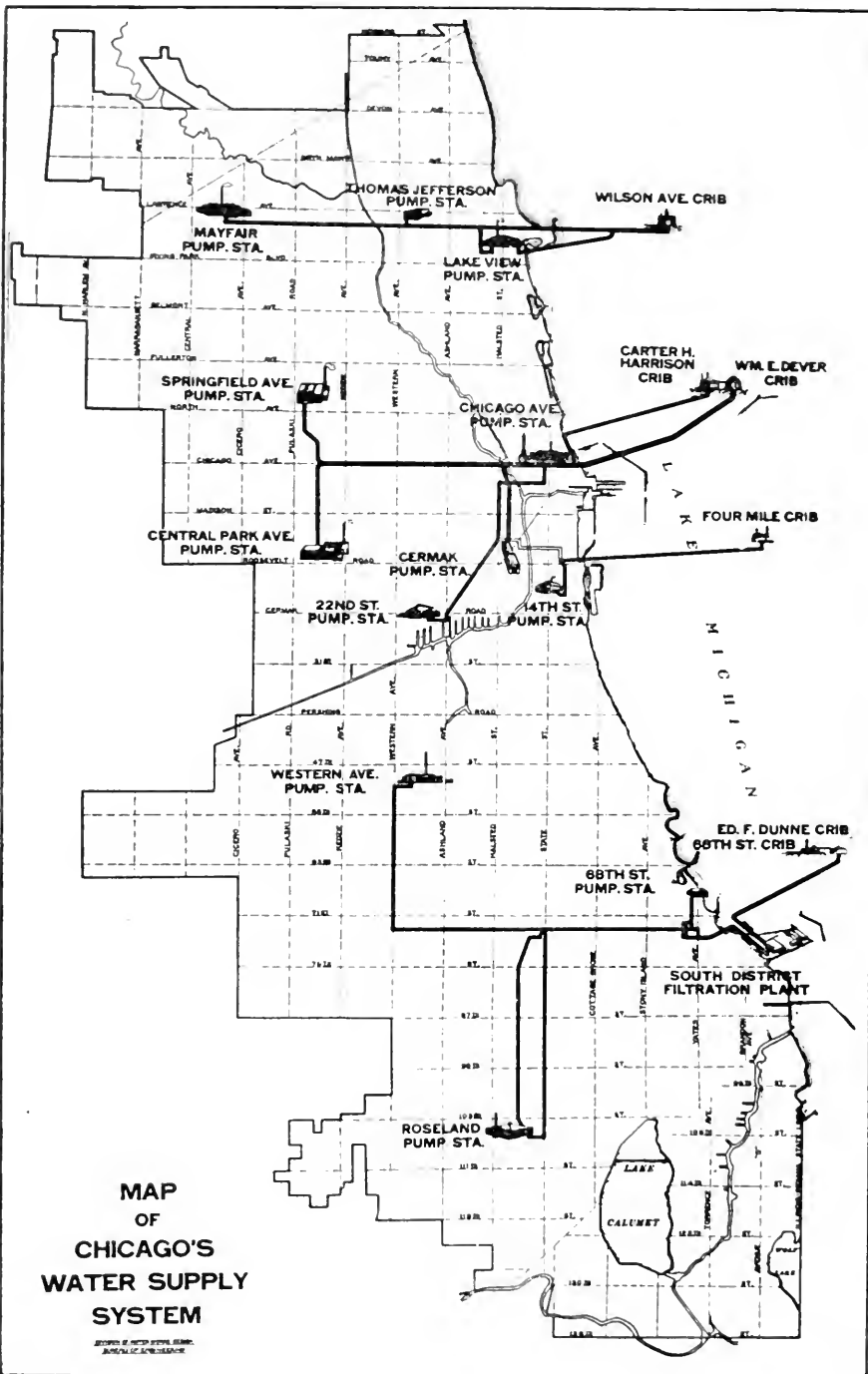
Conserving, or saving, its human resources is the most important task which faces any city. Illness or death of a child or an adult lessens the wealth of a community. Poor health cripples the work of the home, while absenteeism, caused by poor health, injures your work as a student and lessens your producing power as a worker. In 1949, the City Council of Chicago voted to spend \$3,683,989 for public health. All but \$385,000 was spent for preventive medicine. What is meant by preventive medicine? Give some specific examples of public expenditures on preventive medicine. What returns do you think the public received from this investment?

*Make a directory of local health institutions available to the people of Chicago. List only those which are supported out of taxes.*

Although not directly connected with our Health Department, it is interesting to note that our city is becoming the medical center of the world. Our medical schools at present are engaged in four main projects. Northwestern University's program will include research in heart disease and cancer. At the University of Chicago, in its atomic program, scientists are studying the possibilities of the use of radioisotopes in the detection and treatment of cancer. A teaching and research medical-center program is under way at Michael Reese Hospital. A medical center, under the direction of the University of Illinois, Loyola University, Chicago Medical College, the Illinois Department of Welfare and several hospitals, is carrying on research programs. Other agencies, including nursing and dental schools and hospitals interested in "polio" research, are located in the area. Thus our city tries to provide as many advantages as possible for healthful living.

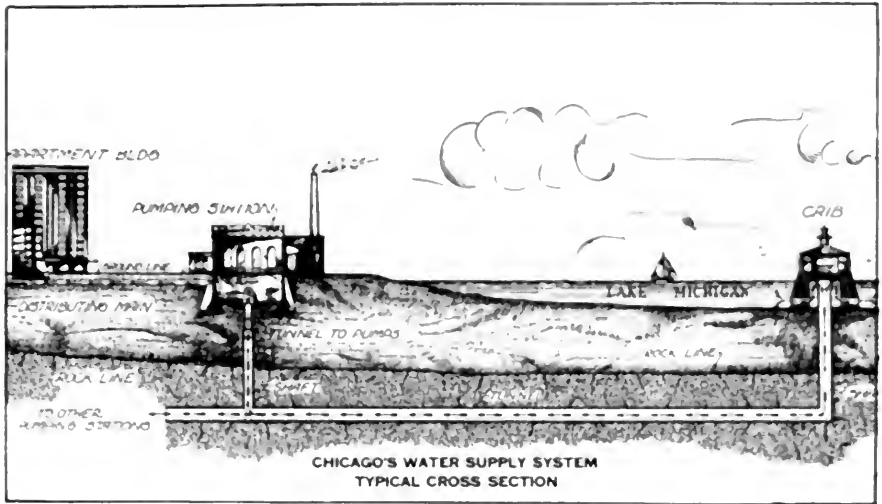


*Chicago is interested in your health*



**MAP  
OF  
CHICAGO'S  
WATER SUPPLY  
SYSTEM**

REPRODUCED BY THE CITY OF CHICAGO  
ENGINEERING DEPARTMENT



*How the water gets to you*

### ***Chicago Water Department***

Chicago has access to plenty of good water. The citizens take pure water for granted since our city government assumes that responsibility for us. Healthful water must be colorless, tasteless, odorless, free from bacteria, not too hard (containing mineral substance) and not too soft.

When Chicago was a village, long pipes were laid out from the shore on the bed of the lake. Our growth in population soon made us realize we needed a water system which would lessen the danger of impurities. In 1867 pipes, extending beneath the bed of the lake to cribs two miles from shore, were constructed. Then we thought our water problems were solved. Soon, with our continual rapid growth, the water supply became a problem again; our lake water was unsafe to drink. About four miles from the shore cribs were built, and sewage was diverted into the Chicago River. Surely our water problems were now solved. In spite of improvements, however, the water remained impure because of shore pollution resulting from ships coming in and out of the harbor; because of the turbid or muddy water following storms;

and because of sewage moving nearer to the cribs. It seemed that just when we thought we had the water problems solved, we had to start all over again. Today there is more sewage entering the lake in the manufacturing districts on the south side of the city. The world's largest filtration plant has been constructed to solve this problem. The plant purifies water used by 54 per cent of the total area of Chicago. Filtration means that very little, if any, chlorine is necessary, and the turbid appearance, which sterilization does not give, is removed. Plans for other filtration plants are under consideration at the present time.

As shown on the chart on page 78, Chicago water flows by gravity from four cribs in Lake Michigan, through sixty-five miles of large tunnels on the bed of the lake, to twelve pumping stations. The first pumping station, built at Chicago Avenue in 1854, is still in use; in fact, it is almost the only landmark left from the fire of 1871. The cribs are from two to four miles from shore, each new one being built farther out. Can you tell why?

In 1948 Chicago used more water per person than any of eight other large American cities, our per capita consumption being 234 gallons a day. If the 4,000 miles of pipes that carry the water pumped by our twelve pumping stations to all parts of the city were laid end to end, they would reach from Chicago to San Francisco and back again.

In addition to the people of Chicago, Chicago also supplies water to people who live in forty-four suburbs, or what we sometimes refer to as Metropolitan Chicago. A state law requires us to provide water to any city or village within the Chicago Sanitary District at the price charged users within the city.

Some people have warned that unless we are careful we may some day face a water shortage like New York. What can we do to help prevent this?

The diagram on page 78, shows the four cribs and twelve pumping stations in Lake Michigan that supply water to the



Chicago region. Locate the four cribs and the pumping station supplied by each crib. (The Carter Harrison and the 68th Street Cribs shown on the map are not used for that purpose.)

It would be interesting to visit the pumping station nearest your school. Have your questions ready to ask before you make this visit.

Looking at the charts on pages 78 and 79, tell how the water comes to your home from the lake. Do you know where New York gets its water supply?

### ***The Chicago Board of Education***

The rules and regulations of the Chicago Board of Education are enforced by a General Superintendent of Schools elected by the Board for a term of four years. He is assisted by the Assistant Superintendents, District Superintendents, Directors, Supervisors, Principals, and Teachers. Do you know that the Chicago Board of Education employs more than thirteen thousand teachers?

### ***The Chicago Park District***

The Chicago Park District Board employs more than seven

#### ***Carter Harrison Crib***



hundred park police and more than three thousand other people to carry out its rules and regulations.

### ***The President of the Cook County Board***

Chicago is also a part of Cook County. Hence we share some of our laws with the other people of the county—Oak Park, River Forest, Evanston, Berwyn, and others. These laws the President of the Cook County Board enforces. Like our Mayor, he requires a great deal of help. Eight elected officials and over three thousand other persons assist him. Since you will some day vote for the elected officials, you should know who they are.

The elected officials of our county are:

County Clerk  
County Treasurer  
County Recorder  
County Surveyor  
County Superintendent of Schools  
County Assessor  
County Coroner  
States Attorney  
County Sheriff

*Which one keeps a copy of the deed to your home?*

*To which one would you report a death by "foul play"?*

*Which one determines how much your property is worth for purposes of taxation?*

*To which one do you apply for a birth certificate?*

*Which one has charge of the County Jail?*

*Can you name any of the people who hold these offices?*

Because the president of the Cook County Board is also president of the Forest Preserve Board, he enforces the laws made by that board. Here again he needs help. About three hundred people are employed by the Forest Preserve Board to help enforce the rules and regulations.

## ***Sanitary District***

The laws of the Sanitary District of Chicago are enforced by the President of the Board of the Sanitary District with the help of about two thousand employees.

## ***Governor of Illinois***

Have you ever seen the Executive Mansion in Springfield? It is the home of the Governor of Illinois. Since Chicago is a part of Illinois, we share the laws made by the Illinois General Assembly with Springfield, Decatur, Rock Island, and all the other places in Illinois. The Governor of the state enforces these laws. He is the commander-in-chief of the state military and naval forces and may use them, if necessary, to secure obedience to a law and to keep order. He may veto bills passed by the state legislature, although they may become laws if passed again by a two-thirds vote. He may pardon people convicted of crimes. He may appoint people to help him, and he may also remove them if he does not find them satisfactory. Our Governor is elected by the voters of Illinois for a term of four years, and he may be re-elected any number of times.

If the Governor dies or becomes unable or unwilling to do his work, his place is taken by the Lieutenant-Governor, who is elected by the voters of Illinois.

We also elect other officers to help the Governor. They are:

- Secretary of State
- State Auditor
- State Treasurer
- Superintendent of Public Instruction
- Attorney-General
- Trustees of the University of Illinois

These elected officers serve four-year terms except the Treasurer, whose term of office is two years.

*To which officer do you send an application for an automobile license?*

*Do you know of any time in Chicago when the Governor called out the troops to keep order?*

*Why does the Governor sometimes pardon people convicted of crimes?*

### ***The President of the United States***

The White House is the official home of the President of the United States. He is the chief executive of the entire nation, and he enforces those laws which Chicago people share with people in New York, Miami, San Francisco, and the whole country. This is a difficult task, and in order to do this well he has been given the power to appoint and to dismiss helpers. He commands the army and navy. He may call extra sessions of Congress, and he may ask Congress to pass laws which he feels are needed. Also he may veto (forbid) bills which he considers improper. (These bills, however, may be passed over his veto by a two-thirds vote of both houses of Congress.)

The President must be at least thirty-five years of age and must have lived in the United States for at least fourteen years. He must also have been born in the United States.

*Can you think of any reasons for these requirements?*

Some people are astonished when they realize that the President is elected by the electoral college, or in case of no majority, by the House of Representatives.

### ***The Vice-President of the United States***

The Vice-President has the same qualifications as the President. He also is elected by the electoral college, but, in case of no majority, he is elected by the senate. He presides over the senate and votes only in case of a tie. If, in any way, the President is disqualified, he becomes the President.

*Who is the President of the United States? The Vice-President?*

*According to an act of Congress in 1947, who becomes the President in the event of the death of both President and Vice-President?*

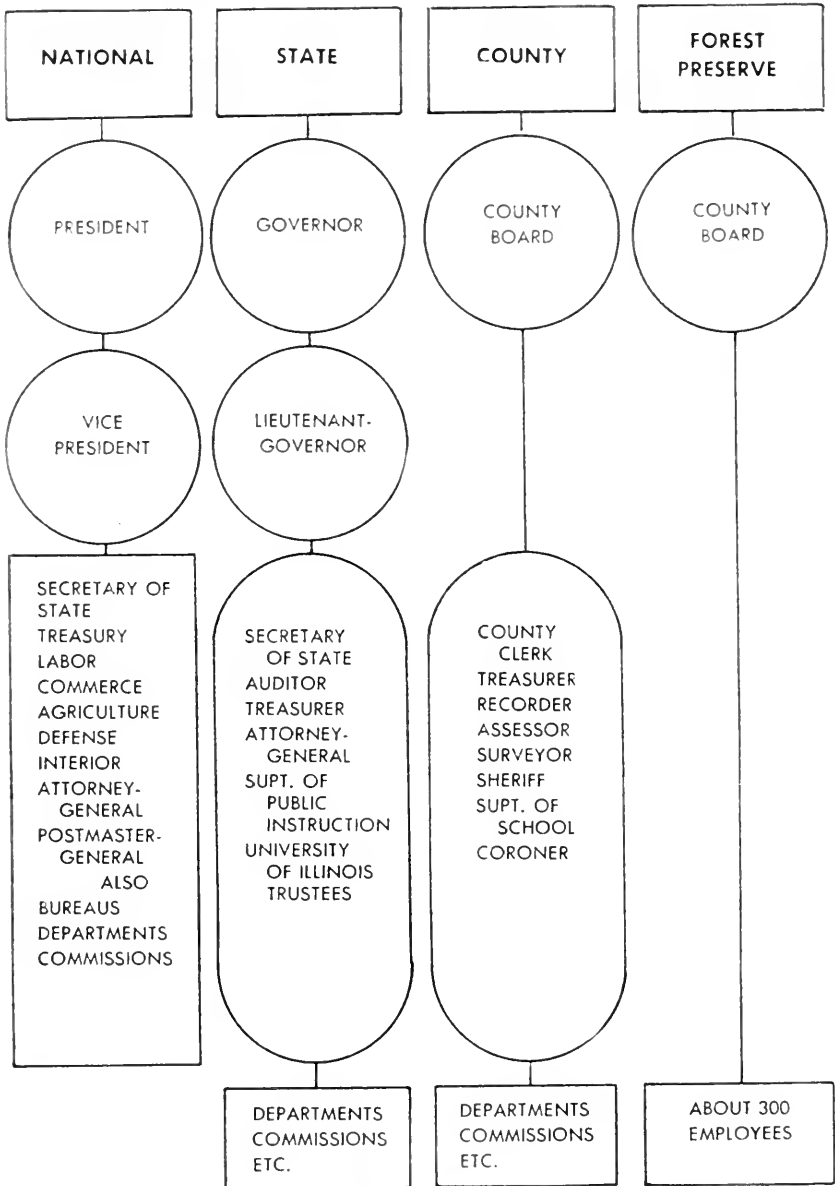
### ***The President's Cabinet***

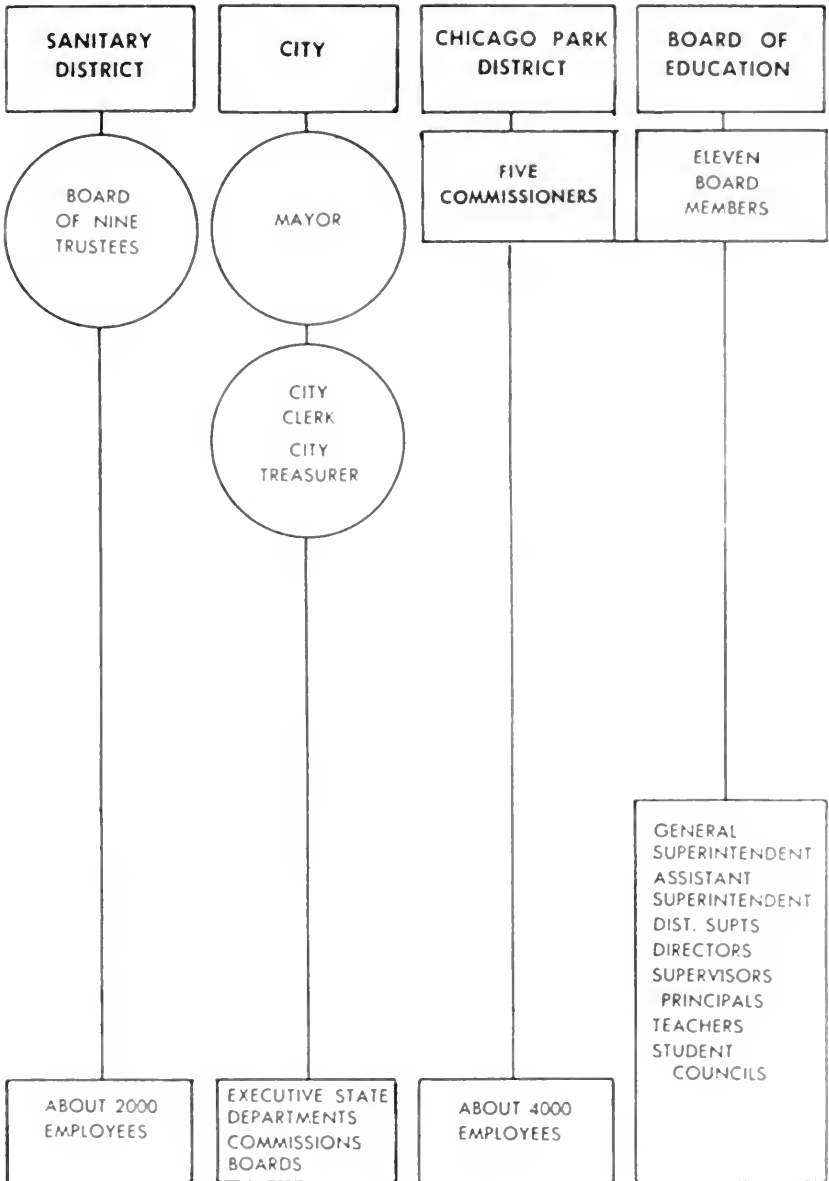
The President has, throughout the history of the country, found it necessary to call together a group of men who are appointed to special work as secretaries. They sit together in a council called a "Cabinet." The work of these departments is divided among subordinate branches of the department, called bureaus. When the executive department began, only three departments were functioning: the secretary of state, secretary of treasury, and the secretary of war. As the nation expanded and new functions were needed, more members were added. Below are the cabinet departments functioning today:

1. Secretary of State
2. Secretary of Treasury
3. Attorney-General
4. Secretary of Defense
5. Secretary of Interior
6. Secretary of Agriculture
7. Secretary of Commerce
8. Secretary of Labor
9. Postmaster-General

No qualifications are prescribed for the cabinet members, and their terms are indefinite. They are appointed to advise the President and to run their departments according to the will of the President.

*Try to find the names of the people holding these offices at the present time.*





As it takes many people to make the laws for Chicago, so it takes many to enforce the laws. The Mayor of Chicago, President of the Board of Cook County Commissioners, the Governor of Illinois, the President of the United States, with others, put the laws into effect. The legislative or law-making bodies make the rules of the game. The executive or law-enforcing department sees that the game is played according to the rules.

## **ADMINISTERING JUSTICE**

### ***Judicial Department***

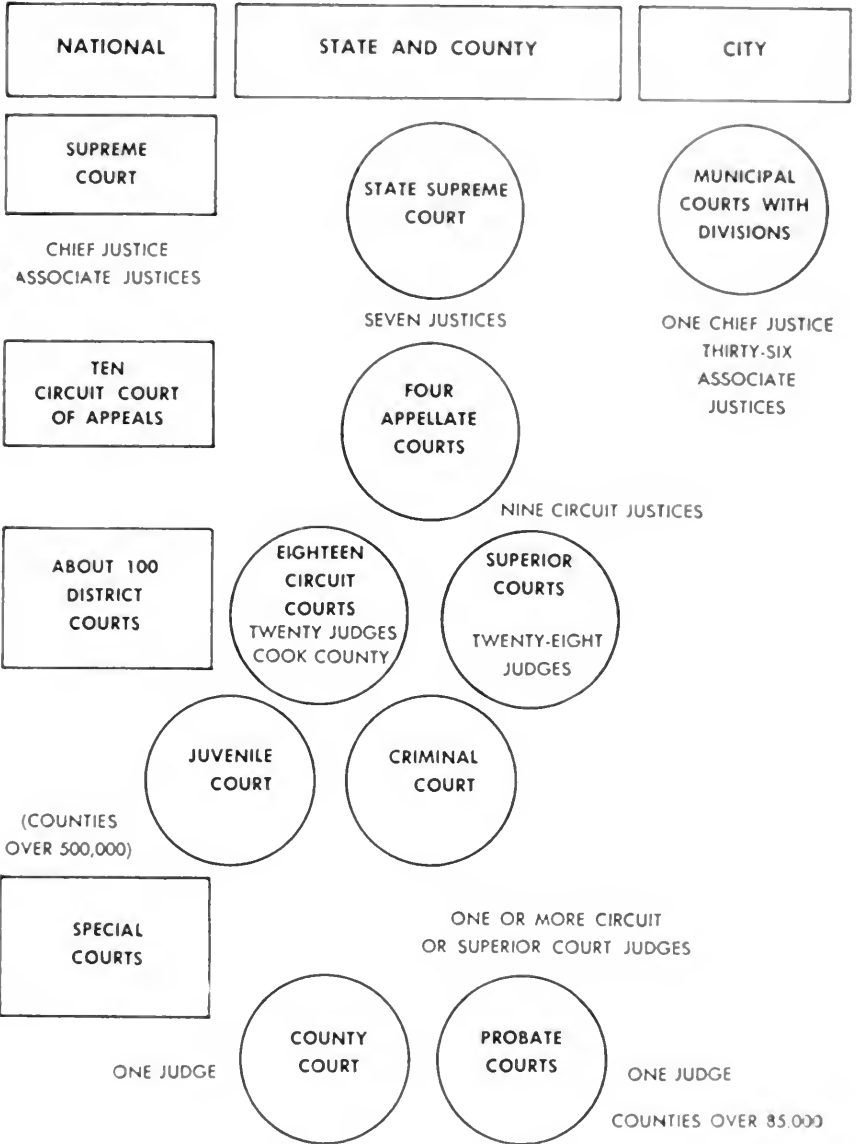
Unfortunately, all people do not play the game according to the rules laid down by our law-making bodies. Hence we must have a judicial department to try the cases of those who are accused of not playing the game according to the rules. Being AWOL from school, commonly known as truancy, will bring you in touch with the judicial department in the form of the Juvenile Court. Getting a ticket for parking in front of a fire plug or ignoring a stop sign will bring you in contact with the judicial department via the Traffic Court. Tampering with the mails or failing to pay your income tax will bring you to one of the federal courts.

We have all kinds of courts for all kinds of cases. We have a Juvenile Court for persons under twenty-one years of age; a Court of Domestic Relations for people in the home who have trouble getting along together; a Traffic Court for those who endanger the lives of others by violating traffic laws; a Criminal Court, and a Court of Small Claims. Some are municipal or city courts, some county, some state, and some national or federal.

Judges in the municipal, county, and state courts are elected by the voters for a definite term of office. Judges in the federal courts are appointed by the President with the consent of the Senate, and hold office "during good behavior." Anyone dissatisfied with his trial in a lower court, either state or federal, may ask for a review of the case by a higher



# JUDICIAL DEPARTMENT



court, namely the Appellate Court. Why is this court so named? Anyone dissatisfied with the decision of the Appellate Court may ask for a review by the Supreme Court, which is the highest court.

*Do you have a student court in your school? If you do, how is the judge selected? What kind of student do you think should be chosen to hold the position of judge?*

## **VOTING IN ALL ELECTIONS**

### ***Who Can Vote?***

When you are twenty-one years old, you will help choose the people that hold elective offices in the different governments. You may be chosen by the people to hold some of these offices.

Who in Chicago can vote for elected representatives? The answer is any citizen who is properly registered. If he is a citizen, he may register to vote if:

1. He is twenty-one years old on election day.
2. He lives in the state one year.
3. He lives in the county ninety days.
4. He lives in his precinct thirty days.

The person registering appears before a registration authority. He is asked certain questions under oath, such as place of birth and residence. He signs his name on a card so that his signature can be identified. Election commissioners come to the home to see if he lives at the address given.

Registration is not necessary again unless the voter:

1. Fails to vote for four years.
2. Moves.
3. Changes his name.

### ***Kinds of Elections***

Through elections the voters nominate and elect public and party officials and also express their opinion on certain propositions which are sometimes submitted to them on the ballot. For example, in 1950 the people of Illinois gave



*"The accused shall enjoy the right to a speedy and public trial"*

their approval to the Gateway Amendment. There are five kinds of elections in which Chicagoans are able to vote. They are:

<p><b>PRIMARY ELECTION</b></p>	<p>NOMINATING OF CANDIDATES BY EACH PARTY</p>
<p><b>GENERAL ELECTION</b></p>	<p>LISTING OF NAMES OF SUCCESSFUL PRIMARY-ELECTION CANDIDATES FOR VOTERS TO EXPRESS THEIR CHOICE</p>
<p><b>SPECIAL ELECTION</b></p>	<p>FILLING OF VACANCIES AND VOTING ON SPECIAL PROPOSITIONS</p>
<p><b>JUDICIAL ELECTION</b></p>	<p>ELECTING OF JUDGES OF THE SUPREME, CIRCUIT AND SUPERIOR COURTS TO KEEP, IF POSSIBLE, THIS ELECTION OUT OF PARTY POLITICS</p>
<p><b>LOCAL ELECTION</b></p>	<p>ELECTING OF LOCAL CANDIDATES TO LOCAL OFFICES</p>

### *Becoming a Candidate for an Office*

Certain regulations must be met by anyone wishing to become a candidate for an office. It is possible that one day you may want to run for the office of mayor of Chicago. To become a candidate and to have your name placed on the

election ballots, you must file a petition in the county clerk's office forty to fifty-five days before the primary election. The following describes briefly the important steps:

1. This petition must contain the signatures of one-half of 1 per cent of the electors of the city.
2. The signatures are examined and if they are found to be correct, your name is placed on the primary ballot.
3. Your name is placed on the general-election ballot if you receive the majority of votes in the primary election.
4. If you receive the majority of votes in the general election, you are elected mayor.

### ***Voting Procedures***

Polling places are located in Chicago so that no one needs to travel over a few blocks to vote. At the time of an election, you may have seen instructions to voters posted about the polling place.

In voting by ballot one marks "X" in squares or circles. In voting with a voting machine all that is necessary is to move small voting levers, keeping in mind the following:

1. To close the curtains of the voting machine, move the large red-handled operating lever to the right. The machine will not operate until the curtain is closed.
2. To vote a straight party ticket, pull the party lever (labeled with the name of the party of your choice) located to the extreme left of the row of candidate's names.
3. To split the ticket, turn down the voting lever at the name of each candidate for whom you wish to vote. Write in a candidate's name that does not appear on the ballot label if you wish to vote for that candidate.
4. To remember that the machine automatically locks when you have completed voting for all candidates for whom you are entitled to vote. If an error has been made, it may be corrected before the red-handled operating lever (which registers the votes, throws the small levers back into position, and opens the curtain), has been pulled.
5. To note that the ballots have been automatically counted and recorded in the back of the machine, which does away with much work when the polls are closed.

*What are advantages of the voting machine? Can you think of any disadvantages?*

## ***The Duties of Every Chicago Citizen***

Taking an intelligent part in government affairs is the responsibility of every citizen in Chicago. All cannot directly participate in the making of the laws, but each can do his part by electing those he wants to represent him. It is by this process that he gives his consent to be governed.

Election of good officials begins long before election day. First, the citizen must be sure that he is registered. Second, he must study diligently and intelligently the qualifications of the candidates. Third, he must vote in the primaries, for good officials cannot be elected if they are not nominated in the primaries. Fourth, he must vote in all general, special, judicial, and local elections.

In our 1948 presidential election, 48 per cent of the eligible voters failed to vote (49,000,000 voted, while 45,000,000 did not vote). What, in your opinion, are some of the reasons why people do not vote when they have this privilege? Do you think a penalty should be imposed upon those who fail to assume this responsibility?

The governments we have studied in this chapter will serve us well as long as we have active, alert, honest citizens who are interested in good government. As Walter Hines Page, who was once our ambassador to England, said: "There is one thing better than good government, and that is government in which all people have a part."

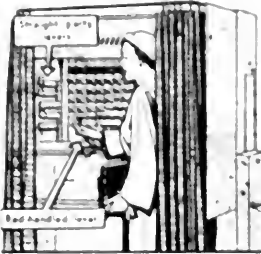
### **GREEN LIGHT**

- I. Have you a student government in your school? In what ways does it resemble the Chicago City Council?
- II. Some boys and girls feel that the age limit for a driver's license should be reduced. Write a letter to your representative in the Illinois General Assembly telling him how you feel about this question.

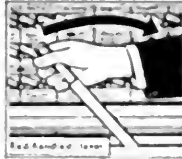
## How To Use A Voting Machine

A total of 2,294 voting machines will be used in 1708 Chicago precincts on what may be the last day that over 3 1/2 million voters will be used in each of 186 precincts.

Drawings show how to vote straight ticket and how to split your vote on machine.



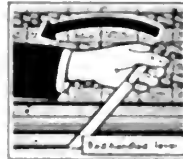
Sketch shows front of voting machine.



1 When you stand in front of the machine the red-handled operating lever to the right will close the curtain. This will close the curtains.



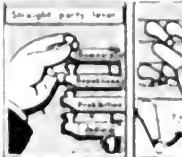
2 **STRAIGHT TICKET**—If you wish to vote straight party ticket pull the lever of party of your choice to the right.



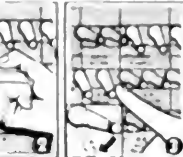
3 After you have finished voting, either straight or split ticket pull the red-handled operating lever to the left. This will register your vote and open the curtains.



You can split your vote in one of two ways to first method you pull down pointer over name of each candidate of your choice.



HOW TO SPLIT YOUR VOTE ON VOTING MACHINE  
In second method you pull straight party lever to the right (1). This will turn down all pointers for your party. Then turn UP pointers of candidates you DO NOT want to vote for. (2). After that you pull DOWN the pointers for candidates of opposite party for whom you wish to vote. (3).



1

## How to Vote on Paper Ballot

### Straight Ticket

<input checked="" type="radio"/> DEMOCRATIC	<input type="radio"/> REPUBLICAN
FOR DEPUTY STATE CLERK <input type="checkbox"/> JOHN J. COUGHLIN	FOR DEPUTY STATE CLERK <input type="checkbox"/> JOHN J. COUGHLIN
FOR STATE TREASURER <input type="checkbox"/> JOHN J. COUGHLIN	FOR STATE TREASURER <input type="checkbox"/> JOHN J. COUGHLIN
FOR COMMISSIONER OF PUBLIC DEFENSE <input type="checkbox"/> JOHN J. COUGHLIN	FOR COMMISSIONER OF PUBLIC DEFENSE <input type="checkbox"/> JOHN J. COUGHLIN
FOR CLERK OF THE SUPERIOR COURT <input type="checkbox"/> JOHN J. COUGHLIN	FOR CLERK OF THE SUPERIOR COURT <input type="checkbox"/> JOHN J. COUGHLIN
FOR JUDGE OF THE DEPARTMENT OF SUBLICAN <input type="checkbox"/> JOHN J. COUGHLIN	FOR JUDGE OF THE DEPARTMENT OF SUBLICAN <input type="checkbox"/> JOHN J. COUGHLIN
FOR JUDGE OF THE DEPARTMENT OF SUBLICAN <input type="checkbox"/> JOHN J. COUGHLIN	FOR JUDGE OF THE DEPARTMENT OF SUBLICAN <input type="checkbox"/> JOHN J. COUGHLIN
FOR JUDGE OF THE DEPARTMENT OF SUBLICAN <input type="checkbox"/> JOHN J. COUGHLIN	FOR JUDGE OF THE DEPARTMENT OF SUBLICAN <input type="checkbox"/> JOHN J. COUGHLIN

To vote a straight ticket you press an X in circle at top of ballot as shown above.

To vote a split ticket put an X in party circle at top and an 8 before each candidate of opposing party for whom you wish to vote as shown at right. An 8 after a name to split your vote in the same column at top means and press an 8 before names of candidates of your choice in both parties.

### Splitting Vote

<input checked="" type="radio"/> DEMOCRATIC	<input type="radio"/> REPUBLICAN
FOR DEPUTY STATE CLERK <input type="checkbox"/> JOHN J. COUGHLIN	FOR DEPUTY STATE CLERK <input type="checkbox"/> JOHN J. COUGHLIN
FOR STATE TREASURER <input type="checkbox"/> JOHN J. COUGHLIN	FOR STATE TREASURER <input type="checkbox"/> JOHN J. COUGHLIN
FOR COMMISSIONER OF PUBLIC DEFENSE <input type="checkbox"/> JOHN J. COUGHLIN	FOR COMMISSIONER OF PUBLIC DEFENSE <input type="checkbox"/> JOHN J. COUGHLIN
FOR CLERK OF THE SUPERIOR COURT <input type="checkbox"/> JOHN J. COUGHLIN	FOR CLERK OF THE SUPERIOR COURT <input type="checkbox"/> JOHN J. COUGHLIN
FOR JUDGE OF THE DEPARTMENT OF SUBLICAN <input type="checkbox"/> JOHN J. COUGHLIN	FOR JUDGE OF THE DEPARTMENT OF SUBLICAN <input type="checkbox"/> JOHN J. COUGHLIN
FOR JUDGE OF THE DEPARTMENT OF SUBLICAN <input type="checkbox"/> JOHN J. COUGHLIN	FOR JUDGE OF THE DEPARTMENT OF SUBLICAN <input type="checkbox"/> JOHN J. COUGHLIN
FOR JUDGE OF THE DEPARTMENT OF SUBLICAN <input type="checkbox"/> JOHN J. COUGHLIN	FOR JUDGE OF THE DEPARTMENT OF SUBLICAN <input type="checkbox"/> JOHN J. COUGHLIN

To vote a split ticket put an X in party circle at top and an 8 before each candidate of opposing party for whom you wish to vote as shown at right. An 8 after a name to split your vote in the same column at top means and press an 8 before names of candidates of your choice in both parties.

To vote a split ticket put an X in party circle at top and an 8 before each candidate of opposing party for whom you wish to vote as shown at right. An 8 after a name to split your vote in the same column at top means and press an 8 before names of candidates of your choice in both parties.

## How to split vote for Representatives in General Assembly

FOR REPRESENTATIVE IN THE GENERAL ASSEMBLY First District, Cook County From the 1st Precinct	FOR REPRESENTATIVE IN THE GENERAL ASSEMBLY First District, Cook County From the 1st Precinct
<input checked="" type="checkbox"/> A. CANDIDATE JOHN LANE	<input type="checkbox"/> T. PRIMARILY JOHN Q. PUBLIC

You have three votes for representatives. To give all three to one candidate put an 8 in front of his name.

FOR REPRESENTATIVE IN THE GENERAL ASSEMBLY First District, Cook County From the 1st Precinct	FOR REPRESENTATIVE IN THE GENERAL ASSEMBLY First District, Cook County From the 1st Precinct
<input checked="" type="checkbox"/> A. CANDIDATE JOHN LANE	<input checked="" type="checkbox"/> T. PRIMARILY JOHN Q. PUBLIC

To vote for two candidates put an 8 in front of each name.

FOR REPRESENTATIVE IN THE GENERAL ASSEMBLY First District, Cook County From the 1st Precinct	FOR REPRESENTATIVE IN THE GENERAL ASSEMBLY First District, Cook County From the 1st Precinct
<input checked="" type="checkbox"/> A. CANDIDATE JOHN LANE	<input checked="" type="checkbox"/> T. PRIMARILY JOHN Q. PUBLIC

To vote for three candidates you give each 1 vote by placing an 8 in front of each name.

To vote for three candidates you give each 1 vote by placing an 8 in front of each name.

To vote for three candidates you give each 1 vote by placing an 8 in front of each name.

The important Gateway Amendment will be on a blue ballot.

A Chicago Times Newspaper  
A. T. W. B. 1111

- III. What would you think of a proposal to require owners of bicycles to secure a city license?
- IV. What is Chicago doing to prevent traffic accidents? How many hours a year does your school-patrol force contribute to the city's safety?
- V. What kind of person do you think should be chosen as judge of the Juvenile Court?

- VI. Judges in federal courts hold office during "good behavior." What does this mean? Does it mean the same thing to everyone?
- VII. When Thomas Jefferson was elected Vice-President in 1796, he said: "The second office of government is honorable and easy." What did he mean by that?
- VIII. By appointment, visit:
- The City Hall—voting machine, council meeting, Municipal Library
  - The filtration plant
  - The pumping stations
  - The police stations
  - The fire stations
  - The County Building
  - The Board of Education
  - The Park District Offices
  - The Forest Preserve District Offices
- IX. Make a tour of your school building to find out where the fire exits are located.
- X. Check radio and television listings to learn about broadcasts concerning current activities of the governments.
- XI. Draw or take snapshots of some of our government buildings or activities.
- XII. Hold an election. Follow the correct procedure. Maybe someone would like to construct a model voting machine.
- XIII. Interview people who work for the city, and give a report to the class of this interview.
- XIV. In newspapers and magazines, find pictures and articles of officers, such as president, vice-president, governor, mayor, or anything pertaining to our various governments.
- XV. Learn about your ward by making a map either on a sand-table, plywood, cardboard, or wallboard.



XVI. Go to the library to read about:

The government of the District of Columbia

Our national constitution, especially the first ten amendments (the Bill of Rights)

The state constitution

The oaths the different officers take on entering office

The biographies of officials you are interested in knowing about, and the value of their contributions

The different cities in Illinois

The historical monuments that we have in Chicago

The different political parties that we have

## DO YOU REMEMBER?

1. Name the eight governments that serve us.
2. The three divisions or departments that our different governments are divided into are . . . . ., . . . . ., and . . . . .
3. The Chicago City Council is made up of . . . . . aldermen, . . . . . from each of the . . . . . wards, elected for a term of . . . . . years.
4. Cook County has . . . . . commissioners, . . . . . of which are from Chicago.
5. Our state legislature is called . . . . .
6. Our national Congress consists of two houses: . . . . . and . . . . .
7. Each state elects . . . . . senators to our national Congress.
8. Illinois has . . . . . representatives in the House of Representatives.
9. In what election are candidates nominated for office?
10. In what courts are the judges elected for a limited term of office?
11. In what courts are the judges appointed by the President to hold office during "good behavior"?
12. What name is given to the highest court of the land?

13. Can you use each of the following terms in a good sentence?
- |         |           |               |
|---------|-----------|---------------|
| veto    | municipal | commissioners |
| cabinet | ordinance | staffs        |
| ballot  | judicial  | appellate     |
| charter | precinct  | budget        |
14. Write your political address:  
 Name....., Street address.....  
 City..... Ward..... Precinct.....  
 County..... State..... Senatorial district  
 number..... Congressional district number.....
15. What is an important problem existing in our city today?  
 If you were trying to solve this problem, whom would you  
 see?  
 What would you expect him to do?  
 What can he do?

## SUPPLEMENTARY INFORMATION

### Mineral Analysis of Lake Michigan Water:

Silica .....	3.7
Alumina and iron oxide.....	0.4
Iron (ferri) .....	0.1
Calcium .....	32.4
Magnesium .....	10.9
Sodium .....	3.2
Potassium .....	0.7
Sulphates .....	14.8
Chloride .....	5.0
Carbonates .....	66.0

A few city ordinances are given below as samples of the variety and types of ordinances necessary in Chicago.

1. It shall be unlawful for the operator of any vehicle to stop, stand or park such vehicle, except when necessary to avoid conflict with other traffic or in compliance with the directions of a police officer or official traffic sign or signal:

Upon a bridge

Within twenty feet of a crosswalk at an intersection

At any curb within fifteen feet of a fire hydrant

On any sidewalk

In regard to all-night parking:

It shall be unlawful for the operator of any vehicle to park said vehicle on any street for a period of time longer than thirty minutes between the hours of two a.m. and six a.m. of any day.

2. No person shall cause or permit any dog owned or kept by him to run at large on any public way or place.
3. No person shall sleep in a bakery, or in the room where flour or meal used in connection therewith or the food products made therein, are handled or stored.
4. No person while on the public ways of the city, nor while riding upon any street car or elevated railroad car running from place to place within the city, nor in any elevator operated in any building in the city to which the public is admitted, shall so wear any hatpin that the exposed point thereof shall protrude more than one-half inch beyond the crown of the hat in, upon, or through which pin is worn.
5. The superintendent of compensation, by and with the approval of the commissioner of public works, may issue permits for the erection of barber poles attached to a building if a written application is filed with the superintendent of compensation together with the written consent of the property owner to whose property the barber pole is to be attached. The applicant shall pay the city collector a fee of ten dollars. No permit shall be issued for a barber pole except upon the written approval of the alderman of the ward in which said barber shop is to be erected. Permits for barber poles shall be subject to revocation at any time by the superintendent of compensation and shall be revoked by the superintendent of compensation in all cases where the commissioner of public works has determined that such revocation is proper or necessary.

6. It shall be unlawful for any person to erect, place or maintain in, upon or over any public way or public place in the city, any fruit stand, shoe shining stand, flower stand, vegetable stand, lunch wagon, table, box, bin or any other arrangement or structure for the display or sale of goods, wares, or merchandise, or for the pursuit of any occupation whatsoever unless a permit for the same shall be obtained from the superintendent of compensation; provided, that the superintendent of compensation shall issue no such permits except for the purpose of exhibiting for sale daily newspapers, within such districts as are or have been designated by the city council.
7. It shall be the duty of the Principal or other person in charge of the pupils in each school building to examine or have examined by the engineer, janitor of the building, or other competent authorized person, all stairways, hallways, corridors, fire escapes, fire-escape platforms and the approaches leading thereto; to examine and operate all exit doorways and windows leading to all means of exit, to examine all fire extinguishing apparatus and fire alarm equipment at least each and every day that such school building is used for school purposes. Also to conduct a good and efficient fire drill, subject to the rules and regulations of the bureau of fire prevention of the fire department, which drill shall be for the purpose of evacuating the occupants from the building in the event of fire or other emergency. This fire exit drill shall be practiced not less than twice each calendar month that such school building is used for school purposes.

## MAYORS OF CHICAGO

<i>Name</i>	<i>Year</i>	<i>Population</i>
William B. Ogden	1837	4,170
Buckner S. Morris	1838	4,273
B. W. Raymond	1839	4,376
Alexander Lloyd	1840	4,479
Francis C. Sherman	1841	5,512
Benjamin W. Raymond	1842	6,546

<i>Name</i>	<i>Year</i>	<i>Population</i>
Augustus Garrett	1843	7,580
A. S. Sherman	1844	10,170
Augustus Garrett	1845	12,088
John P. Chapin	1846	14,169
James Curtis	1847	16,859
J. H. Woodworth	1848-49	20,023
James Curtis	1850	29,963
Walter S. Gurnee	1851-52	34,000
Charles M. Gray	1853	59,130
Ira L. Milliken	1854	65,872
Levi D. Boone	1855	80,023
Thomas Dyer	1856	84,113
John Wentworth	1857	87,600
John C. Haines	1858-59	90,000
John Wentworth	1860	109,206
Julian S. Rumsey	1861	120,000
Francis C. Sherman	1862-64	138,186
John B. Rice	1865-68	178,492
Roswell B. Mason	1869-70	280,000
Joseph Medill	1871-72	334,270
Harvey D. Colvin	1873-75	380,000
Monroe Heath	1876-78	407,661
Carter H. Harrison	1879-86	491,516
John A. Roche	1887-88	760,000
Dewitt C. Cregier	1889-90	935,000
Hempstead Washbourne	1891-92	1,148,795
Carter H. Harrison	1893	1,253,022
George B. Swift, pro tem	1893	1,253,022
John P. Hopkins	1893-94	1,253,022
George B. Swift	1895-96	1,366,813
Carter H. Harrison II	1897-1904	1,490,937
Edward F. Dunne	1905-06	1,941,880
Fred A. Busse	1907-10	2,039,202
Carter H. Harrison II	1911-14	2,249,363
William H. Thompson	1915-22	2,464,189
William E. Dever	1923-26	2,964,692
William H. Thompson	1927-30	3,228,981
Anton J. Cermak	1931-32	3,378,000
Frank J. Corr	1933	3,382,000
Edward J. Kelly	1933-47	3,382,000
Martin J. Kennelly	1947	3,627,997

# GOVERNORS OF ILLINOIS

<i>Name</i>	<i>When Inaugurated</i>	<i>From What County</i>
Shadrach Bond	Oct. 6, 1818	St. Clair
Edward Coles	Dec. 5, 1822	Madison
Ninian Edwards	Dec. 6, 1826	Madison
John Reynolds	Dec. 6, 1830	St. Clair
William L. D. Ewing	Nov. 17, 1834	Fayette
Joseph Duncan	Dec. 3, 1834	Morgan
Thomas Carlin	Dec. 7, 1838	Greene
Thomas Ford	Dec. 8, 1842	Ogle
Augustus C. French	Dec. 8, 1846	Crawford
	Jan. 8, 1849	
Joel Aldrich Matteson	Jan. 10, 1853	Will
William H. Bissell	Jan. 12, 1857	Monroe
John Wood	March 21, 1860	Adams
Richard Yates	Jan. 14, 1861	Morgan
Richard J. Oglesby	Jan. 16, 1865	Macon
John M. Palmer	Jan. 11, 1869	Macoupin
Richard J. Oglesby	Jan. 13, 1873	Macon
John L. Beveridge	Jan. 23, 1873	Cook
Shelby Moore Cullom	Jan. 8, 1877	Sangamon
	Jan. 10, 1881	
John M. Hamilton	Feb. 6, 1883	McLean
Richard J. Oglesby	Jan. 30, 1885	Macon
Joseph W. Fifer	Jan. 14, 1889	McLean
John P. Altgeld	Jan. 10, 1893	Cook
John R. Tanner	Jan. 11, 1897	Clay
Richard Yates	Jan. 14, 1901	Morgan
Charles S. Denneen	Jan. 9, 1905	Cook
	Jan. 18, 1909	
Edward F. Dunne	Feb. 3, 1913	Cook
Frank O. Lowden	Jan. 8, 1917	Ogle
Len Small	Jan. 10, 1921	Kankakee
	Jan. 12, 1925	
Louis L. Emmerson	Jan. 14, 1929	Jefferson
Henry Horner	Jan. 9, 1933	Cook
	Jan. 4, 1937	
John H. Stelle	Oct. 6, 1940	Hamilton
Dwight H. Green	Jan. 13, 1941	Cook
	Jan. 8, 1945	
Adlai Stevenson	Jan. 10, 1949	Lake

## SOME INTERESTING FACTS ABOUT THE STATE OF ILLINOIS

On December 3, 1818, Illinois became the twenty-first state of the United States. It was one of the five states carved from the original Northwest Territory.

The first capital was Kaskaskia, captured from the British by George Rogers Clark during the American Revolution. The first Capitol, or State House, was a two-story limestone building rented from George Fisher for \$4.00 a day.

In 1820, the Capital was moved to Vandalia. However, people soon began to agitate for a capital nearer the center of the state.

On February 25, 1837, the Illinois General Assembly passed a bill providing for the removal of the Capital from Vandalia to a point more centrally located. Three days later the choice fell upon Springfield, which, in December, 1839, became the seat of our state government. The present Capitol was built at the cost of more than \$4,500,000. Below the building is one of the richest veins of Illinois coal.

The official state bird of Illinois is the cardinal.

Our state flower is the violet, while the oak is the state tree.

It is interesting to note that in determining the state tree and state flower a vote was taken among the school children. It was this vote that guided the decision of the legislature.

The name of the state is derived from "Illini," an Indian word meaning "men."

The first school was taught by Samuel J. Seeley in 1783 at New Design, in what is now Monroe County.

The Lincoln family moved to Illinois in the 1830's, and Abraham Lincoln, the sixteenth president of the United States, was elected to the presidency from Illinois.

## THE POOR VOTER ON ELECTION DAY

The proudest now is but my peer,  
The highest not more high;  
Today, of all the weary year,  
A king of men am I.

Today alike are great and small,  
The nameless and the known;  
My palace is the people's hall,  
The ballot-box my throne!

Who serves today upon the list  
Beside the served shall stand;  
Alike the brown and wrinkled fist,  
The gloved and dainty hand!  
The rich is level with the poor,  
The weak is strong today;  
And sleekest broadcloth counts no more  
Than homespun frock of gray.

Today let pomp and vain pretense  
My stubborn right abide;  
I set a plain man's common sense  
Against the pedant's pride.  
Today shall simple manhood try  
The strength of gold and land;  
The wide world has not wealth to buy  
The power in my right hand!

While there's a grief to seek redress,  
Or balance to adjust,  
Where weighs our living manhood less  
Than Mammon's vilest dust;  
While there's a right to need my vote,  
A wrong to sweep away,  
Up! clouted knee and ragged coat!  
A man's a man today!

—*John Greenleaf Whittier*



## TAXES

I've paid my taxes, I'm proud to say  
I bought some civilization today;  
I helped build a bridge and a highway, too  
I bought my three children a park and a zoo  
    When I paid my taxes.

I helped build a library and paid for more books  
I paid for having the streets cleaned, improving their looks  
I helped put drinking fountains in my own home town  
I paid for new street lights in the same old town  
    When I paid my taxes.

I helped hire a doctor and fireman's crew  
I paid for a nurse and some policemen, too  
I helped buy a young man a very fine job,  
I helped buy a bathing beach for my Dorothy and Bob  
    When I paid my taxes.

I helped build a school and hire teachers, too  
I helped buy a golf course for my son to play thru  
I helped build a museum of music and art  
Now, friends, don't you think I really was smart  
    When I paid my taxes?

—C. C. CLINTON

(In *Childhood Education*, Dec. 1941)

# CHAPTER 3

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“Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.”

—*Northwest Ordinance of 1787*

## **CHICAGO'S EDUCATIONAL OPPORTUNITIES**

**Becoming Acquainted With Our Schools**

**Learning About Our Higher Educational Opportunities**

**Finding Out About Our Libraries**

Must all children in Chicago attend school until they reach the age of seventeen?

Should people who have no children pay taxes for the education of other people's children?

Do people applying for a job have to state how much schooling they have had?

Next to your home you spend more time at school than at any other place. In fact, your school is your second home. Have you ever heard grownups say that they wished they could go back to school? Why?

The early fathers of our country realized that a good system of education was essential to preserve our democracy. They knew that they must either abandon freedom or educate the people for this freedom. When the Northwest Territory, which included Illinois, was established, Congress provided in the famous Ordinance of 1787 that "schools and the means of education shall forever be encouraged." On April 18, 1818, Congress passed the Enabling Act, which admitted Illinois into the Union. It also divided the territory into townships, each six miles square. These townships again were divided into thirty-six sections, each a mile square. The Enabling Act provided that:

Section 16 in each township or its equivalent, shall be granted to the State for use of the inhabitants of such township for use of schools.

Our state constitution also provides for:

Free schools whereby all children of this state may receive a good common school education.

Any student in Chicago may choose to go to a public, parochial, or private school. Which of these schools do you think was first in Chicago? What is the difference between the three kinds of schools?

Just because your parents do not need to pay tuition, buy your books and most of your school supplies, does not mean that these essentials are free. The cost to the people of Chicago to send each student to elementary school is approximately \$214.45 per year, while the cost to send each student to high school is about \$340.45 per year.

*Where does this money come from? How much will it cost the people of Chicago to send all the students in your room to school this year? How much will it cost the people of Chicago to send you through the elementary and high school? Name some of the items for which this money is spent.*

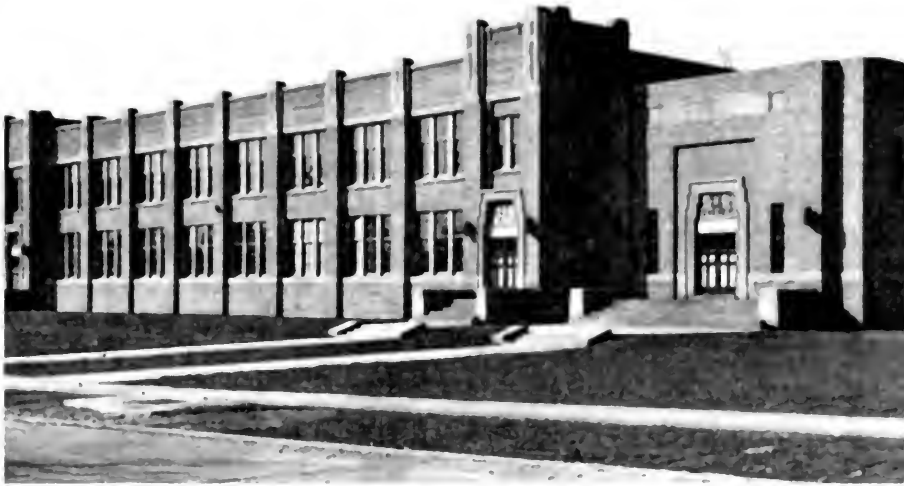
## **BECOMING ACQUAINTED WITH OUR SCHOOLS**

### ***Early History***

Our first school in Chicago was held in the private home of a settler as early as 1816. It is not certain how long this school continued. In 1830, Stephen Forbes opened a school, which was attended for the most part by children living in Fort Dearborn. However, in 1833, Miss Eliza Chappel

### ***Chicago's first public school***





*Jane Addams Elementary School*

organized the first public school, using public funds. Do you know that we have a school and a street named for her? Where are they located? At first this school was conducted in a log house on South Water Street; the next year Miss Chappel moved her school to the First Presbyterian Church on the west side of Clark Street between Lake and Randolph Streets. Can you find the location of this first school on a map of Chicago?

Below is a list of important developments in the history of the Chicago schools:

- 1833—Grenville T. Sproat opened a school in the First Baptist Church on South Water Street (now Wacker Drive) near Franklin Street. It was conducted as a private school.
- 1835—John S. Wright built a school, at his own expense, located on Clark Street south of Lake Street.
- 1837—The first Board of School Inspectors, later known as the Board of Education, was appointed.

- 1840—The first school building owned by the City was located at the southeast corner of Madison and Dearborn Streets, where the First Federal Savings and Loan Association is now located. Mr. Dunbar was selected as teacher at \$400 per year.
- 1841—Mr. N. Gilbert was appointed the first music teacher at \$16 per month.
- 1845—School Number One, the first permanent school building, was built on the north side of Madison Street, eighty feet east of Dearborn Street. This property is still owned by the Board of Education and leased to the Madison-State Building, formerly occupied by the Boston Store. The first year 543 pupils enrolled; the third year, 864 pupils.
- 1850—There were six schools in Chicago. It was ordered that the summer vacation be from the last Saturday in June to the first Monday in August.
- 1854—The first Superintendent of Schools, John C. Dore, was appointed.
- 1856—The first high school at Halsted and Monroe Streets was opened with C. A. Dupree as Principal.
- 1860—Enrollment was 8,000 students; 160 teachers.
- 1862—The first evening school was organized.
- 1867—The first kindergarten was established in Chicago.
- 1871—October 9, fifteen school buildings, either owned or rented, housing 10,000 students, were burned. Schools were closed for about two weeks.
- 1875—English was introduced in the high schools as a subject. Enrollment was 33,000 students; 700 teachers.
- 1880—Enrollment was 59,562 students; 898 teachers.
- 1883—Compulsory education of not less than 12 weeks for every child between the ages of 8 and 14 was made a state law.
- 1889—Truant officers were appointed.
- 1892—Manual Training was introduced in the elementary schools.
- 1898—Sewing and cooking classes for girls were organized.
- 1900—Enrollment was 255,861 students; 5,806 teachers.
- 1903—December 30, the Iroquois Theater fire took the lives of thirty-nine teachers and 103 students.
- 1911—A state law was passed providing funds to help educate the deaf, mute, and blind.



*When was our first high school erected?*

1917—The R.O.T.C. was organized.

1920—Enrollment was 380,000 students; 9,100 teachers

1921—Free textbooks were issued in our schools.

1937—Chicago Schools' Statistics were:

Enrollment—464,373 students; 13,500 teachers

336 Elementary Schools

37 High Schools

3 Junior Colleges

6 Pre-vocational Schools

4 Vocational Schools

9 Schools for Crippled Children

1 Normal College

1 Continuation and Trade School

*One of our modern high schools — South Shore High School*



1950—Chicago Schools' Statistics are: •

261,345	students; 8,113	teachers
335	elementary	schools
68,372	students; 2,814	teachers
33	general	high schools
15,693	students; 681	teachers
6	technical	high schools
1,303	students; 86	teachers
7	elementary	vocational schools
6,212	students; 73	teachers
4	continuation and	apprentice high schools
7,968	students; 344	teachers
7	vocational	high schools
1,583	students; 140	teachers
3	social	adjustment schools
1,735	students; 140	teachers
4	elementary	schools for handicapped children
414	students; 35	teachers
1	high	school for handicapped students
9,746	students; 363	teachers
1	junior	college of 3 branches
1,227	students; 73	teachers
1	teachers	college
12,864	students; 466	teachers
7	regular	evening schools — elementary and high
6,755	students; 220	teachers
5	vocational	evening schools — high school level
5,651	students; 63	teachers
111	Americanization and	Adult Education Centers

When the two-story brick building, called School Number One, was erected in 1845, at a cost of \$8,000, it was regarded by many citizens of Chicago as an unnecessary extravagance. The Mayor at that time, in an address, recommended that the City Council either sell the building or



change it into an insane asylum and confine those men who were responsible for its construction. In spite of opposition and gloomy forecasts, the enrollment of School Number One increased rapidly, and, five years later, there were six schools instead of one in Chicago.

### ***Our Schools Today***

*"Readin' 'n' 'ritin' 'n' 'rithmetic  
Taught to the tune of a hick'ry stick"*

This was the old time school. Our present school system, with its some 120 different subjects and numerous activities and clubs, developed gradually, changing with the changing times. Our first public high school, evening school, and kindergarten made their appearance between 1856 and 1867. The attendance officer appeared upon the scene in 1889. By the way, why do we have attendance officers? Issuing free textbooks and making special provision for handicapped children were also landmarks in the growth of our present system. In 1917 along came the R.O.T.C. Why? We have come a long way since Eliza Chappel organized Chicago's first public school.

*Make a list of the different subjects that you study in the grades. Make a list of the different activities in your school. Choose a subject or activity and in a few good sentences tell the class some of its values. Give your talk as though your subject or activity is the most important one you have studied.*

Educating the children of Chicago is the sole purpose of our schools. In order to do this efficiently, a complete administrative organization, consisting of General Superintendent of Schools, assistant superintendents, district superintendents, directors, supervisors, principals and teachers, has been set up by the Board of Education. More than four thousand people aid in the office work of this organization.

*Who is our General Superintendent and what are some of his duties?*

## ***Your School***

Next to your parents your teachers advise and guide you more than anyone else. Through organizations, such as the Parent-Teachers Association, teachers co-operate with your parents to make your school life most profitable. They have been trained and are in this profession because they are interested in helping you and all the other children.

In 1755, the following qualifications of a teacher were published in a Pennsylvania newspaper:

A sober person, that writes a good copy hand and comes well recommended for a school teacher.

Ask one of your teachers what the qualifications were for him to become a teacher in Chicago, and compare these with the requirements in 1755.

*What is the name of your school? What do you know about the person for whom your school is named? Why do you think your school received this name? Does your office or the Parent-Teachers Association have the history of your school? If it does, it would be interesting to read and discuss this history before the class.*

## **LEARNING ABOUT OUR HIGHER EDUCATIONAL OPPORTUNITIES**

### ***High Schools***

It will not be long until you enter high school. The change from grade to high school is quite a surprise to some students, but the adjustment should not be especially difficult. Through your classroom work, various activities, and assembly programs you have developed increased initiative and responsibility, which will serve you well as you participate in the more adult life of the high school. Among other responsibilities you will have to select your own course of study. In our forty-seven Chicago high schools you can choose at least one-half of your subjects, and you can prepare yourself for almost any occupation or position. New courses





*How old is our R.O.T.C.*



*A challenge to West Point*

are introduced as the need for them arises. You are responsible for making your own choice and arranging your time for study. Choice of a course of study is extremely important and should be made only after careful thought. Forty-one out of every one hundred students who enter Chicago's public high schools fail to graduate. Some students fail because, among other things, they choose the wrong course and do not know how to budget their time.

Chicago has three types of high schools from which you may choose. They are:

1. General—General high schools prepare you for many kinds of work or for college.

2. **Technical**—In technical high schools you can take shop and laboratory courses, as well as regular academic subjects.
3. **Trade or Vocational**—These high schools prepare you for trades and vocations, as the name indicates.

Now is the time to begin considering which type of high school you would like to enter. Good grades; good study habits; good reading, writing, and speaking habits in elementary school and in high school, will be valuable assets whether or not you decide to go to college. If you plan to go to college, you will do well to remember that colleges require students' high-school records. Employers also frequently send to the elementary and high schools for records showing the grades and character traits of the people whom they employ. A good record "pays off."

### ***Higher Education***

About seventy of the 1,800 colleges in the United States are located in Illinois. Some of the best colleges in the United States are located in the Chicago area. Statistics show that about 10 per cent of the American people attend college and that 4 per cent possess college degrees. These percentages are somewhat lower in Chicago than in some regions of

#### ***Lane Technical High School***



the United States. This may be true because oftentimes students do not plan soon enough to go to college. Maybe you will raise this percentage by attending college.

Practically all colleges offer scholarships. It is wise to choose the college or university early in your high school career and see what scholarships are offered. The Board of Education has established a Junior College consisting of three branches, and a Teachers' College in our city.

The state maintains a branch of the University of Illinois at the Navy Pier. Also the schools of medicine and pharmacy of our state university are located in Chicago. This latter was due, among other things, to the influence of Governor Altgeld, who was eager "to create and maintain an interest in the university on the part of Chicagoans and to enlist the support of Chicago business interests."

*Can you name these three junior college branches and the Teachers' College? Which of these is nearest your home? How many other colleges can you name?*

*Chicago Teachers College*





*Vocational Training*

### ***Vocational Training***

It is not necessary for everyone to go to college. The student intending to follow such professions as teacher, lawyer, or doctor will require a college education. The students not planning to go to college should decide early what occupation they wish to follow and begin such training.

Vocational training in high school aims to teach the student how to become a successful worker in his chosen field. Discovering your interests and abilities and learning about the different kinds of occupations are important steps to take

before looking for a job. Our technical and trade schools specialize in giving students this information and training. Nursing, beauty culture, stenography, television, and diesel-engine training are some of the special courses offered. Keep in mind that your teachers are ready and willing to give you intelligent and understanding guidance in helping you make this choice.

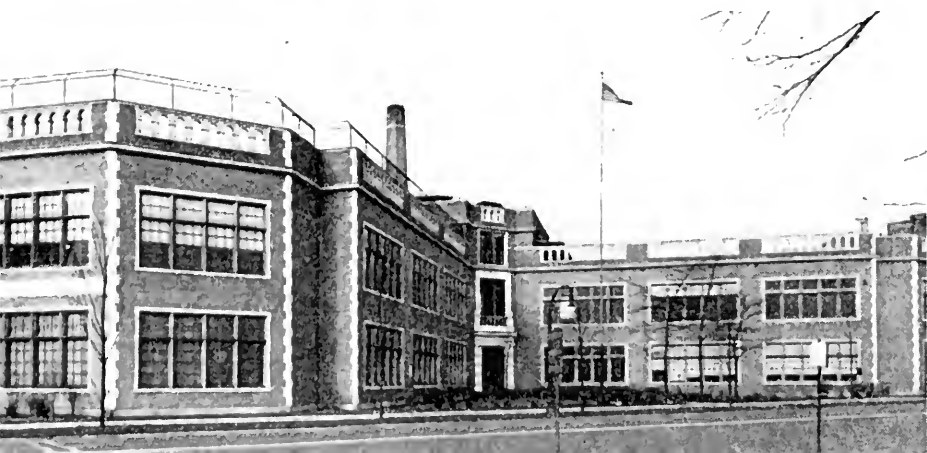
### ***Other Schools***

Chicago provides special education for the crippled, deaf, blind, and other students who need instruction adapted to their special needs. Many prominent people who have contributed much to our American way of life have derived benefits from this special training which Chicago schools proudly provide.

Some children go to private and parochial schools, too. Their education is almost the same as that received by the children in our public schools.

Evening schools occupy an important place in our school system. These schools have a twofold program. First, they give to men and women who must work during the day an opportunity to continue their education at night, eventually earning grade-school and high-school diplomas. Almost as

### ***Spaulding School***







*Evening school — Adult Education Class*

many subjects are offered in our evening schools as in our day schools. Second, they offer to those adults who are foreign-born an Americanization program to prepare them to assume the responsibilities and privileges of American citizenship. Through a study of the English language and the American government they are better able to share in and contribute to our community life.

For the year of 1949-1950 there were 10,038 students enrolled in the Chicago Public evening high schools and 7,151 in our public commercial, trade, and vocational evening schools, while 1,757 attended our evening elementary schools. That makes a grand total of how many students enrolled in the public evening schools of Chicago for the year of 1949-1950?

*Ask some friend of yours who is attending evening school what subjects he is studying and why he considers it worthwhile to give several evenings a week to this work.*



*Chicago Public Library*

## **FINDING OUT ABOUT OUR LIBRARIES**

### ***School Libraries***

Reading makes a man wise, we are told. Few people can afford to buy all the books and magazines they would like to read. Libraries supply you with many good books, magazines, pictures, and music records which you may enjoy and share with others. An important habit which you should acquire during your school life is the library habit. This habit will help you to continue to learn long after you have completed your formal education. The school librarian, who is a regular teacher with special training, sees that every child in the school has access to the library. Besides supplying both recreational and regular classroom reading materials, your librarian teaches you how to use the card catalog, how to use reference material, and how to handle new books.

### ***Public Libraries***

Chicago is also fortunate in having a main library and sixty-one branches which circulate many books, which you may read for information, for pleasure, or for both. There is a close relationship between the school and the public li-

brary. The public library encourages the children attending schools in Chicago to avail themselves of its excellent facilities. In fact, one out of every five Chicagoans has a library card. Every student above second grade should have such a card and get in the habit of using it often. Do you have a library card, and do you use it? How does your classroom compare with the average cited above? Tell the class about some library book which you have enjoyed reading.

You may also get from the library sheet music, records, slides done in black and white and in color, and beautiful mounted color prints which you may use in your art classes, or history or English.

*How can one obtain a library card from the public library? Perhaps someone could be appointed to ask your library teacher how to become a teacher librarian.*

Reading, writing, speaking, and listening are tools of learning. We are free to use these as we see fit. This is called freedom of learning. It is characteristic of the American way of life.

***The school library is an important part of school life***



## GO AHEAD!

- I. If the history of your school has not been written, it will be an interesting project for your class to write it. What would you consider to be the most reliable sources of information?
- II. Collect and clip pictures and written articles from newspapers, magazines, and other publications which pertain to education in Chicago. Place these in your notebook or on the bulletin board.
- III. Take snapshots of your school and other schools.
- IV. Check radio and television listings to learn of broadcasts about educational opportunities in Chicago.
- V. Make a library survey of your room. Check such items as:
  - a. How many pupils have library cards
  - b. How often have they been used this year
- VI. Go to the library to learn about:
  - a. Books on careers and vocations
  - b. Colleges and universities—admission requirements, scholarship aids
  - c. The Readers' Guide, reference books, pamphlet materials, pictures, and music records
- VII. Here are some subjects for panel discussion:
  - a. Should we continue to provide free textbooks and other materials in our Chicago schools?
  - b. Can we make attendance voluntary?
  - c. Should students require supervision at all times?
  - d. What contributions do you think the radio, television, magazines, and movies make to education?
- VIII. Dramatize an interview for a job or your first interview at a college.
- IX. Recast in your own words:

“The whole people must take upon themselves the education of the whole people and be willing to bear the expense of it.” —JOHN ADAMS

“The secret of education lies in respecting the pupil.” —RALPH WALDO EMERSON

“‘That’s the reason they’re called lessons,’ the Gryphon remarked: ‘because they lessen from day to day.’” —ALICE IN WONDERLAND

## TEST YOUR MEMORY

1. Any student in Chicago may go to a ..... ,  
or ..... school.
2. It costs \$..... to send each student to elementary school  
each semester, and \$..... for every high school student.
3. The money which pays for my education comes from .....
4. Our first public school in Chicago was organized by.....  
in .....
5. The first school building owned by the city was located at  
.....
6. The first public high school in Chicago was opened in.....
7. Compulsory education for every child between the ages of 8  
and 14 was made a state law in.....
8. Compare the years 1850, 1900, and 1950 as to:
  - a. number of schools
  - b. number of students (You might show this more effectively  
by using a graph.)
9. The name of my school is..... It was named after.....
10. Write a few interesting sentences about your school.
11. Write a paragraph on the following subjects:
  - a. The high school you are going to attend
  - b. The subjects you intend to take during the first semester
  - c. The occupation you intend to follow after you finish school
12. The sole purpose of our schools is.....the children of  
Chicago.
13. The twofold program of the evening school provides for.....  
.....and.....
14. Those pupils who go to college are preparing for professions,  
such as..... and.....
15. Two important steps to take before looking for a job are.....  
..... and.....
16. List some of the special courses offered in the vocational schools.
17. One out of every..... Chicagoans has a library card.
18. Chicago has a main library and.....branches.

## SUPPLEMENTARY INFORMATION

Below are the names of some of Chicago's historic schools:

Brown	Haven	Ogden
Carpenter	Hayes	Schiller
Clark	Holden	Sheldon
Dearborn	Jones	Scammon
Dore	Kinzie	Skinner
Foster	Lincoln	Washington
Franklin	Moseley	Wells
	Newberry	

Before 1858 schools were numbered rather than named. In February of that year the following schools were named:

- School No. 1 —Dearborn School
- School No. 2 —Jones School
- School No. 3 —Scammon School
- School No. 4 —Kinzie School
- School No. 5 —Franklin School
- School No. 6 —Washington School
- School No. 7 —Moseley School
- School No. 8 —Brown School
- School No. 9 —Foster School
- School No. 10—Ogden School

If the Chicago Public Schools today were placed end to end in one straight row, this line would extend from Evanston south to 63rd Street.

In 1841 the following school regulation was adopted: "Schools will be kept on each day of the week except Sunday, beginning in the morning at 9 o'clock, and ending at 12 M., and in the afternoon, beginning at half-past 1 o'clock and ending at half-past 4. Saturday afternoon is an exception from this regulation, it being a holiday."

In 1846 this rule was made by school inspectors in regard to tardiness: "No scholars shall be admitted into school unless they appear within a quarter of an hour of the time prescribed by the rules for commencing the schools."

All land in Chicago from State Street to Halsted and from Madison to Roosevelt Road was part of section 16, set aside for schools by the Enabling Act of 1818. It was sold in 1835 for a little less than \$40,000.

## MY TEACHER

She was no purveyor of mere facts.  
With her, grades were not the thing.  
She had enthusiasm—The Greek's "Fire of the Soul."  
And she gave of it, and giving,  
Her students caught the flame.  
Building men was her task.  
She told us "to dream dreams,  
Build ourselves a great plan of life,  
Full of joy and vision."  
With her nothing was dull and monotonous.  
Every bit of learning was a step to nobler truth.  
"Life was a mysterious adventure.  
We were growing units of a perfect entity.  
We were singers of a great symphony.  
We were seekers for more light."  
Glad and joyous was she,  
And she taught us to be likewise.  
"No task was drudgery, but an opportunity for growth."  
"In helping others, we helped ourselves," she said.  
"We were like Millet—  
Painting pictures for eternity.  
We were called to great things."  
She fed us self-reliance and the dignity of life;  
She taught us to think, to breathe, to feel life!  
To get rid of fear and ignorance,  
And dare to go out and do.  
Radiant was this woman.  
Like sunshine was her presence,  
And her influence was like the dawn.  
You speak of "money and things,"  
You who find life but a grabbing process.  
Learn of her as we have learned,  
And you will find a new meaning  
To this link in the chain we call "Life."

—ALEXANDER WILEY  
*U. S. Senator, Wisconsin*

# CHAPTER 4

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## IT'S A SMALL WORLD

The world has become a very small place,  
And every race upon its face,  
Every clan and every man  
Are our next door neighbor.

—*Harold Rome*



# CHICAGO'S TRANSPORTATION AND COMMUNICATION

TRAVELING BY WATER

TRAVELING BY LAND

TRAVELING BY AIR

USING THE MEANS OF COMMUNICATION

Going places and seeing people is fun. What is your favorite way of traveling? By boat? By train? By plane? Anyone coming to Chicago will find many front doors through which he may enter—the Chicago River, the Calumet River, two canals, Lake Michigan, our numerous highways, our railroads, and our many airways. Our level surface looks good to the business man. This surface is not only level, but so low that we can load and unload all freight at the same level, whether it be carried on water, rail, or highway. This saves both time and money. Why?

If you have a map of Chicago and a map of the United States before you, together with the map on page 131, you will better understand why we are the transportation center of the world.

## TRAVELING BY WATER

### *Erie Canal*

Let us approach Chicago first by water. When the white man first began to think it was worth while to come to Chicago, he did not travel here by train, automobile, plane, or steamboat. He came in crude boats that sometimes had to be carried through marshes.

When the Erie Canal from the Hudson River to Lake Erie was completed in 1825, many people came to Chicago in ships, because commerce and travel were cheaper and faster from the east by way of this canal and the lakes. A boat could make the trip in twenty days, while overland it took two months.

After the Erie Canal was completed, Chicago carried on much trade with Buffalo. As early as 1836 the 500-ton steamboat Michigan, which was propelled by two powerful low-pressure engines, was making regular trips between Chicago and Buffalo. The arrival of this steamboat in Chicago was always a grand occasion. School was dismissed and teachers and students joined other settlers in crowding the river bank to welcome the Michigan, while Indians paddled around the vessel in their canoes.

*Trace the route of a boat going from New York to Chicago by way of the Erie Canal.*

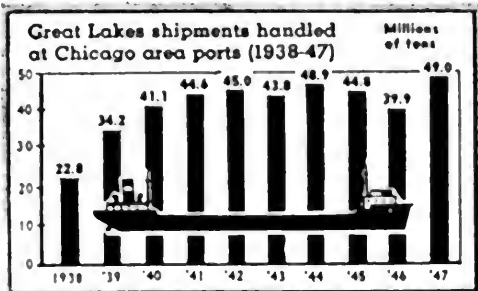
### ***Illinois-Michigan Canal and Sanitary and Ship Canal***

We learned that two centuries before the Illinois-Michigan Canal was constructed, the French realized the advantages of cutting a channel across the portage that connected the Chicago and Des Plaines Rivers. The Illinois-Michigan Canal, which was built in 1848, connecting the Chicago River with the Des Plaines River, linked us with the fertile valley of the Mississippi. This brought livestock and grain to our city which might have gone to St. Louis or New Orleans instead of Chicago. The Illinois-Michigan Canal is not in use today. It lies along the Sanitary and Ship Canal, which was built in 1900. This newer canal, which is one of the longest and largest in the United States, was completed less than twenty years ago. It carries many tons of freight between Chicago and the Gulf of Mexico and is becoming the backbone of this industrial district. The canal will serve us more efficiently if it is deepened from nine feet to twelve feet. Why?

*Locate the Sanitary and Ship Canal on a map. Trace the voyage*

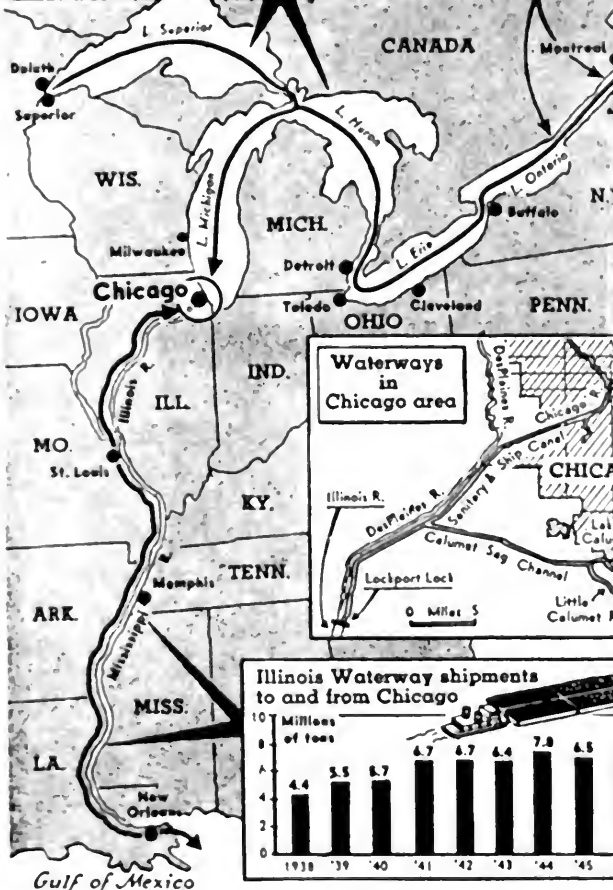
# Nation's best situated inland port

# CHICAGO



Proposed St. Lawrence Seaway project would deepen 24-foot channel to allow large ocean-going ships to enter Great Lakes. Today small foreign ships partially unloaded at Montreal.

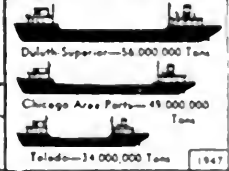
Chicago, the nation's railroad center, is at the intersection of the world's greatest inland system of navigable waterways - the Great Lakes and The Mississippi-Illinois Rivers. These charts show how traffic to and from Chicago has increased since 1938. The Illinois waterway (lower chart) includes the Illinois River and the canals entering Chicago.



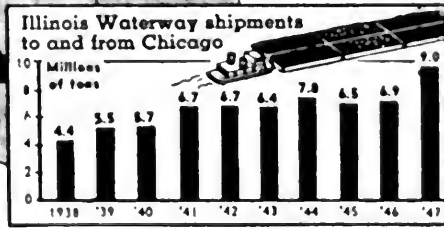
There are 55 movable bridges in Chicago that were opened 51,193 times in 1948



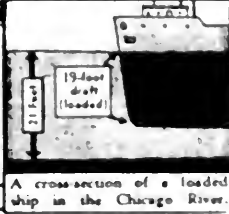
**Rank of ports**



How Chicago area ports rank among Great Lakes ports.



**Chicago River**



A cross section of a loaded ship in the Chicago River.

Gulf of Mexico

*of a boat from the mouth of the Chicago River to New Orleans. This is now called the Lakes-to-Gulf Waterway. Does this voyage differ today from that taken by early settlers?*

### ***Calumet-Sag Canal***

When the Sanitary and Ship Canal was built in 1900, there were some people who thought that the canal should have connected the Des Plaines-Illinois River with the Calumet River, instead of the Chicago River, as the citizens of the Chicago region had demanded. Later on Congress decided to build the Calumet-Sag Channel, which would connect the Little Calumet and Calumet Rivers with the Des Plaines-Illinois River. Since this channel was but sixty feet wide, it was too narrow for satisfactory use. Why? In 1946, therefore, Congress authorized the Calumet-Sag Project. Under this project the Calumet-Sag Channel will be widened to 225 feet. It will then serve the Chicago area to a greater advantage.

*Imagine that you are going for a day's outing that will begin at the mouth of the Chicago River. On a map trace your trip through the south branch of the Chicago River, into the Chicago Sanitary and Ship Canal, the Calumet-Sag Canal, the Calumet River, Lake Michigan, and back to the mouth of the Chicago River.*

Today many new industries are springing up along these two canals, an area which promises to be the future industrial region of Chicago because of its advantageous water transportation facilities. Can you name any of these industries?

### ***Lake Michigan***

If you look at a map of the United States, you will see that Lake Michigan, extending as far south as it does, may in some ways have been a handicap to the states of Wisconsin, Michigan, and Minnesota. Why? However, it was to our advantage as it made us the central transportation point from the north. Our past history was determined by our strategic

location on the Great Lakes and likewise our future will be greatly influenced by this situation. The Great Lakes bring us within easy reach of large quantities of iron, copper, and lumber, and give us the cheapest means of transportation; in fact, the Chicago Harbor District (extending from Waukegan to Michigan City) has for many years handled more water-borne traffic than has the Panama Canal.

As early as 1862 the Norwegian brig *Sleipner* arrived in the Chicago harbor carrying 110 passengers and 200 barrels of herring. When the brig returned to Norway, she carried with her grain from the fertile farms of the Northwest. By 1866, shipments were made directly from Chicago to Liverpool. Thus flour, grain, and lard from our Chicago region found their way to markets across the Atlantic.

Today many steamships connect Chicago with other countries through the St. Lawrence-Great Lakes Waterway. No other city on the Great Lakes is able to serve directly both the Mississippi and St. Lawrence Rivers. Therefore, Chicago will probably continue to be unchallenged by other lake cities.

*Trace the route of a steamship coming down the St. Lawrence River, to Chicago, and down to the Gulf of Mexico. What products might be loaded at each port along the way?*

Excellent water transportation—canals, rivers, and Lake Michigan—has been an important factor in the growth and development of Chicago.

## TRAVELING BY LAND

### ***Railroads***

In approaching Chicago by land, let us first study the railroads since we always think of Chicago as a railroad center. Trains have always been surrounded by a certain romance. Have you ever been thrilled by the whistle of a train? Have you ever observed children's eyes following toy trains as they go around the track? Grownups, as well as children, have miniature trains as hobbies.



*"Player with Railroads and the nation's Freight Handler"*

"How Does a Box Car Get Home?" is the title of an article written by Collie Small in the *Saturday Evening Post*, November 15, 1947. In this article he tells about a boxcar that roamed for four years over eighty-three different lines in every state and every big city and several Canadian provinces before it returned to its starting point. Would you like to have the experience of traveling like this boxcar did? There is only one record of a boxcar being lost. During the winter season, it toppled off a siding into a gravel pit and was not found until the snow melted in the spring.

Surprising as it may seem, many people in small towns near Chicago originally did not want railroads. They said that rapid transportation would ruin them. Why? They also thought that railroads were undemocratic, favoring the few rather than the many. They wanted the money to be spent on plank roads upon which everybody could travel.

In 1848, the first railroad came to Chicago, the same year that the Illinois-Michigan Canal was completed. Soon rail-

roads led into Chicago from all directions, and Chicago was indeed "Player with Railroads and the Nation's Freight Handler." When the Union Pacific Railroad was completed in May, 1869, making Chicago the central link in the transportation from New York to San Francisco, Chicago celebrated with a parade of more than eight hundred vehicles. The ringing of the bells and the shrieking of the whistles added much merriment. We owe a great deal to William B. Ogden, our first mayor, who pioneered in railroad building in this region. We shall meet him again in the next chapter.

Railroad lines representing nearly one-half of the total railroad mileage in the United States enter our city, but do not pass through it. Passengers and freight either change cars or switch cars here. Hence we have the largest switch yards in the world.

*What sign do you see when approaching a railroad track? What safety measures should you observe when you see this signal?*

### ***The Chicago Terminal District***

Chicago Terminal District is a term used by the railroads. It refers to an area of 1750 square miles, extending from Waukegan on the north, Joliet on the southwest, and Gary on the east. This area is larger than our smallest state. In this district 4,330 industrial and commercial concerns have their own railroad sidetracks.

### ***Our Railroad Stations***

There are six railroad stations in Chicago. How many of them can you name? In the future we hope to have these railroads lead into fewer depots. Why? If the South-Side Railroad-Terminal Consolidation program, which is being considered at present, becomes a reality, it will combine the Dearborn, La Salle, and Grand Central Stations into a single depot.

# ALL ROADS LEAD TO CHICAGO



## UNION STATION

CHICAGO, BURLINGTON & QUINCY  
GULF, MOBILE & OHIO (ALTON)  
CHICAGO, MILWAUKEE, ST. PAUL  
& PACIFIC  
PENNSYLVANIA



## DEARBORN STATION

THE WABASH  
THE MONON  
CHICAGO & EASTERN ILLINOIS  
SANTA FE  
ERIE  
GRAND TRUNK  
CHICAGO & WESTERN INDIANA

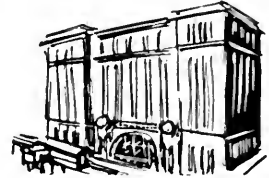
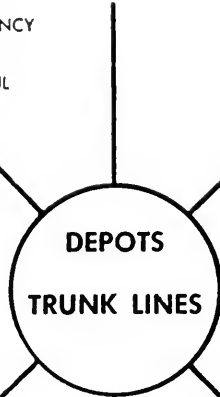


## NORTH WESTERN STATION

UNION PACIFIC  
CHICAGO & NORTH WESTERN

## ILLINOIS CENTRAL STATION

ILLINOIS CENTRAL  
MICHIGAN CENTRAL  
BIG FOUR



## LA SALLE STATION

NEW YORK CENTRAL  
NICKEL PLATE  
CHICAGO, ROCK ISLAND & PACIFIC  
NEW YORK, CHICAGO & ST. LOUIS

## GRAND CENTRAL STATION

BALTIMORE & OHIO  
PERE MARQUETTE  
(Div. of Chesapeake & Ohio)  
CHICAGO, GREAT WESTERN  
SOO LINE  
CHICAGO, SOUTH SHORE  
& SOUTH BEND  
MINNEAPOLIS, ST. PAUL  
& SAULT STE. MARIE





Do you like to go down to the railroad station to meet friends coming to visit you from out of Chicago? There is certainly never a dull moment in a railroad station—people running for trains, buying tickets, checking baggage, taking cabs, grabbing a sandwich, eating popcorn, buying souvenirs, rushing hither and yon. The steam locomotive, often called the iron horse, black monster, or errand boy, adds excitement to a railroad station.

*Did you ever think what would happen if all the trains stopped running? What items would you have had to eliminate from your breakfast this morning?*

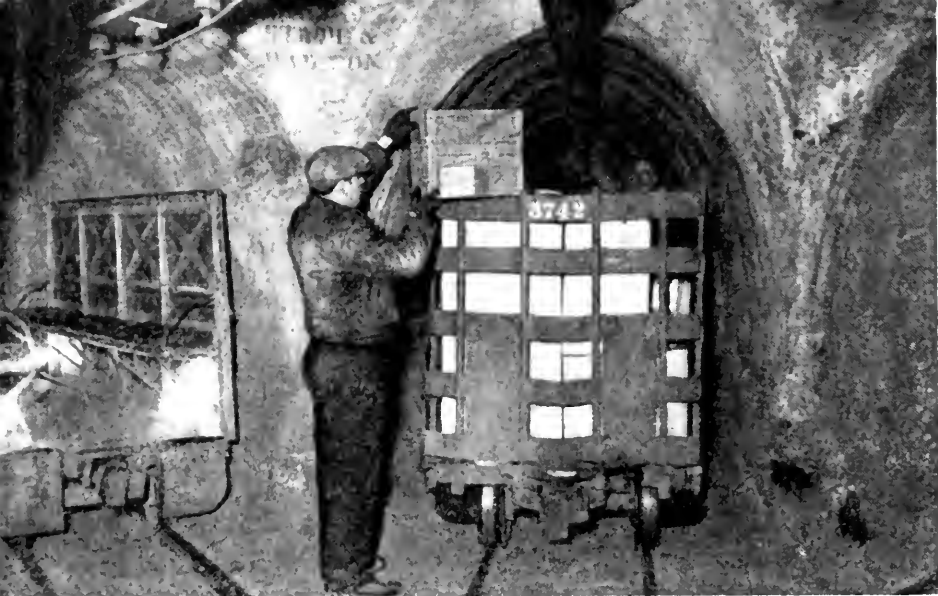
### ***The Chicago Freight Tunnel***

The Chicago Freight Tunnel:

1. Collects and distributes 2,500 carloads of package freight every day.
2. Delivers 1,600 tunnel cars of coal to loop buildings every year.
3. Hauls 30,000 cars of cinders every year to a disposal station on the north branch of the river, where barges haul it out in the lake to be dumped.

Do you realize that there are sixty-two miles of tracks forty feet underground which extend as far north as Erie Street, west to Halsted, and south to Sixteenth Street? This tunnel is privately owned and takes a heavy traffic burden from the streets in the downtown area. In fact, many Loop buildings are thus able to load and unload shipments through subbasements three stories underground. This underground system, of which no other city can boast, passes under the river eleven times.

These two ribbons of steel, underground and on the surface, reaching out in all directions and carrying abundant stores of products, have been a large factor in helping us become a great commercial and industrial center.



*Chicago Freight Tunnel*

### *Early Roads into Chicago*

Have you ever heard the song, "Wagon Wheels Carry Me Home"? Many early settlers came to Chicago by wagon as well as by boat or railroad train. We have learned that the year 1848 is a red-letter date in Chicago transportation, since it marks the completion of the Illinois-Michigan Canal and the building of the first railroad into Chicago. It is also the year when the first plank road was laid out of Chicago. These plank roads were eight feet wide and were made by laying down timbers and covering them with planks. Since these plank roads were privately owned, tolls were collected. A four-horse vehicle paid  $37\frac{1}{2}$  cents for use of a ten-mile road, a single team paid 25 cents, and a horse and rider paid  $12\frac{1}{2}$  cents. At first, plank roads as a means of transportation were quite successful and profitable, and many were built leading into Chicago. At that time they were considered more useful than the railroads because the rail-

road stations were ten to twelve miles apart and the railroads charged more fare. Also passengers and freight could be handled as rapidly on plank roads as on railroads—almost ten miles per hour.

Soon after 1848, as many as 70,000 teams arrived in Chicago every year. Today as then, there is competition between vehicles using the public highways and the railroads. Which would you pick as a winner?

The first stagecoach route leading into Chicago came from Detroit in 1833. The next year found lines coming from St. Louis, Ottawa, Peru, Peoria, Galena, and Milwaukee. Chicago was a stagecoach center even before it was a railroad center. Coaches ran twenty-four hours a day; horses were changed every twelve or fifteen miles. Anyone who cannot sleep on a train or plane today should have had the experience of trying to sleep on a stagecoach with no soft cushions. The mud holes and bumps in the road added to the discomfort of the trip. It took two days for a stagecoach to make the trip to Peoria and the fare was \$10.00 in winter and \$8.00 in summer. A trip to Milwaukee took one and one-half days. The fare was \$5.00 in winter and \$3.00 in summer. Why did it cost less to travel in summer?

### ***Early Streets in Chicago***

Getting into and out of Chicago is one thing. Getting around in Chicago is another. Let us take a look at transportation within our city. Early Chicago was a swamp. One can easily imagine what the roadways in such an area were like. Lake shore sand was hauled in to top-dress the principal business streets, but this only made a temporary neat and attractive appearance, for the sand soon mixed with the mud and so was of no value as a bottom. Such signs as "No Bottom," "Team Underneath," "Road to China," "Stage Dropped Through," and "Man Lost Here," warned people of dangerous areas. Today, the many miles of landscaped

boulevards and paved streets within the city limits of Chicago present a very different picture.

Instead of having cars to rent and cabs for hire, Chicago at first had carts and drays. People considered themselves fortunate to have any local transportation.

In 1836, the city decided to try an experiment of planking a few streets. They thought by lowering the streets so that the water would drain the land and flow to the river, it would be a decided improvement. After the streets were lowered, at times the water was so high that muddy slime would flow into vehicles. One spring a melting snow caused the Chicago River to overflow and the planks to slip, tore vessels from their anchors, hurled them against the bridges, and carried planks, bridges, and ships out into the lake. This meant a great loss to the city and ship owners.

In the *American*, a Chicago newspaper, of July 9, 1836, the following news article appeared:

We have received several communications from citizens calling attention to nuisances in different parts of town, the most prominent of which is a pond of water on Lake Street at the corner of La Salle in the very heart of the town and inhabited by frogs. It smells strong now, and in a few days more will send forth a most terrible stench, sickening all who reside in the neighborhood. Can the hole be filled up? Or is the health of our citizens to be sacrificed for a few dollars?

P. S. If any of the trustees are fond of frog music, they can enjoy a most delicious treat by taking a seat on the door-steps of this office at the hour of sunset.

The city realized that sand and plank roads were not for Chicago streets, so gravel and dirt were hauled in at great expense. Many blocks in Chicago have been raised from six feet to fourteen feet above the original levels. Relief was

not found until an underground sewage and drainage system, instead of surface drainage, was adopted.

Notice the different kinds of traffic on our roads and streets today. The horse, which was at one time the main means of travel, is seldom seen, even on our country roads. Instead we see numerous kinds of vehicles, mostly propelled by gasoline. Every year more cars, more roads, and better streets are in demand. Today there are enough cars in the United States to permit everyone to ride at one time. Anyone who does not live on a paved road feels that he is far removed from civilization. Why?

It is interesting to note how the government provided for the care of the streets. In the early days, every man between the ages of twenty-one and sixty years was required to work three days a year on the care or upkeep of the streets, or he could pay in cash the equivalent of three days' work. For failing to obey this law, a man could be fined as much as one hundred dollars. Likewise a yearly assessment of not more than 3 percent was made on the real estate of any natural division of the city which would directly benefit from a proposed improvement in the streets. In the year 1848-1849, about four thousand dollars was spent on maintaining and extending the streets, while about eight hundred dollars was spent upon the roads leading to Chicago. By the close of the 1850's, the Council made provision for the lighting of the street lamps during all the night hours. In September, 1867, the city let contracts for the sweeping and cleaning of the paved street.

Have you ever seen any pictures of the old lamplighter? Maybe you know the song that runs like this: "He made the world a little brighter, wherever he might go, the old lamplighter of long, long ago."

On the first beautiful spring day of the year, do you ever have the urge to put a pack on your back and start down the road?

### *Superhighways in Chicago*

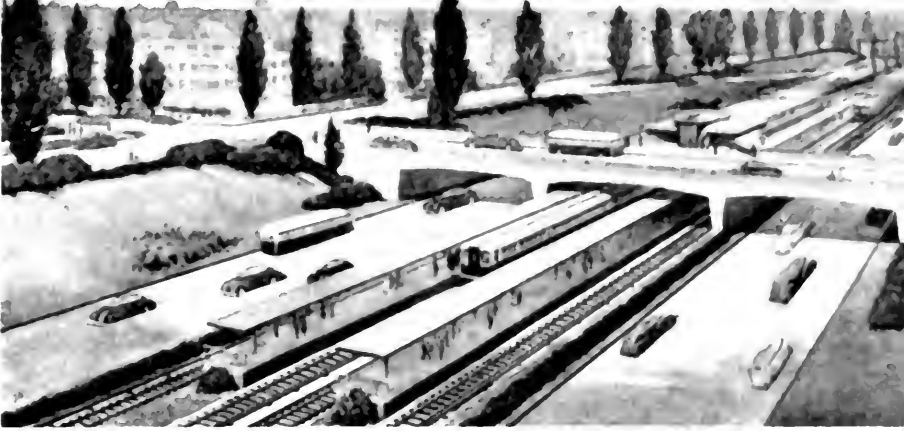
Our Outer Drive along the lake front saves much driving time. Why? This highway is sometimes referred to as a superhighway, expressway, freeway, or limited way. Thus far it has been our only expressway. However, the Congress Street Superhighway will soon take its place among the city's expressways. It is part of the sixty-seven miles superhighway program of Chicago. Access to these expressways is at controlled locations, and all cross traffic and railroads either pass over or under these superhighways. The State of Illinois, Cook County, and the City of Chicago share equally in the expenditures of constructing these expressways.

Here are some of the advantages of such a system of highways for Chicago: (1) It will reduce traffic jams. (2) It will save time because it will do away with cross traffic and traffic lights. (3) It will reduce consumption of gas. (4) It will make other streets safer. (5) It will increase value of property along streets that will be restored to local use.

The development of the system of streets, highways, boulevards, outer drives along the shores of Lake Michigan, and the superhighways now under construction have all contributed to Chicago's development as a "hub city" of the United States. In fact, the Eightieth Congress set up a two-year program of \$450,000,000 for each of the years ending in 1950 and 1951 to help cities build such highways.

*Building these superhighways sometimes causes shifts in population. How do these changes in population location affect the schools?*

*What happens to people's homes when the government decides to build a highway where their houses stand?*



*Highways of tomorrow*

### *Chicago Transit Authority*

Chicago Transit Authority is a public agency created by the Illinois General Assembly to provide modern, unified, convenient, and attractive local transit service in the Chicago area. It is directed by a board of seven members, four appointed by the Mayor of Chicago and three by the Governor of Illinois, and headed by a general manager.

On October 1, 1917, the Chicago Transit Company bought

*With traffic speed-up the cities are remade*

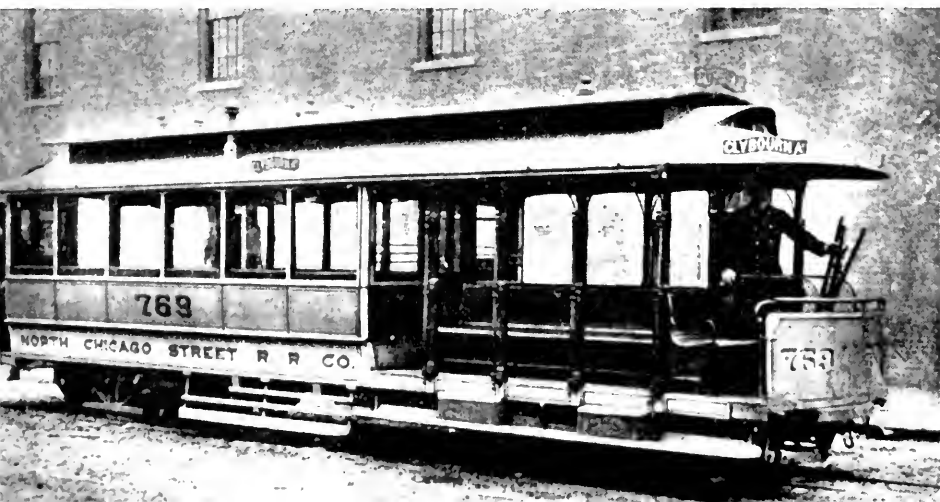




*Milwaukee Avenue street car of 1870*

the properties of the Chicago Surface Lines and the Chicago Rapid Transit Company and thereby became the owner and operator of one of the largest transit systems in the nation. Although it is a separate public agency, it cannot levy taxes to help pay the operating costs. It must pay its way entirely out of income derived from its operations. Fares paid by the riders are the principal source of income of the Chicago Transit Authority.

*Cable Car of 1886*







*Present day street car*

*What is the carfare of each of these lines on the C.T.A.? What carfare do children between seven and twelve years of age pay?*

Local transit in Chicago dates from 1853, when service was provided by horse-drawn vehicles. In 1859, when Chicago had a population of 108,000, the city's first horsecar line was established on State Street between Randolph and Twelfth Streets. The cars used on this line were called "Bobtails" because they lacked rear platforms. There was considerable opposition to the horsecar. Those opposed to it said the

*Motor bus of 1950*



*Cross section of State Street Subicay*



*How does the subway help solve the mounting traffic problem?*



beauty of the streets would be marred. Later, when the cable car was introduced, many people were afraid of its twelve-mile an hour speed. Others contended that the cable car was a menace because it frightened the horses.

Since those early days there have been many advances in local transportation. Below are listed some of the major improvements:

1. Two-horse car—This car had a driver and conductor. It seated thirty persons and made its first run in 1890.
2. Steam dummy—This car, complete with a cowcatcher, was run by steam, pulling one or more cars. It did not prove very successful.
3. Cable car—In 1882, the first cable car operated on State Street and Cottage Grove Avenue. These cars operated over a steel cable which was laid in a slot in the streets between the rails of the streetcar track. The cable was pulled through the slot by power stations located along the lines. The cars traveled about fourteen miles an hour.
4. Electric car—In 1890, this car was put into operation with an overhead trolley.
5. Modern streetcar—The modern streamlined streetcar, the development of which was started in Chicago, was introduced here in 1936.
6. Modern motor bus—In 1927, the Chicago Surface Lines inaugurated its first motor bus service.
7. Modern trolley bus—Trolley buses were introduced in Chicago in 1930. These swift, silent-operating buses are popular with CTA riders.

### *The Elevated Lines*

Elevated transportation came to Chicago in 1892, just in time to carry passengers to and from the World's Columbian Exposition of 1893 in Jackson Park.

1. The first section of the elevated lines was built in the alley between State Street and Wabash Avenue, from Congress Street to Thirty-ninth Street, and was called the "Alley 'L'."

It was extended to Jackson Park in advance of the World's Fair. Until 1898, steam "dummy" engines provided the motive power. The Englewood, Normal Park, Stockyards, the Kenwood branches were completed by 1908.

2. The Lake Street line to California Avenue began operating in 1893. It was extended through Austin and Oak Park in 1901.
3. The Metropolitan West Side Elevated was built to Marshfield Avenue in 1895. Shortly thereafter, the Logan and Humboldt branches were completed. The Douglas Park branch, which was built from Marshfield to Western Avenue in 1896, was extended to Oak Park Avenue in Berwyn in 1924. The Garfield Park branch, built as far as Cicero Avenue in 1895, was extended to Laramie Avenue in 1902. In 1930, it was extended to 22nd Street and Mannheim Road.
4. Operation of "L" trains to Wilson Avenue began in 1900 and was followed by construction of the Ravenswood branch in 1907. In 1908, the main line to Wilson Avenue was extended to Evanston and then to Wilmette in 1912.

The various sections of the "L" system were originally built by four separate companies, each operating over the downtown "L" loop, and each charging a separate fare. In 1913, these companies were brought into a unified system of operation, through-routing between the North and South Sides was established, and passengers were permitted to transfer to west side trains without charge.

The elevated lines connecting with the subway lines are now composed of three divisions. They are:

1—North Division	19.46 route miles
2—South division	16.29 route miles
3—West division (Includes Loop "L")	41.47 route miles

On its 675 single-way miles of streetcar routes, 785 single-way miles of bus routes and 193 single-way miles of elevated and subway routes, the CTA each weekday carries 2,250,000 passengers. In doing this typical weekday job, the CTA operates 50,900 car and bus trips on its surface lines, and 12,800 car trips on its rapid transit system. In this typical twenty-four hour period, CTA vehicles travel approximately 500,000 miles, or the equivalent of twenty times around the world.

To operate the CTA's elevated cars, streetcars, and trolley buses for a year requires about 780,000 kilowatt hours of electricity, or enough to supply power for all purposes for a city of 400,000 population for a full year.

*What advantages or disadvantages do you see in having the street cars, elevated trains, and trolley buses under one management?*

*What means of transportation do you have occasion to use the most?*

### ***The Chicago Subway***

Subway number one, which consists of 4.9 miles of double track, was begun in December, 1938, and placed in operation in October, 1943. This subway crosses under the Chicago River beneath State Street. Subway number two, consisting of 3.85 miles of double track, which will serve riders from the Northwest side, is to be placed in service in 1951. Where Subway number two runs under the Chicago River at Lake Street, there are four levels of transportation—subway, water, street surface, and elevated.

Building subways in Chicago is more of a problem than in such cities as New York. Our subsoil is soft, watery clay, and thick, steel-reinforced concrete must be used to support the walls, roof, and floor of each tube. In New York, the subway tubes for the most part are constructed in solid rock.

## ***Chicago Motor Coaches***

People in Chicago always seem to be going somewhere. One wonders if anyone works, goes to school, or shops near his home. One means of transportation used to carry people to and from home is the Chicago Motor Coach. This company operates on routes over city streets, boulevards, and in parks in Chicago with the permission of the Illinois Commerce Commission by agreement of the Chicago Park District.

In 1917, the Chicago Motor Coach Company started with forty coaches operating over 18.4 miles of route. This small beginning developed into a comprehensive system covering 169.7 miles of boulevards and streets with about 576 buses in operation. Five hundred and sixty-six of these buses are powered with Diesel motors.

The total number of passengers carried in 1948 was 105,936,644, and the total mileage was 16,410,009 miles.

In addition to regular bus service, the chartered-service department handles transportation of school children to points of interest in and near Chicago, such as to Chicago's large industrial plants, parks, and museums. Have you ever gone on a field trip in a motor coach?

Motorists also can make use of a regular, convenient shuttle-bus service costing only five cents. Buses run at five-minute intervals all day to and from the Soldier Field parking lot and the Monroe Street parking lot.

## **TRAVELING BY AIR**

Wings over Chicago! How many times a day do you look up and see airplanes flying over our city? The airplane has developed new markets. Why? Of course, we have to get the materials for the markets to the airports. This means more work for all forms of surface transportation. So the airplane, train, and truck work together, and Chicago is the workshop for all.

*If you have ever ridden in an airplane, tell the class about it. Compare your airplane ride with any other form of transportation which you have experienced.*

### ***Historical Development of Aviation in Chicago***

Chicago, because of its nearness to large cities, manufacturing, and agricultural areas, was destined to become the aviation center of the United States just as it had become the hub of the railroad activities of the nation.

As early as 1919 the United States government used war-time planes and army pilots to carry mail by air between the leading American cities. At first this Air Mail service was limited only to day time flights, with trains carrying mail by night.

The first experience most people in Chicago had with planes was a short sight-seeing trip. Soon the advantages and pleasures of air travel attracted many passengers. Flying schools became busily engaged in giving instructions to people who had become enthusiastic about aviation.

Many people are surprised when they realize that aviation in Chicago began as early as 1893. Here are some of the important dates and incidents which have helped us become an airplane center today:

*The elevated railroad keeps abreast  
of the times with the newest equipment*



*Chicago's facilities for handling freight and passenger traffic at the Municipal Airport*



1893—The Third International Conference on Aerial Navigation, the first in America, was held in **Chicago**.

1916—The first government airport opened at Ashburn Field, Crawford and West 83rd Street.

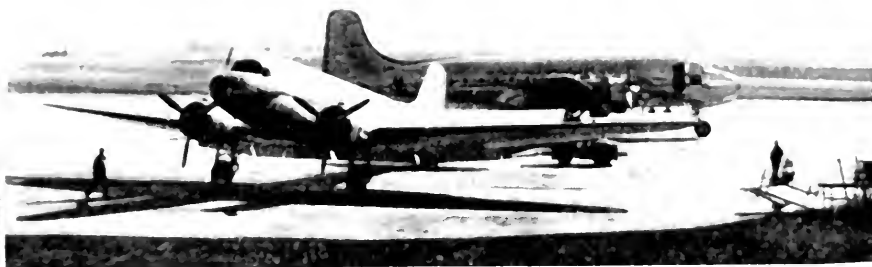
1919—The City Council passed an ordinance **regulating flying** in Chicago; it prohibited flyers from operating over the loop.

1920—The first air mail was flown west of Chicago as far as Omaha; it was extended to San Francisco on September 8, 1920. The trip was made in 82 hours.

1923—The first nonstop all-night flight was made from Chicago to New York.

The City Council passed an ordinance putting regulation of flying under joint control of the police and fire departments and the license bureau.





- 1924—The City Council set up the Chicago Aero Commission.
- 1925—Air mail service between Chicago and New York began operating every day except Sunday.
- 1926—The first portion of the present Chicago Municipal Airport was dedicated. It had cinder runways, boundary lights, and a revolving beacon mounted for night landings.
- 1931—The Chicago Municipal Airport was enlarged to cover one square mile with the exception of twenty acres used by the Hale School. This area is owned by the Board of Education.
- 1939—The Chicago Municipal Airport was again enlarged and improved.
- 1945—A new terminal was built to accommodate nine airline companies.
- 1948—The dedication of Northerly Island Landing Field was held. This field was to be used by private planes.
- 1949—Douglas Airport was renamed O'Hare International Airport. (Lt. Comdr. O'Hare gave his life in the Pacific in World War II.) This field will handle much of our air freight.

Northerly Island Landing Field was renamed Meigs Field. (Merrill C. Meigs is chairman of the Chicago Aero Commission and city aviation leader.)

Chicago Municipal Airport became Chicago Midway Airport. (It was given this name for two reasons—Chicago's position on the continent and the Battle of Midway.)

Helicopter Air Service began flying sixteen daily round trips between the Chicago Post Office and the Midway Airport. This flight, which is ten and one-half miles, takes ten minutes. Fifteen suburbs are using 'copter air-mail service.

Besides Meigs Field, Chicago Midway Airport, and O'Hare International Airport. Chicago has many private airports where private flying is done.

## ***Uses of Aviation in Chicago***

Today more people are traveling, sending products, and even advertising by plane than formerly. If the distance is over two hundred miles, flying is a time saver. Skywriting as a means of advertising is often seen over Chicago. Fresh fruits and vegetables, cut flowers, moving picture films of the latest happenings, and replacements of broken parts of machinery—items requiring quick delivery—are often sent in and out of Chicago by plane. Business people in Chicago find they can travel oftener in the interests of their business, and salespeople can spend more time with their families if they travel by plane. Merchants in Chicago with expensive merchandise, such as jewelry and furs, may safely carry a smaller amount of merchandise, because more can quickly be shipped in by plane, if necessary. In case of illness, specialists can arrive more promptly; in case of polio, an iron lung can be delivered more quickly.

Planes in the Chicago region have been used to patrol traffic, detect fires, and find hideouts of criminals. *Can you name other uses of aviation today?*

## ***Chicago's Aviation Workers***

There are many types of occupations one can follow in the field of aviation. A visit to one of our airports will convince you that much preparation needs to be made to get a plane safely in the air on schedule. The aviation industry has use for many types of training, such as home economists, lawyers, chefs, bookkeepers, accountants, mechanics, radio operators, stenographers, and not only for pilots and stewardesses, as you may think. For every commercial and passenger plane in the air, at least sixty people are needed on the ground to make these trips successful. Many boys think they would like to become airplane pilots, while the girls are eager to become stewardesses. Only a few out of every hundred applicants are accepted for these positions.

*Would the boys like to find out what the qualifications of a pilot are? The girls may be interested in finding out what the qualifications of a stewardess are.*

### ***Regulations of Aviation in Chicago***

Just as railroads, highways and harbors have rules and regulations to follow, so airports need rules and regulations to make departure (enplaning) and arrivals (deplaning) safe. The Civil Aeronautics Board writes these rules, while the Civil Aeronautics Administration sees that these rules are enforced.

Some of the rules and regulations governing operations at Chicago airports concern: (1) pilot's duties, (2) repairing planes, (3) determining who shall navigate over, land upon, or fly from the airports, (4) the speed limit for motor traffic at the airport, and (5) the control of necessary motor traffic on the ramp areas.

*Explain to the class some specific rule which makes enplaning and deplaning safer.*

### ***The Future of Chicago as an Aviation Center***

Chicago is the air-transportation center of the world. Our location close to the population and geographic center of the United States will help us keep this position if we try. However, we must give more attention to air-freight terminals, for the volume of air cargo is growing much faster than passenger travel. The perfecting of the C-120, which has a detachable fuselage, shows that aircraft manufacturers are prepared to build planes that will handle this growing amount of cargo. The city of Chicago must then be prepared to take care of this at its airports. In fact, future plans for airports will necessitate runways of 7000 feet.

One of the difficulties of our airports in Chicago, as well as those of other cities up to the present time, has been their distance from the downtown business district. Plans for fast

roads from the loop to these airports have been gaining headway as a means of saving over-all time for air travelers.

Chicago is the crossroads of the world in aviation. Do you know that a plane leaves one of our three airports on the average of every eighty-seven seconds? That Midway Airport is the busiest airport in the world?

Distances on the earth have shrunk with the growth of airplane travel. Canada and Mexico used to be our only neighbors; now South America, Japan, and Africa—every clan and every man—are now our next-door neighbors. There is no spot on earth more than sixty hours from Chicago. The airplane is indeed the Magic Carpet we read about in the *Arabian Nights*.

### ***Transportation and National Defense***

A good system of transportation is important to the people of Chicago, who depend upon it for their very living. It is also essential to the national defense. In time of war, what would happen to the soldier if we could not get supplies to him? Surely in the field of transportation—air, land or sea—Chicago does its part in making our country united and strong.

## **USING THE MEANS OF COMMUNICATION**

“Talking is easier than writing and lots more fun,” said Rebecca of Sunnybrook Farm. Do you agree with her? However, for primitive man to learn to speak was no easy task, for he had to create a language. Sounds developed into words, and these words, joined together, became sentences expressing thought; thus language was born.

The earliest form of writing was picture writing and this type of writing is still used by certain uncivilized tribes of North American Indians. Among the early American Indians, a chief who wished to leave a record of his brave deeds left a picture record. Perhaps you have seen some of these records



*An early press*

in museums. These pictures, however, represented ideas, not exact words. Can you think of any difficulties which either the reader or writer would meet with in picture writing?

The ancient Egyptians had learned to write before 3400 B.C. First, they used pictures to represent ideas. Next, each picture came to represent a word. So many words meant so many pictures that learning to read and write was a long and difficult task. Finally, the Egyptian scribes worked out a system of symbols which represented parts or syllables of spoken words. Thus one syllable, like *be* could be used in many different words. Finally they worked out symbols for letters, twenty-four of them, called an alphabet. These symbols were taken over and improved upon by the Phoenicians, who handed them on to the Greeks, and eventually the alphabet reached us.

When man learned to write and to print, he could communicate with people beyond the reach or hearing of his

voice. His thoughts could be written, printed, and sent to the far corners of the world. However, since all such ideas had to be written or printed by hand, the cost of the labor involved was terrific, and books and newspapers were luxuries. The invention of the printing press in 1450 was a red-letter day in the history of communication.

In the early history, people used drums, fire smoke, and flag signals to communicate with each other. The Greeks, Romans, and Aztecs used relay runners also, and, in the days of Julius Caesar, sentinels were stationed in towers at regular intervals shouting messages from one to another, frequently covering as many as 150 miles in a few hours. The post riders and stages in the early days carried some of the first messages into Chicago.

Following the discovery of electricity many new methods of communication were developed—telephone, telegraph, phonograph, radio, movies, wireless, and television. Sky-writing and carrier pigeons are interesting means of communication. In fact, carrier pigeons played an important part in carrying messages in World War I and II.

Let us now see how Chicagoans use the various methods of communication.

### *Contacting People by Mail*

In the year 1833, when Chicago was incorporated as a town, the post office was located at Wacker Drive and Lake Street, where the Chicago River now begins to branch off. Prior to this, all mail was received and delivered from the home of Jonathan Bailey, who lived in the John Kinzie home on the North Bank of the river. You will remember John Kinzie as one of Chicago's first settlers. Bailey was one of the best informed men while he was postmaster, for many of those to whom the mail was addressed read and gave him

much of the information contained in the letters. At this early stage of the post office, a letter not more than an ounce in weight cost twenty-five cents in postage. Usually the letters were written on very thin paper with black ink, and then the paper was reversed and the message was written in red ink. Thus no paper was wasted.

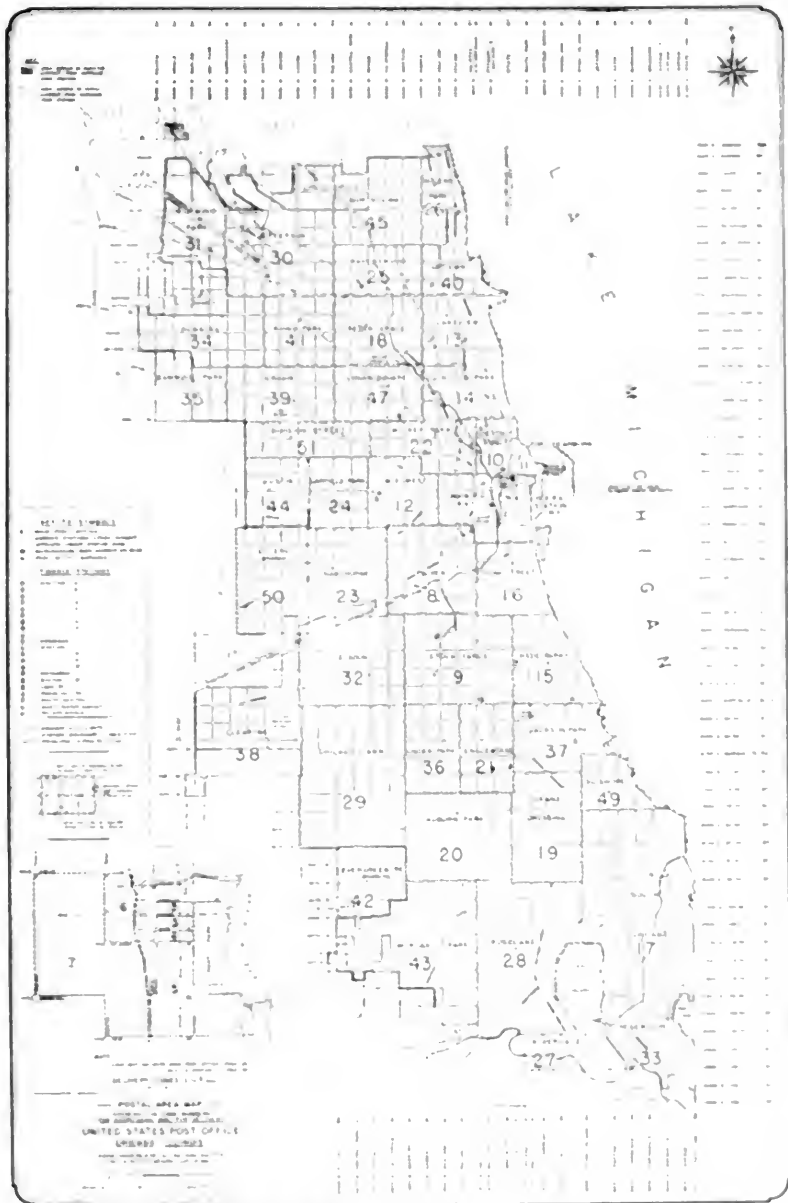
Today, the main Chicago Post Office building covers fifty acres of space. Thirty-five million letters and 500,000 sacks of papers, magazines, and parcel post are handled each day. Money orders, air mail, registered letters, special deliveries, insured mail, foreign mail, and postal savings are some of the services offered to Chicagoans by the post office.

Speed and accuracy are necessary for an efficient postal system. Sorting mail is one of the biggest jobs. Every branch station in the city has a zone number to speed up delivery. A letter is not completely addressed unless the zone number is included with the address, and your zone number should also appear in the upper left-hand corner with your return address. The huge operations of our postal system are speeded up by observing these details.

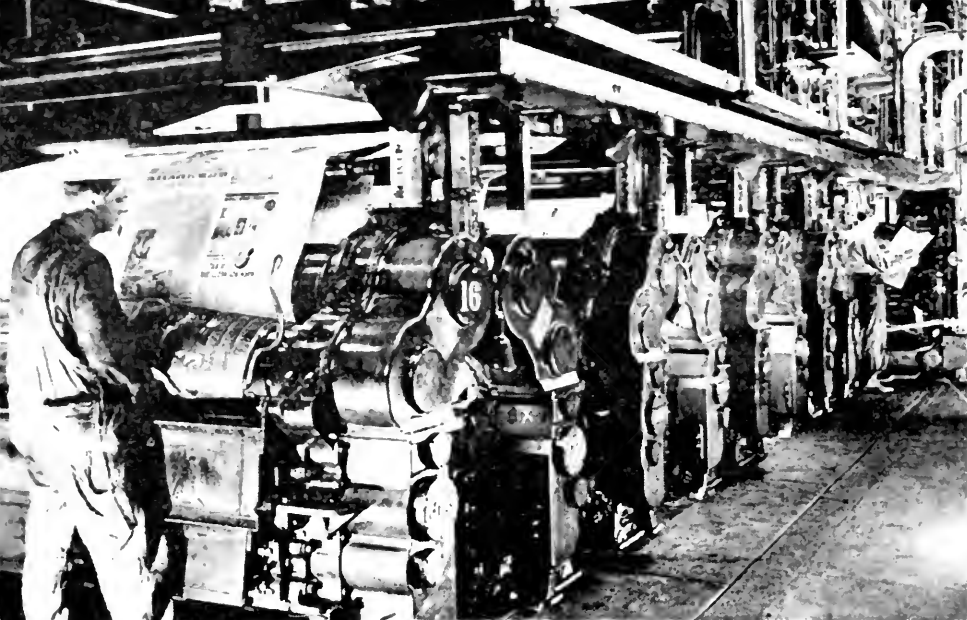
*The largest Post Office in the world*







*What is your zone number?*



*The news rolls out*

Studying the stamps of a country is one way to learn more about its history. Many people have stamp collecting for a hobby, and they often belong to clubs where they can exchange some of their stamps and boast of the rare stamps which they have been able to secure.

*Have you a stamp collection? Bring to class an interesting postage stamp and give a short talk on it.*

### ***Reading the Newspaper***

What is your favorite section of the newspaper? Some people like the comic strips, some the sports page, some the fashion news and recipes. Still others like the news about politics here at home, while others enjoy reading the news reported by our foreign correspondents.

Our early newspapers were far different from those of today. They had few resources for obtaining news and, as a

result, these publications contained most literature, historical data, professional, technical, and religious information. In 1833, John Calhoun published in Chicago *The Weekly Democrat*, which was the only newspaper in Chicago until June, 1855, when Thomas Davis began publishing *The Weekly American*. At times the newspaper could not be published for lack of newsprint or paper. The publishers were willing to accept almost anything in payment for subscriptions to their publications. In 1840, this account appeared in one of the local newspapers:

Now is the time to bring wood into the city, the sleighing is good, and wood will burn in cold weather. We will take it for subscriptions both old and new.

Maybe you have a paper route for which you have to make collections. If you have, you know that today's newspapers are sold for cash alone. How many of Chicago's newspapers can you name?

*Do you have a school newspaper? You might try publishing a newspaper for your room.*

*Why do newspaper reports of the same incident sometimes differ?*

### ***Sending Telegrams***

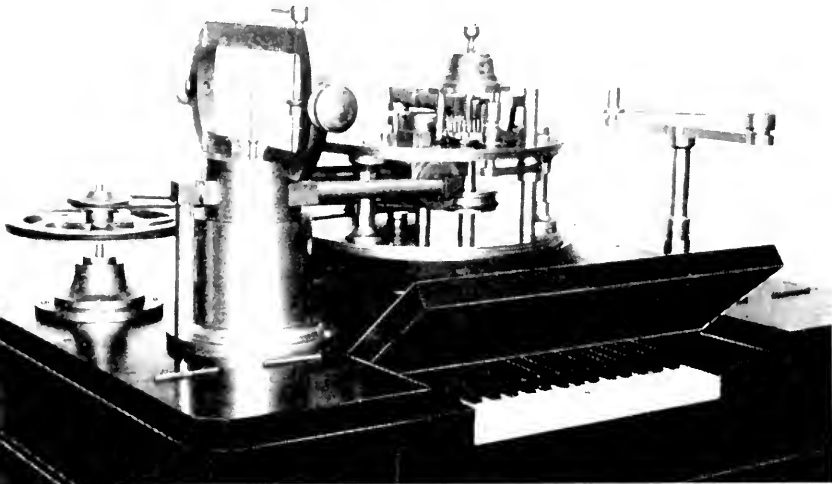
Sending a telegram is a quicker means of communicating with people than writing a letter. Telegraph communication can be carried on with all parts of the world. The first Western Union Telegraph office in Chicago was established in January, 1848, and was located at Washington and La Salle Streets. The very first telegraphic message received in Chicago came from Milwaukee. That same year messages were sent and received from Detroit and other eastern points.

*Early telegraph key*



Records show that one of the first messages received from Detroit read: "We hail you by lightning as fair sisters." Chicago replied with: "May we be joined by bonds as holy as those which unite maidens to the object of their love, but unlike that love may our course always run smoothly."

*Sending a telegram then and now*



Until recent years, when the telegraph messenger delivered a telegram, most people shuddered, thinking it contained bad news; but today birthday greetings, congratulations, bon voyage, and numerous other happy messages are sent in this manner. Have you ever received a singing telegram?

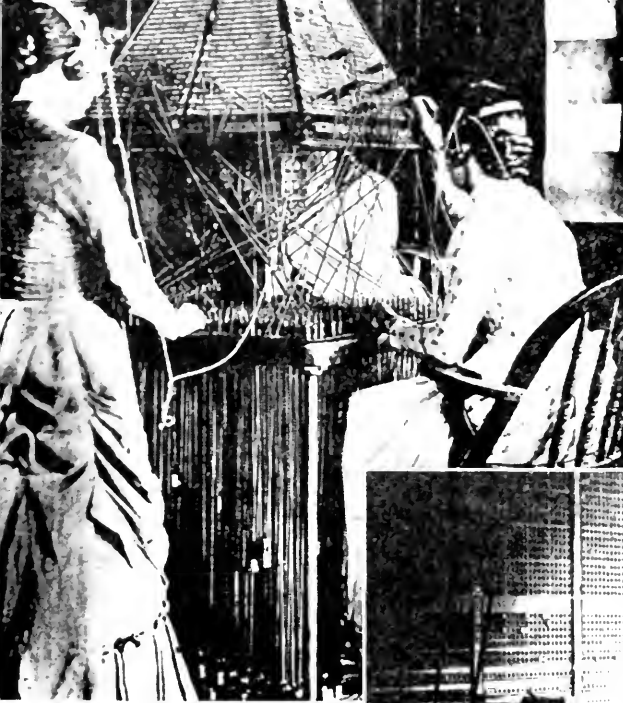
Usually telegrams are concise and short, since the charge is based upon the number of words used. There is the regular straight message which is transmitted immediately over the wires and delivered at once. Then we have both the day and night letters which allow for more words—the former being delivered some time within what is called the “business day” while the night letter is delivered before noon of the following day. When sending a telegram, it is best to define what kind of telegram you wish to send, besides keeping in mind the various methods of transmitting such a message over any of the following: radio beam, television, and teletape. Most of the larger business and financial houses have the teletape instruments in their offices and therefore can receive messages in mere seconds from as many as a thousand miles away.

*What are the advantages of a telegram? The disadvantages?*

### ***Talking on the Telephone***

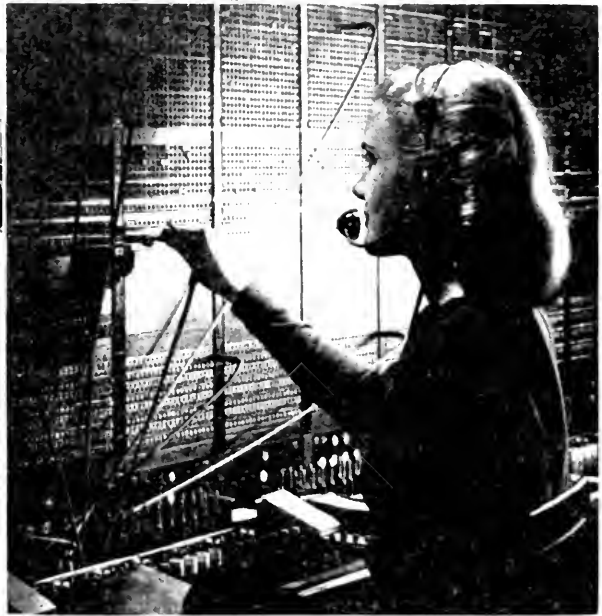
Chicago has more telephones than there are in the whole of Canada. Without this method of communication millions of hours of time would be lost. Of the 142 million calls made daily in the United States, about eight million are made in the Chicago area. It requires 39,200 skilled workers, operators, and technicians to help complete these calls in our city.

The first telephone office in Chicago was established in 1878 and was located at 21 North La Salle Street. Long distance service between Chicago and New York was started in the fall of 1892. As early as 1915, overseas radio-telephoning was instituted across the Atlantic and Pacific Oceans.



*A little sympathy for the  
telephone operator*

*You too could get your  
wires crossed*



The telephone is now over seventy-five years old. It was invented by Alexander Graham Bell, who, through his experiments to find a better way of teaching the deaf, developed the idea of the telephone.

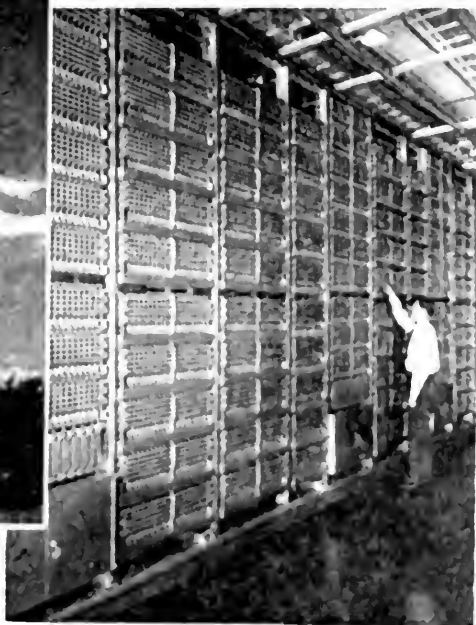
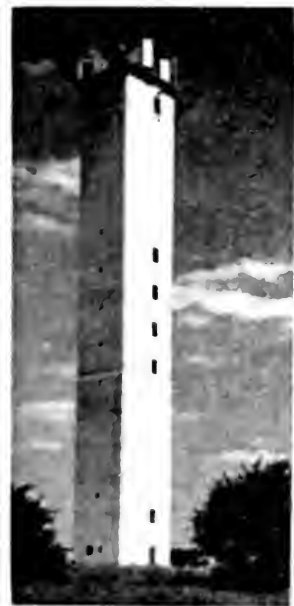
From Chicago one can reach at least 95 per cent of the world's telephones which are located in more than seventy-five countries. To protect the privacy of such telephone conversations the special equipment installed at the telephone company converts the human voice into unintelligible sounds during its transmission through the air.

Because the telephone is an important piece of home and office equipment, no longer regarded as a luxury, it should be given the best of care. If you observe a few simple instructions as to the care of your telephone, it will be ready to serve you at all times. Use a soft, dry cloth to clean the instrument; avoid attaching gadgets to your telephone; keep it away from water and excessive heat; and call the telephone company's repair service when it is in need of repair.

A pleasing, clear, distinct, courteous voice is a decided advantage when speaking over the telephone. The impressions you make over the telephone are very important since the voice alone is YOU.

*Telephone and television tower*

*Chicago's newest long distance telephone center*

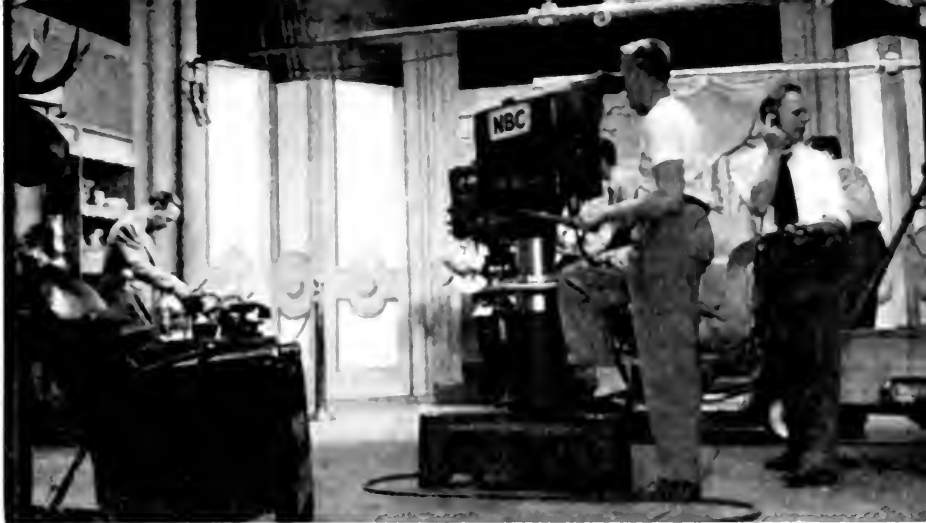


**The Illinois Bell Telephone Company asks you to remember the following, when making telephone calls.**

1. Look up the number in the telephone directory before calling "Information." Be sure the number is correct.
2. Be ready to talk when the person answers at the other end of the line.
3. Allow at least a minute for the person you call to reach the telephone, but always answer as promptly as possible.
4. Speak directly into the transmitter with moderate voice.
5. Don't shout or raise your voice too loud.
6. Visualize or see the person *to whom you are speaking*; "talk" *to* him, not *at* him.
7. "Smile" over the telephone with a pleasing voice; be courteous, and apologize for any mistakes.
8. Call the person by his or her name in your conversation; it adds music and "smiles" to your call.
9. In a business call—identify yourself, or your firm immediately.
10. Hang up the receiver gently; it's an offense to slam a receiver down when through speaking.

The Illinois Bell Telephone Company is privately owned, but operates on a city franchise.





*Television behind the curtain*

### *Using Other Means of Communication*

What is your favorite radio program? Do you know that Station WBEZ is "the radio voice of the Chicago Public Schools"? It is on the air from 9:15 to 4:00 p.m. each school day. Principals, teachers, students, and parents take part in these programs, sometimes as groups. Thus through the radio we may communicate with each other quickly and effectively.

If you have ever been to the Museum of Science and Industry in Jackson Park, you may have seen illustrations of the early movies at the nickelodeon. Notice the difference between them and the "talking pictures" which you see, sometimes in Technicolor, at our movie theaters today. Movies have a place in our schools as well as in our places of amusement. Our visual education department provides us with movies which we may see in our classrooms and assembly hall.

Television is as current as the morning newspaper. It carries us to all corners of the world, for we actually see and



*Board of Education Radio broadcast*

*A commercial studio — Audience participation*



hear voices of real people who communicate with us via television. What are your favorite television programs?

Television is becoming increasingly important in the school program. Did you know that in Newark, through television, parents can see their own children in school? On station WATV a series of half-hour television programs, entitled *Report to Parents*, is being presented from time to time. These programs show teachers and students of Newark schools at work. Would you like to have your classes televised so that your parents could see you in action in your schoolroom?

The newspaper, movie, radio, and television are means of mass communication. What is meant by mass communication? So important are these means that in some countries they are strictly censored. In our country each person is his own censor. This is the American way.

### GREEN LIGHT!

- I. It has been said that without the invention of wheels there would be no transportation. Can you think of any form of transportation where wheels are not used?
- II. By appointment, visit:
  - The railroad stations
  - The Chicago airport and airlines
  - The Museum of Science and Industry
  - The United States Post Office
  - The Western Union branch offices in your neighborhood
  - The Illinois Bell Telephone Company
  - The various newspapers (The Tribune has a tour one can take at specified times.)
- III. Take a boat trip down the Chicago River, if the opportunity presents itself. Start at the mouth and go down the South Branch into the Sanitary and Ship Canal, the Des Plaines River, the Calumet-Sag Canal, the Calumet River, then into Lake Michigan, returning to the mouth of the Chicago River.

- IV. Go to the library to learn about:
- The construction of the Illinois-Michigan Canal
  - The Calumet-Sag Canal project
  - The first Pullman cars
  - The contribution made to aviation by:
    - Leonardo da Vinci
    - Eddie Rickenbacker
    - Wright Brothers
    - Charles A. Lindbergh
    - Octave Chanute
    - Amelia Earhart
  - The work of Samuel F. B. Morse
  - Alexander Graham Bell
  - Other poems on Transportation from your library besides those listed at the end of this chapter.
- V. Write in autobiographical form the story of one of Chicago's bridges.
- VI. Collect information and pictures on:
- How the Indians traveled in the Chicago Region
  - How explorers came to the Chicago Region
  - How our grandparents traveled from their homeland
- VII. Look for information, pictures, news items on any of the following forms of transportation in and out of Chicago. (You might form committees for this purpose and assemble your material together. The chairman could report your findings to the class.)
- A. Water transportation
  - B. Train transportation
  - C. Road transportation
  - D. Airplane transportation
  - E. CTA transportation
- VIII. What are the major causes of traffic accidents? How can they be reduced? (Reference: Accident Facts: National Safety Council)
- IX. Why is a driver's license necessary before driving a car? Why does Chicago have safety lanes? How can you tell which cars have gone through a safety-lane test?

- X. If interested in becoming an airplane pilot, you should know these terms:
- |             |            |                 |
|-------------|------------|-----------------|
| mach        | helicopter | omni-range      |
| glider      | polar map  | jet planes      |
| ornithopter | supersonic | rockets         |
| autogiro    | transonic  | enplane deplane |
- XI. In what way does radar help aviation?
- XII. Discuss safety in regard to bicycles, horseback riding, motor cycles, elevators in building, and escalators.
- XIII. Draw or copy the sign you see when approaching a railroad track or the main cross section of the highways.
- XIV. Build model planes, boats, and trains for an exhibit.
- XV. Draw a plan of an airport for Chicago.
- XVI. Do you know why it takes about an hour longer for a plane to fly from Chicago to San Francisco than it does to fly back to Chicago?
- XVII. How can you explain the following statement: "Planes, if they have the range, will arrive in San Francisco before they leave New York—that will worry the timetable experts"?
- XVIII. Get a telegram blank. Write a telegram that you would like to send, a night letter, straight message, or day letter.
- XIX. At your local post office get sample blanks for a money order and other postal forms now in use.
- XX. Listen, either as an individual or a class, to some of the programs broadcast over WBEZ, the radio voice of the Chicago Public Schools. Write a letter to the radio station telling how you liked the programs.

### HOW WELL DO YOU REMEMBER?

1. After 1825 many people came to Chicago by way of the.....
2. The Illinois-Michigan Canal was built in..... By connecting the Chicago River with the Des Plaines River, it linked us with the .....
3. This canal was replaced by the.....built in 1900.
4. Chicago is connected with Canadian seaports by means of the .....
5. The Chicago Harbor District extends from..... to.....

6. The first railroad came to Chicago in.....
7. The Chicago Terminal District extends from.....  
on the north, ..... on the southwest, and.....  
on the east.
8. The first stage route leading into Chicago came from.....  
in.....
9. On October 1, 1947, the properties of the Chicago Surface Lines  
and the Chicago Rapid Transit Company were purchased by  
the.....
10. The Chicago Subway was begun in..... and placed in operation  
in.....
11. In .... the Chicago Motor Coach Company began to operate in  
Chicago.
12. The Third International Conference on Aerial Navigation was  
held in Chicago in.....
13. The first portion of the present Chicago Municipal Airport was  
dedicated in.....
14. When Chicago was incorporated as a town in 1833, its post  
office was located at.....
15. Among the early newspapers in Chicago were the.....  
published by..... and the ..... published  
by.....
16. The first telegraphic message received in Chicago came from  
.....
17. The first telephone office in Chicago was established in.....  
and located at.....
18. Station ..... is the "radio voice" of the Chicago Public  
Schools.

### Supplementary Information

1. Phonetic code—used in sending telegrams by telephone:

A as in Adams	K as in King
B as in Boston	L as in Lincoln
C as in Chicago	M as in Mary
D as in Denver	N as in New York
E as in Edward	O as in Ocean
F as in Frank	P as in Peter
G as in George	Q as in Queen
H as in Henry	R as in Robert
I as in Ida	S as in Sugar
J as in John	T as in Thomas

U as in Union  
V as in Victory  
W as in William

X as in X-ray  
Y as in Young  
Z as in Zero

2. Each year, over the Chicago bridges go:  
258,000,000—automobiles and trucks  
79,000,000—pedestrians  
6,600,000—street cars  
1,550,000—buses  
413,000—"L" trains
3. Remember always that your current newspapers and magazines will keep you informed of the latest information concerning the data in any of these units. Chicago, like all large cities, is ever changing and will continue to do so.

### A MODERN DRAGON

A train is a dragon that roars through the dark  
He wriggles his tail as he sends up a spark,  
He pierces the night with his one yellow eye,  
And all the earth trembles when he rushes by.

—ROWENA BASTIN BENNETT

### THE AIRPLANE

An airplane has gigantic wings  
But not a feather on her breast;  
She only mutters when she sings  
And builds a hangar for a nest.  
I love to see her stop and start;  
She has a little motor heart  
That beats and throbs and then is still  
She wears a fan upon her bill.

No eagle flies through sun and rain  
So swiftly as an airplane.  
I wish she would come swooping down  
Between the steeples of the town  
And lift me right up off my feet  
And take me high above the street,  
That all the other boys might see  
The little speck that would be me.

—ROWENA BASTIN BENNETT

# CHAPTER 5

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## SONG OF THE BROAD AXE

“A great city is that which  
has the greatest men and women.  
If it be a few rugged huts it  
is still the greatest city in  
the whole world.”

—*Walt Whitman*



## SOME OF CHICAGO'S INDUSTRIAL AND CULTURAL LEADERS

Marshall Field	George M. Pullman
William B. Ogden	Julius Rosenwald
Cyrus H. McCormick	Lorado Taft
Potter Palmer	Ella Flagg Young
Philip D. Armour	Jane Addams
Gustavus Swift	The Average Chicagoan

### Marshall Field

Have you ever heard the saying, "The customer is always right"? This statement, which merchants understand so well, was first made by Marshall Field.

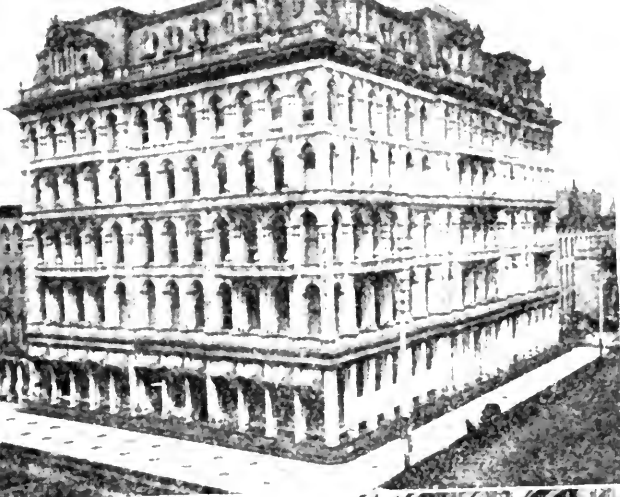
"Silent Marsh," as he was nicknamed, was born on a rocky and hilly farm near Conway, Massachusetts, in 1834. When he went to school he was rated high for "hard work, running speed, and the ability to trade jackknives shrewdly." Which of these traits do you think was most valuable to him as a merchant?

He arrived in Chicago in 1856 and found muddy streets, wooden sidewalks, and flimsy buildings. He became a dry goods clerk in the city's leading wholesale firm at a salary of \$400 a year. Four years later he was a junior partner.

In 1865, he and Levi Leiter, another junior partner in the firm, bought an interest in Potter Palmer's store, which had been established on Lake Street in 1852. Within three years the ambitious young merchants bought out their partner and moved to a new building on State and Washington Streets, forming the firm of Field, Leiter and Company.

When the store at State and Washington Streets was formally opened on October 12, 1868, the *Chicago Tribune* said of it in its October 13 issue:

Long lines of carriages, consisting of barouches, landaus, phaethons, clarences, and every conceivable style of fashionable conveyance, were drawn up on either side of State Street, between Washington and Randolph. The drivers on their high seats



*Field and Leiter*



*Marshall Field —  
where the customer  
is always right*

had to wait long and patiently, for their owners were hours and hours in examining the treasures within the palace, and it was nearly midnight before many of them were satisfied with feasting their eyes.

Levi Leiter sold his interest in the business in 1881, and the firm name became Marshall Field and Company.

Marshall Field often stated that he considered the building of a good character far more important than the building of a great fortune. Solomon, noted for his wisdom, put the same thought in these words: "A good name is rather to be chosen than great riches."

### **William B. Ogden**

William B. Ogden was Chicago's first mayor. At that time, 1837, Chicago extended from North Avenue to Cermak Road, and from Lake Michigan to Wood Street. Does your school lie within this area? The population of the city was 4,170, and Ogden's salary as mayor was \$500 a year. He had helped to write the city's charter, and, as mayor, worked earnestly to improve Chicago. Bridges were built over ditches, new streets were built, while older streets were improved. He even permitted the building of plank roads. He was also interested in preserving the credit of Chicago, and, since paying one's debts is the best way to keep one's credit good, he insisted that Chicago pay its debts.

Ogden came to Chicago from New York and opened up a real estate office. He was noted for his good judgment in the buying and selling of land in Chicago, and by 1853 he was a millionaire.

He was one of the first Chicagoans to promote the building of railroads. His determination, hard work, and tact resulted in the building of ten miles of the Galena and Chicago Union Railroad (now the North Western). The road cleared \$2000 a month the first year and many times more the following years, so Ogden was well rewarded. By 1850, the railroad

was extended to Elgin, a distance of thirty miles. When time allowed, Mr. Ogden enjoyed taking his friends for a ride on the cars, which traveled at the rate of twenty miles an hour. On one of these trips Ogden took time out to get off from the train and pick some wild flowers which caught his fancy. Unaware of this, the engineer continued the journey, and the president of the railroad had the pleasure of hiking back to town.

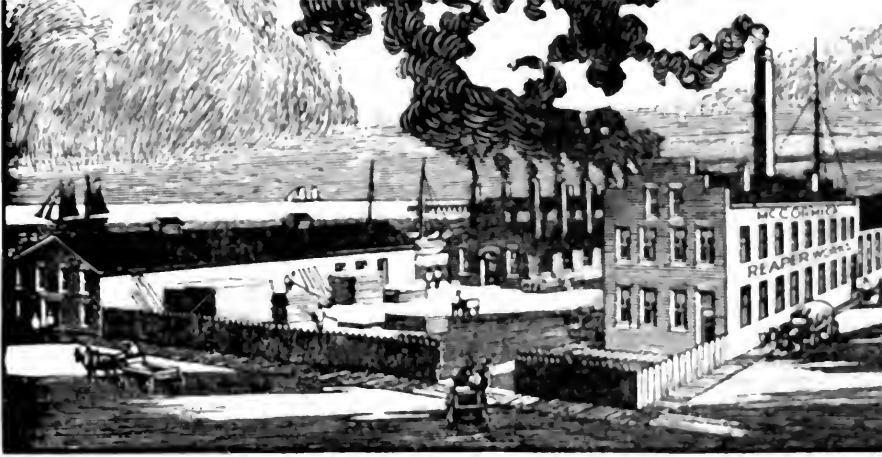
When the depression of 1857 struck Chicago, Ogden, like others, had a rough time. However, his good name (rather to be chosen than great riches) saved him, for his friends, knowing that he was honest, as well as capable, were willing to loan him money to keep him from going bankrupt. However, he was able to refuse them because his creditors rose to his support, knowing that he was a man of his word.

Ogden did not confine his activities to Chicago. He also promoted the building of the first transcontinental railroad in the United States, the Union Pacific. He was the first president of this railroad and, as such, was one of the persons chosen to drive a golden spike into the tracks. This ceremony occurred in 1869, at Ogden, Utah, where the eastern branch of the railroad met and joined the western branch.

William B. Ogden's biography is best summed up in his own words: "I was born close to a sawmill, was left early an orphan, was cradled on a sugar trough, christened in a millpond, graduated at a log school house, and at fourteen found I could do anything I tried my hand to, and ever since I have been trying to prove it, with some success."

*Lake Street, 1839*





*McCormick Reaper Works, 1847*

## Cyrus Hall McCormick

"The reaper is a success, and I believe that I could not have made it so, but I am proud to have a son to do what I could not." were Robert McCormick's remarks about his son Cyrus, who was then a young man.

Robert McCormick of Rockbridge County, Virginia, invented a machine for breaking hemp, a clover sheller and thresher, and other labor-saving devices. He attempted to invent a reaper, but his machines were not successful.

Cyrus Hall McCormick, Robert's son, made a small light-weight grain cradle for his own use when he was only fifteen. He had watched with interest his father's experiments with the reaper. When Robert finally decided not to work further because the idea used in his machine was not the right one, Cyrus thought he would try, for he had a different idea about a reaper.

In the spring of 1831, Cyrus made a model. Because it looked promising, he went to work on the big reaper, which was ready by July. However, by that time the Virginia wheat had long been cut, so he tried it on a patch of oats. It worked well and was the first practical, successful reaper.

Cyrus, however, was not quite satisfied. He knew that his machine could do better, and he set to work to improve it.

After three years of hard work he was satisfied with the results, and he took out a patent in 1834.

About that time Cyrus and his father bought an iron furnace business, and no reapers were made for several years. However, his own reaper was used each year to cut the grain at the McCormick's Virginia farm. Now the iron furnace business was not very profitable, and the McCormicks went into debt. To pay off these debts Cyrus began again to build his reapers.

In the meantime Obed Hussey of Baltimore had also invented a reaper in 1833, which began to give the McCormick reaper keen competition. In 1843, a public contest was held near Richmond, Virginia, to see whose reaper could cut the greater amount of grain. Weather conditions were unfavorable for the trial, but McCormick's reaper cut seventeen acres of grain to Hussey's two acres. Result: big increase in McCormick reaper sales for that season.

In 1844, Cyrus McCormick made a visit to Illinois, where he saw fields of wheat rotting on the ground because it took too long to harvest it by hand. He decided then and there to manufacture his machine in Illinois. In 1847, he opened a reaper factory in Chicago between Water Street and the Chicago River, east of the present Michigan Avenue Bridge. It provided manufacturing capacity for five hundred reapers and employed a total of thirty-three men. On hand to welcome him was William B. Ogden, who told him that he was the right man for Chicago and Chicago was the right place for his factory. With the aid of Ogden and another partner he built up his business, which progressed well, and within two years he was able to buy both Ogden's and his other partner's share.

At that time labor-saving machines were badly needed in the Middle West to take the place of the some ten thousand men who had left Illinois to seek their fortunes in the California gold rush. Competition was as keen then as it is now. Field days were organized where barbecues drew

*The first reaper in action*



*A present-day combine*



crowds to watch the different reapers compete. Usually the McCormick reaper was in the lead. Would you consider this a good advertisement?

By 1860, more than four thousand reapers were manufactured annually. This farm implement played an important part in helping the North to win the Civil War. Why? When the Chicago Fire of 1871 burned the McCormick factory, only through the encouragement of Cyrus' wife, Nettie Fowler McCormick, and hundreds of his employees, did Cyrus rebuild it. When the farmers who owed Mr. McCormick money heard he needed cash, many of them immediately paid their debts. Because the banks were also burned and there was no place to keep the money, the McCormick Company cashier carried it around in a market basket. One day there was as much as \$24,000 in the basket. A temporary building was constructed at once on the site of the old factory; and the next year a fine, large factory was built on Blue Island Avenue, which is the company's present location.

With the new factory came improvements in the reaper. A special platform was added so men could stand on the machine and bind the grain into bundles. Later, a device which automatically bound the bundles without the aid of hand labor was invented. As the business expanded, Cyrus McCormick found that he no longer had an opportunity to give his personal time to inventing improvements for his reaper. As a result he set up a research department in the factory. This department worked on the perfecting of improvements, which were based on inventions and ideas purchased from other people, suggestions by members of the research staff, and Cyrus McCormick's own thoughts on the improvements.

The McCormick reaper was important because harvest time lasts only about ten days. Grain must be cut when ripe or the crop is lost. Since all farmers in one locality must harvest at about the same time, there is usually a scarcity



of farm laborers. Harvesting grain by hand was a slow process. If a heavy wind or rain came before the crops could be harvested, they were ruined. The reaper changed all this, for it cut quickly and with less labor, even in bad weather when the grain was bent and tangled. Because the reaper saved time the farmer could plant more wheat, knowing he could harvest it in plenty of time.

Cyrus Hall McCormick died in 1884; but the McCormick Reaper Company, under the direction of his wife and children, continued to expand. At times Mr. McCormick was considered stern and quick-tempered, but he was always known to be fair and generous to those who proved ambitious, deserving and trustworthy. In 1902, the McCormick Harvesting Machine Company joined with William Deering and Company and several other reaper manufacturers to form the International Harvester Company. This newly formed company adopted a broader principle in producing farm implements and machines. Before this time the McCormick and other companies each made only two or three pieces of equipment, such as reapers, mowers, and corn harvesters. The International Harvester Company, however, began to produce many kinds of farm implements and machines. Indeed, it was not long before the company was making articles for use of the farmers, which covered their needs at all seasons. Then the company pioneered in the production of internal combustion engines and became a leader in the development of trucks, tractors, combined harvester-threshers, hay harvesters, and, more recently, the beet harvester and the cotton picker.

The modern harvester-thresher, which reaps and threshes the grain on the field, grew out of the reaper, and the principles of the original reaper are still a part of this great modern machine. In 1830, it required three hours and thirteen minutes to process one bushel of wheat. One hundred years later it required only seven minutes.

Hats off to Cyrus McCormick and his reaper!



*The Palmer House has a colorful past*

## **Potter Palmer**

Washington was the father of his country, but Potter Palmer has been called the “Father of State Street.” His dream that State Street instead of Lake Street should be the important thoroughfare in our city certainly came true. He appeared upon the scene in Chicago in 1852, when he opened a dry goods store on Lake Street. He soon sold out and went into the real estate business, concentrating on State Street. This street, which today is a paradise for shoppers, was at that time a narrow, dirt road lined with little houses and sheds on each side. He purchased nearly a mile of these shacks, moved them back, and built new buildings. This mile he succeeded in getting paved. One of the new buildings was a store located on the corner of State and Washington Streets.

This he rented to Field and Leiter. In 1871, he built a hotel at State and Monroe Streets, which is still known as the Palmer House.

His first hotel burned to the ground in 1871, the very same year it was built. Palmer, however, was not beaten. He was willing to risk \$20,000,000 to rebuild on the same site. Day and night the workers labored on its construction, and the new Palmer House was completed in less than a year. This indeed set a record. The hotel was one of the show places of Chicago. Mr. Palmer was willing to prove that the Palmer House was more fireproof than any other hotel in the city. He invited anyone to build a fire and to let it burn for an hour in the center of any room. If the fire did not spread beyond the room, the person accepting this dare was to pay for all damage done.

The Palmer House, still located on its original site, was owned by the Palmers until a recent date. Due to its excellent location in the heart of the loop, it still continues to be one of our most important hotels.

Mrs. Potter Palmer (Bertha Honore Palmer) was equally well known. Reared in a large house on Michigan Avenue, across from where the Art Institute now stands, she made her debut in the 1860's, and she married Potter Palmer in 1871. She played an important role in the Columbian Exposition of 1893, serving as president of the board of lady managers. Later the President of the United States appointed her a member of the National Committee for the Paris Exposition of 1900. For her work on this committee, she was decorated by the French government and elected to the Legion of Honor. In Chicago she reigned as Social Queen of the Midwest.

A member of the royal family of Spain, when visiting Chicago, refused to meet Mrs. Potter Palmer, saying: "She is only an innkeeper's wife." What does this story tell you about customs in Spain as compared with those in the United States?



*Armour's early meat-packing house*

### Philip D. Armour and Gustavus Swift

“Hog Butcher for the World,” says Carl Sandburg, speaking of Chicago. Two men who helped to make it such were Philip D. Armour and Gustavus Swift. Both of them arrived in Chicago in 1875. Both were farmers’ sons who had spent their early lives on farms in the East.

“I make mistakes, but I do not respond to encores,” said Philip D. Armour. Let us see whether or not he spoke the truth by making a brief study of his life. He came on a lake schooner to Milwaukee and then decided to try his luck panning gold on the west coast. In four years he returned to Milwaukee to set up a soap factory. When the shack where he was making soap burned, he went to St. Paul to trade in hides. He soon returned to Milwaukee, where he bought one-half interest in Plankington’s packing plant. After a few years in Milwaukee he came to Packingtown, a name given to the stockyards by the early packers and railroad men when they combined to build our well-known stockyards. Here he began a packing plant and also purchased shares in different railroads in order that livestock could arrive from the West and his beef could be hauled to the East. By 1892, he employed 20,000 men in three packing plants, owned



*Swift's first meat-packing house*

5000 freight cars, a number of lake vessels, large storage plants, and grain elevators. He sold meat everywhere in the United States and in foreign countries.

In 1848, he was one of the eighty-two merchants who organized the Board of Trade, thereby eliminating the bargaining done between farmers and merchants in open-market places.

Realizing that technical training for young men was essential, he and an enterprising young man named Gunsaulus planned and opened a technical school known as Armour Institute. Today, after joining with Lewis Institute, this institution of learning is known as the Illinois Institute of Technology.

The story of Gustavus Swift's rise in Packingtown was quite similar to that of Philip Armour. As a boy, he wanted to be a butcher so he began by buying livestock, which he slaughtered and sold. Anxious to be near larger stockyards, he set out from the East for Chicago. Here he concentrated on one line—the packing business. This is possibly the reason why he contributed more than anyone toward the advancement of meat packing. Other packers were sending frozen meats to the East only in the winter. Why couldn't frozen



*Chicago Union Stockyards*

meat be sent in refrigerator cars in the summer as well? He decided to try this experiment, and since it proved successful, it gave the packers more of a chance to market their meat.

Mr. Armour arose every morning at five o'clock and retired at nine o'clock. It is said that Swift tried to beat him to work in the morning. They both demanded that their men be on the job every morning on time. The incident is related that a young man walking in late one morning was asked by Mr. Armour why he was late every morning. The young man said he was only a few minutes late, whereupon Mr. Armour's reply was, "That's just it. That's why you are not a good man. You are just a few minutes too late in all the bright things that you do."

Today the meat-packing companies not only put meat on our tables, but they have also developed such by-products as hides, leather, fertilizer, animal feeds, soap and chemicals.

*Steak on the make*



*Greater speed in handling meat*



*The old days*



*Meat is frozen with trucks for a better product*





*"The Pioneer"— Outside and inside*

### **George Mortimer Pullman**

When Lincoln's body was brought from Chicago to Springfield, en route from Washington, D. C., for burial, a Pullman car, the "Pioneer," was occupied by members of the Lincoln party. Thus a new epoch in railroad travel was begun.

George Pullman had invented the sleeping car as early as 1859, when he remodeled two day coaches of the Chicago and Alton Railroad into sleeping cars with upper and lower berths. By the time the Civil War began Pullman had converted twelve railroad coaches into sleeping cars. The war caused the development of the Pullman cars to be suspended. At this time Mr. Pullman was engaged in other business in Colorado.

Returning to Chicago about 1864, Mr. Pullman began to build sleeping cars. In 1865, the appropriately named





"Pioneer" was built at a cost of \$20,178.14. It was longer, wider, and higher than any other passenger car on the rails. Railroad men objected to its new height, which was too high for overhead clearances, and to its width, which was too wide for platforms at the already built stations, and so it stood in a shed, admired but unused, and it became known as "Pullman's folly."

At the time of Lincoln's death, the Alton Railroad officials altered the right-of-way and made other adjustments for the comfort of those who were traveling with the remains. Thus the "Pioneer" was taken from the shed and put into practical use.

From 1865 on, the Pullman shops were unable to keep pace with the growing demand for the company's cars. New shops had to be built on a larger and more modern plan. It was quite natural that the main shops should be located in Chicago. On Lake Calumet, south of the city proper, 3,500 acres were purchased and shops constructed for the making of all types of passenger and freight cars. This then became the town of Pullman where on the shores of the lake

*Today's Pullman —  
Convenience, comfort, speed*



many homes also were built for the employees. The most modern equipment and latest appliances were used in the construction of a water system, sewage system, athletic field; a church, a school, a library, a savings bank, a theater and hotel were also provided for the citizens of Pullman.

One would assume that this type of town would make everyone happy, living and working in well-planned surroundings; but bitter controversy developed between the company and its workers. Added to this, came one of those years when prices dropped, people had little money, and many were unemployed. More and more complaints came in and finally the plant closed due to this depression and other disturbances. Then began the Pullman strike of 1894, which resulted in the destruction of property and human lives and was broken by the use of the injunction, a court order forbidding labor leaders to continue the strike.

*Why did Pullman's employees object to the model town? Ask someone who was living in Chicago during the Pullman strike to tell you how Federal troops occupied Chicago at that time.*

Following this strike a law suit was filed and a long-drawn out case dragged on for years. Finally the company was left with only the property on which manufacturing activities of the Pullman Car Works were located. The town of Pullman was no longer under the authority of the Pullman Company, but became a part of the city of Chicago. The capital stock of the company was sold to fifty-nine railroads in 1947, and a new board of directors and executive officers was installed.

*Locate the town of Pullman on a map of Chicago. What important buildings can you name which lie in what was once the town of Pullman?*

## **Julius Rosenwald**

“It is nearly always easier to make \$1,000,000 honestly than to dispose of it wisely,” said Julius Rosenwald. He should know, for he gave away \$63,000,000. Perhaps you have enjoyed his gift of \$3,000,000 which made possible the Museum of Science and Industry.



*Sears first Chicago Plant — Adams near Halsted*

As a boy in Springfield, Illinois, where he grew up, he earned his spending money by working in his father's store and doing odd jobs, even to watering the elephants when the circus came to town.

At the age of sixteen he traveled to New York and clerked in a clothing store until he had saved enough money to open a retail store of his own. After several years he returned to Chicago, and, with his brother and cousin, began to manufacture ready-made clothing.

While in this manufacturing business, he became acquainted with Mr. Sears and Mr. Roebuck, who had a thriving mail-order business. Frequently they bought Mr. Rosenwald's entire stock of clothing. This contact eventually brought Julius Rosenwald into the firm of Sears and Roebuck. By 1895, he became vice-president and treasurer and owned one-half of the business.

In the first year of his connection with Sears and Roebuck the sales were doubled. All kinds of new articles were added to the list of merchandise. Branch mail-order houses, factories, and retail stores were opened in almost every state. Mr. Rosenwald did not take full credit for this rapid and effective growth. He said it was due to choosing competent, willing, honest, and hard-working assistants and allowing them to carry out their own ideas. His employees did not work *for* him but *with* him in this growing and expanding business. Rosenwald himself was a cautious person and avoided making hurried decisions.

Julius Rosenwald tried hard to give away his money wisely. He gave to schools, museums, scientific research, the fine arts, social settlements, relief agencies, hospitals, and clinics. Here in Chicago he gave generously to the University of Chicago, to dental clinics in the Chicago Public Schools, the Y. M. C. A. and the Y. W. C. A., Rosenwald Museum, and numerous other institutions. He contributed freely to Jewish charities and schools. He was also greatly interested in the American Negro. In fact, more than half of the Rosenwald Fund of \$20,000,000 which he established and dedicated to the "well-being of mankind," has been used to build 5000 or more modern schools for the half-million colored children in the south. He also gave to Tuskegee Institute and to the research in crop improvement and scientific marketing.

In his many gifts to make possible a better life for mankind, Julius Rosenwald has established a lasting monument to himself as a liberal benefactor.



*"Time goes, you say? Ah, no—Alas, time stays, we go"*

## Lorado Taft

"Life is the most interesting thing I ever got into. I wouldn't have missed it for anything."—LORADO TAFT

On the Midway, a boulevard which connects Washington and Jackson Parks, is a famous piece of sculpture. In the foreground the huge figure, leaning on his staff, represents Time watching the hurrying men, women, and children passing by. This piece of sculpture is called "The Fountain of Time" and was designed by the famous sculptor—Lorado Taft.

Lorado Taft was born on April 29, 1860, at Elmwood, Illinois, where his father taught and preached. When his father became a professor at the University of Illinois, the family moved to Champaign, Illinois.

At the age of fourteen, after watching the unpacking of plaster casts brought from foreign lands, Lorado decided that he would become a sculptor. A few years later he submitted a large eagle to the Philadelphia Centennial Exposition of 1876. The Taft family traveled to Philadelphia to see the exhibit, and not finding it on display, learned that it had been accepted, but had been ruined by a great storm.

Since Lorado's father was on the faculty at the University of Illinois, it followed quite naturally that he should attend this same university. After graduation he was anxious to study in Paris. However, he was only nineteen years old, and his parents felt that he would do better to spend another year at the university.

In June, 1880, Lorado Taft felt that his dream had come true as he boarded a ship for Paris. However, his ship clashed with another ship at sea, and he soon found himself not in Paris but back in New York along with the other passengers. He had visions of his parents telegraphing for him to come home, so he lost no time in boarding the next steamer bound for France. His parents were not rich, and sending Lorado to Paris was not easy. He therefore did everything he could to help pay his expenses. Giving lessons in English was one way he earned money. He returned to the United States for one year, during which time he taught French and gave lectures. With the money thus earned he returned to Paris for another few years.

Lorado Taft's ambition was to settle in Chicago. Getting established was not any easier then than it is now. However, because he was willing to accept orders of any kind or to do anything at all which related to his art, he managed to get along very well. He taught modeling at the Art Institute where he gained a very high reputation. The World's Columbian Exposition of 1893 proved a great opportunity for him, for he was placed in charge of all the sculpture coming to the Fair. Also one of his own works, "The Sleep of the Flowers," was greatly admired by the visitors at the Horticultural Building.

Mr. Taft became well known as a lecturer and soon had many more requests to speak than he could fill. His lecture, "Clay Talk," was so popular that he gave it 1500 times. With the material he had gathered for his many lectures he was able to present his ideas in his books, *History of Amer-*

*ican Sculpture and Modern Tendencies in Sculpture.* Thus he was distinguished as an artist, a lecturer, and a writer.

With his family Mr. Taft spent most of his summers living in their home on the shore of the Rock River, near Oregon, Illinois. There he erected a high statue of Black Hawk, one of the last Indian chiefs to take a stand in Illinois. It represents the Indian chief with arms folded, pondering over the fate of his people. This piece of sculpture guards the banks of the Rock River and can be seen at a distance of two miles.

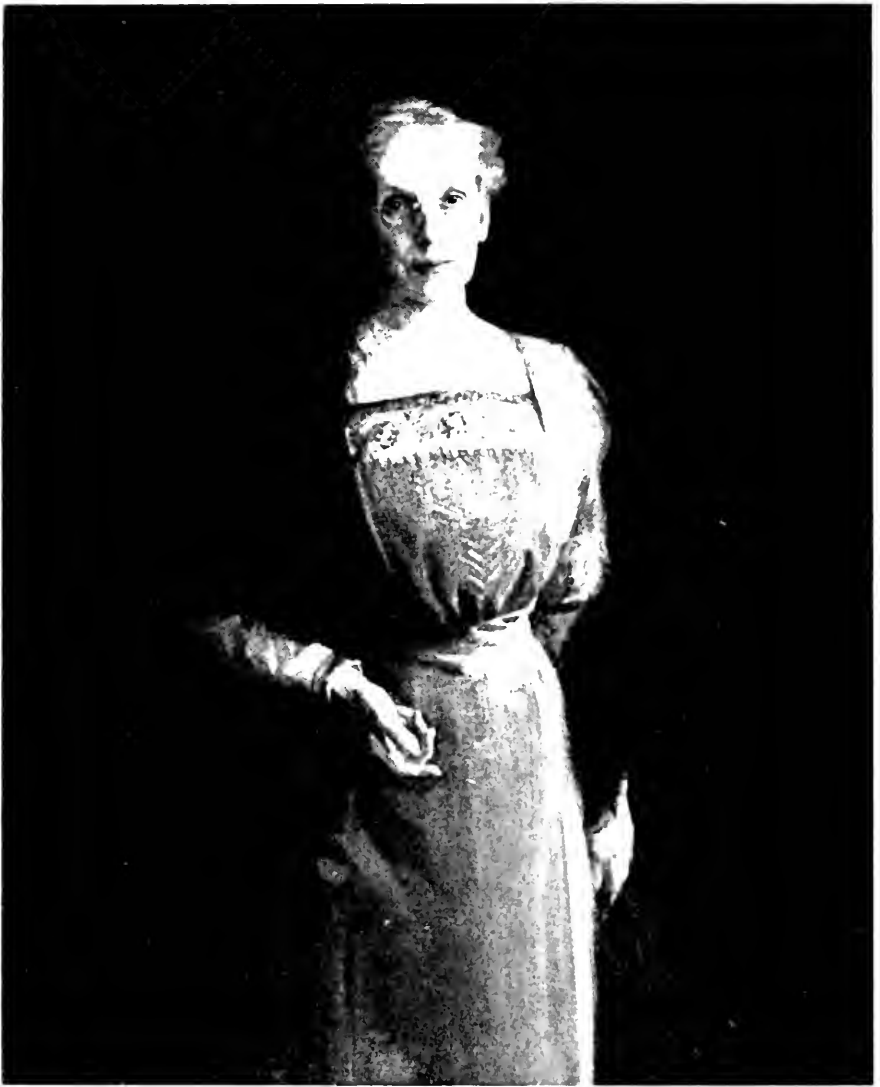
*What do you suppose Black Hawk was thinking as he pondered over the fate of his people?*

Lorado Taft believed that people should be trained to see the beauty around them. What do you think he meant when he said, "To open eyes to the glories of nature is to bring color into drab surroundings"? He felt that we should have many museums where casts and works of art could be exhibited and enjoyed by all. He also wanted each community to help its talented young people, those who have unusual gifts which enable them to create beautiful things. It would certainly enrich our community life if such people could develop and use these talents to the fullest extent.

*What are some ways by which a community can help its gifted children? What did the poet mean when he said, "A thing of beauty is a joy forever"?*

Mr. Taft lectured and worked diligently to convert a portion of the 1893 World's Fair into a Museum of Sculpture and was disappointed when it was made into the Museum of Science and Industry. However, he never gave up his idea of a museum of sculpture. Perhaps Chicago will some day make his dream come true.

*Of what advantage would a museum of sculpture be to Chicago? Do you know the location of any of the works of Lorado Taft?*



*Portrait of Ella Flagg Young*



## Ella Flagg Young

No account of Chicago's industrial and cultural leaders is complete without the story of Ella Flagg Young. Like many of the other characters whom we have met in this chapter, Mrs. Young was not a Chicagoan by birth. She came here from Buffalo when she was thirteen years old. At the age of seventeen she was teaching in Chicago's schools. This was in 1862, when the young men of our country had left the school rooms for the battlefields of the Civil War.

Mrs. Young served Chicago schools for more than fifty years. During this time she worked as a teacher, a principal, head of the normal school, and, in 1909, she became the superintendent of schools. She was the first and only woman to hold this high position.

Teachers and students in Chicago owe a great deal to Ella Flagg Young. Our beautiful vocational schools remind us of her, for she was among the first to advocate vocational training in the schools of Chicago. A believer in democracy in the schools, she fought for the right of each child to grow in his own way, to make his own decisions, and to assume responsibilities in school, which would help him to become a loyal, participating, and responsible citizen of Chicago and the United States.

She was interested in advancing the position of women in this country, working hard to secure for them the right to vote and to hold responsible positions.

"I'd like to do for the women of Chicago what they have done for me in giving me my chance," said Mrs. Young.

When she resigned her position as superintendent of schools in 1915, the *Chicago Herald* said: "The children of Chicago know they are indeed losing a friend from among the ruling powers of their daily lives, because after December 8, Mrs. Ella Flagg Young will no longer be head of the Chicago public schools."

*What progress was made by Chicago in the field of vocational education during the time that Mrs. Young was superintendent of schools?*



*Have you ever visited the Hull House?*

## **Jane Addams**

Of Jane Addams, Theodore Roosevelt once said: "She is Chicago's most useful citizen." A congress of social workers referred to her as "first lady of Chicago, first lady of the United States, first lady of the world." If an introduction of her is necessary, it would read something like this:

Jane Addams was born in wealth in 1860. She gave her ALL to help those in poverty and distress. Although she endured ill health most of her life, she suffered the pains of others more than her own. By her own example she taught kindness, understanding, self-sacrifice, and fellowship. She was a lecturer and

author of eight books, besides many articles in various publications. Miss Addams received fourteen honorary degrees and also won the Nobel prize for her contribution to world peace.

At the age of six, when Jane saw a slum area, she is said to have remarked that when she grew up she was going to have a fine house in the midst of needy houses and invite all her neighbors to come there. She acquired this fine house in 1889, with her friend, Ellen Gates Starr. It was once the home of Charles J. Hull, an early real-estate man, and was located at Halsted and Polk Streets. From its windows she could see the factories, tenement houses, and shanties, where people from many countries had come to live and work.

This house was destined to become a place where all mankind would be welcome. No definite plans had been made except to be helpful and neighborly. Both Jane Addams and her friend began playing with the neighborhood children, inviting their mothers to come to them for help in solving some of their problems. Men and women were also invited to use the rooms of this house as a club and for get-together parties of the community. Jane Addams felt that if those living in this area became acquainted and knew one another, they could learn how to live side-by-side regardless of early backgrounds and national origins. She understood the value of good human relations and helped others to do the same.

Jane Addams tried to develop community interest and pride. She secured the appointment of garbage inspector of her ward and often rose at six o'clock in the morning to see that the carts were on their routes, gathering the garbage. She tried to have the people of the community understand and assume individual responsibility for keeping the yards, alleys, and homes clean and attractive.

This house then became known as Hull House and began to make itself known, not by expensive advertising, but by kind deeds and understandings. Many wealthy people became interested and gave generous gifts to Hull House. Miss Addams, however, felt that these people should give not only

their money, but also their friendship to these new Americans who had much to offer in return. Many of them had brought with them a wealth of beauty in art, music, dances, and handicrafts, as well as interesting stories, from their native lands. These new Americans also needed a sympathetic understanding to help them make the adjustments necessary in their new surroundings. The established citizens of wealth and those who were newly arrived from foreign lands could give to each other a richness in understanding and brotherhood. This was one of the ideals of the leaders of Hull House.

The work of Hull House was the pride of Chicago, and people gave freely of their time and money. Thus Hull House grew. Four new buildings were erected, giving added rooms for clubs, an art gallery, music studios, reading rooms, a gymnasium, a social hall, a day nursery and kindergarten, and a coffee house. Jane Addams herself said of it that its presence in the neighborhood was like that of a "big brother whose mere presence on the playground protects the little one from bullies."

*What bullies do you think she had in mind when she made that statement?*

With the aid of her associates at Hull House and other prominent Chicagoans, Jane Addams brought about many reforms which make a better world for all of us. Among these reforms were:

1. The establishment of the Juvenile Court in Chicago, the first of its kind in the United States.
2. Laws abolishing child labor in Illinois.
3. Better housing conditions.
4. More healthful working conditions in shops, factories, and mills.
5. Laws for the protection of immigrants.
6. The establishment of playgrounds in Chicago for those whose only place of play was the city street.

One of the most interesting places in Chicago today is Hull House, which now includes some thirteen buildings and which continually adds to its services to keep up with the changing times. Over 7500 people enjoy this fine house every week. The gift of seventy-two acres by Mrs. Joseph DeKoven Bowen, known as Bowen Country Club, affords 600 children, as well as their parents, a two-weeks' outing every summer.

Daily, people come and go in the vicinity of Hull House, but the good work of extending a helping hand to all in need, begun by Jane Addams, continues to serve human needs. Truly she deserves the title conferred upon her by Theodore Roosevelt, "Chicago's most useful citizen."

### **The Average Chicagoan**

Leadership is necessary to make any project a success; and Chicago, as we have seen, has had many leaders who have helped to make her great. There is one more person of whom we shall speak. This person co-operates with his family, with his fellow workers, and with the municipal leaders, who are the choice of the majority. He goes about doing good deeds, without even once giving his autograph. We could do without a police force and jails if everyone tried to be like him. He is proud of his native or adopted Chicago and does his best to make Chicago proud of him. He does his utmost to keep this city clean and beautiful. He gladly votes, for this is his responsibility as well as privilege. He does not expect more from his city than he gives in taxes, co-operation, and neighborly kindnesses. He lives up to the motto "I WILL" both in spirit and deed. He deserves all the good things that his city has to offer. His only "ism" is "Americanism."

He is kind and generous to his family and neighbor. The education, morals, and happiness of his family are his chief concern. He is content and happy in an average comfortable home. He does not think that the world owes him a living.

He attends the church of his choice in accordance with the

American ideal of freedom of religion, and he lives up to its teachings seven days a week. His honesty and ideals are demonstrated in deeds. He is most dependable. He THINKS for himself, so that bad influence or temptations have no chance with him. He does not gossip or carry tales, but finds his pleasure in good literature, plays, sports, music, and art.

You must have guessed who this person is by now. It is none other than Mr. "Average Chicagoan." None of these people whom we have learned about in this chapter would have been able to accomplish their goals were it not for the aid of Mr. "Average Chicagoan." Let him be your ideal.

### **GO AHEAD!**

- I. What does the word *Pioneer* mean? Show how each of the persons mentioned in this chapter was a pioneer.
- II. Do we have any pioneers in Chicago today? Can you name any persons in your community who were pioneers?
- III. Go to the library and try to find the answers to these questions:
  1. What part did each of the following play in the Pullman strike: Eugene Debs, John Peter Altgeld, and Grover Cleveland?
  2. What is the Nobel Peace Prize?
  3. What additional projects have been helped by the Julius Rosenwald Fund?
- IV. Dramatize some episode in the life of any one of the people mentioned in this chapter.
- V. By appointment, visit:
  1. Hull House
  2. Any of the industries or business houses mentioned in this chapter
- VI. On one of your trips, plan to view the sculpture of Lorado Taft.

1. "Solitude of the Soul"— at Art Institute
  2. "Fountain of the Great Lakes"— located just south of the Art Institute on Michigan Avenue
  3. "Fountain of Time"— located on the Midway Plaisance
- VII. Secure pictures of those who helped to make Chicago great, and place them in your notebook or on the bulletin board. Perhaps you can secure from your Visual Education Department movies which deal with some of these people.
- VIII. Summarize this chapter in the form of a Cavalcade of Chicago broadcast.

### TEST YOUR MEMORY

1. Chicago's first mayor was .....
2. "The customer is .....,," said Marshall Field.
3. The reaper was invented by .....
4. In 1902 the McCormick Harvesting Machine Company, William Deering and Company, and other reaper manufacturers formed the .....
5. Potter Palmer wanted ..... Street instead of ..... Street to be the important street in Chicago.
6. Pioneers in the meat packing industry were ..... and .....  
Can you name others who are engaged in this industry today?
7. A model town for his employees was established by .....
8. Federal troops occupied the city of Chicago during the .....
9. Julius Rosenwald was vice-president and treasurer of .....
10. He made many gifts to such projects as: ..... and .....

11. "The Fountain of Time" was designed by the famous sculptor. . . . . He also made a statue of the famous Indian warrior, . . . . .
12. Hull House is located at. . . . . It was founded by. . . . ., who was called by Theodore Roosevelt. . . . .

### IS YOUR CITY GREAT?

A city doesn't need queens and kings  
 To make her big and great;  
 She doesn't need costly jewels and rings—  
 Sometimes these lead to hate.

Big buildings too she doesn't need,  
 Nor hundreds of wide boulevards  
 Nor wealth, nor wickedness, nor people's greed  
 Such actions aren't "in the cards."

To make her great, what are her needs?  
 Love, fellowship, good-will, co-operation,  
 Generosity, education, character, deeds—  
 She'll be the best in the nation.

*—Selected*

This is what Pericles said of his city, Athens, in the fifth century B.C. Can you say the same of your city today?

Our city is equally admirable in peace and in war. We are lovers of the beautiful, yet simple in our tastes, and we cultivate the mind without the loss of manliness. Wealth we employ, not for talk and ostentation, but when there is a real use for it. To acknowledge poverty with us is no disgrace; the true disgrace is in doing nothing to avoid it. An Athenian citizen does not neglect the State because he takes care of his own household; and even those of us who are engaged in business have a very fair idea of politics. We alone regard a man who shows no interest in public affairs, not as a harmless, but as a useless character.



## THE MARCH OF CHICAGO

Born with a century's birth time and sheltered within a fort;  
Striped of a roof by savages at the river's lonely port;  
Driven by demons of whirlwind and a million rushing flames,  
And smitten by anarchy's reddened hands and a thousand deadly  
shames,  
Still upward and onward she marches, with victory on her lips,  
And a dauntless eye and a strenuous cry to the world that she outstrips.

Then cheers for the mighty city,  
As she marches on her way,  
With her banners high in the hope-filled sky  
And her face turned toward the day;  
Marching along, three million strong,  
A cheer and a song for Chicago!

Out from the rustling cornfields with their granaries of health;  
Out of the forge's blackness and the founder's molten wealth;  
Out of the shining pathway of Michigan's level floor,  
And the wheel-spun iron network that leads to every door,  
Still outward and onward she marches, with victory on her lips,  
And a dauntless eye and a strenuous cry to the world that she outstrips.

Through her sons in their sleepless vigor and their generous thought  
alive;  
Through her daughters' splendid fairness and their souls that win and  
strive;  
Through the disciplines of study and the scholar's fruitful calm,  
And the open book and the press outspread and the church spire's  
lofty psalm,  
She is moving upward and onward, with victory on her lips,  
And a dauntless eye and a strenuous cry to the world that she outstrips.

Then cheers for the mighty city,  
As she marches on her way,  
With her banners high in the hope-filled sky  
And her face turned toward the day;  
Marching along, three million strong,  
A cheer and a song for Chicago!

—*Horace Spencer Fiske*

# CHAPTER 6

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“Surely in toil or fray,  
Under an alien sky,  
Comfort it is to say,  
‘Of no mean city am I.’ ”  
—*Kipling*

# CHICAGO'S FUTURE

- Learning About the Growth of Early Cities
- Discovering Why City Planning Is Necessary
- Studying the Origin of the Chicago Plan
- Analyzing Our Comprehensive Plan

Make no little plans; they have no magic to stir men's blood. . . .  
Make big plans; aim high in hope and work. . . . Remember that  
our sons and grandsons are going to do things that would stagger  
us. —DANIEL H. BURNHAM

Did you ever wonder why you live in Chicago? You live here because your parents decided it was the place where they could best provide the basic necessities of life, food, clothing, and shelter for you and the family. The problems of rearing a family and providing for these necessities require much thought and planning.

Just as each family must plan for its existence, a group of individuals living together in a city needs to plan for its existence. Planning for millions of people is more complicated than planning for a single family.

## LEARNING ABOUT THE GROWTH OF EARLY CITIES

### *Why Early People Lived in Groups*

In ancient times, people lived together for the purpose of protection. They also found it easier to carry on trade.

In group life, they had to plan how to live in harmony and how to keep their possessions. In the Nile Valley, for example, each year the Egyptians had to gather their possessions and had to determine where they would resettle when the flood waters of the Nile River had receded.

## ***Cities Planned by Kings***

Kings once planned their cities according to their own wishes. When a new ruler gained control, he sometimes abandoned the city, built a new palace, and surrounded it with a new city.

## ***Walled-in Cities***

Early cities were often surrounded by high walls for protection. Wall Street, the financial center of New York City, obtained its name when Peter Stuyvesant ordered a palisade built around the town to protect it from invasion. However, the early invention of gunpowder made walls inadequate for the protection of cities. The old walls were often torn down and replaced with beautiful scenic boulevards.

*It has been said that the change from "earth to air travel" is changing our cities today as much as gunpowder did in the early days. Do you think this statement is true?*

## ***Activities That Caused Cities to Grow***

In more recent times, cities have usually developed where farming, shipping, mining, or manufacturing have become established. Some cities, too, such as Miami, Florida, have grown up because of special recreational advantages. Sometimes industries have diminished or ceased entirely and the city has often been abandoned. In Illinois, for example, the mines in some towns became exhausted, and people were obliged to find work in other towns. These abandoned cities are sometimes called ghost towns.

Many factors contribute to the location of a city. How many can you name?

*Name some of the characteristics of a farming community; a sea-port; a mining town; a manufacturing center. Can you name any cities in Illinois that come under these three categories?*

Chicago's location was due largely to the presence of the Chicago River, which made this spot an important shipping terminus. Other important river-cities are Rome on the Tiber River, Paris on the Seine, and London on the Thames.



*Athens — Find the Acropolis*

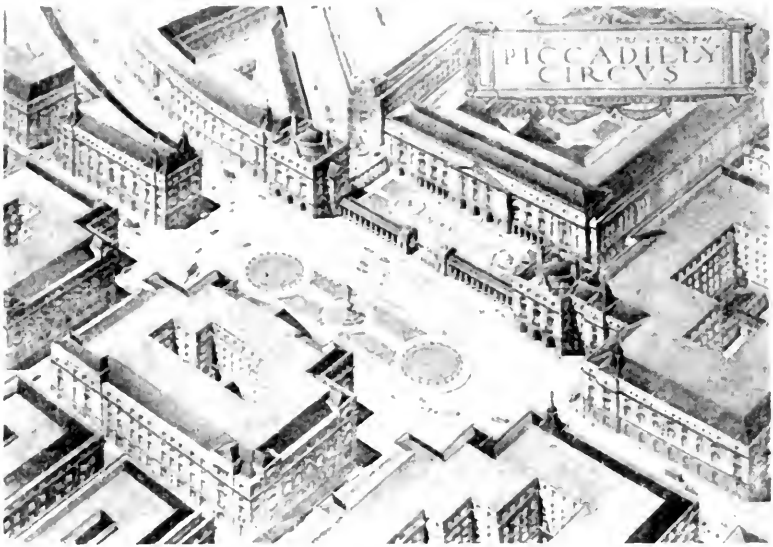
### *Among European Cities — Athens*

One of the most famous of the ancient cities is Athens in Greece. Located five miles from the sea and upon high ground, the capital on the Acropolis can be seen for miles in every direction. Of this city Pericles, one of its outstanding leaders, said: "We do not copy our neighbors; we are an example to them." The planners of Athens had the appreciation of beauty as their aim. Great artists, sculptors, and landscape gardeners were employed to build this famous city. Even today, many cities in Europe and the United States plan and construct buildings in the style of Greek architecture.

*Can you name any buildings in Chicago which are patterned after the Greek architecture?*

### *Paris — Madeleine Church and Rue Royale*





*London as planned for the future*

### ***Paris***

The French capital, Paris, is one of the best examples of modern city planning and building. Except for the fact that Chicago grew more rapidly than Paris, the two cities are comparable in many ways. Both of these cities were built on marshy ground, adjacent to the level plains which offered ample space for growth and for farming communities. Provisions could be raised, and a sufficient supply of building materials was nearby.

### ***London, England***

The early settlers of London, England, on the other hand, did not use forethought in planning a great city in its early years, and therefore it was necessary to spend a tremendous sum of money in rebuilding. Following World War II, many Londoners wanted to rebuild the city just as it was before it was bombed. This fact caused the city planners much difficulty in rebuilding certain parts of London.

## *Among American Cities — Philadelphia*

Philadelphia was one of the first planned cities in our country, the experiment of William Penn. He wanted a 10,000-acre city with wide-open spaces, a well-shaded city with all the dwellings in the center, and a promenade on the river front. Today Philadelphia's city plans are quite different from those of William Penn.

*Although some of the old buildings still exist, why will not William Penn's plans fit Philadelphia today?*

## *Washington, District of Columbia*

Few Americans realize that we are the only modern nation which has planned its seat of government from the very beginning. George Washington, in about 1791, directed the laying-out of our beautiful capital. He also suggested that the young French engineer, Pierre L'Enfant, be invited to

*White House  
Capitol  
Washington, D.C.*



draw the plans and designs of the city. L'Enfant patterned our capital city after his own Paris. The city was planned to accommodate 8,000,000 people, approximately the size of London at that time. These plans called for a *White House* and *Capitol Building*, connected by a spacious park. The street system was designed with diagonal streets leading to a civic center where the government buildings were to be erected. Many people laughed at L'Enfant's large-scale plans because no one believed there would ever be enough people living in Washington to cover one-tenth of the space envisioned in these plans. They called him a dreamer, but his ideas were accepted and his dreams came true. Today we have a beautiful, well-planned capital which has been improved and modernized as the need has arisen. Many of our states have patterned their state capitol buildings after the design of our national capitol.

*Can you name any state capitol building that is patterned after our national capitol?*

## **DISCOVERING WHY CITY PLANNING IS NECESSARY**

### ***Difficulties of Changing a City After It Is Built***

Since very little planning has gone into the building of most of our cities, confusion often results from haphazard, unplanned growth. Once cities are developed and populated, it is almost as difficult to change them as it is for a sculptor to change his design after he has begun to carve the stone.

### ***Similarities in Home and City Planning***

If your family has ever built or remodeled a home, you know how much time and thought were given to every detail. Once completed, however, such planning proved most valuable. Just as a home requires planning, a city also needs a plan for growth and development. In any city *library* one can find books written by people who have planned "model"



cities, such as *Radiant City* by the French architect, LeCorbusier, or *Broadacre City* by Frank Lloyd Wright.

## STUDYING THE ORIGIN OF THE CHICAGO PLAN

### *Why Early Planning Was Neglected*

In the beginning, as was the case in London, there was no pattern for building Chicago. The early settlers were too busy protecting themselves from the *Indians*, establishing trade, and making a living, to plan the future development of their city. Trees had to be cut, rough prairie land plowed, and houses and roads built. The plans to guide the future development of Chicago were left to its future citizens.

At the Columbian Exposition in 1893, Daniel H. Burnham demonstrated how groups of buildings can be artistically and systematically arranged. The men who made the Fair successful wished to create a similar plan for the entire city of Chicago. Under the guidance of Burnham, the Commercial Club, the Merchant's Club, and other civic leaders, the Plan of Chicago was prepared; and in 1909, it was presented to the city. A permanent group, the Chicago Plan Commission, was then organized. In 1939, the Plan Commission was reorganized as an official arm of our city government.

Burnham's plan envisioned Chicago with a beautiful shoreline, numerous parks and forest preserves, and diagonal streets meeting at a central point where the civic center was to be located. Much credit is due Mr. Burnham for our lake front development, our parks, our boulevard system, and many other civic improvements.

Throughout its existence, the Chicago Plan Commission has emphasized the following points:

1. Guided development of our city is necessary, not only to serve present needs, but for the future growth of Chicago.



*Proposed plan for Chicago*

2. No definite city plan can be followed. The plan is a starting point for future development.
3. Planning is a continuing process. Changes in the plan must be made from time to time to meet needs.
4. The comprehensive city plan must take into consider-

ation every aspect of the city's life—residential, commercial, and industrial—along artistic lines to achieve the best results for the least expenditure of time, effort, and money.

## ANALYZING OUR COMPREHENSIVE PLAN

### *The Comprehensive City Plan*

The Comprehensive City Plan was published in 1946. This plan combines immediate and long-term needs. Within its framework there is opportunity for every type of enterprise.

This is the symbol of the Comprehensive City Plan. It is a wheel, made up of seven sections, each representing a different aspect of urban or city living. Each of these phases is bound to the other by the hub, the Comprehensive City Plan. The Comprehensive City Plan takes into consideration the following:

1. *Private Land Use* — Privately owned land may be developed for residential, commercial, or industrial purposes. It is the function of the Comprehensive City Plan to secure and to maintain a more harmonious relationship between these three major land uses.
2. *School, Park and Play Areas* — Chicago has many large parks but needs more small parks and playgrounds. The Plan Commission proposes that neighborhood parks and playgrounds be planned next to the public elementary school in the neighborhood. Community parks and playgrounds for adults are planned in connection with the public high school in the community. Public schools and parks are thus the center of educational and recreational activities in every neighborhood and community throughout the city.
3. *Utilities* — A much needed sewer construction program is under way which will provide for better

### *An Expressway in Chicago*



disposal and treatment of sewage within the city. Relocating some of the public utilities is also being considered. To provide a safer and more adequate water supply, two new filtration plants have been proposed, one for the south section of the city, and another for the north and northwest sections and areas outside of the city. These are some of the problems considered in this phase of the Comprehensive City Plan.

4. *Thoroughfares* — The increasing use of the automobile, the width of streets and boulevards, the system of highways, both within and beyond the city limits, the central business-district traffic flow, trucking and freight terminals are some of the factors which are considered in the comprehensive city plan of thoroughfares. Because more automobiles are being driven than ever before in our history, a serious traffic problem exists. To relieve this situation, plans have been made for the development of the Congress Street Expressway and the Northwest Expressway. A Southwest and a South Expressway are also contemplated in these plans. These main arteries will ease the flow of traffic both out of and into the City. Convenient and well-designed parking areas and one-way streets to speed up traffic are also considered in the Comprehensive City Plan.
5. *Local Transit* — Although some improvements have

*Lincoln Park Highway*





*Section planned for Chicago*

been made in local transportation, extension and modernization of this service are badly needed in Chicago. In the future there will be more subways and fewer streetcar lines in the local transit system. Can you tell why?

6. *Transportation* — Because Chicago is both a railroad and an air center of the world, we have many transportation problems to solve. Such problems as the bringing together of our scattered railroad terminals and the location and size of our airports are included in the Comprehensive City Plan.



*Civic Center — Chicago of tomorrow*

7. *Public Building Locations* — Various municipal, county, state, and federal office buildings are scattered throughout Chicago. The Plan Commission points out that a considerable number of these should be housed in a civic center. This plan is an example of city planning with reference to the location of public buildings.

Three times Chicago has built new government buildings which soon became too small. Today our city government is located in fifteen different buildings. Cook County government offices are scattered in sixteen locations, State government offices in twenty buildings, and Federal government offices in thirty-five buildings. While it is necessary to have

some government agencies located in the various communities of the city, such as libraries, police, and fire stations, and health centers, the citizens of Chicago lose much time and money because of the inconvenient scattering of many government offices.

### *Chicago Civic Center*

After receiving suggestions from interested groups, and after long and intensive study, the Plan Commission has proposed a site and has offered plans for a Chicago Civic Center. The site recommended is bounded on the west by the Chicago River, on the south by Van Buren Street, on the east by Wells Street, and on the north by Madison Street. This location has many advantages. It is within easy reach of the business and financial districts and the transportation depots of the loop. It is adjacent to the largest post office in the world. The Congress Street Expressway, the Northwest Expressway, and Wacker Drive make it a convenient location for automobiles without adding to traffic congestion. The Civic Center will provide a park for the central business district, for the buildings will occupy a smaller proportion of the site than will the green park which surrounds them. This plan will be a great improvement of the site which, at the present time, is occupied by old and run-down buildings. Replacement of these old buildings by a civic center of the modern-skyscraper design would be a great accomplishment. From a historic point of view, there could be no more appropriate site than on the Chicago River which in the early years of Chicago determined the location of the city of Chicago.

### *Types of Planning Areas*

The Plan Commission has studied Chicago for many years, and on the basis of intensive research has classified each parcel of land in the city according to its use, that is, whether or not it has been built upon and whether it is in good or bad condition.

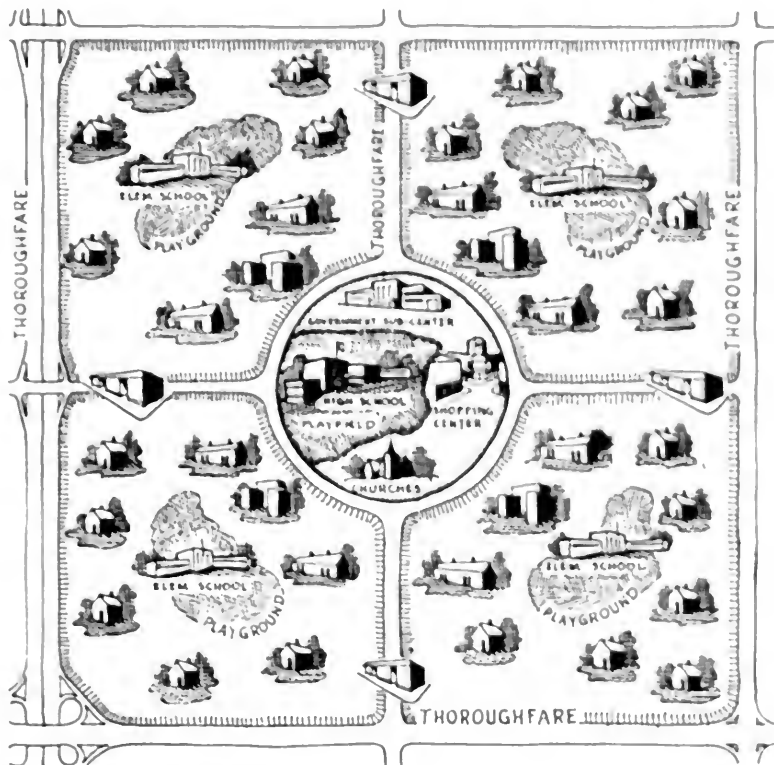
Several types of areas have been found:

1. *Vacant land* is classified as to its suitability for future industrial, commercial, or residential use, in agreement with the Comprehensive City Plan. When a builder acquires a piece of vacant land, he can go to the plan to insure the proper use to which that land should be put.
2. *Blighted areas* are those which are occupied by old and neglected buildings which are undesirable and often unsafe. These buildings frequently do not have modern plumbing, and they are in need of major repairs. Blighted areas are located close to the center of the city. These sections of the city were the first to be built up, and the dirt and smoke of industry, overcrowded housing conditions, crime, and disease have come to characterize them.

Such areas cannot be made desirable by remodeling the old, worn-out structures or by simply cleaning up the streets. They must be cleared of their present buildings to make rebuilding possible. Because this is such an expensive process, the Chicago Land Clearance Commission was formed to aid in the rebuilding of our blighted areas. Organized in 1947, the Land Clearance Commission has the power to buy blighted land, clear it, and resell it so that new buildings can be erected and the area improved.

3. *Near-blighted areas* are not in as bad condition as are the blighted areas, but they are growing rapidly worse. They are located on the fringes of the blighted areas.
4. *Conservation areas* are those which, by joint community and city effort, can be maintained and improved. These areas need not become blighted if property owners and other residents co-operate with each other and with the city in making improvements and in keeping them in usable condition. More than one-half of Chicago is classified as "conservative" in character.





**Model Neighborhood planning**

Local community organizations, working with building and zoning officials and other civic leaders, can do much to preserve these areas and make them better places in which to live, work, and play.

5. *Stable areas* are the most desirable neighborhoods in which to live. These areas should be maintained in their present good condition. With intelligent planning for the future, they are in no danger of becoming blighted.

## ***Neighborhood Planning***

The neighborhood is the basic unit of the Comprehensive City Plan offered by the Chicago Plan Commission.

There are more than five hundred neighborhoods in Chicago. A typical neighborhood contains 6,000 to 8,000 people. The neighborhood plans call for an educational, recreational, and cultural center, made up of an elementary school, a small, quiet park, and a playground to service the entire neighborhood. Fast through-moving traffic will travel on thoroughfares around, and not through, the neighborhood. Thus residents can live in greater safety and quiet, and still have convenient access to all necessary services and places of employment.

## ***Community Planning***

A community is a group of related neighborhoods. Each community is planned to include a high school, shopping center, government subcenter, and a large park and athletic field for the use of the entire community. Each community is a small city in itself, with a population of about fifty thousand to seventy thousand persons.

Small industrial plants which do not create smoke, dirt, or noise may be situated in local communities. They will be convenient for persons going to and from work and will relieve traffic congestions and other transportation problems as well.

*Do you think that cities will be built underground to avoid destruction in time of war? Try to imagine a city of tunnels and caves, air-conditioned and lighted with electricity.*

## ***Metropolitan Planning***

Chicago is the core of a great metropolitan area. The city's economy reaches beyond political boundaries, and its problems are not confined by city limits. Many factors make

it necessary to take into consideration the entire metropolitan area when planning for the city of Chicago. Thoroughfares and the systems of local transit of the city and region must be co-ordinated. Problems of air pollution, health, and sanitation disregard political boundaries. A number of suburban communities are served by Chicago's water system.

The increasing use of the automobile, together with other forms of rapid transportation, makes it possible for the worker to live in one community and find employment in another. Thousands of suburban dwellers travel daily to Chicago, and a large number of Chicagoans work in the rapidly growing industrial areas beyond the city limits.

Because of the interdependence of Chicago and its metropolitan region, the plans of the Chicago Plan Commission must have a metropolitan perspective. The Plan Commission works closely with the Chicago Regional Planning Association, the Chicago Association of Commerce and Industry, and other organizations whose interests are metropolitan in scope so as to achieve this perspective.

### *Who Makes the Chicago Plan?*

We have learned that in early times many cities were built according to the will of one man. Some Chicagoans think that all the planning for our great city is the will of the Plan Commission. This is not true. In a democracy, the opportunity for intelligent city planning depends upon the participation and the co-operation of all people. Many citizens study the Comprehensive City Plan. Their suggestions are carefully considered, and the plan is revised to conform to the wishes of the people. The Plan Commission studies all suggestions made by interested citizens in order to arrive at a workable comprehensive city plan. City planning is not a one-man or a single agency job.

Chicago has been favored by nature in its location, its rich soil, flat surface, ever-changing and favorable climate, forest, farm, and mineral resources. Planning will make our

city more efficient and liveable. Chicago's success and advancement will depend to a large extent upon its present and future citizens, upon their interest in making it all that they wish their city to be.

We hope you will be able to take many of the suggested trips in and about the city, with your classmates or with your family, because the only way to KNOW Chicago is to visit it. If you know your city, you can help in suggesting plans for a better Chicago tomorrow.

## HOW FAR CAN YOU GO?

- I. Go to the library to learn more concerning:
  - Wall Street, when it was a palisade in early New York City (Find out about this street today)
  - The history of cities surrounded by walls
  - William Penn's plans for Philadelphia
  - Pierre L'Enfant's plans for our capital, Washington, D. C.
  - Daniel H. Burnham's plan for Chicago
  - Broadacre City and Radiant City — two cities designed by city planners
- ii. By appointment, visit:
  - The Chicago Plan Commission
  - Buildings designed after Greek architecture
  - Neighborhood Civic Centers
- III. Secure some pictures of the World Columbian Exposition (1893) to see how well-arranged and attractive the Fair Buildings actually were.
- IV. Obtain pictures of Greek architecture; pictures of Paris, France; Philadelphia, Pennsylvania; Washington, D. C.
- V. Make a survey of your district or community. Observe what you think needs improvement. List

these needs according to (a) responsibilities of the city, and (b) responsibilities of the citizens; or, make a survey of your community by finding out about such information as:

1. Its history
2. Factories
3. Number and kinds of stores
4. Schools
5. Libraries
6. Churches
7. Recreational facilities
8. Number of apartment buildings and houses
9. Future plans

VI. Read radio and television listings to learn about broadcasts relating to Chicago's future.

VII. Write a slogan for the people of Chicago. Keep in mind the one Pericles wrote for the people of Athens many years ago:

"Day by day fix your eyes on the greatness of Athens until you become filled with the love of her."

### TEST YOUR MEMORY

1. The three necessities of life are .....
2. People lived together in cities in ancient times because .....
3. Give three good sentences about the planner of our national capital .....
4. Are Southern cities different from Northern cities? ..... Eastern cities? ..... Western cities? .....
5. In your estimation should underground city-planning be done in Chicago? ..... Why or why not? .....
6. Why can the policies of the Chicago Plan Commission be depended upon? .....

7. What great duty now faces the young people of Chicago as a result of the efforts of the early settlers and founders? .....
8. State briefly in your own words what the Plan of Chicago provides for the city. ....
9. What conditions could cause these plans for the future of Chicago to be changed? .....
10. What does your community offer to the whole picture in the way of industries and factories; parks and playgrounds; churches; schools; airports; bridges? .....
11. The basic unit of the Comprehensive City Plan is the. ....
12. There are more than.....neighborhoods in Chicago.
13. A typical neighborhood contains.....to.....people.
14. A group of related.....is a.....
15. Each community is planned to include a....., ....., and.....
16. Chicago is the.....of a great metropolitan area.
17. Why must Chicago include the metropolitan area in its planning?
18. Problems of....., ....., and..... disregard political boundaries.
19. City planning is not a..... or.....job.
20. Chicago has been favored by nature in its....., ....., ....., and mineral.....

## SONG OF CITIES

I am no Sandburg,  
 But I like this town.  
 I have seen L.A. with its palms and sun  
 And its army of shiny  
 Money-crustcd motor beetles  
 Crawling over  
 The streets.  
 I have seen  
 New York with its bridges  
 And its needle-finger towers  
 Clawing at the sky

And its million million lights.  
I have seen  
Indiana's Brown County,  
Where some dreaming hand  
Dumped the paint-bucket of God  
Upon the face of the earth.  
I have seen  
Frisco with its  
Pacific fog-whip circling  
The people rushing up and down  
The roller coaster pavement.  
I am no Sandburg  
And I have not seen all of the world,  
But so far  
I am still your lover,  
Red-robed, lusty laughing lady—  
Chicago. —J. W. JAKES

## CHICAGO

"When I enter my city of stone and of steel,  
My heart beats the faster with thrills that I feel.  
I am caught in the fervor that comes with the crowd;  
I am part of a city of which I am proud.

My Chicago, your face is that of a youth.  
In your heart beats the love of honor and truth.  
The century since you sprang into life  
Has gone with the Indian's scalping knife.

But it has brought you thousands of men  
And riches too great for tongue or pen.  
Through the songs of youth run the rhyme you feel,  
And, 'I Will,' are the words that you wear in your seal.

My Chicago, I love the songs that you sing,  
Their melodies always to my ears bring  
The sound of the waves as they beat on your shore  
And the hum of the crowds that await at your door."

*Report of the Supt. of Schools  
of the City of Chicago, 1936*

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# INDEX

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## A

Academy of Sciences, 22  
Addams, Jane, 202-205  
Adler Planetarium, 20, 57  
Air freight terminals, 156  
Airplane, 150-157  
Airports, 150-157, 221  
Air transportation center, 7, 156  
Aldermen, 54  
Altgeld, John Peter, 118  
American way of life, 123  
Appellate Court, 90  
Armour Institute, 189  
Armour, Philip D., 188-190  
Art Institute of Chicago, 23  
Athens, 213  
Aviation, 150-157

## B

Bailey, Jonathan, 159  
Ballot, 93  
Black Hawk, 199  
Black Hawk War, 37  
Black Partridge, 37  
Blighted area, 224  
Blue Island, 184  
Board of Cook County Com'rs, 58  
Board of Trade building, 13  
Bobtails, 145  
Boulevard system, 217, 220  
Bowen Country Club, 205  
Bowen, Mrs. Joseph de Koven, 205  
Bridges, 28  
"Broadacre City," Frank Lloyd Wright, 217  
Budget, 56  
Eurnham, Daniel H., 211, 217

## C

Cable cars, 147  
Calhoun, John, 163  
California, 182  
Calumet River, 129, 132  
Calumet Sag Channel, 132  
Capitol buildings, 216  
Captain Whistler, 35  
Century of Progress Exposition, 41  
Chappel, Eliza, 108-109  
Chicago  
    airports, 150-157  
    airway center, 156  
    bridges, 28  
    budget, 56  
    city charter, 55  
    city council, 54, 68, 69  
    city hall, 60  
    city ordinance, 54, 68  
    elevated lines, 147  
    flag, 41  
    freight tunnel, 137  
    harbor district, 133  
    health department, 75  
    loop, 12  
    motor coach lines, 150  
    motto, 45  
    name, 34  
    numbering system, 11  
    parks, 10-17  
    police, 71-72  
    railroads, 133-135  
    railroad stations, 135  
    river, 28, 58, 132  
    streets, 11  
    street cars, 147



- subways, 149
- terminal district, 135
- world's fair, 41
- Chicago Academy of Sciences, 22
- Chicago Aero Commission, 154
- Chicago and Alton Railroad, 192
- Chicago Association of Commerce and Industry, 227
- Chicago Board of Education, 56, 113
- Chicago City Council, 54, 68, 69
- Chicago Civic Opera House, 13
- Chicago Fire, 39, 184
- Chicago Flag Commission, 41
- Chicago Freight Tunnel, 137
- Chicago Harbor District, 133
- Chicago Historical Society, 22
- Chicago Housing Authority, 70
- Chicago Industrial Area, 45
- Chicago Land Clearance Commission, 70, 224
- Chicago Medical College, 76
- Chicago Midway Airport, 154
- Chicago Motor Coach, 150
- Chicago Municipal Airport, 154
- Chicago Natural History Museum, 19
- Chicago Park District, 5-7
- Chicago Park District Board, 5-7
- Chicago Plan Commission, 217, 223, 227
- Chicago Post Office, 160
- Chicago Public Library, 70
- Chicago Rapid Transit Company, 144
- Chicago Regional Planning Association, 227
- Chicago River, 27, 58, 132
- Chicago Sanitary District, 58, 80
- Chicago Sanitary District Board, 58
- Chicago Sanitary and Ship Canal, 132
- Chicago Stadium, 25
- Chicago Surface Lines, 144
- Chicago Terminal District, 135
- Chicago Transit Authority, 143
- Child Labor Laws, 204
- City Clerk, 68
- City ordinance, 54, 68
- City planners, 227
- City planning, 216-227
- City treasurer, 69
- Civic center, 223
- Civil Aeronautics Administration, 156
- Civil Aeronautics Board, 156
- Civil Service Commission, 69
- "Clay Talk," 198
- Coaches, 139
- Coliseum, 25
- College, 117
- Columbian Exposition of 1893, 198-217
- Commonwealth Edison, 70
- Community, 226
- Comprehensive City Plan, 211
- Compulsory education, 110
- Congress of United States, 66
- Congress Street Expressway, 220
- Conservation, 224
- Consolidation of railroad terminals, 135, 221
- Constables, 71
- Cook County, 60
  - commissioners, 60
  - hospital, 58
  - jail, 58
- Cook County Hospital, 58
- Cook County Jail, 58, 82
- County
  - building, 60
  - clerk, 82
  - commissioners, 60
  - hospital, 58
  - jail, 58
  - officers, 82
- County assessor, 82
- County clerk, 82
- County coroner, 82
- County recorder, 82
- County sheriff, 82
- County superintendent of schools, 82
- County surveyor, 82
- County treasurer, 82

Courts  
federal, 88  
municipal, 88  
state, 88  
Court of Domestic Relations, 88  
Court of Small Claims, 88  
Criminal Court, 88

## D

Dearborn, Henry, 35  
Dearborn Massacre, Fort, 36  
Deering and Company, 185  
Department of Finance, 69  
Department of Law, 69  
Deplaning, 156  
Des Plaines River, 130  
Detroit, 35  
Dore, John C., 110  
Douglas Airport, 154  
Du Sable, Jean Baptiste, 35

## E

Elections, 90-92  
judicial, 92  
local, 92  
primary, 92  
special, 92  
Elevated lines, 147  
Enabling Act, 107  
English, 34  
Enplaning, 156  
Erie Canal, 129  
Evening schools, 110, 120  
Executive Department, 68-88  
Executive Mansion, 83  
Expressways, 142

## F

Field, Marshall, 177-179  
Field Museum, 19  
Filtration, 220  
Fire Department, 74  
Forbes, Stephen, 108

Forest Preserve Commissioners, 63  
Forest Preserve District, 62-63  
Fort Dearborn, 71  
Fort Dearborn Massacre, 36  
"Fountain of Time," 197  
Franchise, 70  
Freedom of learning, 123  
Freight terminals, 221  
French, 34

## G

Galena and Chicago Union Railroad,  
179  
Garbage, 54, 203  
Garfield Park Conservatory, 16  
General Superintendent of Schools of  
Chicago, 56, 81, 113  
Ghost towns, 212  
Goodman Theater, 23  
Governor, 83  
Grain, 9  
Greater Chicago, 45  
Great Lakes, 132-133  
Gulf of Mexico, 130

## H

Halsted Street, 203  
Harrison, Carter, 101  
Harvester, 185  
Harvester-thresher, 185  
Heald, Captain, 36  
Health Department of Chicago, 75  
Helicopter Air Service, 154  
High school, 110, 114  
Highways, 220  
Hull, Charles J., 203  
Hull House, 203  
Hussey, Obed, 182

## I

Illinois  
constitution, 64  
courts, 88-89  
executive mansion, 83

governor, 83  
house of representatives, 64  
laws, 64  
lieutenant governor, 83  
senate, 64  
Illinois Bell Telephone Co., 70  
Illinois Commerce Commission, 71  
Illinois Department of Welfare, 76  
Illinois General Assembly, 64  
Illinois Institute of Technology, 189  
Illinois-Michigan Canal, 37, 130  
Illinois River, 34  
Indians, 31  
Injunction, 194  
Intercepting sewer, 58  
International Harvester Company, 185  
Iroquois fire, 110  
"I will," 45

## J

Joliet, Louis, 32  
Judicial Department, 88-89  
Judges, 88-89  
Junior colleges, 118  
Juvenile Court, 88, 204  
Juvenile Detention Home, 58

## K

Kennicott, Robert K., 22  
Kindergarten, 110  
Kinzie, John, 36

## L

Lake Michigan, 132  
Lake Street, 186  
Land Clearance Commission, 224  
La Salle, Robert Cavalier, Sieur de, 34  
Le Corbusier, 217  
Legislative department, 53-67  
Leiter, Levi, 177, 179, 187  
Le Mai, Joseph, 35  
L'Enfant, Pierre, 216  
Lewis Institute, 189

License, 53  
Lieutenant governor, 83  
Lincoln, 192  
Livestock industries, 9, 189  
Local transit, 220  
London, 214  
Loop, Chicago's, 12  
Loyola University, 76

## M

McCormick, Cyrus Hall, 181-185  
McCormick Harvesting Machine Company, 185  
McCormick, Robert, 181  
Madison Street, 12  
Magic carpet, 157  
Marquette, Father Jacques, 31  
Marshall Field Store, 179  
Mayor of Chicago, 68  
Meat packing, 190  
Medical schools in Chicago, 76  
Meigs Field, 154  
Metropolitan, 226  
Metropolitan Chicago, 45  
Metropolitan Transit Authority, 70  
Miami, Florida, 212  
Michael Reese Hospital, 76  
Michigan Avenue Bridge, 28  
Milwaukee, 188  
Mississippi River Valley, 32  
Motor bus, 150, 147  
Movie, 171  
Municipal Reference Library, 69  
Municipal Tuberculosis Sanitarium, 70  
Museum of Science and Industry, 20, 199  
Musham, Colonel H. A., 32

## N

Naturalization papers, 66  
Navy Pier, 63  
Neighborhood, 226  
New England, 38  
Newspapers, 162-163

New York, 179  
Nile Valley, 211  
Northwestern Railroad, 179  
Northwestern University, 76  
Northwest Expressway, 220  
Northwest Territory, 107  
Numbering system, 11

## O

Ogden, William B., 179-180  
O'Hare International Airport, 154  
Orchestra Hall, 25  
Ordinance of 1787, 107  
Oregon, Illinois, 199  
Outer Drive, 142

## P

Packing industry, 189  
Packingtown, 188  
Palmer House, 187  
Palmer, Potter, 186  
Palmer, Mrs. Potter, 187  
Palmolive Building, 13  
Parent Teachers Association, 114  
Paris, 214  
Parks, Chicago's, 16-17  
Park system, 219  
Penn, William, 215  
Pericles, 213  
Petition, 92  
Philadelphia, 215  
"Pioneer, The," 192  
Planetarium, Adler, 20  
Plank roads, 138  
Planning, city, 211-228  
Playgrounds, 204, 226  
Police Department, 71-73  
Polk Street, 203  
Post Office, Chicago's, 62, 160  
President of County Board, 82  
President of United States, 84  
Primary elections, 92  
Public libraries, 122

Public schools, 107-121  
Public utilities, 70  
Pullman, George Mortimer, 192-194  
    sleeping cars, 192  
Pullman, model town of, 194  
Pullman strike, 194  
Pumping stations, 80  
Purchasing agent, 69  
Purifying the water, 79-80  
Pylons, 30

## R

"Radiant City," 216  
Radio  
    Voice of Chicago Public Schools,  
    169  
Railroads, 7, 133-135  
Reaper, 181-185  
Recreational activities, 219  
Recreational centers, 25  
Refrigerator car, 190  
Registration of voters, 90  
Rock River, 199  
Roosevelt, Theodore, 202  
Rosenwald, 196  
Rosenwald, Julius, 194-196  
ROTC, 113

## S

St. Lawrence-Great Lakes Waterway,  
133  
St. Paul, 188  
Sandburg, Carl, 8  
Schools, 107-121  
School libraries, 122  
Sculpture, 197-199  
Seal, 38  
Sears and Roebuck, 196  
Sewage treatment, 58  
Shedd Aquarium, 20  
Shuttle bus, 150  
"Sleep of the Flowers"—Taft, 198  
Soldier Field, 57

South Expressway, 220  
South Side Railroad Terminal Consolidation, 135  
Southwest Expressway, 220  
Springfield, Ill., 83, 195  
Stage routes, 139  
Starr, Ellen Gates, 203  
State House of Representatives, 64  
Stadium, 25  
State Senate, 64  
State Street, 9, 177, 186  
Suburban, 227  
Subway, 149  
Superhighways, 142  
Supreme Court, 89  
Swift, Gustavus, 188-190

## T

Taft, Lorado, 197-199  
Taxes  
    income, 66  
    sales, 63  
Taxpayer, 56  
Teachers College, 118  
Technical schools, 119  
Telegraph, 163  
Television, 169  
Thoroughfare, 220  
Tractor, 185  
Trade schools, 119  
Traffic Court, 88  
Trolley bus, 147  
Truant officer, 110  
Tuskegee Institute, 196

## U

Union Pacific Railroad, 135, 180  
University of Chicago, 76  
University of Illinois, 63

## V

Veto, 55, 61, 65, 83, 84  
Vocational schools, 117, 201  
Vocational training, 117, 201  
Voting, 93  
Voting machine, 93

## W

Wacker Drive, 223  
Walled-in cities, 212  
Wall Street, 212  
Walnut Grove, Virginia, 181  
Washington, D. C., 215  
Washington, George, 215  
Washington Street, 177  
Water supply, 79-81  
"Weekly American," 163  
"Weekly Democrat," 163  
Western Union Telegraph, 163  
Wheat, 8, 182  
White House, 84, 216  
World's Columbian Exposition, 41  
World War I, 41  
World War II, 41  
Wright, Frank Lloyd, 217  
Wrigley Building, 14

## Y

Young, Ella Flagg, 201

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# PICTURE CREDITS

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- American Airlines, pages 152, 153  
Armour and Company, page 188  
British Information Services, page 214  
Brown, Fleming and Storch, page 15  
Chicago Art Institute, pages 23, 200  
Chicago Association of Commerce,  
pages 43, 44  
Chicago Board of Education, pages  
60, 73, 77, 91, 109, 111, 115, 116,  
117, 118, 119, 120, 121, 123, 134, 160  
Chicago Cubs, page 26  
Chicago Daily News, pages 54, 73  
Chicago Historical Society, pages 36,  
37, 39, 40, 72, 73, 108, 180  
Chicago Park District, pages 16, 18,  
19, 21, 22, 24, 26, 57, 197, 220  
Chicago Plan Commission, pages 143,  
146, 219, 221, 222  
Chicago Police Department, page 72  
Chicago Sanitary District, page 59  
Chicago Transit Authority, pages 144,  
145, 151  
Chicago Tribune, pages 42, 91, 162  
Colonel Musham, pages 33, 35  
Commonwealth Edison Company, page  
119  
Division of Water Works, pages 78,  
79, 81  
Forest Preserve, page 62  
Forest National Tourist Agency, page  
213  
Gray Line Sightseeing Services, page  
215  
Hedrich-Blessing Studios, page 13  
Herald American, page 29  
Hull House, page 202  
Illinois Bell Telephone Company,  
pages 166, 167  
International Harvester Company,  
pages 181, 183  
International News Photo, page 213  
Marshall Field and Company, page  
178  
National Broadcasting Company,  
pages 169, 170  
Palmer House, page 186  
Parker High School, pages 38, 77  
Police Digest, page 72  
Post Office, page 161  
Pullman Company, pages 192, 193  
Rand McNally, page 10  
Riverview Park, page 25  
Sears Roebuck, page 195  
Stadler Studios, page 122  
Sun Times, pages 30, 95, 131, 138  
Swift and Company, page 189  
Town and Country Photo, page 27  
Union Stock Yards, pages 190, 191  
United Airlines, page 14  
Western Union, pages 163, 164

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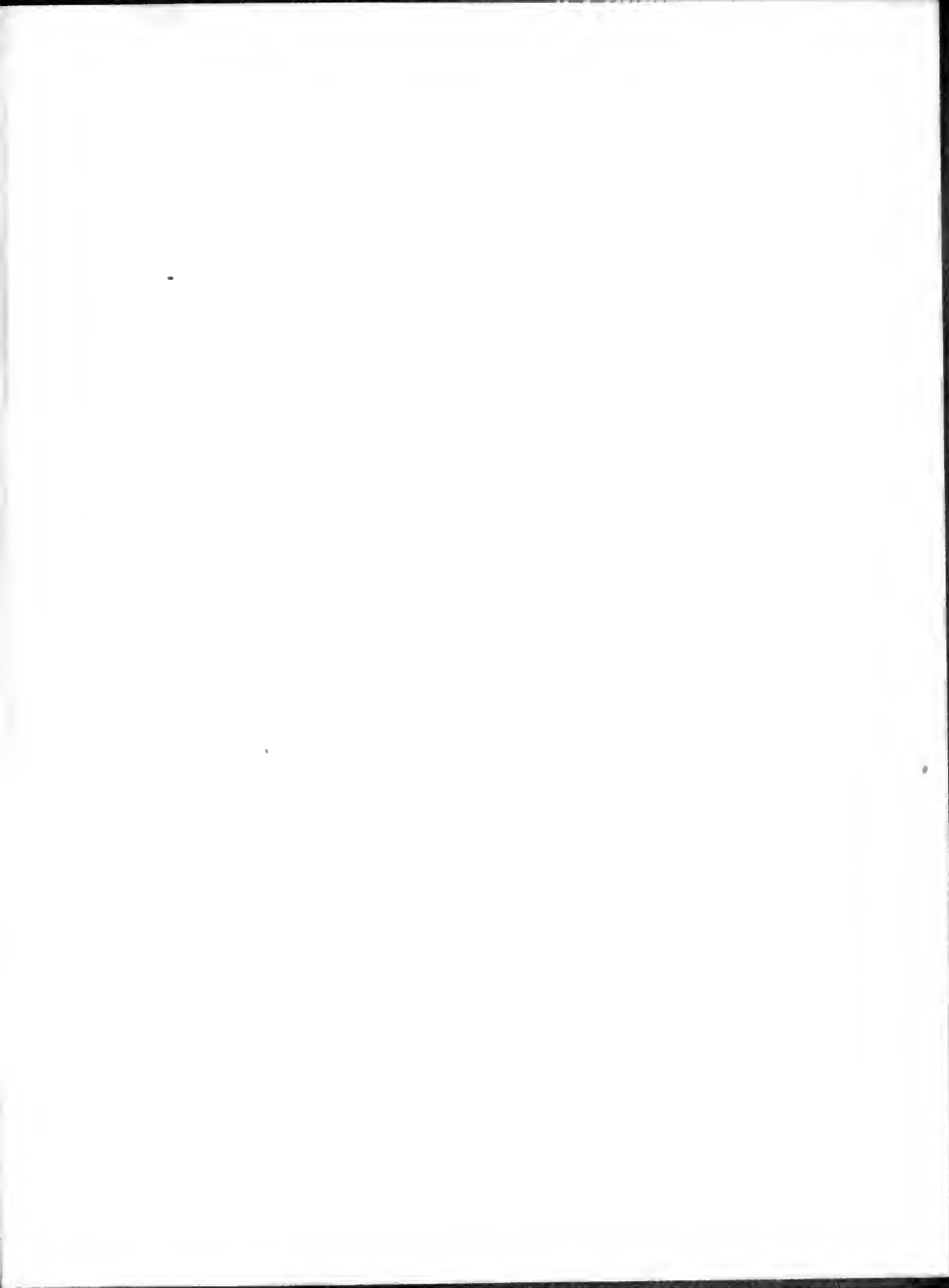
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