

## Works Cited

### Primary Sources:

“Chicago Classroom in 1931.” *Chicago History Today*, 22 Mar. 2017, <https://chicagohistorytoday.wordpress.com/2017/03/22/irritable-teachers-3-22-1933/>. Accessed 25 Feb. 2022.

This image from the early 1930s provided information regarding the crowded classroom situation. This was valuable to our presentation because it gave our viewer a deeper understanding of how many students each teacher had the responsibility of. The limitations of the source are the lack of information regarding whether it really was just one class. Furthermore, this image relates to our thesis, as it explains the harsh conditions the teachers were facing, that were a result of the debates stemming from the lack of tax money collected to pay the teachers and fund the schools.

“5,000 School Teachers Storm Five Banks.” *Weebly*, <http://15628901.weebly.com/rising-action.html>. Accessed 24 Feb. 2022.

This image displays the Chicago teachers, students, and families all on strike from the consistent months of no pay. This was valuable to our presentation because it gave our viewers a deeper understanding of how desperate the teachers were to receive their paychecks back, that they began striking. The source limited the specific details of when and where this strike was held. Lastly, this image illuminates our thesis, as it explains the teachers taking action seeking a diplomatic solution, that was caused by the lack of tax money collected to pay the teachers and fund the schools.

“14,200 Chicago High School Pupils Strike In Protest on Delay in Paying Teachers.” *The New York Times*, The New York Times, [timesmachine.nytimes.com/timesmachine/1933/04/06/105123291.html?pageNumber=1](http://timesmachine.nytimes.com/timesmachine/1933/04/06/105123291.html?pageNumber=1)

This news article clipping showcases the angry teachers that were not getting paid. This shows the lack of reliable payment systems, which is a crucial part of what made the Chicago Teachers Revolt such a debate. This clipping is limiting because the reader can not see what the other side is thinking.

Grossman, Ron. “Teachers Apply for Payment of Salary in Script.” *Chicago Tribune*, 4 Sept. 2015, <https://www.chicagotribune.com/history/ct-great-depression-chicago-teachers-scrip-pay-cps-ctu-flashback-0906-jm-20150904-story.html>. Accessed 24 Feb. 2022.

This image shows different Chicago school workers attempting to fill out applications for their salary payments. This information was crucial for our project, as it gives our viewer an insight into how desperate all the workers were to finally get their paychecks. The limitations of this image were that it didn't fully show how many workers had attended. This work relates to our thesis as it shows the teachers being desperate for payment, which was caused by the harsh conditions spawned from the lack of tax money to fund the workers and schools.

Hagopian, Jesse. "Protest in 1933." *International Socialist Review*, <https://isreview.org/issue/86/peoples-history-chicago-teachers-union/>. Accessed 24 Feb. 2022.

This image shows the Chicago school teachers protesting the delay in the payment of teachers' salaries. It was valuable to our project because it helped our viewers visualize the number of teachers attending the strike, as well as, allowing them to focus on the teacher's point of view through the picket signs. This image limits the information of who these people were, whether teachers, cps workers, families, and/or students. Lastly, it relates to our thesis because the strike was engendered by the debates surrounding the bank's and other businesses' taxes not being paid.

"Labor Yearbook 1933." *The Great Depression in Washington State Project*, <https://depts.washington.edu/depress/yearbook1933.shtml>. Accessed 24 Feb. 2022. This website

This image of a 1933 Voice of Action newspaper provides information of the teachers demonstrating a strike. It is valuable to our project as our reader can understand what was happening back then in the eyes of someone who was facing it. It limits details about Chicago and focuses on other cities as well. Lastly, it relates to our thesis as it talks about the teachers striking from the lack of pay.

Lawrence, Christopher. "News Article Clip From 1933." *Las Vegas Review-Journal*, Christ, 4 Mar. 2021, <https://www.reviewjournal.com/life/las-vegas-history-seen-through-review-journal-pages-2276997/>. Accessed 25 Feb. 2022.

This image of the Evening Review Journal explained how Chicago school strikers had been arrested. Through this information, and knowing Chicago made it to a Las Vegas newspaper, the viewer can understand how serious the situation was. The limitations are the lack of detailed writing towards Chicago. The image relates to our thesis because it explains the debates happening, and how the teachers were impacted as a result.

Murphy, Marjorie. *JSTOR*, University of Illinois Press, 1981, <http://www.jstor.org/stable/40191759>. Accessed 24 Feb. 2022.

This journal article explained the taxation conflict and the resulting teacher union. It provided an image of The Chicago Daily News, which included a petition to save the teachers. This helps our viewers understand the actions teachers took to save public education and the financial crisis. It lacks the information of who had started the exact petition. Furthermore, it relates to our thesis as it shows how they attempted to unit teachers across the district by starting a petition.

Pamelamoran, Posted by. "The Educators' Story: 'The Teacher Faces the Depression' (1933)." *Cooperative Catalyst*, 6 July 2012, <https://coopcatalyst.wordpress.com/2012/07/06/educators-narrative-the-teacher-faces-the-depression-1933/>.

This image from 1933 displays the crowded classroom conditions. It allowed our viewer to understand why teachers were frustrated, considering the more students they had to teach, with no form of payment. The image lacks the explanation of whether this was just one class. Lastly, it relates to our thesis as the image demonstrates the teachers' and

students' harsh conditions which were the results of the debates surrounding the bank's and other businesses' taxes not being paid.

“Picture of Protests during 1933.” *Labor Heritage Foundation*, 15 Aug. 2015, <https://www.laborheritage.org/the-chicago-teacher-revolt-of-1933/>. Accessed 24 Feb. 2022.

This image shows Chicago teachers on strike, holding banners saying, is Chicago killing public education. This was valuable to our presentation because, through the use of that diction, the viewer can understand how families, students, and teachers felt about the situation. Teachers were not being paid, students were facing harsh conditions; all because of the lack of tax money collected to pay the teachers and fund the schools in Chicago. The limitation of the image is that it only includes a small section of the Chicago school strike, therefore it's not known how many people attended. It illuminates our argument, as it represents what spawned from the debates of the bank's and other businesses' taxes not being paid.

“Protests in 1933.” *Daily Kos*, [www.dailykos.com/stories/2012/8/2/1116048/-The-Chicago-Teacher-Revolt-of-1933](http://www.dailykos.com/stories/2012/8/2/1116048/-The-Chicago-Teacher-Revolt-of-1933) Accessed 24 Feb. 2022.

These images show teachers striking in the 1930s from payless workdays. It is important to our project because it shows how teachers were frustrated from having more students to teach and absolutely no payment. Although, this source limits the number of primary quotes. Lastly, it relates to our thesis because the strikes represent the debate going around between the teacher and the business, banks, and homeowners not paying their taxes.

“Spasmodic Diary of Chicago School-Teacher” Lawcha. November 1933 <http://www.lawcha.org/wp-content/uploads/8-3-Diary-of-a-School-TeacherDocTchgGd.pdf>

This diary interviews an anonymous Chicago public school teacher regarding their situation during the 1933 Chicago Teachers Revolt. It is valuable because it provides the teachers' perspective on the event, allowing our viewers to understand what the teachers felt. The limits of this source are that it only interviews one teacher. This source relates to our thesis because throughout, it asks the teacher questions about their suffrage during those times.

“The News Digest.” *The Journal of Education*, vol. 116, no. 8, Trustees of Boston University, 1933, pp. 209–13, <http://www.jstor.org/stable/42849017>.

This journal article, The News Digest of Education, explains how much money was owed to the Chicago school teachers, and how they began seeking funds. It allows our viewers to read primary journal articles, giving them a deeper insight into what was happening during that time. Although it limits information regarding how teachers resolved this problem. Furthermore, it connects to our thesis, as it includes information about the debates over overpaying the teachers and funding the schools.

Secondary Sources:

“A Brief History of Teacher Strikes in the United States.” *The Morning Delivery*, 12. Sep. 2012, [www.wplucey.com/2012/09/a-short-history-of-teacher-strikes-in-the-united-states.html](http://www.wplucey.com/2012/09/a-short-history-of-teacher-strikes-in-the-united-states.html). This website gives the reader a timeline of the evolution of teachers. Because the Chicago Teachers Revolt of 1933 was such a big part of history, there were some secondary sources that were relevant to this project. This source was helpful because it gave background information to what other strikes at the time were about, and how important the strike in Chicago was. This source did not go into complete detail, so there were some limitations. It also was not a primary source making it less reliable. This source illustrates debate by explaining to its reader how the strikes led by teachers were only legal in some states.

“Chicago Teachers Strike of 1933.” Clio, [theclio.com/entry/18174](https://theclio.com/entry/18174). This website highlighted the pay that was owed to the Chicago teachers and the debates that stemmed from this. It was valuable to our project because it described the harsh conditions. It limited information regarding what happened after they established the CTU. Lastly, it relates to the thesis because the harsh conditions teachers, families, and students had to face was caused by the debates stemming from the banks not paying their taxes.

“Chicago Teachers Union Symbol.” *Chicago Teachers Union*, May 2020, “.” Historic Events for Students: The Great Depression. . Encyclopedia.com. 24 Jan. 2022 .” Encyclopedia.com, Encyclopedia.com, <https://www.encyclopedia.com/education/news-and-education-magazines/education-1929-1941>. . Accessed 26 Feb. 2022.

This image was used to show the audience how the Chicago Teachers Union ended up like. It became an organization where the teachers can have a voice, so showing a symbol is very meaningful. This shows how the Chicago Teachers Union was formed as a result of diplomacy. This image does not show what the teachers went through to be able to come together as a whole, which in ways, is problematic.

“CTU History.” Chicago Teachers Union, 20 Sept. 2019 <https://www.ctulocal1.org/about/history/>. This website provided additional information regarding the Chicago Teachers Union. It was valuable because it allowed us to have a better understanding of how the CTU was eventually formed. Although it lacked detail of how the 1933 Chicago Teachers Revolt helped create it, it relates to our thesis as it is the result of unifying teachers across the district.

*Education*, [southside.uchicago.edu/History/Education.html](https://southside.uchicago.edu/History/Education.html).

This website provided more information about the Great Depression, World War 1, and its impact on Chicago. It gives the reader a better understanding of what was happening in Chicago at the time. This source did not directly address the Teacher Revolt of 1933, but it does give us information about how the debates all started.

“Face-to-Face with the Great Depression.” *Chicago History Museum*, 1 Feb. 2021,  
[www.chicagohistory.org/face-to-face-with-the-great-depression/](http://www.chicagohistory.org/face-to-face-with-the-great-depression/).

This website gave background information on what the situation was in 1933. It told the reader how the Great Depression was impacting not only Chicago but the country as a whole. The limitations include the source not telling us how it directly relates to the topic of the Teacher Revolt. This relates to the thesis because it gives us background information on the reasons that the debate started in the first place.

Grossman, Ron. “Teachers Went Begging during the Great Depression.” *Chicagotribune.com*, Chicago Tribune, 19 Aug. 2019,  
[www.chicagotribune.com/history/ct-great-depression-chicago-teachers-scrip-pay-cps-ctu-f-lashback-0906-jm-20150904-story.html](http://www.chicagotribune.com/history/ct-great-depression-chicago-teachers-scrip-pay-cps-ctu-f-lashback-0906-jm-20150904-story.html).

This news website provided an image displaying CPS school workers begging to get their salaries paid. It is valuable to our presentation because it provides insight to our viewers into how desperate teachers were to receive payback, and how harsh the conditions must have been. The website limits the number of images it includes for each event. Lastly, it connects to our thesis, as it explains the harsh conditions causing the teachers to go begging for money.

Hagopian, Jesse. “A People's History of the Chicago Teachers Union.” *A People's History of the Chicago Teachers Union | International Socialist Review*,  
[isreview.org/issue/86/peoples-history-chicago-teachers-union/](http://isreview.org/issue/86/peoples-history-chicago-teachers-union/)

This website went into detail about all the events of the Chicago Teachers Revolt of 1933; the teachers not being paid, homeowners and banks not paying taxes, the financial crisis, crowded classrooms, and the unifying teachers. With the primary quotes and images, it included, our viewer gained tons of information. Although it limits citations for the images. Lastly, it relates to our thesis because it explains how the CTU union was created.

“.” Historic Events for Students: The Great Depression. . *Encyclopedia.com*. 24 Jan. 2022 .”  
*Encyclopedia.com*, *Encyclopedia.com*,  
<https://www.encyclopedia.com/education/news-and-education-magazines/education-1929-1941>.

This website provided a useful timeline of events occurring around the Chicago Teachers Revolt of 1933. The source was very helpful because it helped demonstrate the events, allowing the information on our board to be accurate. Although, it limited information in each area of the timeline. Lastly, it connected to our thesis because the events related to the debates, strikes, resolutions, and when they took place.

Lyons, John F. *Teachers and Reform: Chicago Public Education, 1929-1970*. University of Illinois Press, 2008.

This book from 2008, describes the leading events towards the creation of the Chicago

Teachers Union. It is valuable to our presentation because it explains how the debates that teachers had with the banks, led up to unifying teachers across the district. The limitations of the book were the lack of detail towards the Chicago Teachers Revolt throughout the novel. It relates to our thesis as the public debate with the banks instituted a reliable compensation system, which was turned into the CTU.

Murphy, Marjorie. "Taxation and Social Conflict: Teacher Unionism and Public School Finance in Chicago, 1898-1934." *Journal of the Illinois State Historical Society* (1908-1984), vol. 74, no. 4, University of Illinois Press, 1981, pp. 242–60, <http://www.jstor.org/stable/40191759>.

This journal article describes the teacher unionism that occurred, along with the public school financial crisis. It was valuable because the diplomatic alliance that was explained, happen within the teachers is important towards the creation of the Chicago Teachers Union. The limitation of this source is the lack of information regarding the teachers' situation specifically in the year 1933. It relates to our thesis because it explains the financial crisis, which was the harsh conditions, as well as a petition which proves the teachers' diplomatic attempts to relieve their payment situation.

"The Chicago Teacher Revolt of 1933." Labor Heritage Foundation Home -, 15 Aug. 2012, [www.laborheritage.org/the-chicago-teacher-revolt-of-1933/](http://www.laborheritage.org/the-chicago-teacher-revolt-of-1933/).

This website went into detail about the debates going around with the banks and provided many primary quotes. It was valuable to our project as the primary quotes from magazines and newspapers allowed our viewers to better understand the point of view of individuals actually facing the event in 1933. The limitations of the source were that it didn't create a visual for the reader, as there were few images. Lastly, it connects to our thesis because it provides background knowledge of the debates surrounding the 1933 revolt.