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The Establishment of a St. Coletta School for Retarded Boys in the Archdiocese of Chicago

Francine Lamb
Loyola University Chicago

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THE ESTABLISHMENT OF A ST. COLETTA SCHOOL
FOR RETARDED BOYS IN THE
ARCHDIOCESE OF CHICAGO

by
Francine Lamb

A Thesis Submitted to the Faculty of the School of Social
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CHAPTER I

INTRODUCTION

This is a study of the development of a program for retarded boys by the Catholic Charities of the Archdiocese of Chicago, Illinois. The lack of educational facilities and of a special school to train and guide retarded children was apparent to His Eminence Samuel Cardinal Stritch, Archbishop of Chicago, shortly after his appointment to this city. His Eminence, through the Catholic Charities, made arrangements for the Congregation of the Sisters of the Third Order of St. Francis of Assisi, Sisters of Penance and Charity, to establish a St. Coletta School for Exceptional Children for the Archdiocese of Chicago.

The purpose of this study is to describe the historical background of the procedure of the Catholic Charities of the Archdiocese of Chicago in handling inquiries about schools for retarded boys between 1945 - 1949, the intake policies of the Catholic Charities for this type of child from 1949 to the present, the establishment of a St. Coletta School for Retarded Boys in Palos Park, Illinois, the present program of this school
and the future plans for St. Coletta School. Included in the study is a discussion of the various types of mental deficiencies in children, and the need for special schools and training for these children.

It was deemed advisable to limit the study to a definite period of time. Therefore, this is a study of the program of the Catholic Charities of the Archdiocese of Chicago for retarded boys from 1945 to the present time. The study was focused upon this period of time because upon the establishment of a St. Coletta School for the Archdiocese of Chicago in January 1949, the applications for retarded boys from this Archdiocese on file at St. Coletta School in Jefferson, Wisconsin were forwarded to the Catholic Charities of Chicago. These applications had been on the waiting list at St. Coletta School, Jefferson, Wisconsin since 1945.

The historical method was used in this study. Information was gathered from the records of the Catholic Dependent Child Commission of the Catholic Charities of the Archdiocese of Chicago, the agency which directs the intake and investigations of applicants for St. Coletta School, Palos Park, Illinois. This source provided information about the arrangements for the establishment of St. Coletta School, its present program, the physical aspects, staff, program for the boys and the parent organization of the school. Data relative to the number of
children at the school, types of children served at the school and their training and adjustment was secured from the files of both the Commission and the School. Plans and blueprints were also consulted for the future plans of the Catholic Charities for the expansion of the school and its training program.

Besides the documentary sources, the interview and participant observation were frequently employed. The writer has had the opportunity to be a participant observer of the actual operations of the Catholic Dependent Child Commission and its relationship with St. Coletta. The writer has been associated with this agency as a caseworker since 1947.

The writer has also had the opportunity to interview the Archdiocesan Supervisor of the Catholic Charities of Chicago and the Director of the Catholic Dependent Child Commission. Other personal interviews were held with the Superintendent of St. Coletta School, Palos Park, Illinois, and the psychiatrist of the Catholic Charities Child Guidance Clinic.

Following this introductory Chapter, we have in Chapter II a definition and description of mentally handicapped children. The need for specialized education is shown. The facilities available for retarded children in the Archdiocese of Chicago are mentioned and the establishment of a St. Coletta School in this area.

The types and causes of mental deficiency in children
are presented in Chapter III. Described are the types and number of children at St. Coletta School.

A description of St. Coletta School is given in Chapter IV, which includes the physical properties, staff, care and training of the boys, the parent organization and school paper.

Chapter V deals with the future expansion program of St. Coletta and also the program in Illinois for mentally deficient children.

The summary and conclusion in Chapter VI sums up the preceding material.
CHAPTER II

THE NEED OF SPECIAL TRAINING FOR
MENTALLY RETARDED CHILDREN

In Illinois the following definition of the trainable mentally handicapped child is offered:

Trainable children . . . means children between the ages of 5 and 21 years who, because of retarded intellectual development as determined by individual psychological examination, are incapable of being educated profitably and efficiently through ordinary classroom instruction, or through special educational facilities for educable mentally handicapped children, but who may be expected to benefit from training in a group setting.¹

Mentally retarded children do not adjust to the standard parochial or public schools because of their mental retardation. Many of them resemble their classmates in physical appearance, but cannot compare with them mentally. Consequently, they do not adjust socially with the children of their own age group and, hence, are looked down upon, made fun of, and ridiculed. Since there is no one for them to associate with, they keep to

¹ Ray Graham, Director of Education of Exceptional Children, speech given at Citizens' Committee on Legislation for Exceptional Children, February 1, 1951.
themselves, find some companionship with their families or in time show indications of developing, or actually do develop, one of several behavior problems. As is often the case, they become public charges, unless during their childhood they have had the opportunity to attend and benefit by a specialized program of care, training and education especially adapted and geared to their level, interests and needs. If mentally deficient children can be placed in a situation where they will be with others like themselves and are able to compete with their equals, they may avoid the emotional upsets and unhappiness so damaging to their personalities.

The learning process of mentally retarded children is a slow one; therefore, they require special teaching methods. They are easily distracted; hence, to obtain best results, it is advisable to train them in small units. Their span of attention is short; teaching methods must necessarily include repetition, review and drill work. At the same time, the material must be presented in an interesting way; it must especially appeal to the children and be devoid of monotony and routine. The mentally defective responds readily to praise and criticism. He must, as a very young child, be encouraged frequently. Much patience, time and effort are required on the part of the adult working with him. Specialized methods must be employed to discover his abilities and capabilities.
It has been estimated that the number of mentally retarded children in the population of a large urban area is two percent.\(^2\) On the basis of this national picture, the Illinois Commission for Handicapped Children estimates that there are about thirty thousand mentally deficient children and adolescents between the ages of five and twenty-five in Illinois. This is an estimate; there are no accurate figures available at this time.\(^3\)

However, there are two other methods of obtaining some understanding of the need for special training for these children. Applications for placement of retarded children come to the office of the Catholic Dependent Child Commission of the Catholic Charities of the Archdiocese of Chicago at the rate of about three a week or about one hundred and fifty a year.\(^4\) An attempt has been made, though small and inadequate, by the institutions and day schools established throughout the country to provide for such a program.

A fairly representative compilation of boarding schools for exceptional children on file at the Catholic Dependent Child Commission lists only about thirty-five private schools in the

\(^3\) Commission for Handicapped Children, 14.
United States and six day schools in Chicago. The majority of these schools are non-sectarian, with very high rates of tuition, many of which are well beyond the financial means of many families.

In the Chicago area, parents with mentally deficient children have organized twelve parent groups, with eight of them providing day school programs in an attempt to provide some education and training for their children. They have had exceptional difficulties in obtaining the proper personnel and school facilities. Each of these schools has a substantial waiting list.

Is there a need for special schools for retarded children? Why cannot they be placed in special rooms in the regular parochial or public schools? These children are unable to adjust socially to children in their own age group; they are unable to compete with them and are regarded as outcasts. The children at school and in the neighborhood exclude them from their group, or take advantage of them. Playmates, if any, are usually smaller children. Others will feel sorry for these children and be kind to them through pity. All this serves as a constant reminder that they are "different". This may affect their childhood and even later years of life, for they are sensitive

to people and know when they are liked and accepted.

In special institutions, mentally defective children will associate with and grow up with children who are their equals. Placement of such children in these types of schools is often the first opportunity they have had to be with other children. They must learn and be taught, consequently, to live with others in group living. The care and training offered at these schools will provide them an opportunity to learn a trade and to acquire knowledge in academic subjects according to their abilities. Self-confidence is developed and also habits for everyday living: courtesy, punctuality, dependability, faithfulness, willingness and cooperation. These qualities compensate for their handicaps and make them able to perform simple tasks. In a small number of occupations, which are not too demanding, the mental defectives can become self-supporting and even an asset to society.

If mentally retarded children can obtain this special training during the plastic years of childhood, a good percentage of them can be returned to society. When trained to their full capacities, and prepared to meet and adjust to everyday living, these children can remain at this level for an indefinite period of time. For the more handicapped, a program of custodial care in a suitable institution may be the best plan. Some of the children in this situation can be taught simpler tasks:
for example, to help around the school. With proper supervision, some do become janitors, housemen, bellhops, waiters, doormen and night watchmen. During World War II and the great need for employment, many mental defectives were employed in industries. They were not deficient in physical health, moral courage, stamina, loyalty, patriotism, family devotion or willingness to work for a cause.

Since 1920, St. Mary of Providence Institute on the north side of Chicago, has cared for the mentally retarded girls residing in this Archdiocese. There was no similar school for retarded boys. The Catholic Charities received numerous appeals for placements of these boys and were able to refer a small number of them to St. Coletta School, Jefferson, Wisconsin. However, the facilities of this school did not enable them to care for the number of boys the Catholic Charities desired to place. Other referrals were made to the two State Institutions, Lincoln and Dixon and to private boarding schools.

The plight of the mentally deficient boy living in the Archdiocese of Chicago was well known to His Eminence, Samuel Cardinal Stritch, and of great interest and concern to him. Prior to the Cardinal's appointment as Archbishop of the Chicago diocese, he served as Archbishop of Milwaukee. His Eminence was well acquainted with the work of the Sisters of St. Francis of Assisi at St. Coletta School, Jefferson, Wisconsin. At that
time the Diocese of Madison did not exist and, hence, the school was in the Milwaukee Archdiocese.

Shortly after His Eminence came to the Archdiocese of Chicago, in a conversation with the Mother General of these Franciscan Sisters, he mentioned that this religious community should start a school for boys. 6 "Since my very first days in Chicago I have recognized the urgent need for an institution of this kind. The care of these children is indeed a project near and dear to my heart." 7 However, though the subject was again mentioned several times, no action could be taken by the Sisters because of the shortage of personnel.

Efforts were made to purchase already existing Protestant or non-sectarian institutions or to convert the present Catholic facilities for this purpose. A golf club located on the southwest section of Chicago was given careful consideration but the buildings could not be adapted to living accommodations for boys, nor could the land be converted to farming.

After many attempts, the Catholic Charities finally purchased a former camp site at Orland Park, Illinois, about twenty-five miles southwest of the Chicago loop. This land

6 Letter from Mother Mary Bartholomew, O.S.F., President of Cardinal Stritch College, October 29, 1951 to author.

originally a fifty-five acre farm, was reconverted into a summer camp for boys by the former pastor of one of the Churches of the Archdiocese of Chicago. The buildings consisted of a farm house and barn, which were reconstructed into a camp and lodge. With the Pastor's untimely death, the plans for the camp ceased.

In the Spring of 1948, Cardinal Stritch invited the Franciscan Sisters to look over the buildings and the land which has now become the St. Coletta School of Chicago and to open an institution for boys which would not only take care of the Chicago needs but would eliminate the overwhelming pressure for admission at St. Coletta School, Jefferson, Wisconsin.

After much consideration, the Sisters decided to move their school for exceptional children from Longmont, Colorado, to Chicago. The decision passed the Community Council on October 18, 1948.

Shortly after this, plans for renovating the buildings at Orland Park were begun. About the same time, the psychiatrist at the Catholic Charities Child Guidance Clinic suggested that the Sisters purchase the farm land of two hundred and eighty acres adjacent to the school property for future expansion and also to provide the older children with work in years

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8 Personal interview with the Superintendent of St. Coletta School.

9 Letter from Mother Bartholomew, O.S.F., October 29, 1951, to author.
to come. A similar arrangement had been in effect in St. Coletta School, Jefferson, Wisconsin. This farm was purchased on January 24, 1949. Other than the contact with the Architect and the purchase of the property, we have no written evidence. This may be poor business method, but since we know the Cardinal so well, we never even thought of having the agreement put in writing. 11

On December 28, 1948, His Eminence Samuel Cardinal Stritch issued the following decree:

Having consulted with our diocesan consultors, we erect on a property in the Archdiocese in Orland Park, which formerly belonged to Holy Cross Parish, the pious work, Saint Coletta's Institution for Exceptional Boys, to provide for the care of subnormal boys who require a proper Catholic institutional environment. This pious work will exist with all the rights and privileges given to a pious work in Canon Law, with the explicit provision that its chapel will be a semi-public oratory for the Religious and youths living in the institution and will not be open to the public.

We confide the care of this institution to the Congregation of the Sisters of the Third Order of St. Francis of Assisi, Sisters of Penance and Charity, who have their motherhouse at St. Francis in the Archdiocese of Milwaukee and, as provided under a separate agreement, which is made a part of this Decree, the temporalities of this institution will be administered by these sisters who in time, as provided in the separate agreement, will acquire ownership of them. This Congregation of Sisters will conduct the institution according to high

10 Ibid.

11 Ibid.
standards of care under the authority of the Archbishop of Chicago. On January 18, 1949, after closing a similar school in Longmont, Colorado, the Sisters arrived and opened a temporary home with a capacity for sixty boys in the summer camp buildings. Thirty of the boys from Longmont under twelve years of age were transferred to St. Coletta in Orland Park. The older boys from Colorado were cared for at St. Coletta in Jefferson, Wisconsin. Both these changes were dependent upon the wishes of the parents. The Sisters and boys made the journey by train, preceded by baggage, school and household equipment.

The first boys living in the Archdiocese of Chicago who entered St. Coletta School, Orland Park, were those taken from the applicants on the waiting list at Jefferson, Wisconsin since 1945. These applicants from 1945 to 1949 were the first honored by the new school. On February 27, 1949, the first pupil from Chicago entered St. Coletta. Within a short time the institution had reached its capacity and plans were formulated for the erection of a cottage type institution. Private ground breaking ceremony occurred on May 31, 1949. The cornerstone for these buildings was laid on October 2, 1949. On

12 Decree of His Eminence Samuel Cardinal Stritch, Catholic Charities files.

13 Catholic Dependent Child Commission files.
August 15, 1950 three cottages accommodating one hundred and twenty-one boys were completed and ready for occupancy. Once again the capacity has been reached and the waiting list is continually growing.
CHAPTER III

MENTALLY RETARDED CHILDREN

Before actually describing St. Coletta itself, perhaps some data on mental retardation would give the reader helpful background information. The purpose of this chapter, then, is twofold: to present a brief picture of mental deficiency as it occurs in children and to indicate the types of "little ones" cared for at St. Coletta School. What is mental retardation? What are the causes, the characteristics? Is there any treatment for these defects?

The material which follows will serve as a basis for a better understanding of mentally retarded children, of the great need to help them, and also, perhaps, to give the reader a better idea of the boys at St. Coletta School.

Mental deficiency may be defined, from the medical point of view, as a condition of arrested or incomplete mental development induced by disease or injury before adolescence or arising from genetic causes. Intellectual impairment developing after adolescence is not usually known as mental deficiency but as dementia.14

The mentally retarded child is also classified with
the exceptional child, for the latter is

one who deviates from what is supposed to be average
in physical, mental, emotional, or social characteristics to such an extent that he requires special
educational services in order to develop to his max-
imum capacity.\(^\text{15}\)

The mental defective is classified in four groups ac-
cording to the degree of retardation. The idiot presents the
greatest degree of deficiency with an Intelligence Quotient of
twenty-four or below according to the Stanford-Binet scale.
This child does not learn to talk and is seldom able to care for
himself. He never rises above the four year level of mental de-
velopment. Custodial care and constant supervision are neces-
sary for the idiot. He is completely dependent upon adults for
survival and support.

The next level of intelligence is the imbecile classifi-
cation. The child can be taught a language, to care for him-
self and simple routines of everyday living. The Intelligence
Quotient for this group is between twenty-five and forty-nine.
The imbecile will always require close supervision either at
home or in an institution.

The moron has some degree of educability and according
to Johnson, "is found in considerable numbers in institutions

\(^\text{15} \) "The Education of Exceptional Children," National
Society for the Study of Education, Chicago, 1950, I
for the intellectually deficient or in special classes for the mentally handicapped.\textsuperscript{16} He can learn some reading, writing, arithmetic, a trade and social adaptability. The Intelligence Quotient range of the moron is fifty to sixty-nine.

The borderline child represents the next category and classification here is difficult. Is the child either moronic or normal? Shall he be placed in special classes or attend the regular school? This may best be answered by stating that there is an education retardation here. The Intelligence Quotient is between seventy and seventy-nine.

A brain injury may cause mental deficiency. The brain injured child is a child who before, during, or after birth has received an injury to or suffered an infection of the brain. As a result of such organic impairment, defects of the neuromotor system may be present or absent; however, such a child may show disturbances in perception, thinking, and emotional behavior either separately or in combination.\textsuperscript{17}

Reasoning and language may also be affected. According to Tredgold, "the lesion in the brain is the result of intracranial hemorrhage."\textsuperscript{18} These accidents are unforeseen and strike without warning. The potentiality of the brain is reduced. Most

\textsuperscript{16} Kirk Johnson, Educating the Retarded Child, New York, 1951, 4.

\textsuperscript{17} Alfred A. Strauss and Laura E. Lehtinen, Psychopathology and Education of the Brain Injured Child, New York, 1948, 4.

\textsuperscript{18} A. F. Tredgold, A Textbook of Mental Deficiency, New York, 1937, 52.
all brain injuries, however, result in mental retardation. Richard S. Lewis refers to a brain injured child as

'The Other Child'. This accident changes the manner and means by which the child fulfills another potentiality. It results in an anomalous individual who is so different from those who are not brain injured that we can describe him only as 'other'. He is in the full sense the 'Other Child'.

He is often the first born.

Hyperactivity and impulsiveness describe many in this group. They move about quickly and restlessly. Disinhibition and narrowness of their percepts seem to release their reaction without control. Their attention centers upon minute details rather than the whole object. Therefore, this apparent lack of concentration is often described as a short span of attention.

The 'Other Child' is different from the normal child and requires very special care, training and teaching methods. The brain injured child is highly distractible and, therefore, his life should be one of routine, as simple as possible, and devoid of objects which will distract. He is very misunderstood because he seems perfectly normal in his appearance, as a rule without physical handicap. Apparent outbursts of temper and tears are often manifestations not of anger but of confusion, despair and loneliness. It is difficult for the child to play with others; he cannot think or perceive as they do. Persevera-

19 Richard S. Lewis, The Other Child, New York, 1951,
tion rather than perseverance characterizes this child.

Damage to the brain tissue results in cerebral palsy. This condition is "any paralysis, weakness, lack of coordination or aberration of the human motor system resulting from brain pathology."\(^{20}\) A neuromuscular involvement is indicated which affects the muscles. Not all cerebral palsied children show mental retardation. This particular type of brain injury is today receiving a great deal of attention. Publicity and the annual appeal for funds have brought the plight of this child to the attention of the general public.

It is a condition which can be dealt with by the use of special medical and educational techniques. Except in cases where damage is so great that the victims are not educable, cerebral palsied children can be trained to become useful and well adjusted members of society.\(^{21}\)

\(^{22}\) Strauss and Lehtinen give the following list of external factors leading to brain injury. These causes are not considered complete, but are regarded as significant: factors producing this condition during the pre-natal period would include any accident the mother may have suffered with particular damage to the abdomen severe enough to cause injury to the foetus. Other possibilities include any infectious diseases of the

\(^{20}\) Ibid., 13.

\(^{21}\) Ibid., 14.

\(^{22}\) Strauss and Lehtinen, Ibid., 106, 107.
mother during pregnancy, particularly German measles and measles, X-ray treatment of the pregnant mother, serious heart and kidney diseases, serious intoxications, and extreme vitamin deficiencies. It is still within the province of research whether these latter factors produce injuries or whether they act rather to produce malformations or degeneration of the brain.

Factors producing brain injury during birth include long and difficult labor, dry birth and precipitate delivery. Under pre-birth conditions may be found premature birth, Caesarean birth and prolonged pregnancy. Cerebral anoxia, which is lack of sufficient oxygen supplied to the brain by the circulation, should also be included in the factors of difficult labor. Eclampsia, pelvic malformation and antepartum hemorrhage are material factors causing this condition. Unfavorable conditions for the foetus may be produced by anomalies in presentation and twisting of the umbilical cord. Use of forceps and improper use of anesthetic or drugs are medical factors which can injure the child.

Several factors producing brain injury after birth are infectious diseases during the first months, particularly whooping cough, measles, scarlet fever, pneumonia, encephalitis and meningitis; a trauma to the head such as falls or blows resulting in concussion or skull fracture may harm the baby as well as the sequelae of the Rh factor.
Johnson discusses two other causes of brain injury: hereditary factors and cultural influences. However, studies in both these areas are not conclusive. 23

From the 'other child' let us turn to the "unfinished" or "ill-finished child", as the Mongoloid is sometimes referred to. The terms Mongoloid and Mongol are neither correct nor appropriate and refer to the Mongolian characteristics of this child; however, it is the term "Mongolian Idiot", which is so objectionable, for few of these children are in the idiot group. The majority may be classed as imbeciles. Benda refers to this handicap as "congenital acromicria", believing this to be more accurate and descriptive. The author states that this condition is the most frequent growth disorder in infancy. Among every thousand newborn babies two or three are mongoloids. Various statistical studies reveal that mongolism accounts for six to ten percent of all mental deficiency. 24

The mongoloid child is physically and mentally defective from birth. The length and width of the skull are often equal, thus giving a rounded appearance. His hair is usually fine, straight and silky. The forehead is large and thus makes the face appear short. The nose is flat, pug-shaped and small,


24 Clemens E. Benda, Mongolism and Cretinism, New York, 1949, X, 3,4,5.
often associated with a poor sense of smell. A striking characteristic of mongolism is seen in the orbital area. The orbit appears to slant upward from the nasal edge to the lateral edge, from the inner canthus to the outer canthus as is normal in some Asiatics. Abnormal eye defects such as strabismus, nystagmus, short sightedness, abnormal movements occur frequently. The small ears are often associated with impaired hearing.

The mouth of the mongoloid is small, thus causing the tongue to appear large. The tongue, therefore, protrudes and appears scroted or geographic. Dryness is characteristic of the lips. His cheeks are usually very red, but the color is different from the normal child.

From the small person of the mongoloid often comes a deep, low pitched raucous voice which gives a very masculine impression. The teeth while small and often irregular in shape present little tooth decay. The size of the jaw is abnormal; the upper is small; the lower shows prognathism. Another physical factor is the short neck which looks quite broad.

The mongoloid child appears to have a long body in comparison to his short arms and legs which are out of proportion. However, the length of the trunk is deficient relatively in size. He is always smaller than normal. The chest gives a rounded appearance. This "little one" usually extends his hand in friendly gesture. One can easily feel the flat, flabby hand with dry
seemingly wrinkled skin. The fingers are short and cone shaped.

The foot is flat and round with the toes in irregular formation. The mongoloid has an infantile gait and appears awkward and clumsy. He is slow to sit, stand and walk and is three to five years retarded for his chronological age. Most mongoloids are heavy set and overweight.

The term "unfinished" is more applicable to the mental development of the mongoloid. His mental age is usually between two to eight years. It requires as much as ten years for him to learn the skills that the average child attains in two years. His Intelligence Quotient is usually between thirty-five and forty-five. With special care and training the mongoloid can develop to greater potentialities; a long period of education is required. Small groups offer the greatest advantages for improvement.

The mongoloid is a very friendly child and responds readily to love and affection. He seems to sense when he is not accepted. A lovable youngster, he is a great source of pleasure and amusement because of his ability to mimic. This is not a trait, but a condition. Because the mongoloid is slow in his development, he remains in the mimic stage of the normal childhood period for a longer interval of time. Stubbornness is still another behavior trait; this is probably caused by the mongoloid's slowness to react and to move from one object to
another. He has a good memory, can learn to spell, but has a limited ability for abstract thinking.

Speech is slow to develop and is often inarticulate. A source of enjoyment to the mongoloid is music and he can be entertained for a relatively long period of time. It is believed that the rhythm rather than the melody is the appealing quality.

The mongoloid is susceptible to respiratory infections and change in weather conditions. He often has abnormal heart conditions and low blood pressure. At one time, a life span of ten years was predicted for this child, but with adequate health conditions and improved medical care, his life expectancy is now greater.

Mongolism is still perplexing to the medical profession. The etiology is still the subject of much study. Benda believes this condition to be the result of a deceleration of the developmental rate due to noxious agents interfering with proper blood supply and nutrition of the growing fetus. The author reveals that the mongoloid is born with a pituitary deficiency which he is never able to overcome. The master gland does not function properly. Heredity as a cause is difficult to believe. If the mother is nervous, easily upset and high strung during her pregnancy her nervous condition may be an etiological

25 Ibid., VII, 6.
factor. Her average age at the time of birth of a mongoloid is ten years higher than average maternal age. This is not an essential factor, but merely helps to condition a pathological pregnancy by the physiological ageing of the maternal organism. Birth order is also taken into consideration, for mongolism may occur at any time. One of the most striking causes of this condition is the frequent abortion or miscarriage occurring at any age of the mother.

Treatment of the mongoloid has often consisted of thyroid medication, pituitary extracts, other hormones. Recent tests have been given with glutanic acid and some results have indicated a gain in mental age. However, no positive conclusions can be formulated at this time.

What is the prognosis for the mongoloid? With loving care and acceptance, he will respond to training. Proper medical attention will increase his life expectancy. He will adjust best in kindly surroundings and though unable to learn a skilled trade, can be trained to do farm or garden work, under supervision.

Two contrasting types of mental deficiencies are hydrocephalus and microcephaly. The former causes brain damage. The clinical appearance is an enlarged cranium often described as "water on the brain". The skull appears thin and translucent; hair is sparse and fine. "The pressure on the cerebrum, accord-
to Johnson, causes deterioration of the brain and a reduction of mental function. The degree of mental defectiveness depends upon the degree of brain destruction, not necessarily the size of the head."26 The forehead bulges above the orbits. The treatment and care depend upon the degree of retardation, either custodial care or special education. The latter, microcephaly, is a defect of development characterized by a very small head of peculiar shape and by mental retardation. The etiology may be a germ plasm deficiency. The condition is an arrest of development. The body as a rule is smaller than that of the normal child. Speech and walking often show defect. Usually the mental condition is one of severe amentia.

Macrocephaly is characterized by hypertrophy of the brain and by various degrees of mental deficiency. It is believed to be a form of cerebral malformation. The brain is heavy and unusually large, but is not abnormally shaped as in hydrocephalus. Physical development is often retarded.

Treatment for both microcephaly and macrocephaly is similar to other types of primary amentia. If the child appears severely defective and will never be able to learn an occupation, placement in an institution is advised. If the child is a higher type defective, then special education should be made available to him. The financial status of the parents must be considered in providing for the child's care.27

26 Johnson, Ibid., 18.

The cause of cretinism is a congenital thyroid pathology. In the book, *Mongolism and Cretinism*, the cretin is described as having a large, round head and heavy skull. He has abundant, thick, black, wiry hair, a large flat nose and large flappy ears. The skin is pale and wrinkled. The cretin appears sleepy because his eyelids are swollen, puffy and thick; he has a dull expression. His neck is short and thick. The abdomen is round and protruding. The trunk is short, though long in comparison to the extremities which are short and broad. The fingers are cone shaped; the nails are brittle. The cretin is characterized by a shuffling, waddling gait. His pulse is slow, temperature is about a degree lower than normal and his heart is enlarged. Cretins are rare today because most of them are treated and lose many of their characteristics. 28

Thyroid function provides the essential internal environment. The cretin responds to thyroid treatment. There is no mental development if the thyroid function has stopped. The cretin is described as happy, clean, good natured, but shy. When he is moody or unpredictable, it may be due to an environment that lacks understanding and kindness. 29

At this writing, St. Coletta School has 121 children. Of this number, eighty-two are brain injured children, five of

28 Benda, Ibid, 40, 41.

29 Ibid., 43.
whom are cerebral palsied. The causes of the other injuries vary, many apparently undetermined. The disability in one child is due to the effect of the Rh factor. Thirty-eight of these lads are mongoloids. One child is hydrocephalic.

The other types of mental deficiencies described are not found at the school at present.
CHAPTER IV

THE WORK OF ST. COLETTA SCHOOL FOR MENTALLY RETARDED CHILDREN

St. Coletta is a private boarding school for mentally handicapped boys, ages six to twelve, with an Intelligence Quotient of between fifty-five and seventy-five. The institution is open to children of all races, creeds and colors.

It is located southwest of Chicago at the northeast corner of 123rd (or McCarthy Road) and Wolf Road in Palos Township, Illinois. On May 1, 1951, the post office address was changed from Orland Park to Palos Park. It is situated in rolling countryside in a farming area. However, near by are the rapidly rising communities of Palos Park and Palos Heights.

The school is named in honor of the great Franciscan Saint. Colette Boellet, the English for Nicolette, was born in Corbie, France on January 13, 1381. She founded the reformed Order of the Poor Clares, established eighteen convents and played a dominant role in reforming many of the Franciscan monasteries. Great was her influence in healing the Great Western Schism. Mother Colette died on March 6, 1447; she was canonized on May 24, 1807. It was Bishop Henni of Milwaukee who suggested
that the Franciscan Sisters dedicate their first school in honor of St. Coletta.30

The school at present consists of three ranch style cottages, the lodge, which is a two story building and now serves as dining room, kitchen, school and chapel, and a smaller building which serves as office, convent and chaplain's residence. The latter two buildings will be used as such until the proposed extension plan is completed.

The most recent constructions of heating and water treatment plant, and laundry were completed in April 1952.

In the 44'x70' laundry, ample facilities will be provided for washing, drying, ironing, folding and storage. The heating plant will be the center for all of the heating and high pressure steam for the laundry and the kitchen. The electrical section contains the main transformers and switch gear for the entire institution. On the upper level of the water treatment plant the raw water will be de-ironized, pressurized and filtered; the softening is done on the lower level of the building. There will be an engineer's office for the making and charting of tests, a shower and locker room; garage, storage room and pipe shop.31

These buildings were blessed by his Eminence, Cardinal Stritch on May 4, 1952.

The reconverted barn, Tormey Hall, so named for the late Pastor of Holy Cross Parish, has on its first floor the Sisters' dining room, the boys' dining room, with a capacity for


31 Little Pages, October, 1951, 1
one hundred and twenty-one, a kitchen, one class room, a craft room and a sewing room. The 50'x80' dining room in Tormey Hall is a very inviting and colorful spot. Knotty pine walls are adorned with gay pictures; deep window sills sun potted plants; red-checked damask cloths cover tables for eight; and the soft glow of lamp light easily makes the room one of the cheeriest of eating places. Through an arched opening off the left of the dining room is a classroom. Formerly the reception room, this space lends itself well to the teaching of the three R's. It is light, airy, and sunny and is furnished with white oak desks and chairs. On this ground floor and to the rear of the dining room, but separated from it by a knotty pine partition, is the craft room where many a boy has learned to achieve for the first time in his life. Here young unskilled fingers are trained to weave, to sand, to paint, in a word, to see a project begun and completed.

A field supervisor for the school lunch program gave the following description of the kitchen facilities for the school.

High standards in nutrition, sanitation and attractiveness are presented. Imagination is demonstrated in the menus and good use is made of surplus foods. The dining room is most attractive and cooking and storage equipment of the best quality. The food and menus are presented in such a manner as to have the best appeal to these mentally retarded students.32

32 St. Coletta files, February 2, 1951.
On the second floor may be found the temporary chapel and three classrooms: kindergarten and pre-reading, and two ungraded rooms. Originally the chapel was meant to be the dance hall or the center of recreation for the summer camp. Now the Lord of Hosts dwells there, closed off from view during the day by the modernfold curtain. On the extreme east and west sides are the classrooms. Crowded and cramped, they buzz with the hum of voices learning to read, to speak, to sing.

The wing of this building contains the furnace room and also the laundry. However, with the completion of the new laundry, these rooms will be converted into storage space.

On the first floor of the temporary white framed two story administration building, which was formerly the farmhouse, are located the reception room and two offices. The wing of this building has been reconverted into the chaplain's residence. The second floor consists of the convent, home for the eighteen Sisters who staff the school. The building that had served as the laundry in the days of the camp has been converted into quarters for the male help. The school has a four door garage for station wagon, pick-up truck and car.

The outstanding physical feature of the school is its housing facilities for the boys. The unique ranch style cottages are so designed as to obtain the best results in social adjustment. The children are housed according
Forty boys live in each of the two one story cottages, twenty to a dormitory and forty one in the two story cottage. Each building is named for one of the Saints: St. John, the two story cottage, is the home for little ones between the ages of six and eight. The boys between nine and eleven live in St. Bernard's cottage and the big fellows, ages twelve and over, reside in St. George's cottage. "Because of the disparity between the mental and physical development of the boys living at the school, the architect was required to develop an institution which would be different in some respects from the ordinary institution or school." Most of the children have a normal rate of physical growth, but their minds in all cases and their bodies in some instances are drastically retarded.

Each home consists of a recreation room, a dormitory at each wing, a dinette, and a shower room, consisting of five showers and one tub and toilet facilities. Some of the cottages provide private rooms. The second floor of St. John's cottage contains the infirmary, nurse's room, dental office and six private rooms. Each of the dormitories and recreation rooms has an individual styling and color scheme, modern in design and producing a cheerful atmosphere. The colors include rust, cardinal red, lime and hunter green for drapes and spreads. The

33 Architectural report, Catholic Charities, 1.
furniture is natural birch. Adjacent to each dormitory are the Sisters' rooms; the Sisters are able to keep close watch over their boys at night through the window in their rooms.

The present number of these cottages were so constructed as to provide a minimum of hazards and obstacles for these boys and a maximum of safety and health measures. All these buildings, with the exception of one, are on one level and do not have more than one step. This facilitates the movements of the boys, as many have difficulty in walking. All the floors are panel heated with radiant heating, because so much time is spent by the boys in playing on the floors.

Every room is kept at an even temperature, a necessary measure because of the great susceptibility these children have to colds and other respiratory illnesses.

All the doors in the cottages are "push doors" for two reasons; first, because it is easier to push a door then to pull one and second, because these children are easily frightened by anything that comes at them, even swinging doors. Other possible physical hazards have been removed to prevent the children from climbing and then falling. Close supervision must be given the boys to prevent them from injuring themselves.

Greater sanitary facilities are necessary in caring for this type of child and these are approximately twenty-five percent greater at St. Coletta than in the normal type of insti-
tution. Bathing facilities are also specialized. The bathtubs are elevated one foot higher than normal because the Sisters must bathe so many of these youngsters unable to do so themselves; this leverage reduces the amount of stooping.

Each cottage has a snack buffet to serve a triple purpose: for bed rest patients, not sick enough to be sent to the infirmary, whereby the department Sister may prepare the meals; for serving food in inclement weather and thus keeping them indoors; and for informal parties, such as birthday or special event parties. Every building in the completed institution will be connected by underground tunnels, to serve not only to carry pipes, power lines and other auxiliary services but also as a place for the children to walk from building to building in inclement weather. Thus, the possibility of injury due to slippery sidewalks and of illness will be greatly lessened.

The neighboring farm belonging to the school is presently being built. This stock farm at the present time consists of hogs, cows, calves and chickens. The school obtains its eggs, butter and milk from here.

The main crops of the farm are hay, oats and corn; the corn grown is used for cattle feeding. One hundred and sixty acres are under cultivation at present. The remainder comprises pasture, land for buildings and swamp area.

Another source of work as well as play for the boys
at the school is the orchard. Harvest time is always a special event. The products raised include apples, plums, peaches, raspberries, strawberries and currants.

Because the school is outside the city of Chicago and in a rural area, the grounds surrounding it are very spacious, affording the children a playground, opportunities for hikes, picnics and at the same time, serving as a protection from the highways and the possibility of the boys becoming injured by passing vehicles. These grounds are landscaped to add to the attractiveness of the school. The circular driveway serves as the approach to the school. A part of this road has already been completed.

The Congregation of the Sisters of the Third Order of St. Francis of Assisi, Sisters of Penance and Charity conduct St. Coletta School. These women have dedicated their lives to God's "little ones". Their religious consecration is a vocation within a vocation. The Sisters assigned to teach these children are chosen from a list of volunteers. They are especially trained for this work to meet the needs of these exceptional children and keep abreast of the latest teaching methods. Their labors are characterized by sacrifice, service, tolerance and patience.

... Pentecost Sunday, May 28, 1894, a pleasant surprise awaited Bishop Henni. The Bavarian Colony ... presented themselves at the episcopal residence, greeted him, introduced themselves to the prelate and offered
their services for his diocese . . . . He assured
them that this work, like his, would be like that
of pioneers in the wilderness; that they would be
among the first missionaries to assist him in
spreading the Gospel in the State . . . . May 28,
1849 was the foundation for a sisterhood that would
develop from these pioneers as the Sisters of St.
Francis of Assisi. 34

Their Motherhouse today is in Milwaukee, Wisconsin. The Sisters
of St. Francis have already won national distinction for pro-
fessional success in the direction of exceptional children at
their schools.

The Sisters who now staff the school are eighteen in
number, a very small group in comparison to the great amount of
care given to these boys and energy expended towards teaching
them. Four of the Sisters teach the academic courses; one Sis-
ter is an instructor of arts and crafts. Five of the Sisters
are department Sisters or housemothers. Because of the short-
age of Sisters, some of them teach in the classroom during the
day and then must assume the role of housemother. Two Sisters
attend to the menu planning for the school, which is very spe-
cialized because these boys are unable to eat all foods. One
also acts as the seamstress and two Sisters are laundresses.
One of the Sisters is a registered nurse, on call day and night.
Another Sister takes care of all office work and, finally, the

34 Sister Mary Eunice Hanousek, A New Assisi, Milwau-
kee, 1947, 15.
Sister Superior is the administrator.

There are several lay staff members at St. Coletta. One is a full time primary teacher. Others consist of the engineer, farmer and five general lay help. The parents often contribute voluntary help, such as typing, sewing, chauffeuring and performing necessary tasks.

St. Coletta has had the services of a resident chaplain since January 8, 1951. This priest tends to the spiritual needs of the school: celebrating Mass, hearing Confessions and preparing the boys for their First Holy Communion and Confirmation. Prior to this time, the Franciscan Fathers said Mass at the school and the Director of the Catholic Child Commission officiated at the special ceremonies.

The intake procedure of St. Coletta in Palos Park differs from that of the other two St. Coletta institutions in the United States. These schools located in Jefferson, Wisconsin and Hanover, Massachusetts, accept the applications of prospective candidates directly at the school. Here in Chicago, this procedure has been delegated to the Catholic Dependent Child Commission. All applications for possible admission to St. Coletta are directed to this agency and not to Palos Park.

A meeting was held at the Catholic Charities on January 10, 1949, the purpose of which was to discuss the Catholic Charities working arrangements with the new St. Coletta's School.
It was determined that the intake procedure for St. Coletta's School would follow similarly that of the other archdiocesan institutions served by the Catholic Charities, and particularly the Catholic Dependent Child Commission.35

This agency also serves as the central intake office for placements on a private arrangement basis of dependent children in the six archdiocesan orphanages. This office also performs the follow-up studies on these children after their placement and keeps in close contact with the parents in an attempt to return the children to their own homes.

Formerly, parents requesting placement of their sons at St. Coletta obtained an application from the Catholic Dependent Child Commission. When the completed blank was returned, it was then filed and the child's name placed on the waiting list. This phase of the process remained the same until October 1951, when the three cottages met their full complement. The names for the waiting list became ever increasing. In order to help the parents who apply for admission of their child to St. Coletta and to determine if there were any possibility of placement at a future date, the Director of the Catholic Dependent Child Commission and the Sisters at the school revised this initial phase of intake. Today, parents must first arrange for an appointment to be interviewed by the superintendent of St. Coletta and bring the child to the school. If the Sister feels

35 Minutes of meeting at Catholic Charities, 1-10-49.
after talking with the child that he will be able to profit by the training and care afforded at the school, she instructs the parents to contact the Catholic Dependent Child Commission to fill out the application, which is then placed on file.

Prior to the date of possible placement, the family is notified of the caseworker's visit to their home. This visit is made in order to obtain a study of the child in his home with his parents, brothers and sisters, which gives a more complete picture of the child in his natural surroundings. It also affords an opportunity for the caseworker to further become acquainted with the family and to procure additional factual information.

At this time, the family is also given an appointment for their son to be examined at the Catholic Charities Child Guidance Clinic. All children regardless of previous testings are required to be given psychological tests by one of the two psychologists and to have an interview with the psychiatrist at the clinic. The psychological part of the examination consists of various types of tests.36

The recommendations of the psychiatrist are carefully considered by the Sisters at St. Coletta in determining the

36 These tests include the Stanford-Binet, Form L, Goodenough, draw a man measure of intelligence scale, Vineland Maturity scale, Wechsler Bellevue Intelligence scale for children.
child's eligibility. After the clinical examination, the case­worker usually sees the parents and child and then introduces them to the Director of the Catholic Dependent Child Commission. The clinic findings, plus the reports of the home visit and previous examinations are then forwarded to the school. The Sisters review and weigh all the material carefully before reaching their decision. The superintendent of St. Coletta then notifies the parents by letter of their child's acceptancy or rejection and reasons thereof. If eligible, the child is required to have a complete medical examination by the family doctor, plus certain tests, which are Board of Health requirements. At the appointed time, the child with all requirements attended to, enters the school.

The child and his parents again meet the superintendent of St. Coletta, who in turn, introduces the family to the department Sister. It is this housemother who will work more closely with the lad than anyone else at the school. The Sister then presents the newest member to the family circle and he is shown where his place in the cottage will be. At meal time, recreation and other daytime activities, the new lad will be helped and carefully supervised by one of the older boys, but with always a Sister near by.

What is a typical day at St. Coletta? The boys rise between 6:15 and 6:30, wash and dress or are helped to do so
and then go to Chapel for Mass at 7:30. It is quite a revelation to see how quiet these boys can be at this time. Not all the boys who have made their First Holy Communion receive daily. Breakfast follows at 8:15 after which there are "home chores" to be done. The smaller boys recreate in the cottages. In about an hour, the boys assemble for class and craft lessons. Everyone attends classes because the Sisters believe it creates a good and wholesome atmosphere. It is a part of the academic program and a change in environment for these lads.

Noon is dinner time. Each of the meals is begun and ended with Grace. The age groups are divided at the tables, except for the smallest boys, who sit at a junior sized table and chairs so that not only do the boys mix with one another but the older boys can assist the younger ones. The natural restlessness which is characteristic of so many of these lads is strangely absent at meal time and they are quite well behaved; in fact, at times, even better than normal children. When the dishes are washed and put away and the dining room cleared, the older boys have a free period. Afterwards, when the weather permits, the little ones play out of doors. From 1:45 until 3:45 they are all in school again. The academic and crafts programs are staggered, half of the boys in the morning and half in the afternoon. Thus, the training is more individualized. Before supper, they return to their respective cottages
to play or to watch television. The younger boys, after saying their evening prayers, retire at 7:00; the older group remain up later watching television, playing quiet games or listening to records. By 9:00 all are in bed.

The children are given a variety of social activities. There are monthly birthdays, where all honor those boys whose birthdays occurred during the month. Much to the delight of the boys, movies are shown twice a month. The seasonal parties are long anticipated by the youngsters because they are special occasions. These affairs are held at Easter, Thanksgiving, St. Valentine's Day and St. Patrick's Feast Day. The best party of all is that held on December 6th. At that time, St. Nicholas comes to visit the school; in the spirit of fair play he rewards those who have been good and warns those who have not been so good. Each child is called by St. Nicholas, who seems to know each one's deeds or misdeeds, for he has them recorded in a big book. A gift or a smack with a paddle by St. Nicholas' helper is accorded. The boys realize that it is "all for fun" and not really a punishment. Everyone receives candy, pop corn and fruit, and if he has been especially good, a small gift is given him.

The Fourth of July finds the school enjoying their annual picnic on the grounds. The usual picnic food is enjoyed and games geared to the level of the participants are played.
This Spring, a ball team will be organized for the older boys, the first step in the organized athletic program.

A playground has been provided for the youngsters, where swings, a merry whirl and ocean waves make for happy play, and where bicycles may be ridden without danger or hazard. Frequent hikes are planned so that the pupils will receive as much fresh air and exercise as possible. The older boys enjoy square dancing in their cottage. Socialized games are played for all age groups. Special events days are also scheduled where the boys are taken to such places as the circus and kiddie-land. Many of them made the Holy Year Pilgrimage.

The Sisters endeavor to have the parents receive a weekly letter from their sons, recounting their activities at school. These notes are written in various ways depending upon the capabilities of the child. Those who can write and put their thoughts down on paper, of course, compose their own letters, with the assistance from the Sister, when needed, in spelling, grammar and punctuation. The boys who can copy, write or print a letter which the Sister has written on the blackboard. For others, the words are printed on paper and the child traces over them, the kinesthetic method. Thus, the child learns the letters by repetition while he writes. Still others must have the letter written by the teacher holding the youngster's hand or by Sister writing the note and then holding
the youngster's hand or by Sister writing the note and then holding the lad's hand while he signs his name to it.

The students are members of several school children's organizations. The Society for the Propagation of the Faith is one of the affiliations as well as the Pontifical Association of the Holy Childhood. A solemn ceremony for enrollment in this group is held annually. New members are received and present members renew their pledge. A life membership is held in the Confraternity of the Infant of Prague. Those boys who have made their First Holy Communion are enrolled in the Scapular.

What religious instruction is given at St. Coletta School? According to the Superintendent of the school, this forms the most important part of the children's curriculum; it is a primary concern of the Sisters that the boys are well grounded in religion and, hence, religious instructions are given daily. It is the goal of these Sisters to prepare these lads, whatever their faiths may be, for their eternal destiny. The boys learn the primary prayers and the basic truths of the Catholic Church. They are taught special devotion to the Blessed Virgin Mary and the Infant of Prague. Many of these lads can retell some of the stories from the Old and New Testament. Through the use of visual aids, dramatization and other simple methods, the youngsters are taught in daily instruction
to know God, to love Him and to serve Him by keeping the Commandments, and if possible, by receiving the Sacraments. The children learn to obey and respect their parents and others in charge of them. They are taught that love of neighbor is second only to love of God; that politeness, unselfishness and consideration of others are their keys to happiness.

The Chaplain at St. Coletta's School, Jefferson, Wisconsin, stated that the best method of teaching these children is to teach them to live their Faith. Mentally deficient children should receive as much religious instruction as normal children of the same chronological age. The following degrees of mental deficiency and the corresponding religious training were given by this Chaplain. Idiot, minus thirty I.Q., Baptism; low imbecile, thirty to forty I.Q., simple prayers for all, the Sacraments for many; high grade imbecile, forty to sixty I.Q., the Sacraments for all and an obligation on those concerned with these children to see that this is accomplished; children in the moron classification, sixty to seventy, I.Q., should all receive the Sacraments and a similar obligation as is found in the high grade imbecile.37 Religion serves as the core for other subjects as well as social, physical and economic aspects.

The parents of non-Catholic children understand that all children are required to attend these classes as well as the special services in the Chapel and thus far there have been no objections. Some of the older boys have been trained to serve as altar boys. Since 1949, there have been ten converts to the Catholic Religion among the boys at the school. Thirteen First Communicants comprised the first class in 1950. There were twenty-one boys in 1951 to receive this Sacrament and this year the class consists of ten. The date of the first Confirmation was May 4, 1952, when his Eminence, Samuel Cardinal Stritch confirmed forty-five boys.

A modified intellectual curriculum supplemented by work in arts and crafts is also offered. "It is an integrated program determined by scientific methods, advancing the physical, mental and moral training of the individual child." The academic program is geared to meet the needs of all the boys, so that each will be able to profit in some way by the courses offered. The Sister in the kindergarten must help her pupils master ideas and activities which the normal child learns almost automatically. It is the usual program found in any kindergarten; the boys learn to cut and paste, to draw and to color, to play simple games, to tell simple stories and to

38 New St. Coletta brochure, 2.
sing simple songs. It is a new experience for the children and anticipated with much pleasure. This period is a time of social adjustment for any child at this level and, so too, at St. Coletta. The boys are taught to work in a group, while many, for the first time, have an opportunity of playing with others.

Reading readiness tests are given to the older children to determine whether they are ready for the pre-reading or the primary ungraded rooms. The former groups learn their three R's, the standard curriculum given to any pre-primer child. The boys are taught the alphabet, letter groupings and sounds and then to recognize basic words. The Sister also begins instruction in number work along with story telling, singing, and social studies. The remaining classes are at the ungraded level.

The children work at their own speed and level. One boy may be doing third grade reading and first grade arithmetic. It must be reemphasized that the standard school programs are offered at St. Coletta, but the Sisters are especially trained to bring the courses to the level and pace of these children. Not only the presentation of the academic material, but the behavior patterns of the children: their mannerisms, shorter span and scope of attention must be considered by every teacher at the school in her lesson planning. Subjects must be made especially interesting and appealing; constant repetition
is necessary plus review and summaries. Once the children grasp the material, it is usually remembered, for their memories are quite remarkable.

Another important part of the school program is the arts and crafts classes. Here the boys are taught weaving, painting, leather tooling and wood burning. They make pot holders, rugs, dolls, leather belts and purses, plaster figurines, book ends and pictures. At Christmas, Easter and birthdays, parents receive gifts made by their sons.

As in all schools there are the programs in which the children perform, so too at St. Coletta. The boys are taught songs and short recitations. Some of the selections will require group or individual acting. Costumes add the color and final touch to the production. Such programs give the children an opportunity to perform before others and to develop self-confidence. It also gives the other boys, who comprise the audience, a lesson in attention and a sense of pride in the work done by their fellow students. The school can at this time boast only of a rhythm band, which it is hoped is laying the ground work for a future band of wood winds and brasses.

In their willingness to help the Sisters around Tormey Hall, the cottages, and school grounds, the boys are learning to become useful members of society. These chores and the knowledge of farm work will enable some of these lads to re-
turn to their homes and become self-reliant. In helping one another the boys become conscious of others around them; they learn patience and understanding. Their good naturedness and desire to please is directed towards good and encouraged and developed by the Sisters. The boys are thus able to become more acceptable members of their families when they return home.

The Sisters aim to give the children a well-rounded program of proper and adequate care and supervision, to offer them specialized training and education so that they may be returned to their homes as useful members of society. For this reason, St. Coletta accepts only the youngsters who can be trained and taught to care for themselves. The school is not equipped to provide for children who are emotionally disturbed or who present behavior problems. Likewise, the school can neither provide custodial care nor supervision for those children subject to convulsions or seizures.

A complete and detailed record is kept by the school on each child. Monthly reports are written by the teachers of a boy's academic standing as well as deportment. Each housemother keeps an account not only of the child's adjustment in the cottage, but of his physical well-being. The Sisters hold staff meetings to discuss the common problems and interests of each child, how they can better serve and help him. Houseparents and the Sister Superior keep in close touch with the par-
ents.

Monthly, each child is weighed and height measurement taken. An annual general physical examination is required of each child and periodic shots and injections are given whenever necessary. There is a doctor on call twenty-four hours a day and the school has made arrangements with the nearest hospital for accidents and illnesses which cannot be treated in the school infirmary. The Sisters and the nurse give prescribed medicine to the youngsters as required.

A dentist visits the school twice weekly, using the completely outfitted school dental office on the second floor of St. John's cottage. Twice a year each boy receives dental check-ups. Periodic visits are also made to the ophthalmologist, as many of the boys wear glasses. The Sisters also take the children to whatever medical specialist is required for their individual needs.

There are two visiting Sundays at St. Coletta, the first and third, when usually all members of the family come to visit. Weekends are permitted at home, depending upon the child's adjustment when he returns to school. There are also the seasonal vacation periods at Christmas, Easter and Thanksgiving. The lad may remain at school twelve months of the year; however, he often spends part of the summer with his family.

The parents of these children form an integral part of
the school. There is a close association between the parents, children and the Sisters. The mothers and fathers, because of the special care and love given to their sons, maintain an interest in St. Coletta. They are most anxious to cooperate with the Sisters; many volunteer their time to publicize the school, to sew, to drive the children and Sisters to the city and to serve in various other capacities. Sincerity, charity and willingness sum up their qualities.

The parents are not alone in their concern for their children. The Sisters at St. Coletta School, in particular, and also the Priests at the Catholic Charities and the staffs at the Catholic Dependent Child Commission and Child Guidance Clinic are well aware of the sacrifices these men and women have had to make for their "little sons". They have spent many hours of anxiety and disillusionment and have made countless number of visits to doctors and clinics with their children, trusting that someone could help them or would tell them that the truth they feared and dreaded was unfounded and that the repressed hopes they held for their sons' improvement would someday be realized. The disappointment and the heartbreak when they finally came to accept the facts and their resignation to the Will of God is not known to them alone. Their courage and determination has been a source of inspiration to those who have come in contact with them.
The parents at the school formed an auxiliary in November 1950 known as The St. Coletta Guild of Chicago. Today there is a membership of over one thousand one hundred and fifty. Each member participates in the daily prayers of the children and Sisters, shares in the Masses offered for benefactors as well as an hourly remembrance in the Perpetual Adoration Chapel at the Franciscan Motherhouse.

The purpose of this guild is to provide educational, recreational and health facilities for the school. It also serves as an occasion for the parents to meet and become acquainted, and at the same time, to discuss their one common interest, their son. The parents are also given a better understanding of their child by the school. The Sisters contribute actively to the Guild; they edit and publish a quarterly newspaper entitled, Little Pages. Special events are noted as well as past happenings. The activities of the children receive special mention. It is an informative publication which is sent to all guild members. It is the hope of the faculty that "this paper would stimulate interest of the guild members in the activities of the school and would serve as a link between them and their organization."39

The active members are comprised of the parents them-

selves; from this group are elected a chairman and co-chairman, who serve for a term of one year. Meetings are held every two months, one on a visiting Sunday and the other on a week day evening, thus enabling all the parents to be present at one or the other of these gatherings. The Guild sponsors two fund raising activities annually, the Christmas party and the summer festival; the latter is the big event of the year with various games and attractions featured under canvas tents on the school grounds. "St. Coletta's Guild has done a miraculous job in three short years, helping the Sisters of St. Francis to realize a bigger, better St. Coletta's with each succeeding boy." 40

The funds from these drives go towards the support of the school. St. Coletta relies primarily on the tuition for its support. The Sisters have undertaken a great financial obligation, but their unwavering faith in their motto that "God will provide" will someday see the completion of their school and a realization of their fondest hopes.

St. Coletta is incorporated under the laws of Illinois and has been issued a license "to conduct a training school or home for handicapped persons (nervous and mental). The license also certifies that the requirements of the Mental Deficiency Act have been complied with." 41

40 Address, Reverend Ignatius McDermott, Catholic Charities file.
41 State license.
The school is also affiliated with the Chicago Association of Commerce and Industry, the American Association on Mental Deficiency, the National Conference of Catholic Charities and the Catholic Charities of the Archdiocese of Chicago.

At present, the school is in process of forming a Board of Directors, which will consist of seven members to serve in an advisory capacity. The charter of the school reads that the governing body will be composed of Sisters of the Community of St. Francis of Assisi... the purposes for which the corporation (the school) is organized are to conduct a school or schools for the education, training and care of exceptional or retarded persons and for religious and charitable purposes in connection therewith.42

42 School charter.
CHAPTER V

THE FUTURE OF ST. COLETTA SCHOOL
AND THE STATE OF ILLINOIS FOR
MENTALLY RETARDED CHILDREN

His Eminence, Samuel Cardinal Stritch, at the laying of the cornerstone on October 2, 1949, said, "This is the 'Little St. Coletta', but some day it will be the 'Big St. Coletta'. We have been able to make only a beginning with the dedication of these first units of this institution. Pressing demands require that we continue to build a number of more units in order to take care of the children who appeal to us for care." 43 Today continuous strides are being made to have this hope become a reality.

The need of specialized training and care for the mentally deficient boys living in the Archdiocese of Chicago is still great. St. Coletta is operating with a full enrollment. The waiting list for admittance to the school is long. But the future students of St. Coletta have not been forgotten. On

March 29, 1952, ground was broken for the erection of two additional cottages, which will be named St. Vincent and St. Thomas. Each cottage will accommodate forty. However, twenty boys living in one wing of St. John's cottage will be transferred to one of the new buildings. Thus, the capacity for the new cottages will only total sixty. A wing of St. John's cottage will be reconverted into an infirmary. The present infirmary will be used to care for the boys with contagious illnesses. Barring unforeseen incidents, the doors of these new cottages should open to welcome the new occupants in the Spring of 1953.

On February 21, 1952, Cardinal Stritch announced the acceptance of a very large donation for St. Coletta School. The Joseph P. Kennedy, Jr. Foundation agreed to contribute the sum of $1,250,000.00 towards the completion of the new Diocesan Home and School for Exceptional Children. When completed the institution will cost between three and a half and four million dollars. Total enrollment will be approximately four hundred boys. The School will be known as the Lieutenant Joseph P. Kennedy, Jr. School for Exceptional Children. His Eminence stated he would not ask the Foundation for any additional funds for this project, either for completing the construction or for the operational expense of the school and home. It will be up to the people of the community to match the gift and complete
the project as soon as possible. The Mayor of Chicago felt certain that the people of this city would accept and meet the challenge which this donation offered and not only complete this project but start other projects to help solve, on a voluntary basis, the many unmet social needs of this community. No child will be excluded from the school because of inability to pay.

Future expansion plans are based on building needs as the population increases. Living cottages cannot be completed until certain other necessary buildings are erected because the present general building would be inadequate to handle additional needed services.\footnote{Personal interview with Archdiocesan Supervisor of the Catholic Charities of Chicago.}

The long range expansion program includes eight more cottages, dining hall and kitchen, school building, chapel, administration, convent and infirmary, recreation building, auditorium, swimming pool, gymnasium and library plus perhaps a maintenance shop, garage, and farm equipment storage. As each building is completed, furnishings must be purchased. Roads and landscaping must be provided as the building plan develops. The farm will provide employment for some of the boys. Under the supervision of a farm assistant, they will be taught to perform useful chores and learn farming to some extent. In the future, one of the Sisters will take over the management of the chickens. She will train the boys to care for the fowl and to gather eggs, thus giving them responsibility as well as knowledge...
edge of poultry. The Sister can devote more time and patience to these boys than can the busy farm hand. As the soil is enriched and improved, a produce farm will be added; the swamp land will be drained at some future date and be put under cultivation.

Completion of the program depends upon availability of funds, availability of materials and availability of trained Sisters to care for and educate these mentally retarded boys; without these Franciscan Sisters to staff the school, the new buildings will remain unoccupied.

The age requirement for St. Coletta will remain the same, for the school in the future will continue to accept the trainable child. What will become of the boys who reach their twelfth year and can still continue to profit by the training offered at the school? What will become of those boys who are not able to return to their own homes as yet? Cardinal Stritch expressed a desire to provide a home for these lads, to make provisions so that they may continue to remain at St. Coletta. The Sisters will not return a child to his home just because he has reached the maximum age requirement for the school. In the future plans for the school, consideration will be given for the care of these youngsters.

As in the past, only boys residing in the Archdiocese of Chicago will be eligible for placement at St. Coletta, there
being a school for mentally deficient girls already established in the area. The minimum age limit will remain at six years. The Catholic Charities of Chicago are already making plans for the care and training of retarded nursery and pre-school retarded boys and girls. A look into the future might also see the establishment of training programs for parents of these exceptional children. The plans for the future training of these exceptional children under the auspices of the Archdiocese of Chicago have been presented. To give a more complete picture of the total situation, perhaps the following material would not be amiss. In this planning by state and local groups in Illinois, all trainable children, it is hoped, would be considered. "The need for educational facilities for these exceptional children has been called by the Governor of the State of Illinois one of the most pressing social problems in the State." An attempt was made by interested groups to have legislation for the mentally defective children brought before the last session of the General Assembly of Illinois in 1951. As a result a Senate Bill was introduced into the 67th General Assembly. It is an amendment to the School Code to enable public school districts to provide special training centers for the mentally deficient children. This would mean adding a fourth

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category to the already existing three groups of care for handicapped children. According to the Director of the Illinois Commission for Handicapped children, no appropriations for the biennium 1951-1953 were requested. 46

At a meeting sponsored by the Illinois Commission for Handicapped children the following reasons were presented for the proposed Bill 99. The state institutions are already overcrowded and understaffed. It is not feasible to build additional institutions while sufficient personnel cannot be found for the present ones. The per capita cost of a day school program is much less than the per capita cost of a residential institution.

Local schools offering this training would be reimbursed by the State. The community should assume responsibility for mentally retarded children to the same extent that it does for other children. The families of these children have shown they are willing to provide for their care in their own homes to the same extent that they are expected to provide for their non-exceptional children.

There are approximately twenty-five thousand trainable mentally handicapped children in Illinois for whose training there is no public program in their local communities. These

46 Meeting, February 1, 1951, agenda on file at the Catholic Dependent Child Commission.
children are eligible for care and training in the two state
schools at Lincoln and Dixon, but each of these two institutions
already has almost fifty percent more patients than its normal
capacity and each of them has a waiting list. These children
are not eligible for the special classes for educable mentally
handicapped children in local communities, nor would the pro-
grams in these classes be of benefit to them. Local school dis-
tricts can effectively provide for these children only through
a specialized program in a segregated setting. Such a program
will exceed the per capita costs for non-exceptional children
in the local schools. Parents in several communities in Illi-
nois are attempting to provide, through their own efforts,
training centers to meet the needs of these children.

The trainable but uneducable mentally handicapped
children can be described as children who are mentally retarded
to such an extent that they will not be able to develop so as
to direct their own lives and make their own decisions. There
will always be the need of supervision, but they do have the
capacity to develop a capability for living satisfactorily in a
community situation.\textsuperscript{47}

Where does the responsibility for the training of
these children rest? Successful planning depends upon a high

\textsuperscript{47} Ray Graham, Citizens Committee on Legislation for
Exceptional Children, February 1, 1951.
degree of sympathetic cooperation between the members of various professions: the medical, educational, psychological and sociological; the parents and the community. These children will only be served when the various groups work together cooperatively toward an improved understanding. Many parents have founded groups to finance experimental programs to study the problem and provide some training program for their children. It is their hope that public groups will give them the needed support and help necessary in securing better opportunities for their children. They are planning for the future a pattern for adequate programs and employing every means available to them to bring into reality Article VIII, Section 1 of the Constitution of Illinois which provides that "all children of the state are entitled to a school opportunity." 48

Responsibility towards providing opportunities for a program also rests with our educators, for it is a concern of all. The schools cannot do it alone; neither can the parents or the welfare agencies.

The community and each individual citizen also shares in this program. "One of the fundamental ideas of democracy is that every child is to be provided an opportunity equal to that of his fellows." 49 Every person has the right and has a place

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48 Constitution of Illinois.
49 Sixth Governor's Conference on Exceptional Children, 6.
in society regardless of his mental abilities, whether high or low. Does our community offer educational and training programs which adequately meet the needs and capacities of mentally deficient children? Are there provisions for recreation which are suited to them? Do neighbors and friends accept these children socially and understand them? Are there opportunities for them to obtain employment? If the answers to these questions are negative, then it is the responsibility of each individual in the community to see that these children have the opportunities they need. No family knows when this problem may actively concern them, for it is found in all economic and social levels. "Whatsoever you do to these the least of My brethren, you do also to Me" is the needed motive for all.

There is an agency in Illinois to coordinate the programs for exceptional children. The Illinois Commission for Handicapped Children strives to integrate the social, educational, medical, psychological planning for these children. Another facility available in the state for the mentally retarded is the Institute for Juvenile Research, a state-wide child guidance clinic. Psychological services are offered by the Bureau of Child Study of the Board of Education of Chicago. Some school districts in Illinois now provide a psychological service. Also available are private clinics offering a child guidance program.
The establishment of a program for these children requires the setting up of standards, eligibility requirements, teaching, size of classes, types of programs, the relationship to already existing school programs. Location of training centers must be considered. Parents are agreed that their children are not best served in a program conducted in the same building with other children. The patterns and the competition in other programs are too complex. This view is also held by others in the field.

Precaution must be taken in future planning to assure that our democratic ideals will not be attacked. The power for the operation of these programs should remain with local communities. The functions should not be taken over by national or state governments. According to the director of the Illinois Commission for Handicapped Children, plans are already being made to propose new legislation for educational provisions of mentally retarded children before the next General Assembly which convenes in January 1953.50

Though educational programs are made available for mental defectives and they have been trained to make a satisfactory social and occupational adjustment in adult life, the community must provide the employment. The types of positions vary

50 Personal interview with Director, February 26, 1952.
according to the community and capabilities of the individual. Job placements may be classified according to dependent workers, unskilled and semi-skilled workers, according to the Office of Vocational Rehabilitation. Such employment for girls might include washwoman, general maid, cook, laundry worker, errand girl, hat check girl, seamstress, or simple, non-hazardous factory work. The latter type of work would also apply to men, as well as such jobs as general cleaner, messenger, car washer, general porter, dishwasher, busboy, delivery boy, and elevator operator. In the rural communities, there are farm chores for both men and women. Society would be at a great disadvantage without these persons, for we all have a place in the community. However, the normal people can strive for their goals with an average amount of help. Not so the mentally retarded. He turns to the community with almost complete dependency.

The public must still be educated to the problems of the mentally retarded children. Much can be done by those in the professional fields. These children should not be looked down upon as "queer", and thereby shunned. In time, perhaps, individuals in the community will learn to regard all mentally retarded children as the boys of St. Coletta School are thought of by their parents, the Sisters at the School, and the staff of the Catholic Charities. This thought being the basic philosophy of St. Coletta School is best expressed in the following:
God has given these children to their parents, asking that they help Him to bear His Cross. In return for their resignation to His Will, God in His Generosity, will bless their homes. Those who care for His little ones, and those who are accepting of and kind to them will also be rewarded. Those children who do not reach the age of reason are assured of their salvation and a place in Heaven. In each of these families, therefore, is present a "little angel".
CHAPTER VI

SUMMARY AND CONCLUSION

The basic principle of considering the individual and meeting his needs should be considered uppermost in meeting the problem of mental deficiency. Because of this condition, certain inadequacies result in the social, scholastic and occupational lives of retarded children. The program in Illinois will not be complete until it includes all exceptional children, with preference for none.

It seems conceivable that satisfactory provisions can be made for the education of mentally retarded children so that they can become happy adults, competent of working at their best within their limitations. Efforts today should be directed towards establishing adequate facilities to meet the needs of these children, and they should be trained in a way which will most adequately meet their needs. The problem has always been with us; today we are becoming aware of it and its implications. The plans for providing for mentally handicapped children are relatively recent; therefore, it is not always possible to discover the most effective methods nor to observe the results of
such programs.

To further substantiate this statement, we might refer to a parent of a mentally retarded child speaking at the Seventh Governor's Conference on Exceptional Children. He is of the opinion that parents should be told the truth about their child, however difficult it may be. He believes that children who are born mentally handicapped have every right to live as full and complete a life as they can.\textsuperscript{51}

Early recognition of the handicap and its acceptance is one of the basic solutions of the problem. Failure to recognize this condition often handicaps adequate and proper training. For the young, severely handicapped child, placement away from the home may be necessary because of the effect such a child may have on the home. If the child's condition is known, home training can be geared to the child's needs and abilities. For many children, specialized day educational programs and living at home will offer sufficient training. State wide meetings have been called by parent groups for retarded children to plan for a program not only on the local level but state as well as national. Monthly meetings are held by various individual organizations. Considerable time, effort and personal sacrifice on the part of the parents have gone into their schools, day

\textsuperscript{51} Seventh Governor's Conference on Exceptional Children, \textsuperscript{52}. 
programs and meetings. Their interest and zeal for their children is great and the results of their labors are increasing.

For other mentally retarded children, institutional placement is the most successful plan, but because this type of care is the only one which can meet the needs of these children.

For the most part, the residential institutional population should be made up of those whose residence there would profit society the most, the highgrade trainable group. They constitute the largest number and are the ones who will profit most as a result of a twenty-four hour training program.52

St. Coletta offers such a program for trainable boys. The need in the Chicago area for a school for mentally retarded boys was and is great. Plans were made to alleviate this need by the Archdiocese of Chicago. A school was established and within a short space of time the capacity was reached. Today, an expansion program for the school is now in operation.

In the future the school should care for about four hundred boys without restriction to race, color or creed. Insight and understanding have been shown by the Catholic Charities of Chicago in planning for the total needs of exceptional children. Casework service is employed in the processing of every application for St. Coletta's. The staff of the Catholic Dependent Child Commission is available to both the school and

the parents to give whatever assistance is requested. The fac-
cilities of the Catholic Charities Child Guidance Clinic are
used to test every candidate for the school and arrangements
may be made for additional consultations with the psychiatrist
and/or the psychologists. The problems and training of these
children are great, but programs will be effected by the Cath-
olic Charities to care for all of God's "especially chosen ones."

As the buildings at St. Coletta's are erected and the
enrollment increases, more Franciscan Sisters will be needed to
provide the care and training given at the school. There will
be funds available for the further expansion of their program
and the subsequent erection of new buildings, but the needs of
the community to care for these mentally deficient boys and the
desire of these children for a school where they can happily
play with others, cannot be met unless there are more Sisters
to staff the school. The demand for these Franciscan Sisters
is great; the vocations to this life are sorely lacking. To
the mentally handicapped children they have given and dedicated
their lives. It has been their prayers, sacrifices, understand-
ing and devotion to these "little ones" that has made St.
Coletta's in Palos Park the school it is today and will be in
the future.
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APPLICATION FOR ADMISSION

General Information

Date: ______________________

Full name of child: __________________________

Date of birth: ___________ Place of birth: ______________________

Name of Father: ___________ Nationality: ___________ Age: ______

Maiden name of Mother: ___________ Nationality: ___________ Age: ______

Home Address: ____________________________ Telephone: ___________

(Street) (City) (Zone) (State)

What relation is child to you? __________________________

To whom should further correspondence be referred? ______________________

Address: ____________________________ Telephone: ___________

Profession or business of Father: __________________________

75
Address: ___________________________________ Telephone: __________ 
Profession or occupation of Mother: ____________________________________
Who is financially responsible for applicant? ____________________________
References: (At least two) ____________________________________________

Has child been baptized? _____ Confirmed _____ What denomination ______
Has child gone to Confession? _____ Received Holy Communion? _____
Has child received any religious instruction? ____________________________
What prayers can child say? __________________________________________
Religion of Father __________ Religion of Mother __________
Parish ______________________ Parish __________________________
MEDICAL HISTORY

Entrance weight:____ Height:____ Vaccination?____ Date:____

<table>
<thead>
<tr>
<th>Previous Diseases</th>
<th>Date</th>
<th>Immunization Date</th>
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<tbody>
<tr>
<td>Diphtheria</td>
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<tr>
<td>Scarlet Fever</td>
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<tr>
<td>Whooping Cough</td>
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<td>Convulsions</td>
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<td>Coryza</td>
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<td>Rickets</td>
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<td>Measles</td>
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<td>Mumps</td>
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<td>Chicken Pox</td>
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<td>Croup</td>
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<td>Rheumatism</td>
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<td>Encephalitis</td>
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<td>Polio Myelitis</td>
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<td>Infantile Paralysis</td>
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<td>Spinal Meningitis</td>
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<td>Small Pox</td>
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<tr>
<td>Epilepsy</td>
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<tr>
<td>Earache</td>
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<tr>
<td>Chorea</td>
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</tbody>
</table>

Allergies (Specify)__________________________

Was Mother's health during pregnancy good?____ fair?____ poor?____

Acute or chronic disease:__________________________

Length of pregnancy:______________ Length of labor:______________

Were instruments used?__________________________

How many other children in family?______ Normal?______

Number living______________ Deceased______________
<table>
<thead>
<tr>
<th>Deaths</th>
<th>Age</th>
<th>Cause</th>
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</thead>
<tbody>
<tr>
<td>Father</td>
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<td>Mother</td>
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<tr>
<td>Brothers</td>
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<tr>
<td>Sisters</td>
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</tbody>
</table>

Are there any instances of mental illness, tuberculosis, epilepsy, idiocy, or feeblemindedness in the parents or any of their near relatives?

<table>
<thead>
<tr>
<th>Operations</th>
<th>Date</th>
<th>Operations</th>
<th>Date</th>
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<tbody>
<tr>
<td>Tonsilectomy</td>
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<td>Appendectomy</td>
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<td>Adenoidectomy</td>
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<td>Circumcision</td>
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<td>Eye</td>
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<td>Orthopedic</td>
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<tr>
<td>Ear</td>
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<td>Brain</td>
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</tbody>
</table>

Has child received Tetanus Toxoid and a "booster"?  When?  If not, may we give examination?

Permission for dental work?  Is child on special type of Diet?  Specify:

Has child ever had treatment of any kind for his mental condition?  If yes, what was the nature of the treatment?

What medication, if any, is child using at present?

State amounts given and intervals:

Does child see well?  Hear well?  Talk?  Walk?

Mention any peculiarities of:

Body  Conduct
Head Habit

Sex development Other

Handedness: Right Left

N.B. A Wasserman test must accompany this application. The child's eyes, teeth, tonsils, and adenoids should be examined and taken care of before child is admitted to the school.

Give names and addresses of physicians who examined child:

What is physicians' opinion of the child's mental condition? Yes No

a) Development defect
b) Injury at birth
c) Injury due to fall
d) Infection of brain or meninges
e) Other

SOCIAL HISTORY

Has child had opportunity to play with other children? 

Has child ever had any previous training? 

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Address</th>
<th>Time Attended</th>
<th>Reason for change</th>
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</tbody>
</table>
Does child get along well with other children? 

Does child cooperate with those in charge of him? 

Does child have temper tantrums? 

Is child inclined to run away? 

Is child inclined to be destructive? 

Does child dress and undress himself? Without Assistance? 

Does child wash himself? Without Assistance? 

Does child feed himself? 

Have toilet habits been established? 

Has child been made responsible for any chores? 

Does child show aptitude for any special type of work, play, or hobby? 

Check those personality traits which best describe child:

- Excitable
- Calm
- Show off
- Self-effacing
- Selfish
- Generous
- Moody
- Cheerful
- Careless
- Neat
- Lazy
- Industrious

PREVIOUS PSYCHOLOGICAL TESTS

Test administered: ____________________________

Test findings: ____________________________

Name of Agency: ____________________________
By whom test was administered? __________________________
__________

Signed __________________________

Attention is called to the fact that the child is admitted for a trial period of two months. The fees are payable monthly in advance.

Tuition--from $75.00 per month.
Private rooms, additional per month.
A yearly fee of $20.00 payable quarterly.
APPENDIX II

DAILY SCHEDULE

6:15 - - - - - Rising
7:30 - - - - - Mass
8:15 - - - - - Breakfast
9:00 - - - - - Home chores and Recreation
9:45 - - - - - School
12:00 - - - - - Dinner
1:00 - - - - - Chores and Recreation
1:45 - - - - - School
3:45 - - - - - Recreation
5:30 - - - - - Supper
7:00 - - - - - Bedtime for the "little ones"
9:00 - - - - - All in bed
APPENDIX III

MENU

Breakfast

Juice
Cereal
Toast or rolls and butter
Milk or hot cocoa

Dinner

Potatoes
Meat or fish
Vegetables
Salad
Desert - pudding or pie
fruit or icecream
Milk

Afternoon Snack

Cookies or candy or fruit

Supper

Soup
Salad
Cold cuts or cheese or eggs
Bread and jelly
Cookies and preserved fruit
Milk
Sketch of the present layout of St. Coletta's School.

Situation of St. Coletta's—the school is located at 123rd St. and Wolf Road.
Aerial view of the extension plan for the school.

The Cottages
Day Begins
The boys are able to make many beautiful things in the handicraft class.

Several boys test their skill at finger painting.
Sister Catherine of Siena shows Ronnie how to operate the rug weaving machine.
The 3 R's
Father Ignatius D. McDermott tells a story to the boys in the infirmary. Father McDermott is the Director of the Catholic Dependent Child Commission.
THE CHILDREN FEEL AT HOME IN SCHOOL
AT RECREATION AND IN THE INFIRMARY

1 Study Hour
2 Kindergarten
3 Crafts Room
4 The Infirmary
5 Television Hour
6 Birthday Party