A Study of the Catholic Institutions For Dependent Children in the Archdiocese of Chicago Emphasizing Vocational Education

Mary Agatha Allison
*Loyola University Chicago*

Follow this and additional works at: https://ecommons.luc.edu/luc_theses

Part of the Education Commons

**Recommended Citation**
Allison, Mary Agatha, "A Study of the Catholic Institutions For Dependent Children in the Archdiocese of Chicago Emphasizing Vocational Education" (1933). Master's Theses. 29.
https://ecommons.luc.edu/luc_theses/29

This Thesis is brought to you for free and open access by the Theses and Dissertations at Loyola eCommons. It has been accepted for inclusion in Master's Theses by an authorized administrator of Loyola eCommons. For more information, please contact ecommons@luc.edu.

This work is licensed under a Creative Commons Attribution-Noncommercial-No Derivative Works 3.0 License.
Copyright © 1933 Mary Agatha Allison
A STUDY OF THE CATHOLIC INSTITUTIONS FOR DEPENDENT CHILDREN IN THE ARCHDIOCESE OF CHICAGO

EMPHASIZING VOCATIONAL EDUCATION

BY

SISTER MARY AGATHA ALLISON, I.B.V.M.

A Thesis Submitted in Partial Fulfilment of the Requirements for the Degree of Master of Arts in Loyola University 1933
VITA

Sister Mary Agatha Allison

Born in Kansas City, Missouri, October 5, 1881. Entered the Institute of the Blessed Virgin Mary, Loretto Abbey, Toronto, Canada, July 15, 1902. Art Specialist, Ontario College of Art, Toronto, Canada, August 1921. A. B. Northern State Teachers' College, Marquette, Michigan, August 1926. A. M. Loyola University, Chicago, June 1933.

Author of *An Old Song in New Meters* (Longmans, Green & Company, 1924).
CONTENTS

LIST OF TABLES.............................................................. vii

INTRODUCTION........................................................................ viii

CHAPTER I  PURPOSE AND METHOD OF THE STUDY......................... 1

CHAPTER II  HISTORY.............................................................. 5

1. First Diocesan Orphanage.............................................. 5
2. St. Joseph's Home for the Friendless.............................. 7
3. St. Vincent's Infant Asylum.......................................... 7
4. The Servite Sisters Industrial Home............................... 8
5. St. Mary's Training School............................................ 8
6. The Chicago Industrial School for Girls......................... 12
7. The Illinois Technical School for Colored Girls.............. 12
8. Angel Guardian German Orphanage................................. 13
9. St. Hedwig's Polish Orphanage..................................... 14
10. St. Joseph's Bohemian Orphanage................................ 15
11. Guardian Angel Home.................................................. 16

CHAPTER III  BUILDINGS AND EQUIPMENT................................. 17

1. St. Mary's Training School............................................ 17
2. Angel Guardian Orphanage.......................................... 23
3. St. Hedwig's Polish Orphanage..................................... 28
4. St. Joseph's Bohemian Orphanage................................ 31
5. Guardian Angel Home.................................................. 34
6. The Illinois Technical School for Colored Girls.............. 35
<table>
<thead>
<tr>
<th>CHAPTER IV</th>
<th>ADMINISTRATION</th>
<th>38</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>General Administration</td>
<td>38</td>
</tr>
<tr>
<td>2.</td>
<td>Juvenile Court</td>
<td>38</td>
</tr>
<tr>
<td>3.</td>
<td>Catholic Dependent Child Commission</td>
<td>39</td>
</tr>
<tr>
<td>4.</td>
<td>Local Administration</td>
<td>39</td>
</tr>
<tr>
<td>5.</td>
<td>Placement of Children</td>
<td>40</td>
</tr>
<tr>
<td>6.</td>
<td>Follow-up Procedure</td>
<td>40</td>
</tr>
<tr>
<td>7.</td>
<td>Records</td>
<td>41</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER V</th>
<th>POPULATION</th>
<th>42</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Sources of Population</td>
<td>44</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER VI</th>
<th>EDUCATION</th>
<th>47</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre-school Education</td>
<td>47</td>
</tr>
<tr>
<td>2.</td>
<td>Elementary Education</td>
<td>47</td>
</tr>
<tr>
<td>3.</td>
<td>Articulation Between Grades and Vocational Classes</td>
<td>49</td>
</tr>
<tr>
<td>4.</td>
<td>High School Education</td>
<td>49</td>
</tr>
<tr>
<td>5.</td>
<td>Religious Training</td>
<td>50</td>
</tr>
<tr>
<td>6.</td>
<td>Testing Programs</td>
<td>50</td>
</tr>
<tr>
<td>7.</td>
<td>Vocational Guidance</td>
<td>51</td>
</tr>
<tr>
<td>8.</td>
<td>Vocational Education</td>
<td>52</td>
</tr>
<tr>
<td>9.</td>
<td>Qualifications Possessed by Teachers</td>
<td>58</td>
</tr>
<tr>
<td>10.</td>
<td>Inspection</td>
<td>58</td>
</tr>
<tr>
<td>11.</td>
<td>Holy Name Technical School</td>
<td>59</td>
</tr>
</tbody>
</table>
CHAPTER VII  FINANCE......................................................... 60
    1. The Catholic Charities........................................... 60
    2. Stipend from the County......................................... 60
    3. Sources of Supplementary Income............................ 61

CHAPTER VIII  HEALTH, SOCIAL, AND RECREATIONAL ACTIVITIES........ 64
    1. General Policy.................................................. 64
    2. Health............................................................. 64
    3. Visiting........................................................... 65
    4. Dress............................................................... 65
    5. Money............................................................... 65
    6. Recreational Facilities........................................ 66
       a. St. Mary's Orphanage........................................ 66
       b. St. Hedwig's Orphanage...................................... 66
       c. The Illinois Technical School............................. 66
       d. Guardian Angel Home........................................ 66
       e. Angel Guardian Orphanage.................................. 67
       f. St. Joseph's Orphanage...................................... 67

CHAPTER IX   THE EPHPHETA SCHOOL FOR THE DEAF..................... 68

CHAPTER X   INSTITUTE OF ST. MARY OF PROVIDENCE FOR BACKWARD GIRLS.................................................. 72

CHAPTER XI  SUMMARY................................................... 79

APPENDIX A ADMINISTRATION OF THE VARIOUS INSTITUTIONS........... 84

APPENDIX B QUESTIONNAIRE........................................... 86
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIBLIOGRAPHY</td>
<td>95</td>
</tr>
<tr>
<td>2. Reports</td>
<td>97</td>
</tr>
<tr>
<td>3. Bulletins</td>
<td>97</td>
</tr>
<tr>
<td>4. Pamphlets</td>
<td>98</td>
</tr>
<tr>
<td>5. Periodicals</td>
<td>99</td>
</tr>
<tr>
<td>6. Miscellaneous</td>
<td>100</td>
</tr>
<tr>
<td>TABLE</td>
<td>PAGE</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>I</td>
<td>43</td>
</tr>
<tr>
<td>II</td>
<td>45</td>
</tr>
<tr>
<td>III</td>
<td>48</td>
</tr>
<tr>
<td>IV</td>
<td>54</td>
</tr>
<tr>
<td>V</td>
<td>57</td>
</tr>
<tr>
<td>VI</td>
<td>62</td>
</tr>
<tr>
<td>VII</td>
<td>78</td>
</tr>
</tbody>
</table>

**LIST OF TABLES**

I  Movement of Population in the Catholic Institutions for Dependent Children for the Year 1931

II  Causes for Admission of Children to the Catholic Institutions for Dependent Children during 1931

III Distribution of Pupils in the Grade Schools of the Catholic Institutions for Dependent Children for 1931

IV  Distribution of Boys in the Various Vocational Classes in the Catholic Institutions for Dependent Children

V  Distribution of Girls in the Various Vocational Classes in the Catholic Institutions for Dependent Children

VI  Summary of Financial Reports of the Six Catholic Orphanages of the Archdiocese of Chicago for 1931

VII Distribution of Pupils in the Various Vocational and Academic Classes at the Institute of St. Mary of Providence, Chicago
INTRODUCTION

VOCATIONAL EDUCATION

In colonial times, the "domestic system" secured for children home-training in some gainful occupation. Boys learned agriculture and industrial methods from their fathers and pursued like tasks. Sometimes, they were apprenticed to those who could instruct them in some chosen occupation. Academies and universities enabled those who wished to follow the professions, to equip themselves for the ministry, for medicine, or law. Girls were trained in household arts. Their academic education was limited.

The "Industrial Revolution" and our national life were contemporary developments. The introduction of machines, the development of the factory system, the growth of large cities, new methods of transportation wrought many changes in social and industrial customs; this modified educational demands and standards.

The democratic ideals of the American Government necessitated general education and our Public School System is an outcome. The multiplying of machines produced a variety of occupations; many demanded skilled workmen with specific training. The Labor Unions, formed to protect trained workers, struck a death blow to the apprentice system; the result was polytechnical schools, trade schools, and agricultural colleges which supplemented the universities and afforded
opportunity for industrial education. Manual training, domestic science, and commercial classes were added to the course of high schools, and efforts made to enable all, rich or poor, to obtain an education which would develop citizens capable of adapting themselves to the social and economic demands of everyday life (27:179).

Speed and efficiency in material progress were the characteristics of the early years of the present century. The attention of social workers was directed to the need for proper guidance for young people as the undeveloped talents of many excluded them from gainful occupations that would provide for self-support.

In 1908, Dr. Parsons of Boston originated a "Vocation Bureau" in connection with the Public Schools under his superintendence. The aims of this bureau were as follows:

(1) To study causes of the waste which attends the passing of the unguided and untrained young people from school to work and to assist in experimenting to prevent this waste.

(2) To help parents, teachers, and others in the problems of thoughtful choosing, preparing for, and advancing in the chosen life-work.

(3) To work out programs of cooperation between the schools and the occupations for the purpose of enabling both to make a more socially profitable use of human talents and opportunities.

(4) To publish vocational studies from the viewpoint of their educational and other efficiency requirements, and career building possibilities.

(5) To conduct a training course for qualified men and women who desire to prepare themselves for vocational-guidance service in the public school system, philanthropic institutions, and in business establishments.
To obtain a clearing house of information dealing with life-career building problems (35:406).

Though guidance of youth has been a practice since earliest times, until the present century, it had been informal in character in American educational systems. Since 1908, formal guidance has gained in popularity and it is now a factor in many public and private school systems in urban and rural areas.

With the progress of vocational guidance, there has developed a wide view of its concepts, terminologies, purposes, and principles. There are many definitions of the term.

The National Vocational Guidance Association offers the following definition in "The Principles and Practice of Vocational Guidance":

Vocational Guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon it, and progress in it. As preparation for an occupation involves decisions in the choice of studies, choice of curriculums, and the choice of schools, and colleges, it becomes evident that vocational guidance cannot be separated from educational guidance. The term vocational applies to all gainful occupations as listed in the United States Census of Occupations, and homemaking. As vocational guidance and vocational education are linked together in many minds, a statement of this relationship may clarify the situation. Vocational education is the giving of training to persons who desire to work in a specific occupation. Vocational guidance offers information and assistance which lead to the choice of an occupation, and the training which precedes it. It does not give such training. The term vocational refers to any occupation, be it medicine, law, carpentry, or nursing. Preparation for many occupations and professions must be planned in the secondary schools and in college by taking numerous courses which are not usually known as vocational. Vocational guidance concerns itself, therefore, with pupils in the academic courses of high schools or students of the liberal arts in college, as well as with the
pupils in the trade and commercial courses which have become known as vocational education (27:4).

The practice of vocational guidance comprises both specialized and related activities. The specialized activities are (1) a study of the individual, which means that all available data gathered from records, tests, and interviews, which give information about the individual, should be consulted before an attempt is made to give counsel and advice; (2) the study of occupations, from information gained by visits to places of employment, literature on the subject, and through data secured from employers' associations, labor unions, professional organizations, and government departments; (3) counseling, which may be exercised as group counseling or as individual counseling; (4) placement; (5) employment certification; (6) following up; and (7) research, which should serve as a way of providing additional data regarding the occupational world, and, as a means of improving the tools used for studying the individual. Related activities are (1) program variation in order to meet the needs of an individual; (2) development of the vocational motive through subjects taught in school; (3) try-out or exploratory courses in school, part-time work in industry, club work; and (4) studies of the vocational needs of the community (27:5-13).

"Vocational Guidance" includes all forms of guidance, such as, course, curriculum, school guidance, social guidance, and leadership guidance. These cannot be separated from one another in the actual guiding process, since the individual's life is a unit and the integration of that unit is not only the aim of education, but, is one of the essentials for vocational success. Guidance must be a unitary process and must assist the pupil to adjust him-
self to his entire environment (17:31).

In Catholic education, this adjustment includes the relationship of the individual to his Creator, God. The child is taught that, besides his highly endowed animal nature, he has a more wonderful spiritual nature; that the relationship established between this spiritual nature--his soul--and his Creator, is his real vocation. All other adjustments are regulated by this relationship and the outcomes are not transient but eternal (36:392).

Guidance is not something that can be separated from the general life of the school. It is a part of every activity of the school; some form of guidance is the duty and responsibility of every teacher in the system.

The organization of guidance varies. Some schools have a very simple, informal guidance organization, and others have highly specialized and complex systems. The needs of the community, the size of the school system, and the money available are determining factors (17:347).

There are many outcomes of vocational guidance; the most important is the more intimate study of the individual. Dr. Frank J. O'Brien, Medical Director of the Louisville Psychological Clinic, says:

The so-called "Child Guidance" movement is the latest expression of a scientific procedure to know more about, and to help the individual to know more about himself, his neighbor, and his environment, not only to prevent unhappiness and failure, but especially to help the average individual to become "more average." The failures in life are not only those whom we find in our prisons, our reformatories, our insane asylums, our almshouses, and the like, but include also that vast army of unadjusted, unhappy, discontented, partially dependent individuals who find life a severe and, at times, almost impossible taskmaster.

Studies of delinquent, dependent, and mentally-ill people have given evidence that some
of these conditions might have been ameliorated, if not entirely prevented if the needs of the individual were recognized early enough, and the proper measures of help or correction instituted (64:432).

Another outcome is an improved system of records and "Child Accounting." Some schools have elaborated the ordinary record and have cumulative systems furnishing minute details in the history of individual students (27:23). Vocational information is another outcome as is the enrichment of the curriculum by exploratory and try-out courses, and extracurricular activities.

Vocational education has increased in popularity with the development of the guidance movement. It has been a boon in rural areas and in the education of dependent and handicapped children.

John Dewey says:

An occupation is the only thing which balances the distinctive capacity of an individual with his social service--A right occupation means simply that the aptitudes of a person are in adequate play, working with the minimum of friction and the maximum of satisfaction (9:360).

Of the economic vocational aim, Inglis says:

Society makes its demands on every individual to participate in economic activity at least to the extent of "pulling his own load" ..... (16:369).

Bobbitt says:

To admit that much of labor is debased and debasing is not an excuse for faltering before the task of vocational training (2:57).

It is the presence of imperfections in the labor field that justifies the ameliorative labors of education and that makes the need for vigorous
occupational education essential, thereby

making the door to any useful occupation a door
of opportunity (2:63).

The Committee on Vocational Guidance and Child Labor at the White
House Conference, February 1932, suggested the following as essentials of
an efficient plan for vocational education:

1. Recognized and satisfactory articulation with the
elementary and secondary schools in order that
pupils may be transferred to the vocational courses
or schools satisfactorily.

2. Provision for discovering individual needs, potential-
ities, and aspirations before entering a vocational-
course, and adequate information and guidance
during preparation.

3. Varying and adequate programs for many occupations
with organization of instructional material and
length of training period determined by the require-
ments of the occupation and the capacities of the
individual.

4. Flexibility of organization that will permit of
vocational training periods of the varying lengths
needed for vocations of varying content and skill
requirements and supervision of boys and girls
combining schooling and employment by a co-opera-
tive or continuation school plan.

5. Provision for instruction in the subject matter
of a given vocation as well as the skills re-
quired for the deliberate purpose of developing
vocational efficiency.

6. Provision for studying the individual with refer-
ce to vocational capacities, interest, and
achievements as well as mental capacities.

7. A staff of workers qualified for the various
types of instruction, adequately prepared for
counseling and guidance that functions, suffi-
ciently trained in sociological aspects of a
school in a complex community and trained for
the difficult and exacting task of analyzing
the occupations, keeping abreast of trade, in-
dustrial, and agricultural demands and changes
that affect the worker's jobs and their method of work.

8. Provision for local and state supervision.

9. Adequate financial support.

10. Intelligent community co-operation which includes parents, employers, social workers, and school authorities (27:199).

Vocational education is more costly than general education but when balanced by the benefits to the social order which result from the outlay which produces an effective system, it is found to be more economical in the end.

Cubberley says:

The cost for providing this training is now being recognized as a public charge fully as just and proper as is cultural or professional education (8:29).
CHAPTER I

PURPOSE AND METHOD OF STUDY

At the present time, there are eight Catholic institutions for dependent children in the Archdiocese of Chicago: St. Mary's Orphanage, Des Plaines; Angel Guardian Orphanage, Chicago; St. Hedwig Polish Orphanage, Niles; St. Joseph Bohemian Orphanage, Lisle; Guardian Angel Home, Joliet; Illinois Technical School for Colored Girls, Chicago; Ephpheta School for the Deaf, Chicago; and Institute of St. Mary of Providence for Backward Girls, Chicago. Five of these institutions are incorporated as manual training and industrial schools and represent a monetary value of over five million dollars in land, buildings, and equipment. During 1931, there were 5,949 children in the certified institutions for dependent children in Cook County (30:10), and of that number 3,945 were cared for in Catholic institutions (28:15). No general information as to the nature and content of the vocational training afforded the children in these institutions has been readily available, nor has the extent of this great enterprise been generally known.

The aim of the author is to present in a concise manner a report of her study of the outstanding features of the nurture and education provided for the inmates of the Catholic Institutions for Dependent Children in the Archdiocese of Chicago with special emphasis upon the facilities for vocational training.
The scope of the study with regard to each institution embraced:

I  History
II Buildings and Equipment
III Administration
IV Population
V Education
  Pre-vocational
  Vocational
VI Finance
VII Health, Recreation, and Social Activities
  1  Play
  2  Library
  3  Music
  4  Motion pictures
  5  Clothing
  6  Individuality
     Rooms
     Lockers
     Money
  7  Clubs, Bands, Organizations
The method of procedure in formulating the report of this study was as follows:

I Data were secured by the following means:

1 A survey of historical literature dealing with diocesan activities.
2 A questionnaire presented to the Superintendent of each of the four large institutions.
3 A personal visit to the institution.
5 A study of the Biennial Reports of the Division of Visitation of Children, Department of Public Welfare of the State of Illinois.

II Data were collected and checked with the Superintendent of each institution.

The historical literature dealing with diocesan activities included diaries, biographies, and sermons of former Bishops of Chicago; parish records, periodicals, and histories. The compiling of the history of each institution required much research as some records added but one item to the story. The questionnaire presented to the Superintendents was not used as a base for general information but as a check on information received from other sources, particularly in the field of vocational guidance, its practices, and activities.
In all, twelve personal visits were made to the different institutions, varying in length from one to seven hours. Interviews were held with the Superintendents, members of the staff, and with some of the children of each institution. The buildings, equipment, sanitation, grounds, and recreational facilities were carefully noted and checked with reports on file in the office of the Dependent Child Commission, Chicago, and with the reports of the State Visitor on file in the Department of Public Welfare, Springfield, Illinois.

The reports from the Department of Public Welfare were available through the courtesy of Mrs. Edna Zimmerman, Superintendent of Child Welfare, who mailed them to the author, and to whom they were returned.

In eight chapters and the tables which accompany them, the data relative to the six orphanages have been grouped, as all deal with normal children whose dependent condition results from poverty or lack of proper parental care. The school for the deaf and that for subnormal children deal with those who are dependent on account of physical handicaps. The data relative to each of these institutions are summarized in separate chapters.
CHAPTER II

HISTORY

The first Catholic orphanage in the Archdiocese of Chicago was commenced under Right Reverend Bishop Van de Velde, August 5, 1849, to care for the children left destitute by the cholera. A number of orphan boys were lodged in a house on the Bishop's premises and the girls were boarded with private families at the Bishop's expense until such time as a building suitable to their need could be procured (10:154). Sr. M. Vincent McGirr, of the Sisters of Mercy, took charge of the girls' department on August 16th of that year. For a few succeeding months, the orphans were housed in a rented building, the Cumberland House, on the Southwest corner of Wabash Avenue and Van Buren Street (1, Vol.I:299).

A meeting of the clergy of the city was held on September 11, 1849, for the purpose of formulating plans and adopting measures to collect funds for the support of the orphans. The whole management of this work was left to the Bishop, who nominated the respective parish priests to select in their districts such gentlemen and ladies as they could depend upon for the purpose of soliciting charities (19:111).

On October 16th, Bishop Van de Velde visited Governor French at Springfield, to recommend the petition for a Catholic Orphan Asylum in Chicago, and, on his return to Chicago, on October 28th, he forwarded the petition for a charter for an Orphan Asylum to the Illinois Legislature at Springfield. The news of the passing of the Act of the Legislature
which incorporated the orphanage was received by the Bishop on February 22, 1851 (19:144). Concerts, lectures, and collections in aid of the orphans added to the building fund and Right Reverend Walter J. Quarter spent five months in the eastern states collecting money for this purpose (19:118).

In the autumn of 1850, a new building for the girls' department was begun on Wabash Avenue between Jackson and Van Buren Streets. The diary of Bishop Van de Velde states:

The edifice is to be of brick with a stone foundation and basement fifty feet front by forty in depth, three storeys high, and is to be ready for the reception of the children on next Christmas Day. It is to cost $4,000. The Bishop has appropriated to it all the monies he has on hand and all he expects to receive before the end of the year amounting to about $2,500 and relies upon Providence for the balance which is to be paid on the first day of next January. This building however will afford shelter only to the female orphans. The boys will have to remain in a small rented frame building until the Bishop shall be able to build two orphan asylums (19:129).

The report of the Orphan Asylums, January 1853, states:

The lots 110x180 on Wabash Avenue where the two Orphan Asylums are kept and the new three storey house at present occupied by the male orphans, was built chiefly at the Bishop's expense, aided by a collection made for the purpose in the city of New York, and by the charitable contributions made by some of our citizens. The frame house, at present occupied by the female children, stands on one of the lots bought by the Bishop and is much too small and too commodious for the purpose for which it is used. It was the Bishop's intention to erect a building for them equal in size and dimensions to the one occupied by the male orphans (19:171).

In 1864, the care of the female orphans was transferred to the Sisters of St. Joseph of Carondelet who had come from St. Louis. In 1866,
St. Mary's and St. Joseph's Orphan Asylum was moved to one of the buildings of the recently vacated premises of the University of St. Mary of the Lake, located in what is now the "Cathedral Block." The orphans remained there under the care of the Sisters of St. Joseph until October 1871, when the building was burned and

Two hundred and eighty children of both sexes between the ages of three weeks and eighteen years were deprived of a comfortable home (24:211).

After the fire, the orphans were given temporary shelter in the classrooms of St. Ignatius College, Twelfth Street (6:178). The Orphan Asylum was rebuilt at 35th Street and Lake Avenue. The Sisters of St. Joseph continued to care for the small girls at this place until April 1911, when these children were transferred to St. Mary's at Des Plaines, Illinois.

St. Joseph's Catholic Home for the Friendless

Since 1912, the building occupied by the orphans at 739 East 35th Street has been used as a "clearing house" for the various orphanages of the Archdiocese of Chicago, being a temporary refuge for destitute women and children. The institution is under the direction of the Sisters of St. Joseph and is known as St. Joseph's Catholic Home for the Friendless. Under this name, it was formally opened on May 7, 1912, by His Grace, Most Reverend Archbishop Quigley, and was incorporated in October of that year by the State of Illinois (24:764).

St. Vincent's Infant Asylum

On July 29, 1881, St. Vincent's Infant Asylum was opened on the southeast corner of La Salle Avenue and Superior Street, to care for
infants and foundlings of two years and under. This institution is now located at 721 North La Salle Street (24:213).

The Servite Sisters Industrial Home

On December 26, 1877, the Servite Sisters with Reverend Mother Francis of Assisi as superior, came from Appleton, Wisconsin, in response to an invitation from Right Reverend Bishop Foley. The sisters opened a convent at 1266 West Van Buren Street. Later, they purchased a lot 300 feet square at the corner of West Van Buren Street and Albany Avenue. The cornerstone of the new convent was laid by Vicar General McMullen.

The convent proper is a 5 storey building with large iron stairways leading to the main entrance over which stands a marble figure of the Virgin Mary. The other buildings are of brick and stone built in a substantial manner. The mission of the Servite Sisters is the care of homeless and destitute children from 9 to 18 years of age who may be sent to their institution by parents or the courts or who come of their own accord. The children are taught work for which they may have capacity, in the forenoon, while in the afternoon, instruction is given in the common English branches. The sisters own the grounds and buildings which they occupy the cost of which has already been over $40,000. The institution is supported partially by contributions of money and clothing and by the sale of manufactured articles made by the inmates; but the chief income is derived from the interest on invested bonds.........The average number of non-paying inmates is about 50 (l:Vol.III:799).

This institution was closed in 1893. The Sisters of Providence of St. Mary of the Woods, purchased the property, added to the buildings, and there established the Academy of Our Lady of Providence in 1897 (24:714).

St. Mary's Training School, Des Plaines

In 1859, the first Industrial School in the diocese was built on Archer Avenue adjoining St. Bridget's Church; it was known as the Bridgeport Insti-
tute in charge of the Christian Brothers. The orphan boys were housed here until the opening of St. Mary's Training School at Des Plaines, which school was incorporated February 6, 1882 (24:273).

During the summer session of the Illinois Legislature in 1883, the attention of the members was directed to the great need of encouraging training schools for the mental and industrial education of homeless children. On June 18, 1883, they adopted a measure entitled "An Act to provide for and aid Training Schools for Boys." A new charter for the boys' orphanage was applied for and obtained under this Act, August 14, 1883. The charter of incorporation states the purpose of the organization as follows:

1. The name of such corporation is the St. Mary's Training School.

2. The object for which it is formed is to care and provide for, maintain, educate, and teach or cause to be taught some useful employment, all boys lawfully committed to or placed in its charge by any Court, or in pursuance of any law or legal proceeding or in any other proper manner, who, on account of indigence or waywardness may be in need of proper training.

3. The management of the aforesaid corporation shall be vested in a Board of thirty managers who are to be elected annually (18:171).

The Board of Trustees of St. Mary's Training School at a meeting held April 28, 1882, authorized the purchase of a tract of land, comprising four hundred and forty acres, then known as the Knott Farm, situated at "River Bend," about two miles north of Des Plaines, Illinois. On May 19th following, the deal was closed and title to the property vested in the Catholic Bishop of Chicago for a consideration of $30,000. The property was called "Feehanville" (24:741).
In those days, however, Feehanville was noted chiefly as a reformatory for wayward boys, but that characterization has passed away with the passing of the name and to-day St. Mary's Training School is an extensive industrial, as well as charitable establishment, where many hundreds of dependent children—waifs of the great city on the outskirts of which it stands—are rescued from the slums and the fate to which destitution and misfortune would have led them, and trained for life's battle; morally, mentally, and physically equipped for honorable and youthful citizenship (47:1).

Plans were made for the erection of buildings to house the different departments. Subscriptions were rapidly solicited and the contracts awarded, so that, within eight months, the work had progressed sufficiently to arrange for the laying of the cornerstone, October 8th of the same year. On Sunday, July 1, 1883, the school was dedicated.

In the meantime, four Christian Brothers with a party of fifteen boys from Bridgeport Industrial School had been established in one of the farm buildings and occupied quarters there until the transfer of the remaining eighty boys from the orphanage in Chicago; this occurred when the new buildings were completed.

The Parmelee Farm consisting of four hundred and forty acres, was purchased in 1887; its acquisition allowed for more extended work along agricultural lines as it adjoined the original farm on the south.

In October 1899, a fire destroyed the buildings of the institution. The boys were placed in the Providence Orphan Asylum, Glenwood, the county reform school. A meeting of the pastors of the archdiocese was called to devise plans for the reconstruction of St. Mary's Training School (18:181). Archbishop Feehan's death, July 12, 1902, delayed the completion of these plans.
The reorganizing and rebuilding of the institution was directed by the Most Reverend James E. Quigley, D.D., who assumed the charge of the Archdiocese of Chicago, March 10, 1903. The provisions of the charter were changed to allow for a Board of Trustees to consist of only five members who were to replace the old Board numbering thirty (24:745). Since 1921, there are seven members on this Board. The task of rebuilding fell to the lot of Mr. John A. Lynch who was delegated by the other members of the Board and Archbishop Quigley to supervise and direct the work of reconstruction. The north wing of the main building was completed in 1906.

On July 1, 1906, the Sisters of Mercy from St. Xavier's Academy, Chicago, succeeded the Christian Brothers in charge of the management of the institution. This change was necessitated in anticipation of the removal of the girls from the orphanage in Chicago to St. Mary's. The combining of the Industrial School for Girls and St. Joseph's Orphan Asylum with St. Mary's and the transfer of the boys, during the previous year, from St. Joseph's Provident Asylum, Crawford Street and Belmont Avenue, Chicago, marked the realization of a plan which the diocesan officials had formulated. This was the centralization of the work for dependent children for economic reasons and in order to preserve the family ties by removing the necessity for separating brothers and sisters. The placing of siblings in separated institutions in different sections of the country resulted, in many cases, in their becoming entirely lost to each other for all time. Under the new and more humane system, with the two institutions so closely associated, the family, in as far as possible, is kept intact, the brothers and sisters frequently meet and parents and relatives are en-
abled to hold their monthly reunions on visiting days (24:745).

The Chicago Industrial School for Girls

The Chicago Industrial School for Girls was chartered November 24, 1885, to provide a home and proper training for young girls regardless of "race, nationality or creed." The work was carried on by the Sisters of the Good Shepherd at their convent, Orleans and Hill Streets, until September 23, 1889, when the institution was transferred to Prairie Avenue and 49th Street (24:754). The Chicago Industrial School for Girls with St. Joseph's Orphanage at 35th Street and Lake Avenue had cared for practically all the dependent girls of the archdiocese. St. Joseph's received the younger girls, and the Industrial School, those more advanced in years who were capable of following the vocational training classes provided through the Industrial Schools Act. The Sisters of the Good Shepherd were in charge of the Industrial School during its entire existence of over a quarter of a century. The girls were transferred from this school to St. Mary's at Des Plaines, Illinois, in August 1911 (24:745).

The Illinois Technical School for Colored Girls

The Illinois Technical School for Colored Girls is situated within the city of Chicago at 49th Street and Prairie Avenue. The building was formerly that of the Chicago Industrial School for Girls; when the latter was moved to Des Plaines, the Good Shepherd Sisters accepted the charge of caring for colored girls at this place; the new institution was incorporated as the "Illinois Technical School for Colored Girls" in 1911. The first direct commitment to the school was on December 26, 1911. At the end of the first school term, one hundred pupils had been registered.
In September 1915, an exhibition was held in the Coliseum in Chicago to commemorate the fiftieth anniversary of the freedom of the negro race; it comprised work of the manual arts and grade schools throughout the States. September 3rd was "Illinois Technical School Day." This school was awarded third prize for the exhibit of fancy work and sewing (24:757).

**Angel Guardian German Orphanage**

Angel Guardian Orphanage was founded in 1865, by the Board of Administration of St. Boniface Cemetery. The Cemetery Board consisted of the pastors and of lay representatives of the following parishes: St. Peter's, St. Joseph's, St. Michael's, St. Francis of Assisi, and St. Boniface. They bought ten acres of land with the farm buildings thereon in Rose Hill (Devon Avenue and Robey Street) for an orphanage. The deed to the "Catholic Bishop of Chicago" was executed May 16, 1865. November 1, 1866, Guardian Angel Orphanage was opened in the old farm house. Four children were received who were cared for by Mr. Traufler and his wife. The first officers elected were Reverend Ferdinand Kalvelage, President; Reverend J. Zimmer, C.SS.R., Secretary; Mr. S. F. Vogt, Treasurer. In 1872, the Board was incorporated under the laws of the State of Illinois as "The Angel Guardian German Catholic Orphan Society of Chicago." Members of the corporation are the pastors of the German parishes of Chicago and two laymen from each parish appointed by their respective pastors. In 1868, Very Reverend P. Fischer, V.G. succeeded in procuring the services of a Sisterhood, the Poor Handmaids of Jesus Christ. The first sisters arrived from Fort Wayne, Indiana, November 9, 1868, with Sr. M. Hyacinth as superior (24:749).
Since the year 1900, The Angel Guardian Orphanage has accepted children from the Juvenile Court. The County, however, did not contribute to their support, because the institution was not incorporated under the Industrial Schools Act and Manual Training Schools Act which were passed by the Illinois Legislature in 1879 and 1883 respectively. In order that the institution should receive some support from the County for children sent by the Juvenile Court, two new corporations were formed in 1912, the Ketteler Manual Training School for Boys and the Catharina Kasper Industrial School for Girls. The name "Ketteler" was selected in honor of the great Catholic social reformer, William B. Von Ketteler, Bishop of Mayence, who more than sixty years ago insisted that dependents be taken care of by Sisters in institutions and not scattered to the four winds and exploited by foster parents. The corporation for the girls is named after Catharina Kasper, the foundress of the Sisterhood of the Poor Handmaids of Jesus Christ (24:749). The president and vice-president of the corporation are priests; the secretary and treasurer are laymen.

With the growth of the orphanage, it became difficult for one not living on the grounds to supervise and direct the institution. Since 1915, a resident superintendent lives at the institution as its rector and takes care of the spiritual needs of the inmates as well as of the temporal affairs of the institution.

The "Cottage System" was introduced in 1915 (24:749). Since that date, additions have been made to the buildings; St. Henry’s Church has been purchased and serves as the orphanage chapel.

St. Hedwig’s Polish Orphanage

The Polish Orphanage was begun in St. Stanislaus’ Parish in 1884,
during the pastorate of Reverend Father Barzynski (1, Vol. III:778). In 1882, it was removed to a building on North Hamlin and Schubert Streets where the orphans were cared for by the Franciscan Sisters of St. Cunegunda until they were transferred to St. Hedwig's (24:759).

St. Hedwig's Polish Orphanage located at Mies, Illinois, was founded in 1910 by Reverend Paul P. Rhode, D.D., for the purpose of caring for all dependent children of Polish birth. The children were established there in 1911 and the Felician Sisters have since had charge (24:763).

The orphanage comprises the Polish Manual Training School for Boys and St. Hedwig's Industrial School for Girls. During the past twenty years, the institution has grown from a single three story building 200 feet by 80 feet, to a group of eight buildings covering two city blocks.

St. Joseph Bohemian Orphanage

St. Joseph Bohemian Orphanage located near Lisle, Du Page County, Illinois, was founded November 15, 1898. Previous to this time, the orphans of Polish and Bohemian descent were housed in one common orphanage located in St. Stanislaus' Parish, Chicago. Owing to the lack of accommodations, the Bohemian clergy decided to erect a separate home for Bohemian orphans.

The Benedictine Fathers of St. Procopius Abbey gave the use of several acres of land near Lisle, and the farm house thereon for a home for Bohemian orphans, until such time as funds were available to purchase land and erect permanent buildings.

The institution was opened March 18, 1898, with twelve orphans of whom six were Bohemian, three Slovak, and three Slovenian. During this year, an appeal for funds was made to the Bohemian Catholics of the United States
through the publications of the Bohemian Press. Contributions amounting to $80,000 were received within twelve years. With this sum, forty acres of land were purchased and buildings to accommodate one hundred and fifty children were erected in 1910.

The institution was incorporated June 5, 1912, as the Lisle Industrial School for Girls and the Lisle Manual Training School for Boys. In 1920, a second building was completed. In 1926, a wing was added to the administration building and a new power plant was erected.

The first resident chaplain and superintendent, Reverend Damian Kviteck, O.S.B., was appointed in 1923. He was succeeded by Reverend Anselm J. Fleissig, O.S.B., who was appointed and took charge of the institution in 1926. Under the new management with Venerable Brother Dominic as assistant, many improvements have been made. The Bohemian Benedictine Sisters have been in charge of the children since 1898.

Guardian Angel Home, Joliet, Illinois

In 1897, with the approval of the Archbishop of Chicago, the Franciscan Sisters of Mary Immaculate opened an orphanage as a home for neglected and destitute children in Joliet. A cottage on the convent grounds served this purpose for some time. Later, a larger home was found necessary.

Two and one half acres of land with a three story, brick house on the corner of Center and Division Streets were purchased. The house was enlarged and renovated. On October 2, 1898, the institution was dedicated under the title, "Guardian Angel Home," by the Most Reverend P. A. Feehan of Chicago. A new orphanage was built in 1925 on Plainfield Avenue at Five Corners, just outside the city of Joliet. The buildings and land are owned by the Franciscan Sisters.
CHAPTER III
BUILDINGS AND EQUIPMENT

St. Mary's Training School

The very location of St. Mary's, the plan, and character of the buildings are such as tend to instil a love for the beautiful. If the young folk possess any noble sentiments, such surroundings cannot fail to exert a powerful influence toward developing them. The property consists of two farms comprising about 1,000 acres, of which, over 700 acres are under cultivation. There are twenty separate buildings including barns and outbuildings, all in good condition.

The buildings are brick, some with slate roofs, others with tile. The main or administration building is three stories high and contains offices, reception rooms, and convent. The boys are domiciled north of the main building, the girls south. Both buildings consist of four stories and basement. They contain classrooms, stock room, wardrobes, dormitories, commercial department, domestic science rooms, and sewing rooms. The stairs are of terrazzo with iron railings. The floors are of hardwood, tile or mosaic. A Sister's room adjoins each dormitory.

Each child has an individual bed, and complete individual toilet facilities. The individual wash tubs (which are of porcelain) were installed to prevent skin disease and they have been effectual (29:18).
The classrooms are lighted and heated in accordance with the standards defined by Publication 170—Children's Bureau, United States Department of Labor. The equipment includes adjustable iron desks, slate blackboards, maps, and all necessary apparatus for classroom procedure. Cut flowers and growing plants add to the attractiveness of the rooms. Good pictures, some of them copies of old masters, adorn the walls of the classrooms and corridors.

The domestic science kitchen contains three long tables with gas plates and fittings for six students each. A demonstration table, blackboards, cupboards, a stove with ovens, and a sink complete the furniture. The guests' dining room, in the administration building, is served by the students of the domestic science department. It is furnished with the conventional requirements of a modern dining room.

The sewing room is fitted for the teaching of both plain and fancy sewing. In it are both pedal and power sewing machines, power mending machines, a hand loom, tables, chairs, electric irons, and presses for materials. On the walls, are color charts, fashion plates, and textile charts.

The kitchen, bakery, storerooms, and pantries form a separate building. The kitchen contains a large range, steam cookers for vegetables; urns for hot water, tea, coffee, and soup; a steam table, kitchen table, sink; electric labor-saving devices, such as a meat slicer, a meat chopper, potato masher, and vegetable peelers. The bakery produces at least 1,000 loaves of bread daily besides cakes and pastry. It is fitted with a table, an electric cake mixer, a bread mixer, a loaf moulder, ovens, and measuring utensils. Adjoining it are pantries and storerooms containing flour, sugar,
fruits, spices, and groceries. A railroad siding has been constructed near this building and connects with the main line of the Chicago and Northwestern Railway. This permits the delivery of flour and other commodities direct from the manufacturer to the storerooms of the institution. There is a modern refrigerating plant; besides the cooling of the refrigerators, one ton of ice is frozen weekly for various uses.

A refectory adjoins the kitchen; it is connected with the main building by a subway. Folding doors divide it into two attractive dining rooms. There are windows on three sides of each room and the floors are tiled. Tables to accommodate twelve children each are arranged conveniently and supplied with neat metal framed chairs. The total seating capacity is 1,200. White table cloths and napkins, good chinaware, and silver plated cutlery are supplied. At the end of each dining room is an elevated platform for the Sister who presides at meal time. The menu is carefully planned; a copy is hung in a frame at the end of the dining room at the beginning of each week.

A test was made to demonstrate the value of the food served to the children at St. Mary's. A copy of the report published in 1929, follows:

St. Mary's Training School,
Des Plaines, Illinois.

Reverend and Dear Sirs:

Pursuant to your request I have made a careful study of the diet of ten hundred and thirteen children at Saint Mary’s Training School for a period of seven days. Considerable food taken to the dining room was not eaten and from this the actual test was made. The digestible protein, fat and carbohydrate contents of various foods actually
consumed were figured in pounds and these changed to calories. The requirements of a diet are that it must be sufficient in amount, it must be fairly well balanced, and lastly, it must be appetizing. Dietary standards vary considerably. According to Voit a man of moderate work requires 2,965 calories a day; according to Atwater such a man should receive 3,400 calories a day. A child of 10½ years, the average of these children, should get .06 of what a man of moderate work requires, that is 1,800 to 2,040 calories. I find that during the period of observation the children at St. Mary's were consuming 2,150 calories per day child divided up as follows: 290.57 calories of digestible protein, 858.40 calories of digestible fat, 1,059.88 calories of digestible carbohydrate.

The most important element is protein, for the growth of a child largely depends on a sufficiency of this element. According to Atwater a 10 or 11 year old child should get at least 276 calories of this digestible protein per day. Hence, it appears that the children at St. Mary's are getting more than the requirements of the most liberal scientific dietary standards. Second, it is a well balanced ration, and lastly, it must be appetizing, for the children actually consume more than they really require.

Respectfully yours,

(Signed) C. A. Earle, M. D. (47:22).

The vocational departments for the boys are in buildings east of the main building; the most important one is the printing shop equipped for turning out publications and job work. It is furnished with six linotype machines, cylinder and Gordon presses, fonts and cases of type, a staff of printers, operators, press feeders, and proof readers. The printing shop was placed on its present footing through the efforts and under the direction of John F. Higgins, a well-known Chicago printer, who was, up to the time of his death, one of the trustees of St. Mary's Training School. The tailor shop is fitted with power machines for sewing and cutting, with irons,
steam pressers, and tables. The greenhouses cover an area of 30,000 square feet. Flowers of many kinds are raised and a beautiful palm house is a feature of the institution. A large carpenter shop is equipped with benches and tools as the course in carpentry supplements that in manual training. The furniture of the shoeshop consists of two sewing machines, a series of benches, lasts, a cutting machine, awls, pegs, hammers, and cupboards for leather and supplies. Shoes are made here as well as mended.

The laundry is fitted with seven washing machines, three extractors, dry tumbler, eighteen driers, four mangles, one sprinkler, electric irons, two soap mixers. Every piece of machinery, where one is in any way endangered by its use, is encased with heavy wire screening.

The buildings are lighted by electricity from the Edison City Service of Chicago. Water for drinking purposes is obtained from artesian wells; water for boilers is pumped from the river. The buildings are heated by steam and hot water. A water-softening plant is in operation.

This institution has one of the best systems of fire protection in the State. Most of the buildings are slow burning or fire proof. The buildings are furnished with hose, chemicals, and fire axes; outside iron fire escapes make agress from the building an easy matter. There is a well-drilled fire department with officers in command, hose cart, chemicals, axes, helmets. A system of signals is known to each inmate of the institution and fire drills are part of the routine drill. Signals are generally sounded for drill at night when all the children are in bed with a result that the entire building is emptied of its inmates in three minutes. (29:135).
The villa used by Archbishop Feehan as a summer residence is now the infirmary for the institution. It is fitted as a hospital, one floor for boys and one for girls; there is also an isolation department; a graduate nurse is in charge. The dental clinic is in this building; a dentist is in attendance who serves at least twelve children each day.

A new brick building, the John T. Hopkins Memorial, has just been completed at a cost of $165,000. It contains two gymnasiums, one each for boys and girls, with two shower rooms, and 1,200 lockers. The girls' gymnasium serves, when so needed, as an auditorium with a seating capacity of 2,200. Two simplex projectors with complete apparatus for sound moving pictures have been installed. The installation of this apparatus conforms in every detail to the standards approved by the National Bureau of Fire Underwriters. These machines are synchronized with the radio.

The building contains two reading rooms, each about forty five by thirty feet, with open shelved bookcases, comfortable chairs and tables. In the girls' section there are from 3,000 to 4,000 books; in the boys', 5,000 volumes. The boys' reading room contains two billiard tables, a radio, and a splendid display of band, basket-ball, baseball, and other trophies. Folding doors between these two rooms permit their use as one large room when so required. A kitchenette adjoins the girls' reading room, facilitating the serving of refreshments on special occasions.

There are recreation rooms for the younger children both in the boys' and girls' buildings, also an indoor space for roller skating. Various parts of the grounds are used for recreation. Two courts have broad cement walks on which the children may roller skate; they are equipped with
swings and other playground apparatus. There is an outdoor swimming pool varying in depth from six to two feet. In winter, this pool is used for skating and sledding. A field of five acres or more has been graded and equipped as a regular sportsfield.

According to the State Visitor, St. Mary's is one of the best equipped institutions of its kind in the State (24:747).

The sanitary condition is as nearly perfect as it could be made (29:134).

The property represents a value in excess of $2,000,000. It is deeded to the Catholic Bishop of Chicago from whom it is rented by the Corporation of St. Mary's.

Angel Guardian Orphanage

Angel Guardian Orphanage, the largest Catholic orphanage in the city of Chicago, is situated on the corner of Ridge Street and Devon Avenue. The property consists of twenty seven acres of land on which the buildings are located and a sixty acre farm one mile distant. The main building erected in 1880, is a three story brick building with basement. The first floor is used for reception rooms, office, sister's study room, and mending room. On the second floor, is the detention department, a suite of six rooms separated from the other departments by an enclosed corridor; the remaining rooms of this and the third floor are used by groups of girls. The school, added in 1896, is a three story building south of the main building and connected with it by a corridor. It was remodeled in 1930 and contains nineteen classrooms which conform in size, lighting, heating, blackboards, and equipment to the standards of the United States Children's Bureau. The desks are adjustable iron framed; in some of the rooms, double desks are used. The
floors of the classrooms of the second story are covered with linoleum. Large cases with specimens for nature study line the corridors. There are pictures, charts, and growing plants in each classroom.

The first greenhouses were built in 1898. They have since been enlarged and, at the present time, five acres are under glass. A retail flower shop has been added since 1920. Flowers of various kinds are grown and sold; floral designs suitable for any occasion are made under competent direction and a system of trucks provides delivery to all parts of the city. The florist shop is provided with large tables, refrigerators and cases with glass doors and shelves for cut flowers. The net income from this department, in 1931, was $7,027.36.

In 1903, St. Joseph's Hall was built and, in 1906, a third story was added. The first floor is used as a gymnasium and auditorium. The other two floors were remodeled in 1931 and are now used to accommodate the girls of school age. In 1908, the "Baby House" was built at a cost of $41,666.89. Two floors are occupied by the children from two to six years inclusive. On the third floor are the kindergarten and the infirmary. In 1911, the manual training building was erected as a memorial to former inmates who collected funds to pay for its construction. It contains the printing department, the shoeshop, the general repair shop, and the living quarters of the senior boys. A second manual training building adjoins the power plant. In it are the tailor shop and the continuation school.

The printing shop contains one large press, three job presses, cutting and binding machines, and three linotype machines. In connection with the printing shop is a business office in which practical training is given in correspondence, accounting, filing, time keeping, and the computing of wages.
The net income from the printing department, in 1931, was $15,875.55 and that from the "Young Peoples Friend" publication $3,090.01.

The shoeshop contains benches, lasts, a sewing machine, and all smaller tools necessary for the mending of shoes. In August 1932, a boy who had learned the trade in this shop, and who had saved the wages earned while learning the trade, purchased a shoe repairing outfit for himself and is doing a profitable business in Chicago. The tailor shop contains cutting machines, sewing machines, steam presser, tables, and cupboard for materials.

In 1914, a group of buildings was erected including the central kitchen, storage building, bakery, dining rooms, and a cottage for two groups of children. The total floor space gained by this addition was 118,196 square feet. The old buildings were remodelled and the "Cottage System" was introduced in 1915. The total cost of the additions and the improvements was $200,000.

The rectory was built on Ridge Street in 1916. Since 1920, St. Henry's Church, at the corner of Devon and Ridge Streets, has been purchased, five new cottages have been built and an enclosed corridor connects the church and cottages with the dining room group.

In 1931, the upper floor of a centrally located building was accommodated to the use of the Sisters. This convent contains a private chapel, a refectory, a community room, and some bedrooms. The buildings are heated by steam; a temperature control system was introduced in 1931. The total cost of improvements since 1915, together with the purchase of St. Henry's Church and other properties was nearly $2,000,000.
Instead of separate cottages, there are suites of rooms for the accommodation of the "Cottage Groups." Each suite comprises living room, dormitory, lavatory, bathrooms, toilets, wardrobes, and locker room. Adjoining each dormitory is a bedroom for the Sister, or "House Mother."

The dormitories are well ventilated and contain single beds with comfortable pillows and clothing. White spreads, pillow shams or embroidered pillow covers are used during the day. The lavatory of each suite has individual porcelain basins with hot and cold running water, individual compartments in open steel lockers for night garments, towel, and toilet facilities. The floors of these rooms are of terrazzo, partitions are of Tennessee marble. The living room is arranged according to the taste of the group to which it is assigned. Tables, chairs, cupboards, and a victrola are provided. Games suited to the varying ages of the children in the group—fourteen to seven years—books, dolls, and toys are abundantly supplied. The dining rooms contain from five to six tables with seating capacity of eight children each. The furnishings are of the very best material, with linen table cloths, napkins, napkin rings, silver knives, forks, spoons, and good quality of dishes. Dormitories are furnished with the best of beds and high grade bedding. The rooms throughout compare with well furnished homes. Each large child has care of three smaller ones (29:98). A scullery containing steam table, sink, and cupboard for dishes adjoins each dining room.

In the kitchen are four ranges and seven steel tables with compartments for utensils, steam cookers for vegetables, urns for tea, coffee, and cocoa, ovens for roasting, many labor-saving devices, meat and vegetable choppers,
a mixer, a meat slicer, a potato peeler, and a masher, all operated by electricity. There are trucks to convey the food to the steam tables of the various dining rooms. The kitchen opens into a corridor which connects it with pantries, storage rooms, and bakery. This room is furnished with dough mixer, table, and ovens. The pantries are large and a refrigerating plant, which cools six large storage rooms and freezes 380 lbs. of ice daily, has been installed. The laundry is similar to that at St. Hedwig's described on page 29. The clothing for each group is put in a separate basket and delivered by truck to the proper suite. There are some fine ferns growing in this laundry. All buildings are lighted by electricity.

Two large playgrounds are fitted with swings, benches, merry-go-rounds, and slides. Bleachers were added to these playgrounds recently. The cement walks are broad and used for roller skating. Trees line the walks; benches have been built around the separate trees serving the double purpose of protection and accommodation.

The nursery playrooms in the "Baby House," for tots from one to six years, are supplied with an abundance and variety of toys, little rocking chairs, carts, and rocking horses. Covered porches are available if the weather is unfavorable for outdoor play.

The library contains between 5,000 and 6,000 books besides reference books in the various classrooms.

These buildings are equipped with chemical extinguishers, hose, water cans and fire axes, except the new buildings which are but two stories high. All buildings have fire escapes on outside (29:96).

The valuation of this property is in excess of $2,000,000.
St. Hedwig's Polish Orphanage

St. Hedwig's Polish Orphanage is located on the northwestern outskirts of Chicago in the village of Niles, Illinois. The main building extends north and south over a length of two blocks. It consists of three stories and basement and contains classrooms, recreation rooms, dormitories, reception rooms, music room, library, museum, art room, and offices. The twenty classrooms are on the first and second floors and the windows face west, in all but four. In size and furnishings, they conform to the standard defined by the Strayer-Engelhardt charts (61:465). There is a radio in each classroom from fourth grade up.

The dormitories, twenty-one in number, are on the third and fourth floors; some have windows on three sides. They are fitted with single white iron beds which vary in size from the high-sided cribs of the kindergarten dormitories to the white-curtained beds of the dormitory assigned to the older girls. Adjoining each dormitory is a Sister's room, a large wardrobe containing individual steel lockers, and a washroom. Toilets and bathrooms adjoin the washrooms. The dormitory floors are hardwood; the lavatories and toilets have floors of terrazzo. Partitions in these rooms are of marble. All the halls have floors of terrazzo.

The basement of the main building contains recreation rooms, manual training department, shoeshop, and swimming pool. The carpenter shop contains twelve benches, and sets of tools for cabinet making. The shoeshop is fitted with benches, lasts, and a sewing machine. The swimming pool is approximately forty by twenty feet in length varying in depth from six to two feet. The room is lined with glazed tile and is lighted by windows.
along one side. The eight showers are at one end.

The domestic science kitchen is furnished with two hardwood tables with gas plates and utensils for six students each, a demonstration table, a large sink, and a gas stove with ovens. On the third floor of the east wing is the chapel and on the second floor is a room that was formerly used as an auditorium; it will be converted into a dormitory when the new gymnasium is completed. The sewing rooms, of which there are two, contain tables, cupboards, power and pedal sewing machines, and machines for darning. The infirmary is a separate two story building. It is fitted in accordance with American hospital standards as to wards, pharmacy, dental clinic, physician's room, and rooms for convalescent patients. It will accommodate twenty patients. One section of this building is reserved as the detention department.

The printing department is housed in another building of two stories. The equipment for each of the four departments, composing room, linotype room, press room, and bindery, is similar to that of St. Mary's (page 20). The engine rooms and laundry are in a separate building. The laundry is equipped with four washing machines, two extractors with safety devices, starcher, soap mixer, pressing machine, body ironer, dry tumbler, driers, a one hundred inch mangle, and electric irons. All machinery is protected. There are tables for sorting the clothes and shelves on which to place the packages for the different departments of the institution. Hot water is furnished from a large Kewanee boiler in the boiler room. On the second floor of this building are a pool room and living rooms for the men employed in the institution. The buildings are lighted by electricity from the Edi-
son City Service; water is obtained from the city service, Chicago. Heating is by steam. There are three boilers with a low pressure vacuum system. The refectory contains two large dining rooms, a scullery with an electric dish washer, a kitchen, bakery, supply room, and pantry. The dining rooms, kitchen, and bakery are similar to those at St. Mary's, page 19. The total seating capacity of the dining room is nine hundred. There are dainty white curtains on the windows; growing plants add to the general cheer.

Two large playgrounds are equipped with slides and swings; they adjoin a field for ball games. A combination gymnasium and auditorium has just been completed at a cost of $65,000. A simplex projector is installed for producing talking moving pictures. The installation is similar to that of St. Mary's. The senior girls have their own social room. It is furnished with four chesterfield sets, several rocking and arm chairs, tables, a piano, radio, rugs, curtains, pictures, floor lamps, flowers, and a bird. The library contains about 3,000 volumes. The museum is an attractive feature at St. Hedwig's. The collection contains many bits of artistic metal and wood carving from Europe and the Orient. There are oriental costumes, medals, and coins, gifts from the Missionaries of Techny. Some of the exhibits were obtained by the Reverend Superintendent when on a visit to Europe.

The buildings of the institution represent a value of $1,500,000. They are of red brick, fire proof or slow burning with automatic fire doors between the two sections of the main building. According to the State Visitor, "The fire protection is ideal" (29:130).
All the buildings are connected with the main building by tunnels which are cement-lined and lighted by electricity.

In commenting on St. Hedwig's Orphanage, a State Visitor said:

Great credit is due Reverend Father Francis Rusch, the Superintendent, for the work accomplished. His devotion and zeal have made this a landmark in the charity work of Illinois and an honor to his Church and people (29:131).

**St. Joseph Bohemian Orphanage**

St. Joseph Bohemian Orphanage is located twenty five miles west of Chicago in a beautiful rolling country interspersed with woodland.

The buildings of the orphanage proper are four in number and those of the farm and barn, eight.

The orphanage buildings comprise: administration building, boys' building, power plant, and manual training building. The last named is a frame building, the others are of red brick, with tiled roofs.

The administration building has been enlarged by the addition of a three story wing; a hyphen connects this building with the boys' building, and a tunnel leads from the basement to the power plant. The administration building contains the office, reception rooms, classrooms, girls' dormitories, infirmary, wardrobes, supply room, nursery, toilets, lavatories, and bathrooms. The new wing contains the chapel on the third floor, a large sewing and mending room on the second floor, the library, the senior girls' club room, and the laundry on the first floor. The basement has a large recreation room used by the younger children, which may serve as an auditorium; storerooms, and kitchens. In the boys' building are the dining rooms for boys and girls, senior boys' club room, boys' wardrobes, dormitories, bathrooms, lavatories, and toilets.
A fully equipped medical examination office adjoins the infirmary; a
dental room containing chair and accompanying commodities is located in the
boys' building.

The print shop is furnished with type and hand presses for printing
pamphlets and cards.

The laundry contains washing machines, tumblers, extractors, mangle,
suction driers, shirt ironer, soap mixer, two long tables, and shelves. It
is a large, bright room. An engineer operates the heavy machinery, while
the folding, mangling, ironing, and pressing are done by boys and girls
under supervision of the Sisters.

Poultry houses with modern equipment, containing, at present, 2,000
chickens have been completed recently. The farm buildings are amply sup-
plied with necessary apparatus for farming, gardening, and horticulture.
Carpenters', painters', and cement workers' supplies and tools are available.
The interior decorating of the buildings, the cement pavements, cement
benches, and garden fixtures are effective witnesses of the training the
boys receive, as this work was done by them. Under supervision, the boys
have constructed a grotto to St. Jude, a winding path, along which are
placed at intervals cobble stone pedestals supporting placques representing
the fourteen Stations of the Cross; and a large cement lined lagoon sur-
rounding an artificial island, which is connected with the main land by two
cement bridges.

A grass covered playground of two and one half acres equipped with
swings, teeters, merry-go-round, and benches is used by the girls. A four
and one half acre playground contains similar equipment with the addition
of bars, a barrel of fun, giant strides, and ocean waves for the use of the boys. A regulation baseball diamond is the main feature of the sportsfield. Bleachers, dug-out, back stop, and bandstand complete the equipment of this attractive field. Every Sunday afternoon, when the weather permits, a baseball game is played by two of the leading teams for the entertainment of the school. There are indoor and outdoor basket-ball courts, and, for the girls, soccer ball and tennis.

12,600 square feet of cement pavement furnish space for roller skating. The lagoon is used for swimming and boating in the summer and for skating in the winter.

In the basement, are recreation rooms for the younger children and a club room with billiard table for the boys. The club room for the girls is very comfortable; in it, are several tables, chairs, piano, radio, and cupboards for games and other things.

One of the brightest rooms is the nursery playroom which is equipped with two long tables, small chairs, many games, and toys. All the activities in this room are directed by the Sisters in charge.

The library is not large but is well arranged. There are about 2,000 volumes, catalogued; in addition, there are classroom libraries largely composed of reference material.

The approximate value of this institution is, according to property evaluation in 1932, $335,000.
Guardian Angel Home, Joliet, Illinois

Guardian Angel Home, Joliet, Illinois, consists of two modern, well-built brick buildings besides barn and poultry house, on a farm of one hundred and twelve acres just outside the city limits. The property is valued at $300,00.

The main building extends north and south with a wing extending eastward at each end; it consists of three stories and a basement. At the center a one story wing extends westward. The general plan of the main building is as follows:

1st Floor--Reception room, private rooms, chaplain's quarters, composing room, stockroom, sisters' dining room, scullery, kindergarten, two kindergarten dormitories, lavatories, and toilet rooms.

2nd Floor--Girls' dormitory, six classrooms, sewing room, private sleeping rooms, toilets, and lavatories.

3rd Floor--Chapel, six dormitories, infirmary, toilets, lavatories, lockers, Sister's room adjoining each dormitory, wardrobes.

Basement--Boys' playroom, bathrooms, dressing room, clothes rooms, printing presses; girls' playroom which contains a stage and piano. Sliding doors separate this room from the boys' playroom, and both may be opened into one for an auditorium. The playrooms contain several long tables with benches and there are cupboards for toys, and games. At the south end are the girls' bathrooms, dressing rooms, clothes room, and five dining rooms. The kitchen, storerooms, employees' rooms, and shoeshop are in the basement of the west wing.

The second building consists of basement and two stories in front, one
story in rear. The first story front contains laundry, equipped with washers, extractor, tumbler, driers, mangle, and ironers. The engine room is in the rear.

Second Floor—Detention department and isolation infirmary.

The floors of classrooms and sleeping rooms are of hardwood, varnished; the halls, offices, reception room, bathrooms, toilets, and lavatories have terrazzo floors. The stairways, one at each end of the building, and all window sills are also of terrazzo.

There are single iron beds in the dormitories provided with warm clothing and colored rayon spreads. Special cupboards are constructed with compartments to hold each child's toilet articles. Lockers for underwear and wardrobes for dresses and coats are also provided.

The grounds are well located but the institution is too new to have mature shrubbery and trees. In time it will be beautiful. There are swings and other playground apparatus, and a pond a short distance from the Home provides a rink in winter.

The Illinois Technical School for Colored Girls

The Illinois Technical School for Colored Girls is situated on one half of the city block, 4910 Prairie Avenue, Chicago, Illinois. It is constructed of red brick, has four stories and basement in front, and north and south wings, and two stories and basement addition on the west of the center portion.

First Floor—(South Division) Two reception rooms, parlor, community room, linen room and office. The remainder of this wing—second, third and fourth floors—is used by the Sisters exclusively. A large hallway runs through,
separating the south wing from the two story addition. On the first floor, under the Chapel, which is on the second floor, a toilet room, pharmacy, dining room, and library.

First Floor—(North Wing) Assembly Hall and work room adjoining. This hall is used for all entertainments and gatherings of a public nature. (East Wing) Children's reception rooms, visitors' parlor, schoolrooms, and toilet.

Second Floor—(North Side) Schoolroom; (East Side) schoolroom, and dormitory with twenty-four beds, toilet, and sister's room. The dormitory is furnished with a long trough or sink for washing hands and face. Water is furnished from faucets and is warmed by a heater in the basement. Each dormitory has a series of lockers equal in number to the beds, and each child is required to keep her towels and other articles in the locker.


Fourth Floor—Two dormitories, one on east and one on west side, with twenty-four beds each, toilets, and Sister's room; was basins, and lockers are in the hallway. A regular schedule of duties for children and school work is kept in the hall to correspond with the regular daily schedule.

Basement—(West Side) Bathroom with eight shower and tub baths, playroom, and two toilets and dressing room. Water is heated for the whole building by a Rudd Instantaneous Heater.

(East Side) Clothes room, larger children's dining room.

(South Side) Domestic science room, refrigerator, and Sisters' dining room. Sanitary conditions are excellent, rooms light and airy.
Heat and Light--The building is heated by steam. The boiler room is separate from the main building. There are two rooms in this building for the janitor. The estimated value of this institution is approximately $100,000.

Grounds--The grounds are laid out with cement walks, flower beds, and shrubbery. Swings, slides, and teeters are provided for the children.
CHAPTER IV
ADMINISTRATION

The whole project of the care of the dependent children in Catholic institutions of the Archdiocese of Chicago is under the administration of the Archbishop. Prior to 1915, the annual orphanage deficit was met by the archdiocese and disbursements for building purposes came from the same source. The maintenance of the several orphanages, together with the cost of adding new buildings, making improvements, and extending their activities would have been impossible with the comparatively limited resources available from tuition, donations and county fees. The need for permanently establishing the charitable and social service work of the archdiocese on a solid financial and working basis was evident. The result was the organization of the Catholic Charities, an association chartered by the State of Illinois, January 21, 1918. At the present time, the Catholic Charities supplies the deficit for the maintenance of the orphanages. The financing of building operations and all improvements is covered by funds obtained directly from the archdiocese.

One reason for maintaining institutions for the care of dependent children in preference to the practice of placing them in foster homes, is to preserve family ties by eliminating the need for separating children of the same family. Every effort is made to preserve the home. The State of Illinois has done much to promote this endeavor by the Juvenile Court Law passed by the Illinois State Legislature on July 1, 1899. Judge M. F. Tuley said:
This is the greatest law ever enacted by the State of Illinois. I believe .............. that it will effect more good in one year than the Criminal Court can, by punishment, effect in ten years, or even twenty (15:67).

In view of this effort to re-establish disintegrating homes, the Catholic Dependent Child Commission was formed in 1916. Its present staff of officers is, Reverend George Eisenbacher, Chairman; Reverend Francis Rusch, Secretary; and Reverend John S. Collins, Treasurer.

An application made through private sources, for the admission of children to any of the Catholic institutions, is referred to this Commission. The case is then investigated by a social worker, and records are kept by a secretary. If an adjustment can be made that will relieve the home distress or help to re-establish the family, the case is brought to the attention of those capable of making the necessary re-adjustments.

Before a child can be made a ward of the State at least two things must be found: First, that the child is a delinquent or dependent within the provisions of the law; and, Second, that the parents or legal guardian is incompetent or has neglected and failed to care for and provide for the child, the training and education contemplated and required by both law and morals (15:111).

If a Catholic child is found to be dependent or neglected, the Juvenile Court commits the child to one of the Catholic institutions for dependent children; delinquent children are sent to special institutions. This procedure prevents parents or relatives from using the orphanage as a convenience for the purpose of relieving them of their natural obligations.

The local administration is controlled by a Board of Directors. When an institution comprises two schools, each school has its own legal identity and its own Board of Directors. The accounting and record systems
are kept separate. Each large institution has a priest as superintendent and he is responsible for the spiritual and temporal needs of the inmates.

At St. Mary's, the superintendent has two priests to assist him, at St. Hedwig's, there is one assistant priest. A Benedictine Brother assists the superintendent at St. Joseph's. The classroom teaching and the domestic arrangements of each institution are cared for by members of a religious sisterhood. Each institution has two or more secular teachers on its staff.

The institutions with the names of their respective superintendents, the religious communities in charge, with the superior of each are listed in Appendix A.

The superintendent of each institution keeps in very close touch with local industries, as well as with local business men, and the training schools for nurses. Formerly, the children completing the courses in the different vocational classes were placed with little difficulty, in profitable positions, ranging, according to the ability and aptitude of the individual children, from domestic service through the trades listed, to clerical and secretarial work. Present business conditions have changed this.

When children attain the age of fourteen, they are, as a rule, assigned to the care of parents, foster parents, or relatives. Some have no relatives; of these, some enroll in the trade schools of the institutions; some are engaged to fill occupations; and some boys are sent to "The Working Boys' Home" in Chicago. If a child has been committed to the institution by the Court, the Court takes care of the placement provided the child is not sixteen. The officials of this Court keep informed as to the welfare of the children, visit them in their homes and at their employment, and notify the
institution if there is need to have a child return. The children are encouraged to return to visit the institution and keep up friendly intercourse with the superintendent and sisters. If they meet with any trouble or do not prosper they usually take the initiative in returning to the institution for assistance and advice.

According to State and Diocesan regulations, a complete system of records is kept at each institution. They are preserved in steel or fireproof cabinets and are accessible at all times. They vary in details but all have a complete family history of the child, record of physical and mental examination at entrance, as well as, physical history, school record, and all correspondence connected with the case.
CHAPTER V

POPULATION

The summary of the Reports to the Catholic Dependent Child Commission, Table I, shows that 3,945 children were cared for in the six orphanages of the Archdiocese of Chicago during the year 1931. Seventy-eight per cent of the children admitted during that year were committed to these institutions by the courts of Cook and other counties; twenty-two per cent were admitted through private means.

Of the seven hundred forty-two children admitted, seventy-four were orphans; three hundred fifty-four were received because of some disability on the mother's part, whereas the disability of the father caused the admission of but one hundred thirty-five.

Parents or relatives sometimes take children from the orphanages and, for various reasons, find it necessary to return them to the care of the institution. During 1931, one hundred twenty-one children were so re-instated; the causes for their return are not given. In this same year, eight hundred thirty-two children were returned to friends, twenty-seven were placed in positions and sixty were placed in homes; four died.

Table I presents a summary of the movement of population as reported by the Catholic orphanages of the Archdiocese of Chicago for the year ending December 31, 1931.

The detailed list of causes for admission of children to the institutions during the year ending December 31, 1931, as reported to the State
TABLE I

SUMMARY OF REPORT OF CATHOLIC MANUAL TRAINING AND INDUSTRIAL SCHOOLS

ILLUSTRATING MOVEMENT OF POPULATION FOR YEAR

ENDING DECEMBER 31, 1931

<table>
<thead>
<tr>
<th>Children</th>
<th>Number</th>
<th>Children</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present at beginning of year</td>
<td>3082</td>
<td>Placed in homes</td>
<td>60</td>
</tr>
<tr>
<td>Committed by Cook County</td>
<td>501</td>
<td>Returned to friends</td>
<td>832</td>
</tr>
<tr>
<td>Committed by other Counties</td>
<td>27</td>
<td>Placed in positions</td>
<td>27</td>
</tr>
<tr>
<td>Privately admitted</td>
<td></td>
<td>Died</td>
<td>4</td>
</tr>
<tr>
<td>(Reinstated)</td>
<td>121</td>
<td>Present at end of year</td>
<td>3022</td>
</tr>
<tr>
<td>Boarders</td>
<td>147</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charity</td>
<td>67</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3945</td>
<td><strong>Total</strong></td>
<td>3945</td>
</tr>
</tbody>
</table>
Department of Public Welfare will be found in Table II.

St. Mary's Orphanage is the general orphanage of the archdiocese. To it, are committed Catholic children of all nationalities. Angel Guardian Orphanage receives children of all nationalities, but limits the source to the five German Parishes of Chicago. St. Hedwig's Orphanage receives Polish children and St. Joseph Orphanage accepts Bohemian, Slovenian, Slovak, Lithuanian, and Croatian children. Guardian Angel Home, Joliet, receives "all nationalities, races, and creeds," but the source is limited to Will and Grundy Counties. The Illinois Technical School receives colored girls only.

Dependent children under two years of age are placed in St. Vincent's Home, 721 North La Salle Street, Chicago. At the present time, children of pre-school age are not received at the Illinois Technical School for Colored Girls nor at St. Mary's. Children under six years of age, committed to St. Mary's, are boarded in homes until they are old enough to enter the school. A site has been selected and plans are prepared for the erection of a "Baby House" at St. Mary's for these children; owing to present financial conditions, the construction of this building has been delayed.

No delinquent children are received at any of these institutions.

It was formerly the custom of the Catholic Orphanages to care for the children committed to them until such time as they could be placed in foster homes. Social workers found that when children were placed in foster homes, many of the foster parents exploited the children as cheap help and failed to keep the promises made when adopting them. In this way, deserving children were deprived of the means for further study and advancement. On account of this injustice, the placing of children in foster homes before the
<table>
<thead>
<tr>
<th>Causes</th>
<th>Parents</th>
<th>Father</th>
<th>Mother</th>
<th>Number of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Death</td>
<td>74</td>
<td>55</td>
<td>160</td>
<td>289</td>
</tr>
<tr>
<td>Sickness</td>
<td>--</td>
<td>8</td>
<td>32</td>
<td>40</td>
</tr>
<tr>
<td>Insanity</td>
<td>4</td>
<td>9</td>
<td>61</td>
<td>74</td>
</tr>
<tr>
<td>Drunkenness</td>
<td>14</td>
<td>14</td>
<td>14</td>
<td>42</td>
</tr>
<tr>
<td>Imprisonment</td>
<td>--</td>
<td>8</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Immorality</td>
<td>--</td>
<td>2</td>
<td>21</td>
<td>23</td>
</tr>
<tr>
<td>Dessertion</td>
<td>--</td>
<td>47</td>
<td>28</td>
<td>75</td>
</tr>
<tr>
<td>Separation</td>
<td>64</td>
<td>--</td>
<td>--</td>
<td>64</td>
</tr>
<tr>
<td>Poverty</td>
<td>14</td>
<td>--</td>
<td>--</td>
<td>14</td>
</tr>
<tr>
<td>Lack of Care</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>23</td>
</tr>
<tr>
<td>Institutional Care</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>33</td>
</tr>
<tr>
<td>Employment</td>
<td>--</td>
<td>--</td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td>Illegitimate</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>12</td>
</tr>
<tr>
<td>Other Causes</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>4</td>
</tr>
</tbody>
</table>

Total                          742
age of fourteen has been discontinued by Catholic orphanages as a general practice.

With the aid of the probation officers of the Juvenile Court and the social service organizations, which have developed since 1900, it has been possible, in certain cases, to adjust home conditions in such a way as to remove the cause for committing many children to the orphanages.
CHAPTER VI

EDUCATION

With the exception of Guardian Angel Home, Joliet, the Catholic orphanages of the Archdiocese of Chicago are incorporated under the "Industrial Schools Act." Each of the large orphanages comprises an industrial school for girls and a manual training school for boys; the educational program is divided into academic and trades classes.

Angel Guardian Orphanage, the Ketteler Manual Training School and the Cathatina Kasper Industrial School; St. Hedwig's Polish Orphanage, the Polish Manual Training School and St. Hedwig's Industrial School; St. Joseph Bohemian Orphanage, The Lisle Manual Training School and The Lisle Industrial School; and Guardian Angel Home, Joliet, accept children of pre-school age and for them, have definite programs for the cultivation of health and social habits. A Sister is in charge of this department at each institution. She is assisted by a graduate nurse and several of the older girls of the institution. These girls, in this way, receive practical training in child care.

The Illinois Technical School for Colored Girls, which does not receive children until they are seven years old, is the only one of the six orphanages that has no kindergarten. St. Hedwig's Orphanage and St. Joseph Bohemian Orphanage have junior high schools. The other four orphanages have the eight elementary grades (Table III). Though the enrollment at St. Mary's Training School, the Chicago Industrial School and St. Hedwig's Orphanage, is high in the intermediate grades, the classes are not large. The grades
### TABLE III

DISTRIBUTION OF PUPILS IN THE GRADE SCHOOLS OF THE CATHOLIC INSTITUTIONS
FOR DEPENDENT CHILDREN IN THE ARCHDIOCESE OF CHICAGO

DECEMBER 31, 1931

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of Pupils Enrolled at</th>
</tr>
</thead>
<tbody>
<tr>
<td>-------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Children of Preschool Age</td>
<td>45</td>
</tr>
<tr>
<td>Grade I</td>
<td>30</td>
</tr>
<tr>
<td>Grade II</td>
<td>24</td>
</tr>
<tr>
<td>Grade III</td>
<td>39</td>
</tr>
<tr>
<td>Grade IV</td>
<td>44</td>
</tr>
<tr>
<td>Grade V</td>
<td>38</td>
</tr>
<tr>
<td>Grade VI</td>
<td>37</td>
</tr>
<tr>
<td>Grade VII</td>
<td>20</td>
</tr>
<tr>
<td>Grade VIII</td>
<td>18</td>
</tr>
<tr>
<td>Grade IX</td>
<td>7</td>
</tr>
<tr>
<td>Grade X</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>305</td>
</tr>
</tbody>
</table>
are divided and each section has a separate classroom.

At St. Mary's, the articulation between academic and vocational classes is horizontal from fifth grade up. There are two "Opportunity Rooms," one for boys and one for girls, to provide individual instruction for retarded pupils and to diagnose the causes for backwardness in others.

At St. Hedwig's Orphanage, Grades V and VI are conducted on a system of homogeneous grouping. The grades for boys and girls are divided into three sections A, B, and C, each in a separate classroom. In the early grades, the backward are given special assistance and every effort is made to promote the progress of each child. Articulation with the trades classes begins in the junior high school. Those who wish to continue senior high school attend some one of the Catholic high schools of the city under the care of the Felician Sisters; some boys enter Quigley Preparatory School.

Guardian Angel Home, Joliet, has, besides the eight elementary grades, a commercial department and three years of high school. Those who wish to complete the high school course enter fourth year at St. Francis' Academy, Joliet.

St. Joseph Bohemian Orphanage has elementary grades, a junior high school and commercial course. This school won a most satisfactory report from the State Visitor this past year.

Besides kindergarten and eight grades, Angel Guardian Orphanage provides an academic course of two years high school and a commercial course. If any children wish to complete the high school course they are encouraged to do so and continue at a parochial high school or the De Paul Loop High School. Some boys take correspondence courses. There is a continuation night school
provided for those who are engaged in the trades school. A classroom for retarded and backward children is assigned to a special teacher who gives the children grade work individually. As each child is able to make his grade he is promoted to the regular classroom. This class is continued during the summer. There is no articulation between the trades classes and the academic classes at this institution.

The colored girls of the Illinois Technical School vary greatly in ability and acquired skills. As the enrollment is small, they are taught individually in the lower and intermediate grades.

Special attention is paid to the religious training of the children in each institution. The Reverend Superintendent is in residence at each of the four large orphanages. The children generally attend daily Mass and are carefully prepared for the reception of the Sacraments. Great care is taken to nourish spiritual growth and to prevent the performance of devotional exercises in a meaningless, routine fashion. The children at each orphanage have an annual retreat. First Holy Communion, Confirmation, and the celebration of the Feasts of Corpus Christi, Christmas, and Easter are memorable events for the children.

Each institution has a testing program, both educational and psychological. The latter is used when children are admitted and when individual need requires it. Psychological tests are always supervised by a psychologist and at St. Hedwig's Orphanage they are sometimes given by a teacher. Angel Guardian Orphanage submits special cases to the Institute for Juvenile Research, Chicago. The tests ordinarily used are Otis Tests, Pintner-Cunningham Primary Mental Tests, and Detroit First Grade Intelligence Tests.
Many of the children leave the institutions before they are old enough to enter the regular trades classes but the foundation for a successful career is at least begun by various activities conducive to character formation, the development of good judgment and a sense of personal responsibility. Supervised study, music and art appreciation courses, directed reading, dramatic art, clubs, exploratory courses, and occupational studies, together with chores and the care of younger children are some of the means used to effect these ends. There are no self-motivated activities among the children except games at playtime. All extra-curricular projects are directed by the faculty or the superintendent.

The general rule in the institutions under discussion is, that while children are in the junior high school or seventh and eighth grade classes, the teachers pay special attention to their vocational possibilities, talk over the future with them and endeavor to find each child's special aptitudes and interests. The teachers likewise discuss these items with the superintendent who makes each child's case a subject for special consideration. The children are allowed a certain amount of freedom in the choice of vocational work, but generally, they need direction as they are fickle and have too limited a knowledge of the outside world.

After the completion of grade school, the children who remain in the orphanage enter the regular high school or one of the trades courses. Those who take regular high school or pre-professional courses are not permitted to take simultaneously the different trades.

The boys and girls who show an interest in higher studies leading to nursing, teaching, and other professions, are given every opportunity to
obtain the training that will fit them for such professional careers.

Guardian Angel Home, Joliet, offers courses in printing, farming, gardening, laundry, painting, and general work for the boys; cooking, domestic science, dressmaking, fancy work, general housework, laundry, office work, and plain sewing for the girls. The orphanage gardens are near those of the State Experimental Farm; equipment for poultry raising has been installed recently. A Sister who has had special training is in charge of the printing department. Boys are taught shoe repairing. The vocational training is not an integral part of the scholastic program in this institution. Domestic science and sewing are taught on Saturdays; the other projects are pursued after school hours and during vacation.

At St. Mary's Training School, the state regulation for Industrial Schools is carefully observed. The primary grades have regular programs; from fifth grade up, one half the day is devoted to regular grade subjects and the other half to manual training or vocational subjects. The trades taught are: barbering, carpentry, farming, florist, printing, shoemaking, shoe-repairing, and tailoring. There is a regular barber shop at the institution. A graduate from the School of Barbering and Beauty Culture of the Moler System of Colleges taught the trade to the older boys. These boys obtained licenses and taught others. The barbering for the five hundred boys of the institution is done in this department. During 1931, eight boys learned this trade. The printing department has been described on page 20. Thirteen boys were learning this trade during 1931. The older boys learn the use of hammers, saws, and planes and apply this knowledge in ordinary repair work. Those who wish to do so may follow the carpenter trade in the more intricate problems of construction under competent
instructors. Two boys elected to do so during 1931. The farm department was organized by a graduate from the Wisconsin College of Agriculture. The course has been kept up to approved standards and modern implements are used. Floriculture and gardening are related courses. The shoe shop and tailoring departments, equipped as described on page 21 registered thirty-one and twenty-nine pupils respectively, in 1931. The music course in under the direction of a teacher from the School of Music at Northwestern University; the choral and piano lessons are taught by the Sisters. Over four hundred children were learning music in 1931. The four hundred eighty boys of the manual training classes are taught woodworking, mechanical drawing, and cabinet making. The general work is such as to fit a boy to serve as "handy man" in any establishment; sweeping, dusting, polishing, helping in the laundry and kitchen are some of the included tasks. Some of the older boys learn to operate tumblers, extractors, mangles, and ironers and are fitted to serve in city laundries when they leave St. Mary's. Sixteen were so trained in 1931. The engineering and electrical courses are correspondence courses, supplemented by practical experience under the direction of the engineers and electricians of the orphanage power plant. Three boys followed the electrical course and two the engineering course during 1931. Table IV lists the various trades courses pursued at the five orphanages with the number of children enrolled in each course. The trades courses at St. Mary's, Angel Guardian, St. Hedwig's, and St. Joseph Orphanages are recognized by local labor unions as "apprenticeship"; the training is given under conditions involving the same standards and the same responsibility as are required in outside industrial life. The boys who follow the trades courses in these institutions are paid a weekly wage under a schedule so arranged as not to con-
TABLE IV

DISTRIBUTION OF BOYS IN THE VARIOUS VOCATIONAL CLASSES IN THE INSTITUTIONS FOR DEPENDENT CHILDREN IN THE ARCHDIOCESE OF CHICAGO

DECEMBER 31, 1931

<table>
<thead>
<tr>
<th>Vocational Classes</th>
<th>Number of Boys Enrolled at</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bakery</td>
<td>4</td>
</tr>
<tr>
<td>Barber Shop</td>
<td>8</td>
</tr>
<tr>
<td>Book-Binding</td>
<td>--</td>
</tr>
<tr>
<td>Carpentry</td>
<td>2</td>
</tr>
<tr>
<td>Electrical Dept.</td>
<td>3</td>
</tr>
<tr>
<td>Engineering Dept.</td>
<td>2</td>
</tr>
<tr>
<td>Farming</td>
<td>9</td>
</tr>
<tr>
<td>Florist</td>
<td>7</td>
</tr>
<tr>
<td>Gardening</td>
<td>3</td>
</tr>
<tr>
<td>General Work</td>
<td>150</td>
</tr>
<tr>
<td>Laundry</td>
<td>16</td>
</tr>
<tr>
<td>Manual Training</td>
<td>480</td>
</tr>
<tr>
<td>Music</td>
<td>200</td>
</tr>
<tr>
<td>Painting</td>
<td>3</td>
</tr>
<tr>
<td>Printing</td>
<td>13</td>
</tr>
<tr>
<td>Sculpture and Art</td>
<td>--</td>
</tr>
<tr>
<td>Shoe Shop</td>
<td>31</td>
</tr>
<tr>
<td>Tailoring</td>
<td>29</td>
</tr>
</tbody>
</table>
At Angel Guardian Orphanage, boys, who enter the trades classes before completing eighth grade, pursue their academic courses in the Continuation School provided for them. The trades courses followed are similar to those of St. Mary's in equipment and procedure, the enrollment is less. During 1931, twenty-nine boys learned the florist business, thirty-two pursued the course in printing, and eighty-four were enrolled in the manual training classes. The enrollment in each of the other trades did not exceed five in any one case.

At each institution, the vocational department for the girls offers a course in domestic science. This course includes cooking, baking, study of food values, menu construction, and the serving of foods. It is conducted in accordance with the standards required by the State of Illinois as to equipment, extent, and qualifications of teachers.

The course in cooking is a practical one pursued in the institutional kitchen under the direction of the cook. It offers the advantage of putting the theoretic principles of the domestic science course into actual practice and gives exercise in judging the quantities of food required for varying numbers of portions.

The dressmaking, fancy work, sewing, including mending and power sewing conform to the Illinois State standards for Home Economics. The dresses for the girls, the institutional mending, the making of underwear and of blouses for the boys, give practical exercise. Embroidered pillow slips, table linen, personal clothing, and fancy articles are produced in this department.
The course in general housework includes practice under the supervision of the Sisters, in the ordinary household tasks. As the majority of the girls in these institutions come from homes touched by poverty, this training is essential. Many labor-saving devices--vacuum cleaners, electric mops, and polishers--are supplied. The girls learn how to operate and care for these machines.

Laundry is another course common to all the institutions. This course, for the girls, includes practice in mangling, ironing, the folding, and sorting of clothes. The technique for removing stains, and the care of fine woollens and silk are taught here.

The course in office work is common to all the institutions for girls, with the exception of the Illinois Technical School. This course differs from the commercial course; the latter includes typewriting, stenography, and methods in bookkeeping. The office course give practical training in the offices of the industrial departments of the institutions, in correspondence, filing, computing of wages, and bookkeeping. Table V lists the number of girls enrolled at each institution in the vocational classes during 1931.

The "Beauty Shop" is limited in its equipment to facilities for caring for and cutting hair. At St. Mary's Orphanage a special barber shop is equipped for the girls.

At the Illinois Technical School, girls are not kept after they have completed eighth grade. Those who wish to go to high school enter St. Elizabeth's High School, Chicago. Some go to Castle Rock, Virginia, an institution for Colored Girls. The vocational work in the Illinois Technical
TABLE V

DISTRIBUTION OF GIRLS IN VOCATIONAL CLASSES IN THE CATHOLIC
INSTITUTIONS FOR DEPENDENT CHILDREN

IN THE ARCHDIOCESE OF CHICAGO

DECEMBER 31, 1931

<table>
<thead>
<tr>
<th>Course</th>
<th>Chicago Industrial School</th>
<th>Catharina Kasper Industrial School</th>
<th>St. Hedwig's Industrial School</th>
<th>Lisle Industrial School</th>
<th>Guardian Angel Home</th>
<th>Illinois Technical School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beauty Shop</td>
<td>4</td>
<td>--</td>
<td>6</td>
<td>2</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Cooking</td>
<td>10</td>
<td>9</td>
<td>30</td>
<td>4</td>
<td>22</td>
<td>4</td>
</tr>
<tr>
<td>Domestic Science</td>
<td>64</td>
<td>4</td>
<td>97</td>
<td>24</td>
<td>23</td>
<td>17</td>
</tr>
<tr>
<td>Dressmaking</td>
<td>16</td>
<td>--</td>
<td>30</td>
<td>9</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>Fancy Work</td>
<td>16</td>
<td>--</td>
<td>55</td>
<td>36</td>
<td>73</td>
<td>3</td>
</tr>
<tr>
<td>General Housework</td>
<td>103</td>
<td>6</td>
<td>90</td>
<td>60</td>
<td>56</td>
<td>2</td>
</tr>
<tr>
<td>Laundry</td>
<td>44</td>
<td>6</td>
<td>29</td>
<td>22</td>
<td>42</td>
<td>4</td>
</tr>
<tr>
<td>Nursing</td>
<td>--</td>
<td>2</td>
<td>--</td>
<td>2</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Sewing</td>
<td>57</td>
<td>2</td>
<td>181</td>
<td>20</td>
<td>62</td>
<td>4</td>
</tr>
<tr>
<td>Power Sewing</td>
<td>57</td>
<td>1</td>
<td>63</td>
<td>36</td>
<td>76</td>
<td>14</td>
</tr>
<tr>
<td>Housekeeping</td>
<td>--</td>
<td>--</td>
<td>8</td>
<td>4</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Music</td>
<td>200</td>
<td>--</td>
<td>24</td>
<td>55</td>
<td>--</td>
<td>30</td>
</tr>
<tr>
<td>Commercial</td>
<td>24</td>
<td>--</td>
<td>--</td>
<td>9</td>
<td>1</td>
<td>--</td>
</tr>
<tr>
<td>Office Work</td>
<td>8</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>--</td>
</tr>
</tbody>
</table>
School is limited to sewing, music, domestic science, and general housework. The domestic science is taught in a well equipped kitchen by a teacher supplied by the City Gas Company. The music course is under the direction of a graduate of the Oxford School of Music. The sewing is graded and taught by the Sisters.

The children assist with the general housework at all of these institutions. The usual procedure is to appoint several boys or girls to each task and at the end of the two weeks shift the groups to different duties. These duties are not permitted to interfere with the classwork of any child nor to limit the time for study and play.

Those who teach in the schools possess the same qualifications as those who teach in the accredited parochial and high schools of Chicago. The high school teachers have college degrees and the minimum for the grade teacher is high school graduation with modern pedagogical training conforming to the standards approved by The Committee on Standards, Sisters' Conference, National Conference of Catholic Charities, Washington, D. C., in 1923. Those employed as teachers in the trades schools have the qualifications and special training required for such teaching by the State of Illinois. St. Mary's Orphanage has a special supervisor for the schools, the other orphanages are supervised by the community supervisor.

All these institutions are subject to the diocesan regulations for parochial schools; they are under the supervision of the Diocesan Superintendent of Schools and are subject to inspection by the Division of Visitation of Children of the State Department of Public Welfare. They are listed with the Certified Institutions for Dependent Children in the State
of Illinois.

The Holy Name Technical School, dedicated in May 1932, at Lockport, Illinois, is designed to give complete technical training to those dependent boys who desire to learn skilled trades. The school of aviation is now equipped and sixteen boys are in residence. Six Brothers of St. Francis with Brother Hildoph, O.S.F., as superior, have charge of the domestic affairs. Applications for admission are addressed to the Chancery Office of the Archdiocese and are subject to the approval of His Eminence, Cardinal Mundelein, whose interest in the School may be judged by the following account taken from the New World:

The thousands of men gathered at the Holy Name Cathedral on Sunday evening, January 8, witnessed the first public appearance of the boys of the Holy Name Technical School in uniform.

Acting as a guard of honor to His Eminence, Cardinal Mundelein, the boys presented a striking appearance in their snappy military uniforms of French powder blue. Each boy wore a Sam Brown belt and carried a swagger stick. They looked like aviators every one of them and glowed with youthful pride in the distinction that was theirs to march before His Eminence and to occupy seats at the side of his throne in the sanctuary.

A corporal and six selected privates formed the guard of honor. Major W. H. Sickinger, director of the Holy Name Technical School, accompanied the boys.

The uniforms will become well known during the Century of Progress Year when from time to time large and small groups of the Holy Name Technical School Boys will be called on to act as escorts to Cardinal Mundelein at major functions.

At the Holy Name Technical School at Lockport, Ill., there is just enough military tactics to teach the value of clean and ordered living, rhythm, posture, discipline and sportsmanship(60:1).
CHAPTER VII

FINANCE

The Catholic Charities of the Archdiocese of Chicago is the sole agency for the collection of funds for charitable purposes within the archdiocese. It places all such funds in the hands of the Cardinal Archbishop for distribution with the provision that every agency and institution of whatsoever nature, holding itself forth as doing charitable work under Catholic auspices and deserving the support of the Catholic people of the archdiocese, carry on all activities in the way His Eminence deems the most advantageous for the common good, and submit an acceptable audited report of moneys received and disbursed.

Each Catholic orphanage of the archdiocese receives a certain sum from the Catholic Charities and this agency assumes the responsibility for supplying the deficit when expenditures exceed income in any of these institutions with the exception of Angel Guardian Home, Joliet. The Franciscan Sisters of Joliet are responsible for any deficit in this case.

The State of Illinois has enacted a law whereby each orphanage also receives a stipend of $10 for each boy and $15 for each girl who has been committed to its care by the County Courts. Board and tuition are received from those privately admitted if they are able to pay it. The County ceases to pay for the children when they reach the age of sixteen. Any one over sixteen who elects to remain at an institution to pursue or continue a vocational course is dependent upon the charity of the directors of the
institution.

Special sources of supplementary income are the funds supplied by such activities connected with the institutions, as the sale of farm and poultry products, fancy work, and the income from subscriptions to publications.

St. Mary's Training School and Angel Guardian Orphanage, Chicago, both receive a substantial income from their floriculture and printing shops. Angel Guardian Orphanage conducts a retail flower shop also. Each of these institutions receives funds from the sale of lots in certain cemeteries. St. Joseph Bohemian Orphanage is one of two Bohemian Orphanages in the United States. The other is a small one in St. Louis. Both receive donations from Bohemian Catholics from all parts of the country.

Angel Guardian Orphanage Association raises funds for Angel Guardian German Orphanage and the six institutions receive donations from private sources.

Table VI, a summary of the financial reports of these orphanages for the fiscal year ending December 31, 1931, offers many contrasts to the report of the Orphanage submitted by the Sisters of Mercy in January 1853, a copy of which follows:

January 16, 1853

The report of the Orphan Asylum issued in January 1853, notes that almost three years and a half had passed since the Sisters of Mercy first devoted themselves to the care of the Catholic orphans in Chicago. During 1852 eighty two children had been maintained in the two departments of the Asylum at a cost of only $32 per child, thanks to the rigid economies practised by the good Sisters in charge who contributed their service gratis................. From the financial report it will appear that neither of the Asylums has any permanent fund or revenue. The Orphan Asylum Association, though the contribution of each member is only twelve
<table>
<thead>
<tr>
<th>Receipts</th>
<th>Amount</th>
<th>Expenditures</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board and Tuition</td>
<td>$ 78,158.02</td>
<td>Salaries</td>
<td>$ 62,963.00</td>
</tr>
<tr>
<td>Counties</td>
<td>292,352.13</td>
<td>Food Supplies</td>
<td>232,585.86</td>
</tr>
<tr>
<td>Catholic Charities</td>
<td>190,000.00</td>
<td>Clothing and Bedding</td>
<td>59,626.67</td>
</tr>
<tr>
<td>Angel Guardian Orphanage Association</td>
<td>82,000.00</td>
<td>Light, Fuel, Power</td>
<td>84,533.35</td>
</tr>
<tr>
<td>From Other Sources</td>
<td>86,034.04</td>
<td>School Supplies</td>
<td>20,839.22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sundries</td>
<td>65,686.63</td>
</tr>
<tr>
<td>Excess of Expenditures over</td>
<td></td>
<td>Repairs</td>
<td>28,614.44</td>
</tr>
<tr>
<td>Receipts</td>
<td></td>
<td>Rental</td>
<td>102,000.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Miscellaneous</td>
<td>56,953.51</td>
</tr>
<tr>
<td></td>
<td>$ 734,044.98</td>
<td>$ 734,044.98</td>
<td></td>
</tr>
</tbody>
</table>
and one half cents per month, might bring in a far greater revenue, if paid regularly (10:156).

Extraordinary income such as proceeds from concerts, candy sales, and special gifts, is used for musical instruments, athletic and recreational equipment.
CHAPTER VIII

HEALTH, SOCIAL, AND RECREATIONAL ACTIVITIES

Three systems are used in caring for the children in the Catholic orphanages of the archdiocese. They are the "Cottage System" adopted at Angel Guardian Orphanage; the "Group System" in use at St. Mary's, St. Hedwig's, St. Joseph's, and Guardian Angel Home, Joliet; the "Congregate System" in use at the Illinois Technical School for Colored Girls. At Angel Guardian Orphanage the population is divided vertically as to age, except in the pre-school and adolescent groups; the other orphanages have adopted a horizontal division. At the Illinois Technical School there is no division of population. The policy defined by His Eminence, Cardinal Mundelein, aims:

to give every child the best, better than many children at home have. Plenty of fresh air, light, room, recreation, the best of schooling, wholesome food, pretty much the same as wealthier children get in a boarding school (24:745).

Each child is subjected to a complete physical examination at entrance and is kept under observation in the detention department for two weeks at each institution. A physician makes a daily visit to St. Mary's, bi-weekly to St. Hedwig's, weekly to St. Joseph's, Guardian Angel Home, the Technical School; if needed he comes more frequently. Eye, ear, nose, and throat specialists attend the children when called; at St. Mary's a skin specialist makes an examination of each child at entrance; he is available if further
care is necessary. A dentist is in regular attendance at each institution. A record is kept of the dental and physical history of each child. A thorough physical examination is made of each child once a year, and the record filed; weight and general condition are recorded monthly. At St. Mary's a graduate nurse and one, sometimes two, assistants are at hand at playtime to render any required service. The Schick and Dick tests are administered to all children. Children under fourteen years of age are not permitted to visit St. Mary's as a guard against the carrying of diseases. Permission for the children of any of the institutions to visit at home is not readily given. Parents and relatives may visit the children at the orphanages every other Sunday.

Every effort is made to eliminate an institutional atmosphere and to establish homelike relationships between the children themselves and the Sisters who care for them. Uniforms are not worn, but each child is dressed neatly and prettily in accordance with the prevailing fashion. Dresses, underwear, and outdoor clothing are marked with the owner's name. Each child has a locker in which to keep clothing and personal belongings. Individual toilet articles are provided for each child and care is taken to insure their proper use. Basins in the lavatories are supplied with hot and cold running water, both liquid soap and individual cakes are used; bathing facilities are ample in each institution and drinking fountains have been installed in all.

Each one of the older children receives an allowance ranging from ten cents to one dollar and a half per week, according to distributions arranged at each institution. A part of this may be spent, but a portion must be
saved in order that when the child leaves the institution, he or she may not only have a fund at hand, but may have developed a habit of saving.

The annual "field-day", featured by races and competitions of various kinds, is an important day at each of the large institutions. The Knights of Columbus and the Daughters of Isabella stage an annual Christmas Festival at each orphanage. The Policemen and the Probation Officers of the Juvenile Court also take an interest in children whom they have consigned to the attention of this Court.

At St. Mary's, basket-ball, baseball, and football teams are organized under the supervision of one of the priests. St. Mary's band is well known among the Catholic school bands of Chicago. There are dramatic clubs, literary clubs, a junior Holy Name Society, and sodalities for the boys and girls of different ages. On Sunday mornings, brothers and sisters in residence at the orphanage, visit with each other from ten o'clock until eleven. A privilege at St. Mary's is that all children read for an hour after retiring. Baseball, basket-ball, soccer ball, and football teams are organized among the various groups at St. Hedwig's. This school has a band, an orchestra, dramatic clubs, and sodalities for boys and girls. The Polish National Association takes the children for an annual outing. At the Illinois Technical School, an entertainment and distribution of prizes with an exhibition of class and fancy work is an important event annually. The children are taken on trips to parks and places of interest by friends. Slides and moving pictures are provided for the entertainment of the children. Guardian Angel Home, Joliet, is the only one of these institutions that has a troop of Boy Scouts. They are under the leadership of a com-
petent master and display a shield granting them first place in the Rally held in Will County in 1932. The various "Cottage Groups" of Angel Guardian Orphanage, Chicago, plan recreational projects for the entertainment of the Group and occasionally for the school. As this institution is within the city, picnics to the Forest Preserves are frequent. Visits to the city museums and conservatories are outings the children enjoy. Moving pictures and radio concerts are presented at times. St. Joseph's Band and Orchestra give a concert in Chicago in the Bohemian American Hall annually. Last year over $1,000 were realized. Honor sweaters are awarded at the close of each school year to the boys and girls whose conduct has been excellent. The awards are made at a banquet given at the institution. Members of the Board of Directors and persons particularly interested in the children are invited. Each honor student is required to prepare a speech so that when called upon he or she may be ready to respond. The boys of the institution are organized in three senior and many junior baseball teams under the direct supervision of the superintendent. The older boys act as coaches for the younger boys. "Our Lady of Victory Literary Society" for the girls and the "St. Joseph Dramatic Club" for the boys were organized by the Reverend Superintendent for the purpose of

training the children for leadership, self-reliance, self-confidence, good fellowship and also appreciation of the beautiful in all lines of art (62:1).
CHAPTER IX

THE EPHPHETA SCHOOL FOR THE DEAF

The Ephpheta School for the Deaf was founded in 1884 through the zeal of Reverend Arnold Damen, S.J., and Reverend Henry Meurer, C.SS.R. It was incorporated in 1896 under the laws of the State of Illinois.

The purpose of the school is to give to deaf children a thorough Christian education and a secular training such as will enable them to become self-supporting and to take their places in society as reliable and intelligent citizens.

When plans were being formulated for beginning this school, Archbishop Feehan suggested that it would be helpful to gain the interest of Miss Eliza Allen Starr, artist and writer. Through Miss Starr's influence, a number of the leading Catholic ladies of Chicago became interested and organized the Ephpheta Society. The object of this association was to seek out deaf children and provide for their education (24:759).

The Jesuit Fathers of Holy Family Parish supplied a classroom in one of their buildings. An experienced teacher of the deaf was secured and the school was opened on October 2, 1884, with three pupils in attendance.

The ladies of St. Joseph's Home, South May Street, housed and cared for the children while the Ephpheta Society, by zealous and devoted efforts, provided the funds to maintain the school which increased in numbers.

In 1887, Father Damen, S.J. gave his jubilee offering for the erection of a brick building at the rear of St. Joseph's Home to be used as dormi-
In 1893, the ladies of the Ephpheta Society surrendered the guardianship of the school to the ladies in charge of St. Joseph's Home. These were the Sisters of the Order of the Holy Heart of Mary, who had come from Buffalo in 1876 (1:774).

In 1907, land was purchased at the corner of Belmont and Crawford Avenues and a new school was begun. On October 2, 1909, the new building was blessed by His Grace, Most Reverend James E. Quigley, D.D., and the Ephpheta School was formally opened.

To Reverend Father Moeller, S.J. is given the credit for soliciting funds for the new home. This is a red brick building, consisting of three stories and basement, located on spacious grounds. It contains chapel, reception rooms, classrooms, dormitories, work rooms, dining rooms and the necessary equipment for the special courses the training of the deaf necessitates (24:176).

Children of every denomination as well as nationality are received. The only requirement for admission is that the pupil be sound mind and good morals. Pupils are not received until the age of six. Boys are dismissed at fourteen but girls are kept longer if it will be to their advantage. One hundred and twenty pupils were in attendance during the year 1932. Parents are expected to contribute according to their means. However, no one is refused admission because of poverty.

The school is still under the administration of the Ladies of the Most Holy Heart of Mary. There are twenty one in the community of whom Miss Potts is the present superior. The Sisters are assisted by three secular teachers.
and two novices. One of the secular teachers is an art specialist in charge of that department.

The academic course consists of kindergarten and eight grades. Classes for the deaf are small. A group of twelve children is considered a large class. The teachers are specialists and understand the psychology of a deaf child. The religious teachers are trained West Chester, New York. Preparatory theoretical courses in education and psychology are pursued either in residence at Fordham University or through extension courses given at West Chester by professors from Fordham University. The practical courses are pursued at St. Joseph's Institute for the Deaf at West Chester, under a special supervisor. The secular teachers receive their training at various places.

In kindergarten the little ones are kept busy weaving bright strips of paper into mats, chairs, tables, and familiar objects. Then the names of those objects are learned. First sounds are taught, then those sounds are combined, and words are taught, then short sentences are formed. As the little ones learn to speak they learn to write.

From the first grade to the eighth, the children spend five full hours a day in the classroom. Speech and lip reading are taught in all the classes. Manual signs are used in the classes in religion. The children receive a thorough training in all the knowledges and skills of the elementary school and are ready for high school upon graduation from eighth grade. Those who wish enter the city Catholic or Public High Schools. Some children have gone to St. Rita's High School at Cincinnati.
In addition to the regular grade subjects, girls are taught dressmaking, plain sewing, embroidery, millinery, and domestic science. The seventh and eighth grade boys and girls have the advantage of a course in typewriting. There are no trades or manual training classes for the boys.

The pupils have their literary and social clubs and all holidays are observed with proper celebration. The boys have football and baseball teams. There is a small library and reading room.

The religious education of the children receives first attention. A Sodality of the Blessed Virgin for the girls and St. Aloysius Sodality for the boys are active organizations. Most of the children are daily communicants. The Viatorian Fathers of St. Viator's Normal Institute now care for the daily needs of the children. Annually, a Jesuit Father conducts a retreat for the children.
CHAPTER X

INSTITUTE OF ST MARY OF PROVIDENCE FOR BACKWARD GIRLS

About twenty years ago, in response to an invitation from Archbishop Quigley, six Sisters of St. Mary of Providence came to Chicago from their Mother House at Como, Italy, to help with the care of immigrant Italians and to start an Institute for Subnormal Girls.

The Community had been founded in Italy in 1882, by Don Luigi Guanella, and Mother Marcellina Bosatto, under whom the zealous sisters began their work of caring for the neglected and the feeble-minded. Pope Pius X was keenly interested in the work undertaken by these Sisters. Their Rule was approved by him in 1915. A house in Rome, "Casa Pio Decimo," under their supervision, is maintained by our present Holy Father, Pope Pius XI.

The first work undertaken by these Sisters in Chicago, was the foundation of a Nursery and Kindergarten at 25th Street and Princeton Avenue. This work prospered. There are now fifty Sisters in America with their American Mother House in Chicago. The present Superior is Sr. Mary Del-Co.

In 1925, the opportunity for which they had been waiting was presented. The Sisters were asked to purchase St. Paschal's Church, 4242 North Austin Boulevard, and open a school for backward girls.

The church was remodelled and enlarged by two well planned extensions, Marcellina Hall on the North and Guanella Hall on the South. The Spanish architectural features make the buildings a very attractive group of
yellow brick with white facings and red tiled roofs. The grounds cover an area of five acres and are well spaced and beautiful with flowers and shrubbery.

The rooms are well lighted and ventilated. The classrooms are not large; the desks are standard and some rooms have a table for socialized projects. There are shelves, presses, bulletin boards, and an abundance of varied materials for manual arts in each room. The dormitories are medium sized and comfortable. Each is under the supervision of a Sister. The dressing rooms, wash rooms, toilets, and baths are sanitary in every respect; wardrobes adjoin the dormitories.

The present pupil population is eighty-five. The majority of the children are those who have been placed in the school by their parents who pay a fee of thirty-five dollars a month for board and tuition. Some children are committed to the Institution by the Juvenile Court and some are charity dependents. Girls of any nationality or religion are accepted on condition that their I. Q. is below 75 and there is no age limit provided the person can learn. Upon entrance, each child is tested; first, as to mentality; the following Tests are used: Binet-Simon, Knox Cube, Sequia Form Board, Pintner's Form Board, Casuist Form Board, Pintner's Manikin, Feature Profile, Healey's Mare and Foal, Healy Picture Completion, Porteus Maze, Kohn Block Design, and Vineland Educational Test for Academic Grading. Two Sisters have been trained to administer these tests. A thorough physical examination is given by one of three physicians who serve the institution, and no child is kept who does not react favorably to the Wasserman blood test.
The school is equipped with an oculist's laboratory complete in its appointments. There is an operating room containing table, suction machine and everything necessary for tonsillectomy and minor operations, a pharmacy, and a room with a complete dental equipment. An oculist and a dentist make regular visits and a Sister who is a graduate nurse is in attendance at all times.

The Sisters are most exact in their care that any possible correction of physical defects may be effected if such can be accomplished by remedial measures. The south wing of the building is reserved for the custodial group, that is, those children who have some abnormal formation or mental condition that necessitates their separation from those who are able to learn.

The educational system is unique. It is planned and supervised by the directress who graduated from Loyola University and has had training in the special field for the treatment of subnormal cases, in the Training School at Vineland, N.J. Two of her assistants have had similar training. The teachers who compose the regular staff have, or are obtaining, their degrees from De Paul and Loyola Universities, and have received from the directress and her assistants the special training necessary for teaching subnormal children.

The Founder of the Community was an expert in handling mental conditions and he has incorporated scientific principles into the rules of the Institute with regard to "methods" and "procedure" which anticipate the recommendations of modern experts.

The classroom teaching is departmental. The departments are reading,
arithmetic and information. This last named includes nature study, history, art, hygiene, and heography.

The children are divided into groups ranging from pre-primary to fifth grade. The number of pupils in a group is limited, usually nine, and all in a group are of the same mental level. The work for each group is so planned that every step in the process of mental growth is indicated. All accepted systems of teaching have had to be discarded, and they have been replaced by a plan which can be adapted to the mental conditions of each pupil.

The curriculum is constructed in terms of definite and specific objectives. Each lesson is prepared in detail and the complete set of lesson sheets for each group of children is in the possession of the teacher for that group.

Complete diagnostic tests are constructed to cover each specific objective and practice material leading to these tests is prepared step by step.

There are no text books used except the Cathedral Readers and the Catechism approved for preparation for First Communion. No time is wasted by repeating, or trying to bridge gaps that result from ignorance of the fundamental knowledges and skills necessary for easy progress in the way of mental achievement. As soon as a child has acquired the knowledge and mastered the skills of one group, she is advanced to the next, in order to stimulate ambition and prevent the formation of inferiority complexes or other depressing attitudes. Each week all assemble and each child is called upon for a performance of some kind to give evidence of what has
been learned since the previous assembly. Sometimes it is the reading of a new lesson; sometimes the solution of an arithmetical problem; it may be the writing of a word or merely the tying of a bow.

There are weekly conferences in which the Directress and her staff review the work in hand, discuss its problems, check results, and formulate plans for future progress.

The major portion of each day is given to manual training and the development of such traits as will enable these children to fit themselves for an occupation to which their talents can be adapted.

Every act of the day is utilized in developing skills or traits, even the seemingly insignificant ones, such as lacing shoes, arranging articles, and fidelity to assigned tasks. There are two manual art rooms, and a domestic science kitchen.

The manual arts consist of weaving on three different kinds of looms, embroidery by mechanical means and by hand, plain sewing, dressmaking, mending by hand and by machine, and cooking. There are power sewing machines and darning machines which the children learn to operate skilfully.

The domestic science kitchen is in charge of a secular teacher. It is fitted with a gas stove and furniture suited to an ordinary kitchen rather than a modern school kitchen because of the difficulty these pupils would have in adjusting themselves to the use of a household kitchen if trained in a technical one. They learn cooking, preserving, and baking and are capable of assisting in kitchens or of doing plain cooking when they leave. The older girls in the Institution make all the uniforms worn by the pupils and keep them in repair.
The industrial training includes housework, ironing, mangling, waxing floors, sweeping, dusting, and the making of beds, some of the girls are taught typewriting and all learn to play some sort of musical instrument.

Physical exercises of various kinds are used in developing muscular coordination. Those involving the use of clubs, wands, dumb-bells, skipping, and tap dancing are specific types. There are many kinds of recreational activities all of which are supervised. Dramatization of stories, and the presentation of plays by the pupils are activities in which they delight. Card games, bunco, moving pictures, picnics, and parties are also enjoyed. There is a rhythm band for the younger pupils and an orchestra for the older girls.

Table VII illustrates the distribution of pupils in the various academic and vocational classes on November 22, 1932. These numbers are subject to frequent changes as pupils advance according to individual achievement.
TABLE VII

DISTRIBUTION OF PUPILS IN THE VARIOUS VOCATIONAL AND ACADEMIC CLASSES AT INSTITUTE OF ST. MARY OF PROVIDENCE

NOVEMBER 22, 1932

<table>
<thead>
<tr>
<th>Occupation</th>
<th>No. of Students</th>
<th>Occupation</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weaving</td>
<td>15</td>
<td>Pre-Primary</td>
<td>8</td>
</tr>
<tr>
<td>Typewriting</td>
<td>8</td>
<td>Kindergarten</td>
<td>7</td>
</tr>
<tr>
<td>Embroidery</td>
<td>80</td>
<td>1st Grade</td>
<td>11</td>
</tr>
<tr>
<td>Vocal</td>
<td>85</td>
<td>2nd Grade</td>
<td>9</td>
</tr>
<tr>
<td>Music (Instrumental)</td>
<td>20</td>
<td>3rd Grade</td>
<td>9</td>
</tr>
<tr>
<td>Rhythm Band</td>
<td>18</td>
<td>4th Grade</td>
<td>15</td>
</tr>
<tr>
<td>Darning</td>
<td>80</td>
<td>5th Grade</td>
<td>9</td>
</tr>
<tr>
<td>Dressmaking</td>
<td>12</td>
<td>Special Group</td>
<td></td>
</tr>
<tr>
<td>Housework</td>
<td>65</td>
<td>(beyond school age)</td>
<td>12</td>
</tr>
<tr>
<td>Cooking</td>
<td>9</td>
<td>Custodial</td>
<td>9</td>
</tr>
<tr>
<td>Power Machine Sewing</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ironing</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mending</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Painting</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER XI

SUMMARY

Since 1849, the Archdiocese of Chicago has faced the problem of caring for homeless and dependent children generously and systematically. The first orphanage, established in that year by Bishop Van de Velde, was placed in charge of the Sisters of Mercy. Fifteen years later, the Sisters of St. Joseph assumed this charge which they retained until 1911. The Bridgeport Institute, under the direction of the Christian Brothers, was established about 1860, and, in 1865, the German Catholic Orphanage was incorporated. The latter was located at Rose Hill, the present site of Angel Guardian German Orphanage, Devon Avenue. A sisterhood, the Poor Handmaids of Jesus Christ, took charge of it in 1868. The Servite Sisters opened an Industrial School for Girls in 1877. It was supplemented by the Chicago Industrial School for Girls in 1885, which institution was supervised by the Sisters of the Good Shepherd at Prairie Avenue and Forty-ninth Street. In the year 1881, Archbishop Feehan purchased four hundred acres of land at Feehanville a short distance from Des Plaines, Illinois. St. Mary's Training School was established here in 1883, under the care of the Christian Brothers. The boys from the city orphanages and The Bridgeport Institute were taken to St. Mary's. In 1906, the Sisters of Mercy were placed in charge of this institution. For the sake of economy and in order to keep brothers and sisters together, the girls from the Chicago Industrial School and those of St. Joseph's Orphan Asylum were transferred to
St. Mary's in 1911. At this time, St. Mary's became the main diocesan orphanage. The growth of foreign population and the increase in the number of negroes in Chicago gave the diocesan officials the responsibility of caring for dependent children of these classes. This duty was fulfilled by the establishment of St. Joseph Bohemian Orphanage at Lisle, in 1898; St. Hedwig's Polish Orphanage at Niles, in 1910; and The Illinois Technical School for Colored Girls at Chicago, in 1911. Guardian Angel Home, Joliet, was opened by the Sisters of St. Francis in 1899 to care for the neglected and destitute children of that city. Through the efforts of Reverend Father Damen, S.J. and Reverend Henry Meurer, C.SS.R., the Ephpheta School for the Deaf was founded in 1884. From a one room school, it has developed into a renowned institution ably conducted by the Sisters of the Holy Heart of Mary. The Institute of St. Mary of Providence for Backward Children, a school whose educational facilities are adapted to the needs of subnormal children, was opened in 1925 at 4242 North Austin Boulevard by the Sisters of St. Mary of Providence. The Holy Name Technical School, not yet completed, is designed to give complete technical training in the skilled trades to dependent boys. It is located at Lockport, Illinois. The domestic arrangements are under the supervision of the Brothers of St. Francis.

The buildings of these several institutions are modern, spacious, sanitary, and well located. The equipment is equal to and in some respects superior to that of any similar institutions in the State. The whole represents a monetary value in excess of six million dollars.

The population of the orphanages and of the two special schools is over 4,000. The children cared for are mostly Catholic, but, there are
representatives of other creeds. There are over twenty different nationalities represented. The ages range from two to fourteen years. This population is distributed among the various institutions according to nationality, race, geographical source, or physical handicap. Most of the children are committed to the institutions by the Juvenile Court of Illinois. Some are received by the orphanages through the pastors of the archdiocese or other private means.

The whole project of the care of the dependent children is administered by the Cardinal Archbishop of Chicago. By his appointment, a superintendent is in charge of each of the large institutions. Each superintendent has one or two assistant priests, while the domestic affairs, the school, and the immediate care of the children are consigned to a religious community or sisterhood.

The educational program is divided into pre-school, elementary grade school, junior high school, commercial, and vocational training classes. The classrooms conform in size, heating, lighting, ventilation, and equipment to the standards of the United States Children's Bureau. The pre-school program consists of activities and practices conducive to the formation of health and social habits. The academic courses both elementary and higher are under the direction of the diocesan superintendent of schools. They conform to the academic courses in public and parochial schools in the city of Chicago. The facilities for vocational training meet the requirements for Industrial Schools of the State of Illinois and are of such a nature as to include activities necessary for the maintenance of the institution. Cooking, domestic science, laundry, general housework, typewriting,
sewing, tailoring, printing, gardening, carpentry, and shoe repairing are typical courses. The teaching staff includes religious and lay teachers. The latter are engaged chiefly in the trades classes. The teachers have qualifications required for the Catholic parochial and high schools of the archdiocese. The teachers of the vocational classes have the qualifications which satisfy State requirements. Those who teach in the institutions for the deaf and for backward children have the special training required for dealing with children handicapped in these two ways.

The financial burden of these institutions is borne by the archdiocese, the Catholic Charities and the special incomes peculiar to each institution. The county contributes ten dollars for a boy and fifteen for a girl when either is committed to an institution by the courts. In some cases parents or guardians pay a stipend for board. A regular fee is charged at the Ephpheta School and at the Institute of St. Mary of Providence for Backward Girls, but pupils who cannot pay are not refused admission. These institutions do not receive an apportionment from the Catholic Charities.

The children are cared for under the congregate, the group, and the cottage systems. The general policy is to give every child the advantages of an ordinary boarding school. Special attention is paid to the health program. Recreational facilities are ample. Two of the institutions have exceptional gymnasiums. All have playgrounds, recreation rooms, and club rooms, equipment for indoor and outdoor sports, games, and toys. Bands and orchestras under competent directors, dramatic and literary societies, sodalities, and Junior Holy Name Societies are among the organizations favored.
One institution has a troop of Boy Scouts. The children of these institutions take part in the various interscholastic contests of the archdiocese. Every effort is made to eliminate an institutional atmosphere and "to give every child the best."
APPENDIX A

I  St. Mary's
   1  Schools
      A.  St. Mary's Training School for Boys
      B.  Chicago Industrial School for Girls
   2  Superintendent - Reverend John S. Collins
   3  Sisterhood - 51 Sisters of Mercy, Sr. M. Bertille, Superior
   4  Seven Seculars

II  Angel Guardian German Orphanage
   1  Schools
      A.  Ketteler Manual Training School for Boys
      B.  Catharina Kasper Industrial School for Girls
   2  Superintendent - Reverend George Eisenbacher
   3  Sisterhood - 53 Handmaids of Jesus Christ,
       Sr. M. Eudoxia, Superior
   4  Four Seculars

III  St. Hedwig's Polish Orphanage
   1  Schools
      A.  Polish Manual Training School for Boys
      B.  St. Hedwig's Industrial School for Girls
   2  Superintendent - Reverend Francis Rusch
   3  Sisterhood - 53 Felician Sisters,
       Sr. M. Seraphia, Superior
   4  Five Seculars
IV  St. Joseph Bohemian Orphanage

1  Schools

A.  Lisle Manual Training School for Boys

B.  Lisle Industrial School for Girls

2  Superintendent  -  Reverend Anselm Fleisig, O.S.B.

3  Sisterhood  -  21 Bohemian Benedictine Sisters,

                         Sr. M. Justine, Superior

4  Two Seculars

V  Illinois Technical School for Colored Girls

1  Superintendent  -  Mother Mary of the Visitation

2  Sisterhood  -  15 Sisters of the Good Shepherd

                         Mother Mary of the Visitation, Superior

3  Two Seculars

VI  Angel Guardian Home

1  Superintendent  -  Sr. M. Julia

2  Sisterhood  -  19 Sisters of St. Francis

                         Sr. M. Julia, Superior

3  Four Seculars
APPENDIX B

QUESTIONNAIRE

A Study of Catholic Institutions for Dependent Children in the Archdiocese of Chicago Emphasizing Vocational Education

1 Statement of Purpose and Method

A Purpose of Study:
The Purpose of this study is to explore the field of Vocational and pre-vocational Education in the Catholic Institutions for Dependent Children in the Archdiocese of Chicago and to make available general information as to the nature and extent of this project.

B Sources and Materials:
In investigating this problem data will be secured by the following means:

1 A survey of historical literature dealing with diocesan activities

2 A questionnaire sent to the Superintendent of each institution.

3 A personal visit to the institution.


Interpretation of Data:
By reporting the data obtained from the above mentioned sources an attempt will be made to picture what is being done in the field of Vocational Education in Catholic Institutions for Dependent Children in Chicago.

This study will be used in a Thesis submitted in partial fulfilment of the requirements for the Degree of Master of Arts in Loyola University.
I General Information

1. Name of Institution ________________________________

2. Location __________________________________________

3. Superintendent ___________________________________

4. Number of Children enrolled at present: Boys _____ Girls _____

5. Age at which pupils are admitted _____ Age when dismissed _____

6. Frequency Distribution __________________________________

7. Admission requirements __________________________________

II Pre-vocational Education

A Pre-school education

1. How many children of pre-school age are now enrolled? Boys _____ Girls _____

2. Have you a Nursery School? Yes No

3. Have you a Kindergarten? Yes No

4. How many teachers in this Department? Religious Secular

5. What qualifications are possessed by teachers?

6. Is there a trained nurse in this department? Yes No

7. Do older girls assist in this department? Yes No

B Elementary Education

1. Have you an elementary school within the institution? Yes No

2. How many Grades?

3. Part time or all day sessions?

4. If you have no elementary school do children of the institution attend a Parochial School? Yes No Public School?
Yes __________ No __________

5 Is a tuition fee paid for these pupils?  Yes____ No____

6 How much? ______________ For Boy ________ For Girl ________

Please fill out the following table:  Check where possible:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Instruction</th>
<th>Teacher</th>
<th>Qualifications possessed by teacher</th>
<th>Salary</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Class</td>
<td>Individual</td>
<td>Rel. Sec.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VII</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C High School Education

1 Have you a High School within the institution?  Yes ___ No ___

2 How many grades?

3 What qualifications are possessed by teachers?

4 Do children leave the institution before beginning high school?

5 While with you, do children attend high school outside the institution?
6 Have you continuation classes for those learning trades? Yes No
7 Have you an evening school? Yes No
8 Do pupils take high school courses by correspondence? Yes No
9 Do any of the children enter college? Yes No

III Vocational Guidance

1 Have you any vocational guidance system in the institution? 
   Yes No
2 Who determines what trade a child shall study?
3 Have you any vocational counselors? Yes No How many?
4 Are they teachers? Priest Sister Secular
5 Are they supervised by a director of guidance? Yes No
6 Do these counselors or teachers confer with pupils
   a In elementary schools?
   b In high Schools?
   c In trade schools?
7 Is an attempt made to reach every child? Yes No
8 Is a special course in occupations given? Yes No
   a In what grade or grades?
   b By the counselors? Yes No
   c By the teachers? Yes No
   d How long is the course?
9 Is information about occupations included in civics, English, History?
10 Do business men, professional men, or tradesmen give talks to the pupils? Yes No
11 Are occupations studied by means of moving pictures?
   Slides? Pamphlets?

12 Have you interest developing activities, such as:
   a Music appreciation?
   b Art appreciation?
   c Directed reading?
   d Dramatic Art or elocution?
   e Exploratory Courses?

   If exploratory courses, what are they?
   f Clubs? What Clubs?

   g Study of work of various Religious Orders?

13 Have you supervised study? Yes No
   (Testing Pupils)

14 Is there a psychological bureau in your institution? Yes No

15 If not, what bureau is available?

16 Are psychological tests given by
   a Psychologist
   b Counselor
   c Teacher Is the work of such teachers supervised by
     a psychologist? Yes No

17 When are these tests given?
   a At the entrance of a pupil?
   b When individual need requires it?
   c At any other time?

18 Is there an attempt to test all children in the institution?
   Yes No

19 What group tests are most frequently used?

20 Are psychological tests used for:
Classifying or dividing grades into sections?  Yes  No
b Selecting defectives for special rooms?  Yes  No
c Recommending special types of training?  Yes  No
d In diagnosis of behavior problems?  Yes  No
e In the selection of jobs?  Yes  No
f In choosing candidates for scholarships?  Yes  No
g Other uses?

21 Do you have an annual Retreat for pupils?  Yes  No
22 Are scholarships granted in your school?  Yes  No

IV Vocational Education
1 Are the classes in vocational occupations part time classes?  
Yes  No  Are they regular all day classes?  Yes  No
2 Have you a cooperative vocational educational system, that is,  
Part Time School Vocational Classes and Part Time in regular  
employment?  Yes  No
3 Is there any provision for research in methods, occupations and  
conditions of employment?  Yes  No
4 To whom is this entrusted?
5 Have you supervisors for the different types of vocational education?  
Yes  No
6 Have you the means to make special adjustments for those who are  
physically handicapped?  Yes  No
7 With what type or types do you specialize?
Please check table below and add the courses you offer besides the ones listed:

<table>
<thead>
<tr>
<th>Vocational Courses</th>
<th>Qualifications possessed by teacher</th>
<th>Salary of teacher</th>
<th>Equipment Standard</th>
<th>Below Standard</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bakery</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barber Shop</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book Binding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carpentry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dressmaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fancy Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farming</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florist</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gardening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Housework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Housekeeping</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laundry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Power Sewing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shoe Repairing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Have you an employment department?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Are placements made by some agency outside the institution?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>What is your procedure for following up pupils who have left the institution?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Have you a library?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>How many volumes?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Have you a card catalogue?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


REPORTS


BULLETINS


PAMPHLETS


38. Corre, Mary P. Occupational Research and Counseling Division, Cincinnati: Vocation Bureau Cincinnati Public Schools, 1930. 8 page pamphlet.


44. Lee, Edwin A. Guidance the Basis of Effective Vocational Adjustment Pittsburg: Department of Vocational Guidance, 1932. 4 page pamphlet.

45. Moore, Bruce V. Objective Methods in the Personal Interview in Vocational Guidance Pittsburg: Department of Vocational Guidance 1932. 10 page pamphlet.


47. St. Mary's Press, A Visit to St. Mary's Training School and Chicago Industrial School for Girls. 24 page pamphlet.
PERIODICALS


60. The Catholic Press Company. The New World Chicago Vol. XLI No. 2 January 13, 1933.
MISCELLANEOUS


The thesis "A Study of the Catholic institutions for Dependent Children in the Archdiocese of Chicago Emphasizing Vocational Education," written by Sister Mary Agatha Allison, has been accepted by the Graduate School of Loyola University with reference to form, and by the readers whose names appear below with reference to content. It is, therefore, accepted as a partial fulfilment of the requirements of the degree conferred.

John W. Scanlan
Austin G. Schmidt, S.J.
Dr. James A. Fitzgerald

January, 1933
January, 1933
January, 1933