1950

The History and Educational Program of St. Patrick Academy: 1850-1950

Conrad Leo Gilskey
Loyola University Chicago

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THE HISTORY AND EDUCATIONAL PROGRAM
OF ST. PATRICK ACADEMY,
1850-1950

by

Brother Conrad Leo Gilskey, F.S.C.

A Thesis Submitted in Partial Fulfillment of
the Requirements for the Degree of Master
of Arts in Loyola University
February
1950
Life of the Author

Brother Conrad, F.S.C., was born at Hilger, Montana on October 20, 1916.

He completed his secondary education at St. George High School, Evanston, Illinois, and La Salle Institute, Glencoe, Missouri.

He received his undergraduate collegiate training at Manhattan College, New York, and St. Mary's College, Winona, Minnesota, graduating from the latter institution with the degree of Bachelor of Arts in English in 1938. After summer sessions at St. Mary's College and the University of Minnesota he spent from September, 1941, to June, 1946, completing the requirements for the Master of Arts degree in English at St. Louis University. From 1946 to 1949 he has been following courses at Loyola University leading to the degree of Master of Arts in Education.

His teaching assignments have included Price College, Amarillo, Texas, Christian Brothers College High School, St. Louis, and St. Patrick Academy, Chicago.

At present Brother Conrad is on the staff of St. Mel High School, Chicago.
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CHAPTER I
INTRODUCTION

St. Patrick Academy has traditionally enjoyed the reputation of being the oldest Catholic secondary school for boys in the city of Chicago. Older generations and especially the hundreds of alumni of the school still like to refer to it in a somewhat nostalgic vein as "Old St. Pat's", the implication being that the best days of the old school have come and gone.

In the recent observance of the centennial of the arrival of the Brothers of the Christian Schools in the United States, the various centers of population in which the Christian Brothers have established their schools spared neither pains nor expense to commemorate the anniversary in celebrations both civic and religious. Since the history of the Brothers in each city is naturally bound up with the history of their oldest school in the particular area, that school inevitably shared in the publicity given to the centennial observance.

St. Patrick Academy was the first establishment of the Christian Brothers in Chicago, and the history of the Brothers in the city parallels that of the old school on Desplaines Street. As preparations progressed for the centennial observance in Chicago in 1948, the authorities at St. Patrick's were besieged by requests for information about the school which might serve the purposes of the press, the radio, and television. It was then that it became embarrassingly evident that St. Patrick Academy, having grown up, so to
speak, with the city of Chicago itself, and consequently so rich in
historical significance, had no organized historical data on hand for
immediate use. Diaries, scrapbooks, and records there were, but all quite
unorganized and therefore useless for the purpose of providing information
that could in any degree be called accurate and authoritative.

Therefore, it becomes the special problem of this thesis to collect and
consolidate data of a historical—educational nature pertaining to St.
Patrick Academy for the purpose of (1) making the history of the school
readily available for future reference, (2) attempting to discover in the
actual history of the school the basis for the development of the curriculum
and (3) suggesting areas for future curriculum development.

In 1941 Brother Henry Casimir, F.S.C., wrote the History of the Brothers
of the Christian Schools in the St. Louis District as a master's thesis for
the graduate school of the University of Notre Dame. Since this is a
historical account of thirty separate institutions, the section dealing with
St. Patrick Academy is necessarily brief and sketchy.

A definitive history of the Brothers of the Christian Schools in America
appeared in 1948 called The Christian Brothers in the United States,
1848-1948, and written by Brother Angelus Gabriel, F.S.C.. A work of this
nature, summarizing as it does the history of some ninety institutions of
elementary, secondary and higher education from coast to coast over a span of
a century cannot be detailed or complete in its account of any one school or
establishment. The sketch of St. Patrick Academy covers exactly three pages.

Another recent work making mention of St. Patrick's is a volume
This study an effort will be made to include enough information to make the thesis sufficiently worthwhile as a handy and practical source of information on the history of St. Patrick Academy.

While no effort has been made on the part of anyone to preserve a permanent record of the history of St. Patrick's which in later years would prove trustworthy by reason of its completeness, accuracy, and continuity, still many scattered records are available despite the fact that some valuable sources of information are known to have been destroyed in a safe-cracking which took place at the school in the 1920's. The archives of the St. Patrick Community, the Provincial archives at Glencoe, Missouri, and records of the Chicago Archdiocesan School Board have been valuable primary sources of information. Various scrapbooks kept by enterprising community members have likewise been of great help. An informal historical sketch pieced together by the late Brother Landrick Jerome, F.S.C., a faculty member of twenty-five years ago, has been, despite intermittent lapses, and invaluable check on the accuracy of material gathered from other sources. Finally, some of the oldest members of the alumni of St. Patrick Academy have been interviewed for the purpose of checking historical data and providing off-the-record anecdotes which give a clue to the spirit in which certain historical facts should be accepted and interpreted.
CHAPTER II

FOUNDING AND EARLY HISTORY

In the year 1840 Chicago was a thriving little frontier town with a population of 4854 hardy souls, mostly traders, merchants, and adventurers who had pushed westward as opportunity called. Only seven years before, the little settlement of 150 people on the site of Fort Dearborn had been incorporated as a town. Four years later, in 1837, it was to receive its charter as a city. The strategic location at the lower end of Lake Michigan and at the mouth of the Chicago river outweighed the disadvantages of the lowland upon which the town was beginning to sprawl westward. Chicago was soon making a name for itself as a growing shipping point for lumber and hides despite the fact that the first railroad into the town was not to be built until 1848.

In the midst of the hustling activities of the rapidly growing little city, the busy merchants, lumber men, and meat packers who made up the bulk of the early population were careful to build for the future. The first city directory tells us that six years after Chicago received its charter as a city in the young state of Illinois, there existed in the community eight common schools staffed by eight teachers, each teacher being responsible for
approximately seventy to 130 scholars.\textsuperscript{1} The city limits at this time extended from 22nd Street on the south to North Avenue on the north, and from the lake to Wood Street on the west side, taking in an area of 10.64 square miles.\textsuperscript{2}

Early Chicago was likewise a religious town as frontier settlements go. According to a census taken by James W. Norris, August 1, 1843, at the direction of the Common Council, there were 1177 families in the town served by fourteen churches of several denominations. Two of these churches were Catholic. One of the Catholic churches at the northwest corner of Michigan and Madison Streets, had, according to the census taker, a congregation of over 2000 souls, amounting to almost half the entire town population. The other church, situated on the southwest corner of Madison and Wabash, had only recently been completed, and the parish was just being organized at the time of the census.\textsuperscript{3} Doubtless there must have been schools attached to these early parished, but they seem not to have merited much notice.

However, we are fairly certain that in the year 1840 a young Irish schoolmaster opened a small school in a tiny frame building at Desplaines and Randolph Streets. The school was dedicated to St. Patrick, and the
\begin{flushleft}


\textsuperscript{3} Fergus, Robert, \textit{op. cit.}, pp. 7, 14.
\end{flushleft}
schoolmaster's name was O'Connell.  

In 1846 a new parish, dedicated to St. Patrick, was organized on the west side by the Very Rev. Walter J. Quarter, Vicar-general of the diocese and brother of Bishop William Quarter, the first Catholic bishop of Chicago. A small frame building was erected on Desplaines Street, between Randolph and Washington, at a cost of $750. The pastor was the Rev. P. J. McLaughlin. Four years later, the parish purchased property at the corner of Adams and Desplaines Streets, and here a parochial school was built. In 1854 the cornerstone of the present St. Patrick's church was laid by the second bishop of Chicago, the Rev. James O. Van de Velde. The new church was dedicated and the first Mass celebrated on Christmas Eve, 1856. Shortly thereafter the old church on Desplaines and Randolph was moved to a site just north of the new church at Desplaines and Adams and was remodeled to serve as the new parochial school.  

By 1856 the population of Chicago had swelled to over 80,000. In that year, members of the Congregation of the Holy Cross from Notre Dame du Lac were asked to assume charge of the University of Saint Mary of the Lake which

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4. The year 1840 is designated in the old community memoirs compiled by the late Brother Landrick Jerome, a former faculty member of St. Patrick Academy, as the official year of the foundation of what is now known as St. Patrick Academy. However, no other source can be found to verify this date. Most of the sources give the year 1850 (four years after the founding of St. Patrick's parish) as the year in which the parish school was organized. Since the majority opinion seems to favor this date, the year 1850 is recognized in this study as the official year of foundation of the school.

was envisaged by its founders as a great Catholic institution of higher learning to serve the West. Accordingly a number of Holy Cross priests and brothers came to Chicago to staff the new university and also take over the management of boys' schools in St. Joseph's, St. Patrick's, and St. Mary's parishes. Thus, the boys' school at St. Patrick's came under the direction of the Holy Cross Brothers in 1856. One of the first superiors of the school was the Rev. Patrick Dillon, later to become president of the University of Notre Dame. After five years in Chicago, however, the Brothers judged the financial difficulties of their new schools to be insurmountable. At the end of the scholastic year 1860-1861, the Congregation of the Holy Cross was forced to relinquish charge of the new university and the schools connected with the three parishes. The Holy Cross Brothers accordingly left St. Patrick's and returned to Notre Dame. 6

The pastor in charge of St. Patrick's at this time was the Very Rev. Dennis Dunne, and it was he who brought the Christian Brothers to Chicago in 1861 and requested them to assume charge of his parish school for boys. The first director of the school was Brother Candidian, "an organizer and teacher of great merit, who during eight years saw the number of pupils increase rapidly."7 The school building actually consisted of two buildings in one. The former church which had been moved from Randolph Street some years before, was joined to the small frame school building which had been erected on the Adams site in 1850. This building served as a combination school and residence

for the Brothers from 1861 to 1876. The buildings had been joined to from an
L-shape, and the Brothers community lived in the south wing which extended to
within ten feet of the sacristy entrance of the Church.

The building contained two, and later, three separate schools under one
roof. According to the custom of the times, those boys who could afford to
pay tuition were enrolled in what was called the Academy. Those unable to pay
were enrolled in the parish free school. The first floor of the building was
occupied by the five classes of the academy, and two rooms on the second floor
were used as classrooms for the free parish boys. In 1870, the second-story
front rooms were used for the nucleus of a girls' school which was taught by
the Daughters of Charity.8

Meanwhile, the city of Chicago was enjoying phenomenal growth. In the
space of sixteen years, from 1856 to 1872, the city limits had pushed out to
39th Street south, to Fullerton Avenue north, and west to Western Avenue.
The population had sky-rocketed from 80,023 in 1855 to 367,396 in 1872.9
According to the best information available for the first decade of the
Christian Brothers in Chicago, the success of their school was but part of the
mushroom growth of the Catholic Church in the city. The three or four
struggling schools of 1840 had become in 1868 a system of fifteen parochial
school and five academies. Seven of the schools were for girls exclusively.
The parochial schools enrolled 11,500 pupils, and the five academies about
1,500.10 The Chicago public school system in the same year consisted of one

8. Ibid., p. 5.
high school, twenty-one grammar schools, and six primary schools, providing education for 29,954 pupils.\(^{11}\) The most accurate figures available for the population of St. Patrick's school in that period are for the year 1872. In that year the Academy had 110 pupils grouped in five classes, and the parochial school had 120 boys in three classes.\(^{12}\)

In November, 1868, Brother Candidian was succeeded by Brother William of Jesus who found the school in a flourishing condition despite numerous inconveniences caused by the cramped quarters, and above all, by the lack of funds, two obstacles which seem never to have been completely overcome in the later history of the school. A unique feature of St. Patrick school during this period was the inauguration by Brother William of what might be called a pre-preparatory novitiate which generally consisted to two aspirants to the religious life enrolled at a time. According to old community records they were boys who attended the school, boarded with the community, and received instruction on the Religious Life. When, after a period of time, sometimes as long as eighteen months, the budding vocations seemed to be sufficiently developed, the aspirants were sent to the novitiate proper which was then located at Carondolet, Missouri, a suburb south of St. Louis.\(^{13}\)

Several outstanding members of the Order were received in this manner, among them Brother Bernardine Peter, Brother E. Lewis (George Crosby), later president of Christian Brothers College, Memphis, Tennessee, and Brother Elzear Stephen (John Kelly) who eventually became president of Christian


\(^{12}\) Memoirs, p. 13.

\(^{13}\) Ibid., p. 7.
Brothers College, St. Louis, and of Manhattan College, New York City.

At his death in 1937, Brother Elzear was a beloved figure in the Middle West, particularly in St. Louis where he had spent thirty-four years of his teaching career. Archbishop Glennon of St. Louis, a life-long friend of Brother Elzear, presided at the funeral services held on December 1, 1937. The Most Rev. Christian Winkelman, Auxiliary Bishop of St. Louis, pontificated, and the Very Rev. William P. Barr, C.M., S.T.D., president of Kemrick Seminary and a former student of Brother Elzear's, preached the sermon before a congregation of priests, religious, and laity which overflowed the St. Louis Cathedral. The *New World* eulogized Brother Elzear in the following terms:

Brother Elzear counted his friends by the hundreds in the various communities to which obedience called him. His love for the poor, the sick, and the afflicted encouraged him to brave the most inclement weather to offer consolation and assistance to the best of his ability. His tall dignified figure was a most familiar one at hospitals and funerals.  

Brothers Bernardine, Lewis, and Elzear were not the first vocations from St. Patrick's however. In 1865, one of the first Christian Brothers at St. Patrick's, Brother Bardonian, encouraged Joseph Murphy, one of his pupils, in his desire to become a priest. Eventually Brother Bardonian brought his pupil to St. Ignatius College to introduce him to the rector. The boy later entered the Jesuit Order, finally becoming the Most Rev. Joseph P. Murphy, S.J., D.D., Vicar Apostolic of British Honduras. These early vocations from St. Patrick's were the forerunners of scores of religious and priestly vocations.

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destined to come from the ranks of its graduates throughout its long history.

Consoled and encouraged by their hard-won successes during their first ten years in Chicago, the Christian Brothers at St. Patrick's prepared hopefully for the new school year 1871-1872. The Order now had two more institutions in the city, a private school at 99 Van Buren Street established in 1867 and called the Academy of the Christian Brothers, and the Catholic Industrial School for Boys on old Archer Road. The Brothers assumed direction of the latter school in 1868. They also taught at the Cathedral School on Cass Street, now North Wabash Avenue.

On October 9, 1871, a small barn caught fire on DeKoven Street near Jefferson, only six blocks away from the St. Patrick's church and school. Fanned by a strong wind from the southwest, the fire spread rapidly, eventually sweeping the entire city from DeKoven to Fullerton and from the river to Lake Michigan. Fortunately, the Brothers of St. Patrick's were west of the path of the fire. Not so fortunate were the other Brothers' schools, however. Christian Brothers Academy on Van Buren Street went up in flames, as also did the Cathedral parish school. The Brothers from these two schools sought refuge at St. Patrick's. A community Chronicler of the period wrote:

In an endeavor to save some furniture from the flames, the Van Buren community paid a teamster one hundred dollars for hauling their goods five blocks away from the burning buildings. But within three hours the devouring fire came upon them again and they were obliged to pay another teamster an exorbitant price for carrying their beds and a square piano to St. Patrick's school. 17

17. Memoire, p. 11
Table 1

COMPLETE ROSTER OF THE BROTHERS DIRECTORS OF ST. PATRICK ACADEMY FROM 1861 TO 1949

<table>
<thead>
<tr>
<th>Brothers</th>
<th>Superiorship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidian (John Howard)</td>
<td>1861-1868</td>
</tr>
<tr>
<td>William of Jesus (William Higginbottom)</td>
<td>1868-1871</td>
</tr>
<tr>
<td>Leander (Daniel Keating)</td>
<td>1871</td>
</tr>
<tr>
<td>Hilary (Peter J. Connell)</td>
<td>1871-1872</td>
</tr>
<tr>
<td>Turibe (Cyprien Pommier)</td>
<td>1872-1875</td>
</tr>
<tr>
<td>Marcellian (Arcadius Bilodeau)</td>
<td>1875-1879</td>
</tr>
<tr>
<td>Adjutor of Mary (Patrick Goslin)</td>
<td>1879-1889</td>
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<tr>
<td>Baldwin of Jesus (Leopold von Witzleben)</td>
<td>1889-1900</td>
</tr>
<tr>
<td>Landrick Joseph (John J. Collins)</td>
<td>1900-1902</td>
</tr>
<tr>
<td>Joachim (Louis W. Cramer)</td>
<td>1902-1904</td>
</tr>
<tr>
<td>Cyril (Edward B. White)</td>
<td>1904-1906</td>
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<tr>
<td>John Joseph (John F. McMahon)</td>
<td>1906-1907</td>
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<tr>
<td>Goswin Ambrose (Charles H. Moise)</td>
<td>1907-1909</td>
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<tr>
<td>Luke of Jesus (Edward Hayes)</td>
<td>1909-1911</td>
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<tr>
<td>Hilary (Matthew Denison)</td>
<td>1911-1915</td>
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<tr>
<td>James Francis (William J. Kenny)</td>
<td>1915-1921</td>
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<tr>
<td>Cornelius Paul (Charles Wilson)</td>
<td>1921-1924</td>
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<tr>
<td>Herbert Lewis (William Flynn)</td>
<td>1924-1929</td>
</tr>
<tr>
<td>Honorius Patrick (John Marron)</td>
<td>1929-1930</td>
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<tr>
<td>James Francis (William J. Kenny)</td>
<td>1930-1936</td>
</tr>
<tr>
<td>Hilary (Matthew Denison)</td>
<td>1936-1941</td>
</tr>
<tr>
<td>Justin Matthew (Francis M. Smythe)</td>
<td>1941-1944</td>
</tr>
<tr>
<td>Herman Basil (Joseph F. Wunderlich)</td>
<td>1944-1947</td>
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<tr>
<td>Julian Mark (Eugene A. Sullivan)</td>
<td>1947</td>
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</table>

15. Died after four months in office.
Table 2

MEMBERS OF THE CLERGY WHO ATTENDED ST. PATRICK ACADEMY

Most Rev. Joseph Murphy, '65, Bishop of Honduras
Rt. Rev. Msgr. Robert B. Condon, '95
Rt. Rev. Msgr. Dennis Dunne, '84
Rt. Rev. Msgr. Patrick Dunne, '79
Rt. Rev. Msgr. Edward Fox, '82
Very Rev. Roger Zenaty, O.F.M., '24
Rev. William Bennett
Rev. F. J. Casey, S.J., '71
Rev. J. Coblentz, S.J.
Rev. Felician Coch, O.F.M., '22
Rev. John Dunne
Rev. Thomas F. Farrell
Rev. Joseph Geoghegan, S.J., '90
Rev. J. Garman
Rev. F. Headon
Rev. Bernard Heeney, '84
Rev. James Hennessey
Rev. Henry Jasinski, C.R., '15
Rev. M. A. Kissane, '09
Rev. William Krause, S.V.D.
Rev. John Linden, '86
Rev. Daniel McCaffrey, '84
Rev. Charles J. McCarthy, C.M., '98
Rev. J. S. McGinnis, '97
Rev. B. McGuire, O.S.M., '95
Rev. Joseph E. McGuire, '19
Rev. Sylvester Maloney
Rev. J. Masterson, S.J., '74
Rev. William Meagher, O.M.I., '36
Rev. Thomas J. Moore, S.J., '98
Rev. William E. North, '20
Rev. Thomas O'Shea
Rev. D. Pickham, '79
Rev. Thomas Plunkett, '79
Rev. Harold Rigney, S.V.D., '18
Rev. J. Rigney, O.F.M.
Rev. Vincent Rigney, O.F.M., '19
Rev. Francis Ryan, '14
Rev. Walter Ryan, '12
Rev. Edward Slingerland, '21
Rev. J.F. Sullivan, S.J.
Rev. William J. Sullivan
Rev. Dom Bernard Theall, O.S.B., '31
Rev. F. Tracy, S.J.

Rev. John M. Vitha, '21
Rev. E.J. Young, S.J., '00
Rev. Joseph Wagner, C.M., '33
Rev. William Young, S.J., '92
Frater Bernard Doyle, S.V.D., '46
<table>
<thead>
<tr>
<th>Brothers</th>
<th>Brothers</th>
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<tbody>
<tr>
<td>Elzear Stephen</td>
<td>Hilary Paul</td>
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<td>Bernardine Peter</td>
<td>Liguori Francis</td>
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<tr>
<td>Adrian Joseph</td>
<td>Josephus of Mary</td>
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<tr>
<td>Eustachius Lewis</td>
<td>Julianus Adrian</td>
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<td>Jovitus Edward</td>
<td>Lucentius Florian</td>
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<td>Ambrose Michael</td>
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<td>Cornelius Paul</td>
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<td>Harold Andrew</td>
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<td>Josephus Gregory</td>
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<td>Jarlath Peter '91</td>
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<td>Ignatius Cyril</td>
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<td>Lawrence Sixtus</td>
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<td>Joel Thurian</td>
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<td>Jeremiah Edmund</td>
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<td>James Walter</td>
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<td>Justin Malachy</td>
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<td>Leonorian Gregory</td>
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<td>John Victorian</td>
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<td>Joannis Gabriel</td>
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<td>Herbert Lewis</td>
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<td>Hector Vincent</td>
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<td>Ignatius Francis</td>
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<td>Jude Denis</td>
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<td>Joel Stanislaus</td>
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<td>Humbert Peter</td>
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<td>Herbert Patrick</td>
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<td>Louis De La Salle</td>
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<td>Jarlath Robert</td>
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<td>Jarlath Peter, '29</td>
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<td>John Mark</td>
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<td>Jarlath Quentin</td>
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<td>James Luke</td>
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<td>Ildephonsus Paulian</td>
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<td>James Athanasius</td>
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According to the same record, this piano remained in the parlor of St. Patrick's until 1912, when an enterprising janitor took it apart, sold the metal, and made a tool chest for himself out of the wood. 18

After the fire a state of emergency was declared in the city. An indefinite period of vacation was announced, and all the schools which were not destroyed were used as relief stations for the people who had lost all their possessions. An old community record declares that "provisions of all kinds were stored in the class rooms of the St. Patrick's (sic) and the Brothers acted as agents of the well-organized Relief Association, distributing supplies to the needy." 19

Brother William, the second director of St. Patrick's, had been succeeded by Brother Leander in August, 1871. However, owing to illness, Brother Leander was compelled to ask to be relieved of his duties shortly after the Chicago Fire. He retired to the Industrial School out on Archer Road, where he died December 8, 1871. Brother Hilary (Connell) was appointed director in November, 1871, and continued in this position until August 1872.

Brother Hilary was replaced by Brother Thuribe who had formerly been Visitor of the province of Montreal. It was during Brother Thuribe's administration that the "academy" for well-to-do students who could afford to pay tuition, and the "free school" or "parish school" for poor students of the parish became separate entities under the same roof. The academy opened its doors not only to parish students, but also to pupils outside the parish who

19. Ibid. p. 12.
could afford to pay tuition. The academy was a secondary school, while the free school, or parish school was a "common" school, where the rudiments of learning were taught. The curriculum was similar to that of Christian Brothers Academy on Van Buren Street which had been destroyed by fire. A great deal of time was spent on the classics, both Latin and Greek, mathematics, literature, oratory and music. A reporter of the Chicago Tribune, assigned to cover the commencement exercises of old Christian Brothers Academy in June, 1870, comments in this fashion:

The entire course during the past week has been highly satisfactory to all the friends of the academy, as showing the rapid advancement which has been made in the different departments of study in a very short space of time. As an example of this it may be remarked that the studies in classics had only been commenced last September, and the students have mastered in that short space of time the select orations of Cicero, the whole of Sallust, and the Gospel of St. John in Greek. 20

Father Garraghan seems to imply, however, that the Van Buren Academy was a commercial school and that no classics were taught.

In the 'sixties education of a grade higher than that of grammar school began to be supplied to the Catholic boys of Chicago by the Brothers of the Christian Schools, who came to the city in 1861. Their Academy at 99 East Van Buren Street offered the advantages of a business and commercial education, which was later brought within the reach of the West Side boys by the establishment of St. Patrick's Academy. 21

There was no necessity for the academy on Van Buren Street to teach only commercial subjects because the American Brothers were at this time taking

20. Chicago Tribune, June 29, 1870
advantage of a special dispensation obtained by Archbishop Kenrick in 1854, exempting them from their Founder's Rule which forbade the teaching of the classics. This exemption was granted owing to the educational situation peculiar to America.\textsuperscript{22}

Although both sections of St. Patrick's school were flourishing as far as the number of students was concerned, nevertheless the community found the financial burden becoming heavier and heavier. The tuition from both schools was seldom sufficient to meet the contracted stipend of thirty dollars per month for each Brother. Although the deficit was to be made up by the Pastor, it soon became evident that he was in financial straits himself. The Brothers had put up with accommodations for school and community life that were of the poorest; in fact, so much so that it was deemed impossible to continue in the living quarters provided. Nor would the cramped and unsanitary conditions of the school permit a continuation of class work to the satisfaction of students and teachers.\textsuperscript{23}

It was Brother Thuribe's unpleasant task to acquaint the pastor, Rev. P. J. Conway, of the facts and ask his consideration of the matter. The pastor was assured that the Brothers could no longer continue in the school unless the adverse conditions were improved. Father Conway agreed that something had to be done, and, after considerable thought on the matter, decided that the only way to improve the deplorable conditions under which both teachers and pupils were laboring was to abandon the thirty-year-old building now being used for a

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\textsuperscript{22} Brother Angelus Gabriel, F.S.C. The Christian Brothers in the U. S., 1848-1948, p. 482
\textsuperscript{23} Memoirs, p. 13
school and to erect a new building which would be adequate for the increasing number of students now attending St. Patrick's, despite the fact that St. Ignatius College had opened its preparatory department on September 5, 1870. Plans for the new school were drawn up, and construction was started in 1874. It was estimated that the cost would be around $75,000, but records of this period do not indicate how this sum was to be raised. During the time that the new school was under construction, classes were continued in the rear left wing of the frame school building. In August of 1875, Brother Marcellian was appointed Director replacing Brother Thuribe. With the administration of Brother Marcellian, St. Patrick's school entered upon a new phase of its history. On January 3, 1876 classes were finally discontinued in the old school and were organized in the new building. Henceforth, the school was to be known as St. Patrick's Academy, because from this day the parochial department and the academy became one school. Old prints of the new building show the inscription St. Patrick's Male School carved in the sandstone arch over the main entrance, but the official title of the school was, nevertheless, St. Patrick Academy.

It soon became apparent where at least part of the money was to come from which was to defray the cost of the new building. Although they did not own the school, the Brothers began to do what they could to bring in some money. Brother Marcellian organized a dramatic club "to better the financial conditions". The club was composed of members of the alumni and the older boys in the school. Performances were given once or twice a year, usually in the old Halsted Street Theatre or in the West Side Opera House. Art Critics of the day were lavish in their praise of the productions of the dramatic club
and the attendance was good. However, this did not necessarily add more money to the treasury. "The attendance was always large, but the remuneration for the labor entailed was very inconsiderable, seldom reaching over the $300 mark."  

Another potential source of revenue was the inauguration of music lessons for the boys. These lessons were taught by Brothers Callixtus and Anselm. We are told that "a fairly good number availed themselves of the lessons, but teachers could not be kept supplied, and that scheme for revenue was short-lived." 

Undaunted, Brother Marcellian tried still another plan for raising a few dollars. With the willing cooperation of the Brothers on the staff, he organized a night school which was in session from 7:30 to 9:30 each evening. It is said that over thirty students took advantage of the night classes. The rates were reasonable and the tuition thus derived helped, for the time being, to alleviate the wants of the impoverished community. However, the strain of teaching two more hours in the evening in addition to the five or six hours during the regular school day began to tell on the nerves and health of the teachers. Soon Brother Marcellian wisely discontinued the night school venture. Although the Brothers now had the school they had asked for, they still had to eat. The struggle to meet financial obligations continued during the entire administration of Brother Marcellian. It seems that he had to shoulder the burden by himself. This would explain his various plans and devices for raising funds. The community historian of this period noted that

24. Ibid., p. 18
25. Ibid., p. 19.
at the time of his (Brother Marcellian's) change a considerable amount was due by the pastor of the parish. 26. Evidently the pastor himself had no adequate sources of revenue. Brother Marcellian continued in office until July 21, 1879, when he was sent to St. Louis, Missouri. After nearly twenty years of hard work and generous self-sacrifice he died in Santa Fe in June, 1896. The Community historian went out of his way to eulogize Brother Marcellian, characterizing him as

A man of very genial nature and (he) had a kindly smile for everyone. He was known everywhere as a lovable character. The Community within, the public without the cloister walls esteemed him highly for his sociable qualities as well as for his eagerness to render a kindly hand and give an encouraging word when required. He continued with the traits so becoming to the disciple and follower of Christ -- simplicity and humility -- the exterior qualifications that distinguish the gentleman and scholar. As a teacher, he was tactful and was very happy in gaining the hearts of his pupils, as well as their good will in his demands upon them. As Director of the Community he was a good shepherd who knew his sheep and whose sheep glorified in knowing him and being his. He was particularly gifted for directing through their struggles and difficulties the young Brothers of his charge. All considered it a blessing to be of his community. 27

27. Ibid., p. 22
CHAPTER III

EXPANSION AND PROBLEMS OF ACCREDITATION AND FINANCE

Brother Adjutor of Mary, one of the most energetic and progressive directors in the history of St. Patrick Academy, assumed charge of the school in the summer of 1879. The faculty consisted of nine members. Four members of the staff at this time were destined to play important parts in the later history of St. Patrick's. They were Brother Baldwin of Jesus, director from 1889-1909, and future Provincial; Brother Landrick Joseph, director from 1900-1902 and member of the community for over thirty years; and Brother Domnan, a beloved figure at St. Patrick's for fifty-five years.

During the administration of Brother Adjutor, three events of great significance occurred. The first was the founding of Alumni Association in 1883. Although the Alumni organization was to receive its greatest impetus from Brother Baldwin a few years later, still this is the year which marks its official founding.¹ It was agreed that meetings would be held four times a year, and that the main business of the first few years would be that of contacting the alumni of the school and enlisting their aid in the organization.

The second innovation introduced by the foresight of Brother Adjutor and which has had far-reaching effects, even down to the present day, was an

¹ The Shamrock, 1929, p. 36.
organization of the alumni and friends of the school whose purpose it would be to aid in placing the students of St. Patrick's in worthwhile positions after graduation. A framed document which formerly hung in the school office is dated 1886 and reads as follows:

The society of Patrons of St. Patrick Academy.

I

The special object of this Society is to aid in procuring positions for students who have completed the prescribed course of study in the Academy.

II

Members of the society are entitled to visit the classes of the Academy and to examine the students. Persons accompanying them or visiting the school on their invitation will be welcome.

There follows a list of names of the thirty members of the society. Among the more prominent names are those of James Sexton, M. Kerwin, Michael Keeley, C. C. Copeland, John M. Smyth, Michael Cudahy, Franklin MacVeagh, and D. F. Bremner.  

Another highlight in the administration of Brother Adjutor was the celebration of the twenty-fifth anniversary of the opening of St. Patrick's Academy under the Christian Brothers. The date of the anniversary was October 28, 1886. The morning services took place in St. Patrick's Church, and in the evening the Silver Jubilee banquet was held at Kinsley's Hotel with about two hundred old students and friends of the Brothers present. The

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2. From the original document preserved at St. Patrick's Academy.
guest of honor was Brother Candidian, first director of the school, who, though now greatly advanced in years, had come all the way from Baltimore for the occasion. The Memoirs state that

no pains were spared by Brother Adjutor and his untiring committee to make the Jubilee an event long to be remembered and one deserving a prominent page in the history of the Institution. The friends of the Brothers who aided very much in the success of the celebration are Lawrence Ennis, E. J. Adams, John P. Byrne, Austin J. Doyle, William Hayes, and Robert M. Sweitzer.3

The years 1882 witnessed a change in the curricular organization at St. Patrick's. The school was reorganized into a commercial Academy chiefly because of a growing demand for persons trained in commerce. Then too, Brother Adjutor was preparing for the day when the American Brothers would be obliged by their superiors to lay aside the dispensation they had been enjoying in regard to the teaching of the classics. Signs were in evidence that a forthcoming General Chapter would decree strict observance of the original rule forbidding the classics. Indeed, this actually came about in 1894. The school was now organized into three divisions: the preparatory grades, the intermediate division, and the secondary department which offered a three-year commercial curriculum.

Brother Adjutor also was scrutinizing other aspects of the school besides the curriculum during these years. He was noticing that St. Patrick's parish was growing smaller in the point of numbers. That meant a corresponding decrease in the number of parish boys attending St. Patrick

3. Memoirs, p. 42
Academy. The neighborhood which for many years had bustled with the 
wholesome activity of middle class homes and thriving Irish families was, in 
later years, undergoing a change. Houses were being sold and families were 
beginning to move farther west. In their places came the merchants, the 
manufacturers, and the wholesalers. Brother Adjutor saw hard times ahead for 
his school which had never been in what might be called a secure financial 
condition. He became so pessimistic about the future of St. Patrick Academy 
that "he was convinced that St. Patrick's should not prosper under the adverse 
threatening changes and would soon be obliged to discontinue." 4 Nor did 
Brother Adjutor seem to be alone in this view. Encouraged by his immediate 
superiors and by the clergy of the city, he applied for and received permission 
from the higher superiors of the Institute to found an institution in Chicago 
which the Brothers could call their own. The archbishop of Chicago, 
Archbishop Feehan, suggested the far south side as a likely site for the new 
school. Accordingly, land was purchased out on South Wabash Avenue at 35th 
Street, just four blocks from the city limits. Brother Adjutor was relieved 
of his duties at St. Patrick's in 1889 in order that he might be able to give 
all his time to his new work. It was thus that De La Salle high school on 
Chicago's south side came into existence. After many years spent in Chicago 
where he built up a great reputation for his kindness and humor, his boundless 
energy, and his ability as a schoolman and business man, Brother Adjutor of 
Mary passed away November 18, 1912, mourned by practically the entire city. 
By order of Mayor Harrison, flags on all the public schools were at half mast 

throughout the day, and the city council passed a resolution of condolence. 5

When Brother Adjutor gave up his position in 1889, he had been succeeded by Brother Baldwin of Jesus, an able teacher and administrator who had been at St. Patrick's for several years. Brother Adjutor had been so busy about so many things that he had not noticed, or at least was not disturbed by the first signs of dissolution of the Alumni Association which he had taken pains to build up. It became the task of Brother Baldwin to revitalize the organization. A few of the older members of the alumni were called in and new plans were formulated for insuring the permanence of the alumni Association. An executive committee was chosen composed of the following alumni: Stephen J. Spain, Robert M. Sweitzer, Morgan A. Collins, John M. Ryan, John H. Penny, and Hugh J. Kearns. A new constitution and by-laws were drawn up, and through the combined influence of the loyal committee members and Brother Baldwin, the alumni was soon on its way to becoming one of the strongest organizations of its kind in the city. The impetus and encouragement given by Brother Baldwin were to produce results for many years to come.

On November 1, 1890, was celebrated the Silver Jubilee of Archbishop Feehan as a member of the hierarchy. The celebration was one of the most memorable in the history of Chicago up to that time. The torch-light procession of thirty thousand marchers on the evening of the jubilee day was a wonderful display of the strength of the Catholics of the city. In the program presented by the school children, eight thousand children from all the schools and parishes of the city took part. The community chronicler notes in the Memoirs that "the students of St. Patrick's took a leading part and,
representing one of the oldest churches, they were favored with the choicest seats in the Auditorium. 6 The address of an unidentified St. Patrick's boy on the occasion of the Archbishop's Jubilee ended with the following grandiloquent statement:

With the profoundest homage to your Grace, we have the honor to remain your devoted children of St. Patrick's, the mother-school of the Archdiocese. 7

Brother Baldwin and the twelve members of his community were succeeding in keeping the school sufficiently well filled to call their work successful. The monotony of school life was next broken by the World's Columbian Exposition of 1893. On Catholic Education Day, September 2, 1893, prominent Catholic educators gathered in Chicago from all over the world to pay homage to the American Catholic Schools. The Archbishops of Chicago, Dubuque, and Philadelphia delivered the main addresses. Among the six Christian Brothers on the stage were Brother Baldwin, director of St. Patrick's and Brother Paulian, then Visitor of the St. Louis Province. At the World's Catholic Congress held the same year, Brother Goswin Ambrose, former member of the St. Patrick's staff, and future director of the school, read a paper entitled Lessons of the Catholic Educational Exhibit. The community diary mentions that Brothers Baldwin, John Joseph, and Landrick Joseph spent much of their

6. Ibid., p. 51
time after school at the Fair grounds where they were busy arranging the exhibits of the out-of-town schools.  

As for St. Patrick's, its exhibit consisted of beautifully executed samples of shorthand, penmanship, mathematics, and drawings of various kinds. During the school term of 1893-1894 the St. Patrick community numbered ten members exclusive of the director. This was a decrease of two members from two years previous, a fact which might possibly be explained by a decline in enrollment at the school.

In 1894 came the financial crisis which was to last well into the year 1895 and bring with it the poverty and hardship indicated by the bread lines in all the large cities. Catholic parochial schools were especially vulnerable to the effects of the depression because money which the parents hitherto had paid as tuition now had to be used to supply the daily needs of food, clothing, and shelter. It has been estimated that three-fourths of all the railroads in the country went into the hands of receivers. Immediately after the crisis 4000 Pullman employees went on strike for higher wages and succeeded in gaining the sympathetic action of the American Railway Union of 150,000. This tied up practically all the railroads in the country for over three months. Since Chicago was rapidly becoming the railroad center of the country, its industrial and commercial activities were hardest hit.

Registrations at St. Patrick Academy dwindled, and there was a decline in enrollment with the consequent loss of revenue. Once more the Brothers were

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8. History of the House, a private manuscript belonging to the St. Patrick Community Archives.
forced to undergo more than the usual number of hardships to which they had by this time become accustomed. By dint of much sacrifice, however, they succeeded in weathering the storm and managed to keep the school in operation. The enrollment even seems to have increased in the next few years because the community roster for the year 1896-1897 indicates that an extra teacher had been assigned to the St. Patrick's faculty. There were now eleven teachers assisting the Director.

Subjects taught at this time in the Commercial classes were religion, English, shorthand, typewriting, telegraphy and history. It seems that there was an increased demand for trained office help at this time, indicating a return to normal times. The Memoirs relate that the enrollment was soon built up once more and a return to happier conditions was brought about. General prosperity resulted.10 In the year 1897, St. Patrick Academy fielded its first football team, but no records are available to indicate who its opponents were or what success the team enjoyed. An old print pictures the fifteen members of the squad in their ancient battle array. The general prosperity mentioned in the Memoirs must have continued for several years. By the turn of the century, when Brother Baldwin was succeeded by Brother Landrick Joseph, the St. Patrick Academy teaching staff numbered nineteen members.

During these years no formal graduation ceremonies were held. Graduation took place twice a year, in January and June. After receiving their diplomas the graduates were placed in positions in the business world.

10. Ibid., p. 65.
The year 1900 was a memorable one for the Brothers of the Christian schools because their founder, John Baptist De La Salle, was canonized a saint in St. Peter's Basilica in Rome. On May 24, the Mass of St. De La Salle was celebrated in St. Patrick's Church. The next four directors of St. Patrick's, all serving short terms, were: Brother Landrick Joseph, 1900-1902; Brother Joachim, 1902-1904 (died in office); Brother Cyril, 1904-1906; and Brother John Joseph, 1906-1907.

In the year 1904, a national alumni association of all the Christian Brothers' schools and colleges in the United States was organized and held its first convention in conjunction with the Louisiana Purchase Exposition in St. Louis. The delegation representing St. Patrick's at this meeting consisted of Robert M. Sweitzer, T. Carroll, James S. Palmer, J. H. Penny, P. J. Finnegan, R. Burke, J. A. Byrne, P. J. Quinn, and W. R. Adams. Another meeting was held in Baltimore in 1906. It seemed that the enthusiasm of some alumni groups was not shared by all. The apparent apathy of some of the delegates prevented the organization from ever making a strong beginning. Consequently, the attempt at a national organization died after the meeting of 1906.

In November of 1906, a Union Banquet was planned for the alumni of St. Patrick's and De La Salle. It was held in the Auditorium, with Archbishop Quigley and many of the clergy present, in addition to four hundred alumni of both schools. Evidently this event did not work out to the satisfaction of all concerned. The community historian penned the discreet observation that "at affairs where several schools are engaged, it is difficult to bestow the
position of honor and distinction to satisfy all. 11

In 1906 it was decided to do away with the informal graduations that had been the rule up to this time. Now the pendulum swung in the other direction. Beginning with commencement exercises of 1906, the graduations would be held at Orchestra Hall. This custom prevailed for a good part of the next twenty years.

Brother Goswin Ambrose became director of St. Patrick Academy in 1907, succeeding Brother John Joseph. The number of pupils in the school had decreased, but the Memoirs state that the decrease in numbers was more than compensated for by the improvement in scholarship. Brother Ambrose introduced a new system of examinations whereby each teacher examined the pupils in a class other than his own. 12 But Brother Ambrose was not content with scholarship only. He determined to do something about the enrollment. Accordingly, he sent the Brothers out to visit the parochial schools and speak to the eighth grade boys. Brother Director himself visited the Pastors of many parishes, and, in the expression of the anonymous writer of the Memoirs "re-established" cordial relationships with them. 13 If this term was used advisedly, it would seem that the rapid turn-over of administrators during the previous six or seven years had interrupted the continuity of friendly relations between the directors of the school and the various pastors.

That the enrollment of the school did need bolstering we can gather from the fact that at this time the community numbered only six members. 14

11. History of the House, 1906
12. Memoirs, p. 92
13. Ibid., p. 94
14. History of the House, 1907
In spite of his short term as director of St. Patrick Academy, Brother Goswin Ambrose deserves mention as one of the school's ablest administrators. Born of a Jewish father and an Irish mother, he combined in his character a harmonious blend of the best characteristics of both nationalities. Brother Ambrose was intellectually gifted, and achieved wide distinction as a scholar. Under the pseudonym of Theodore Sydney Vaughn he published several volumes of original literary works. According to those who lived in the community with him "he was a natural born poet, a gifted singer, a wonder elocutionist, an impersonator par excellence, and with all these combinations, a thorough religious and zealous teacher." It was not surprising, therefore, that Brother Ambrose had been chosen as one of the speakers at the Catholic Congress held in connection with the Columbian Exposition in 1893. Illness forced Brother Ambrose to retire in 1909. He died in St. Louis that same year.

The years 1907 to 1909 were particularly hard on the older members of the community. Owing to the almost continual illness of the pastor, Father Thomas Galligan, Mass was seldom celebrated in St. Patrick's Church on week days. Consequently the Brothers would be obliged to walk to Holy Family Church each morning, the round-trip covering twenty-six blocks. The community would leave at 5:30 and return at 7:30 ready to begin the day's work in the classroom.


15. Memoirs, p. 90
After completing one term in office, Brother Luke was replaced by Brother Hilary who served from 1911 to 1915, and later on from 1936 to 1941. Brother Hilary's staff in 1911 consisted of nine Brothers, a fact which would indicate that the enrollment was still less than capacity. Although records do not indicate the fact, it can be reasonably assumed that the school was once more in financial trouble because in 1913, the tuition was raised to five dollars per month. Since 1893 it had been three and one-half dollars a month for those students who could pay. A large number of pupils were free students. Although the number of actual free students is not known, it has been estimated at one-fourth of the school population.17 Some pupils, estimated at another one-fourth of the enrollment, were in school through the generosity of their pastors who paid their tuition. This left approximately half the school enrollment capable of paying for their education. Strangely enough, in the very year in which the tuition was raised, "the great number seeking admission exceeded the capacity of the school."18 Although another teacher had been added to the faculty for the school session 1913-1914, still the great increase in pupils had not been anticipated. Since no more teachers were to be had, the classes for that year were overcrowded.

The alumni banquet held at the Sherman Hotel on November 11, 1913, was one of the most successful in the history of the alumni organization. Credit for the large turnout was given to the official reception committee which alone numbered one hundred members.

17. Ibid.
18. Memoirs, p. 107
Brother Hilary's term came to an end in 1915. During his time much had been accomplished for the school financially, and the alumni organization, while still somewhat weak, was given the needed encouragement to continue. It remained for Brother James Francis, the incoming director to complete the good work already begun by Brother Hilary.

Brother Francis was appointed head of St. Patrick's in August, 1915. Fourteen teachers were assigned to St. Patrick's to take care of the great increase in numbers which began in the previous school term. The high school enrollment in 1914-1915 had been 242. Since 153 of this number were first-year students, the outlook, as far as enrollment was concerned, was exceedingly bright.

The next year, 1915-1916 saw the enrollment reach a total of 474, with 270 in the commercial classes and 204 in the fifth, sixth, seventh, and eighth grades. This was the largest student body in the history of the school to this date. On the faculty this year were twenty-three Brothers.

Such a large student body could not be accommodated without drastic emergency changes being made. The Brothers, who had been living in part of the school building all these years, were now obliged to move to 945 Jackson Boulevard where stood an old brownstone residence which the pastor had rented for them. This arrangement added one more inconvenience to the already overburdened faculty, but the community history of that year relates that "the inconvenience occasioned by the daily trips to and from the residence to the school, a distance of almost a mile, was patiently and cheerfully borne by
There were other disadvantages in this new arrangement, not the least of which was the impossibility of an adequate lunch for the faculty at the noon hour. A Chinese cook was employed to get lunch ready and bring it all the way from the house on Jackson to the basement of the church rectory where the Brothers were obliged to partake of cold food served in the dungeon-like atmosphere of a Victorian basement.

One more change had to be made before the large student body could be adequately taken care of. The extra space available as a result of the Brothers' moving out of the school building still proved insufficient. Temporary quarters were consequently rented in the Western Newspaper Union building on the southwest corner of Adams and Desplaines Streets. Here two classes were conducted amid the roar and pounding of heavy printing presses. Twenty-three Brothers were needed to teach this, the largest of all student bodies at St. Patrick up to that time.

In February, 1916, Bishop George Mundelein of Brooklyn, N. Y. was named Archbishop of Chicago. As an alumnus of the Christian Brothers' St. James school and Manhattan College in New York, the arrival of the future First Cardinal of the West was eagerly awaited by the Brothers of Chicago. Sixty members of the Alumni Association, accompanied by Brother Francis, Director, and Justus, met the new Archbishop with the diocesan delegation in La Porte and welcomed him in the name of the Brothers and pupils of St. Patrick's.

In the fall of 1916 came the announcement by the pastor of St. Patrick's church, Father McNamee, of a building program to furnish the room so badly

needed by students and faculty. A modern four-story fireproof building was erected behind the main building which had been constructed in 1874. The two top floors of the new building were to provide living quarters for the Brothers now living at Jackson and Sangamon. The first two floors would provide eight additional classrooms for the bulging enrollment. The new building was formally opened on March 19, 1917. It had been constructed at a cost of $85,000.

Two years later, in 1919, through the efforts of Brother Francis, plans for a gymnasium to accommodate the ever-growing athletic program of the school were drawn up and submitted to the pastor. The parish had once more gone into debt with the construction of the classroom building, so in order to secure funds for the proposed gymnasium a raffle was held in the school which netted $3,200. To this sum were added the donations secured from the alumni and friends of the school. Work was started in September of 1919, and the building was completed the following year. Because the new building was erected between the church and the school, gone forever were the famous "St. Pat's cobblestones" which supplied the inspiration for many a story at alumni gatherings in later years and which had seen the development of three championship indoor teams. During the year when the gymnasium was being built, the student body had grown to such proportions with the enrollment of a new class of 165 first year boys, that, in order to care for them, the fifth grade was closed and the pupils sent to the Sisters' school. The remaining classes entered into the various drives and raffles for the new gym with much zest and energy. Years later, one of the alumni, a member of the class of
1921, reminisced about the building of the gym. Practically every brick had been donated. Various classes of the school competed in what occasionally became fierce rivalry to see who could do the most for the cause. "If the students had their way about it, they would have begged for enough material to build the gym from Desplaines Street all the way to Halsted."20 The true cost of the gymnasium, one of the first of its kind among Chicago schools, has never been accurately appraised owing to the unknown amounts of donated material, --bricks, mortar, cement, lumber, --that went into its construction. Through the influence of Brother Francis, the Newman Construction Company alone donated all the brick and cement needed for the project.

Brother Francis continued the practice of placing graduates in positions upon graduation. This system had been inaugurated during the administration of Brother Adjutor almost forty years previous. At this time however, boys who were doing well in school were allowed to take positions before the close of the school year on condition that they would make up the time lost. To enable them to do so, the Brothers tutored them at night several times each week. This concession and added sacrifice on the part of the Brothers served to cement the bond that has always existed between the Brothers and their boys and in part explains the intense loyalty of the St. Patrick alumni for "the old school." By St. Patrick's day the seniors were all out working and going to school at night. Positions were secured for the boys through the Brothers and the alumni working hand in hand. Brother Francis, in particular, was known among the business men and executives throughout the

20. Mr. James W. Brown, Class of 1921, Personal Interview.
third and last day of the celebration consisting of approximately 140 floats. The Christian Brothers' schools in Chicago,—St. Patrick, De La Salle, and St. Mel,—were represented by 1200 boys in the parade marching behind their float which portrayed St. John Baptist De La Salle Teaching the Nations.

During the summer of 1921 a biology laboratory was installed for the second year science classes as necessary development of the recently adopted four year plan. Although the plans for adjusting the school to the requirements of standardization were progressing according to schedule, Brother Francis completed his term as director before the goal was reached. In the summer of 1921 he was transferred to St. Mel high school on the West Side.

During his six years at St. Patrick's, Brother Francis had done much to revive and encourage the alumni association. His own energetic and friendly nature and his ability to mix with people served to attract many alumni members into the organization. Much of the credit must also go to the president of the alumni association in 1915, Dr. Thomas P. Foley, Class of 1887, and his fellow officers, John T. McEnroe, Vice-president; Thomas P. Cunningham, Secretary; and Edward F. Boyle, Treasurer. The spirit of these men influenced hundreds of members of the alumni and resulted in a revitalization of the association which was to endure until the 1930's. A great part of the financial burden accruing from the construction of the two new buildings was generously assumed by the alumni and their friends.

The successor of Brother Francis in 1921 was Brother Cornelius Paul, himself a graduate of the Class of 1885. One of the chief concerns of Brother Paul was to continue the work begun by Brother Francis in preparing the school
for accreditation. In 1921 a complete biology laboratory had been installed. During the summer of 1923 the science curriculum was rounded out with the addition of physics and chemistry departments featured by brand new laboratories. There was no official graduating class in 1923 owing to the fact that the boys who entered in 1920 had enrolled under the four-year plan. Therefore, the class of 1922 was the last class to graduate from the three-year course. Incidentally, this class numbered 118 graduates, a number that has never been surpassed since.24

On January 1, 1923, formal application was made to the University of Illinois for accreditation. On February 14, 1923, Mr. Horace A. Hollister, High School Visitor, made his first official visit to the school. After inspecting three classes he offered a few recommendations.25

On April 8, 1923, Brother Paul received a notice from the Office of the High School Visitor dated April 6, 1923. The letter read in part:

On my recommendation as a result of a recent visit the Council of Administration has approved your high school as fully accredited for a term of one year, or until June 30, 1924. This is according to our usual custom of assigning credit after the first visit and revise where necessary the following year.26

A year later a second official inspection was made by Mr. Harold D. Trimble, Assistant High School Visitor. The Community records state that

\[\text{Records of the St. Patrick Academy.}\]
\[\text{History of the House, 1923.}\]
\[\text{Letter of Mr. Horace A. Hollister, High School Visitor, to Brother Paul, Principal. Dated April 6, 1923 and preserved in the files of St. Patrick Academy.}\]
He visited every class, met every teacher
two or three times, offered many suggestions,
and made a few official recommendations which
were promptly carried out. Accrediting was
granted for another year.27

The goal of accreditation had finally been reached, and the school had passed
its probationary inspections with success.

Athletically, the St. Patrick's students were making a name for them-
selves. Under their new coach, Dr. Russell Erickson, the lightweight and
heavyweight basketball teams attracted much attention by their victories in
the Catholic League competition. In 1924, the lightweight teams were the
Catholic League Champions.

Financially, the school was still struggling along under the debt
incurred by the recent construction. In 1920 with the introduction of the
four-year course, the tuition had been raised to eight dollars a month. How-
ever, a large proportion of the students were unable to pay the full amount,
and many could pay nothing at all. Since St. Patrick's parish was rapidly
becoming a transient parish and was losing its means of support, no help
could be reasonably expected from Father McNamee, the pastor. The Brothers
did what they could to absorb the deficit by cutting down on expenses whenever
and wherever possible. It always had been the policy of the school never to
turn away a boy who found it impossible to pay tuition. During 1922 the
plight of the school received unexpected publicity from a burglary which took
place in the school office and in the adjoining office of Dr. J. Lewis Browne,
choirmaster of St. Patrick's, and later Director of Music in the Chicago

Public Schools under Superintendent William Bogan. An undated newspaper clipping in the school files describes the burglary in part:

Only $1.25 was obtained by yeggmen who early yesterday broke into St. Patrick's Academy, 122 S. Desplaines Street, and blew two safes.

One of the safes belonged to the school, the other to Dr. J. Lewis Browne, who has offices adjoining those of the academy. Papers and records in the safes were blown to pieces and scattered about the floors. There was no money in the doctor's safe and in that of the school there was not more than $1.25.28

While the school could not possibly have been in such dire financial straits as the newspaper account might indicate, nevertheless, the story might be called typical. It was at this time too, as the clipping states, that many records of the school were destroyed.

Poor health had overtaken Brother Paul and he was hospitalized from November 1923 until the end of the following March. Since his complete recovery could not be expected for some time, he was relieved of his position as director of St. Patrick's, and in his place Brother Baldwin, the Provincial, appointed Brother Herbert Lewis.

One of the recommendations of the State High School Visitor concerned the renovation of the library. Up to this period the fact that it had to be moved from room to room because of the lack of space left it in an unorganized state. The first task of Brother Herbert was to re-establish the library in a room and amid surroundings that would be conducive to study. The community historian of twenty years ago wrote in his diary:

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28. From an undated Chicago Tribune clipping preserved in the files at St. Patrick Academy.
On their return to school in September, 1924, the pupils were agreeably surprised to find a well-equipped library on the first floor of the old building. The tan curtains, the neatly arranged chairs, and the well-stocked shelves gave an attractive appearance to the room.

And then he added, probably with a flow of satisfaction,

Every noon we see the library packed with students busily engaged in the pursuit of knowledge. 29

During the spring of 1925 two librarians from the Chicago Public Library worked two evenings each week classifying the school library. The following summer many reference books were added to complete the reorganization necessary to meet the state university requirements. According to the Public Library Staff News, St. Patrick's was "justly proud of its library, which is an excellent collection of books for high school boys." 30

Shortly after the renovation of the library, fire broke out on the first floor of the building across the corridor from the library. Although the library itself suffered no harm, the damage was extensive, amounting to over $1,300. Fortunately the damages were covered by insurance.

The first issue of the Green and Gold, a student publication, made its appearance on February 1, 1924. The purpose of the semi-monthly school paper was to foster school spirit and "to give valuable training in journalism to the many pupils engaged in editing it."

Beginning with the commencement exercises of 1924, Brother Herbert abandoned the practice of holding the annual graduation exercises in

30. Public Library Staff News, September, 1925, as quoted in the History of the House.
Orchestra Hall. From this time on they were to be held in St. Patrick's Church. This break with tradition met with the usual remarks of commendation and criticism.31

Another innovation introduced by Brother Herbert was a plan to enable more students to share in scholastic honors and awards. It had formerly been the custom to award medals to the leaders in each division and to award the brightest boy in the school with a gold medal. The new system was to be based not on scholarship only, but also on other qualities which go into the making of a good citizen. The new plan took into account scholarship, application, personal improvement, and good school conduct. A certain number of merits for all phases of school life had to be acquired before a student became eligible for an award.

The year 1924 saw the inauguration of the National Catholic Basketball Tournament under the auspices of Loyola University. The St. Patrick light-weight team had won the championship of the Catholic League and was invited to participate in the tournament. The team, although the smallest in the tournament, surprised everyone by reaching the semi-finals where it finally lost to Fort Wayne.

In June, 1926, the students of St. Patrick Academy took an active part in the ceremonies of the Twenty-Eighth Eucharistic Congress. On June 23, which was designated as Higher Education Day, the student body marched from the school to Soldier Field for the Field Mass. After Mass the De La Salle Band led the procession of 1600 boys from the Christian Brothers' Schools

31. History of the House, 1924.
followed by students of other high schools of the city, making a total of over 20,000 marchers.

A trend of decreasing enrollment caused much concern to Brother Herbert. Although the presence of new Catholic high schools on the North and West Sides of Chicago might have had some influence on the enrollment at St. Patrick's, Brother Herbert nevertheless reasoned that a change of curriculum might help solve the problem. Accordingly he dropped science from the curriculum with the idea of reconverting the school into a commercial academy once more.

To add to the difficulties of these times, the High School Visitor, in the reports following his official visits to the school in 1926 and 1929 made two strong recommendations. The first was to install immediately a new steel fire-escape on the old building. The second observation was that the old building was no longer satisfactory as a school building, and that accreditation would have to be withdrawn unless the pupils were removed from it. A letter from the Visitor's Office following the inspection of 1926 reads in part:

We note the very favorable report of Mr. Sanguinet, who visited your school. We note also his suggestion in regard to your building which our office fully approves. In fact, I feel that you are decidedly on losing ground if you do not succeed before very long in securing a more suitable building for your school. This is the one thing needful, it appears to us, to make it in every way a very excellent institution.

32. From a statement of Brother L. Gregory, F.S.C.
33. Letter of Mr. H. A. Hollister, High School Visitor to Brother Herbert, January 5, 1927.
The time for decisive action definitely arrived two years later when the school was notified that it was being placed on the suspended list. The notification from the State Office, dated June 13, 1929, stated that:

At the meeting of the Accrediting Committee on May 20, it was decided to place your school on the suspended action list . . . .

Attention should be given to the need of a new building in the very near future.

Suspended actions means that the school is not dropped from the accredited list, but is being warned and that it is necessary that deficiencies noted be corrected before the time for the visit next year. 34

Brother Herbert took his problem to the pastor, Father McNamee, who in turn visited the Cardinal about the matter. Father McNamee did not wish to lose the Brothers or the school, but saw no alternative. Cardinal Mundelein advised him to keep the school open, by all means and to do some remodeling, if necessary. Of course, that brought up the question of finances. And St. Patrick's had no money. 35

The first directive of the State Inspector was carried out when the fire escape was added the following year. It is not known where the pastor secured the money to pay for it. The second recommendation was fulfilled with much less expense. Since the erection of the new building in 1917, the Brothers' community had been occupying the two top floors which had been designed as living quarters. The plan now was to have the living quarters of the Brothers transferred to the top floor of the old building which had been declared

34. Letter of Mr. A. W. Clevenger, High School Visitor to Brother Herbert, June 13, 1929.
uninhabitable for the pupils. However, the change was made, and the St. Patrick's faculty crowded themselves back into the old building, the top floor of which had been divided by beaver-board and wall-board partitions into what passed euphemistically as "private rooms." Nor was there much change of scenery in the new location. The monotony of the bare brick walls on the south and west sides, and the noise and confusion of Brink's alley on the north were enhanced on the east by the rumbling vans and street cars, as well as by the sight of the bedraggled denizens of Skid Row. In the meantime preparations were being made to follow the advice of the Cardinal to remodel the old building.

During the course of the history of St. Patrick Academy, it was apparent from the start that the school would never be able to support the parish. In the late 1920's it was becoming equally apparent that the parish was finding it more and more difficult to support the school. Between 1923 and 1929 the school sustained an average net loss of approximately $3000 to $4000 a year. In 1923 the St. Patrick's community had to borrow $1000 from another community to meet current expenses. Beginning with this period the Director had been finding it increasingly difficult to pay the community taxes for the support of the provincial house of studies.

One consolation during the troubled years of Brother Herbert's administration was the activity of the Alumni organization and the success that St. Patrick's graduates seemed to be enjoying not only in the business field but...
world but also in the academic and professional fields. A good many of the St. Patrick alumni who continued on to college eventually entered the legal profession. Among the alumni notes of these years statements like the following were fairly common:

Five former St. Patrick students recently passed the examination of the Chicago Bar Association. The successful law students are: Francis Gilmore, '22; E. Whelan, '22; H. Mokate, '20; F. Reynolds, '20, and E. Healy, '20.39

Although Brother Herbert was unable to give the alumni much of his time, still the organization prospered. On November 28, 1928 the Alumni sponsored their annual banquet in honor of Brother Domnan, or "Brother Domino", as everyone called the grand old man of St. Patrick's. Brother Domnan had spent fifty-five years as a member of the faculty. Over 300 alumni attended this testimonial banquet held at the Sherman Hotel. Three months later Brother Domnan passed away at the age of eighty-nine.

By 1929 the alumni association had the names of 1200 active members on its official roster.40 During that year the Brothers at St. Patrick Academy were given a tract of twenty acres of land on Beaver Island in northern Lake Michigan. The donor was Mr. James P. Maloney of Oak Park whose intention was to provide the St. Patrick's Brothers with some place to which they could go each summer as a means of escape from their usual surroundings. The Alumni Association took over the project of building a lodge on the site. Alumni donations and a program of sports events helped raise the necessary funds.

40. The Shamrock, 1929, p. 36.
Under the guiding hand of the Alumni President, Gen. John J. Garrity, '88 who was also chairman of the drive, the project was officially launched at the annual banquet of 1929. The following well known alumni made up the Executive Committee:

Monsignor Edward Fox          William J. Fortune
Robert M. Sweitzer            John H. Penny
Morgan A. Collins             Peter J. Crowley
Michael S. Kerwin             Daniel O'Connor
James S. Palmer               John P. Curran
Dr. Thomas P. Foley           James T. Prendergast
Joseph A. McMahon             Thomas J. Hickey
James O'Grady                 John T. Touhy
Philip J. Kurtzeborn          John S. Keogh

Within the space of a year the lodge had been financed and built. It consisted of three large buildings: a main building containing fifty private rooms, conference rooms, and chapel; a building housing a large dining hall, kitchen, and cook's quarters; and a combination utility building and garage. At the formal dedication of the lodge in 1929 it was officially named by the alumni, The Brother Damian Lodge. Each summer it is used for the purpose of retreat.

41. Ibid., p. 36
CHAPTER IV

EFFORTS TO MEET REQUIREMENTS OF MODERN EDUCATION

By the end of the school term in 1929 with the enrollment down to 220 pupils, the term of Brother Herbert came to an end. Brother Honorius Patrick was appointed to be his successor as director of the school. In the meantime work had been commenced on the remodeling suggested by the Cardinal. The front of the old building was extended fifteen feet flush with the sidewalk on Desplaines Street. A complete new front was added to the building at a cost of $60,000.1 This improvement, completed in January, 1930 became known as the Queen Anne front. Although the addition of the Queen Anne front did provide more space, nevertheless the sturdy and even stately facade belied the crumbling structure of 1874 vintage which lay behind it.

During the administration of Brother Herbert, a small group of alumni known to their friends as the "Iron Men" did a great deal to keep the association together. In Brother Patrick's time these Iron Men tried to increase their activities for the benefit of the alumni and of the school, but strange to say, their plans met with no sympathetic response from the Director. Rather, they were repelled by his attitude toward them. A wall of misunderstanding arose between the director and the alumni group with the consequence that meetings were no longer held, and the custom of the annual

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banquet was dropped.  

This was the end of all organized activity of the alumni organization until it was restored through the efforts and encouragement of Brother Basil in 1945. It was not long before it became apparent that Brother Patrick was not the man to cope with the problems at St. Patrick's. The decrease in enrollment, the depression following the stock crash of 1929, and the multitude of other difficulties characteristic of the uphill struggle of St. Patrick Academy made it increasingly evident that progress would be made only with a man of the ability, energy, and drive of a Brother Francis. Accordingly, the Provincial, Brother Leopold, recalled Brother James Francis and installed him once more as Director of St. Patrick's.

To build up the low enrollment and at the same time to adjust the tuition charges to the depression period, Brother Francis lowered the rates from ten to eight dollars a month. Then an intense recruiting program was undertaken, with the Brothers visiting the eighth grade classes of the parochial schools.

Within one year, the enrollment was increased to 381 pupils in spite of the fact that no boys were accepted for the seventh and eighth grades after 1931. This year marked the passing of the grade department of St. Patrick Academy. The problem was to procure teachers to take care of the larger enrollment. Some of the Brothers on the staff had been assigned elsewhere when the St. Patrick's enrollment no longer required their services. Now, owing to the fact that two new schools had been opened in other cities, it was

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impossible to get them back. Consequently, during the period from 1931 to 1936, several diocesan priests were assigned to the St. Patrick faculty to relieve the shortage of teachers. Fathers King, Williams, Carroll, Tormey, Cahill, Kane, and O'Malley aided the Brothers during these years and did much to recruit students and keep the school open.

Brother Francis planned to reintroduce the scientific course and to apply for recognition by the North Central Association. Accreditation by both the State University and the North Central Association had been his dream over ten years previous, but his first term ended before he could secure the North Central recognition. This lack of accreditation by a body as powerful and influential as the North Central was another reason why many boys hesitated to enroll at St. Patrick's. Formal request for recognition by the North Central Association was made late in 1931. The addition of physics and chemistry to supplement the biology and general science then being taught, and the promise of early purchase of needed laboratory equipment seemed to satisfy the North Central accrediting committee, for on April 20, 1933 St. Patrick Academy was admitted to full membership in the North Central Association of Colleges and Secondary Schools and received formal notice thereof one week later.3

Under the dynamic leadership of Brother Francis the school had once more, for the time being, solved its problems relating to enrollment and scholastic accreditation. These successes had come about only after long and serious deliberation and much hard work. Another success, totally unlooked for, but sincerely welcomed, came in the field of athletics. The basketball team.

3 Letter from Mr. E.H.K. McCamb of the North Central Association to Brother Francis, April 28, 1933.
coached by Blair Varnes, won the National Catholic Championship in the Loyola Tournament of 1932, by defeating St. Mel, Catholic League champions and twice victors over St. Patrick's in regular season play. Two of the St. Patrick's players, Ray Meyers and Ray Adams, later became co-captains at Notre Dame. Meyers eventually rose to the position of head basketball coach at De Paul University.

Brother Francis, always strong and vigorous spared no pains in his work for the school, its students, and its graduates. He still went about visiting business men and placing graduates in good positions. Some of his boys whom he had placed in jobs back in 1918 and 1919 were still with their first assignment. Noteworthy examples were Kyran Phelan and Tom Kelly, two of the five alumni of St. Patrick's who are now Police Captains. The influence of Brother Francis was great. Some of the Brothers claimed that it even extended to the accrediting association which had seen fit to recognize the school in the face of such obvious deficiencies in the school plant, the library, and the science facilities.⁴

In April, 1936, Brother Francis caught a severe cold. He went on with his usual round of activities laughingly disregarding the advice of his confreres to take a short rest. Finally, in the second week of May, he collapsed on duty. He was rushed to Alexian Brothers Hospital where he was found to be suffering from pneumonia. On May 19 Brother Francis was dead.

The death of Brother James Francis was probably the greatest single

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misfortune in the entire history of St. Patrick Academy. Hundreds of friends sent their condolences or called to pay their last respects to one who had spent himself for others. The following statement appeared in his obituary:

The wonderful influence which he gained in Chicago among its prominent business and professional men was always exercised in undertakings prompted by charity; he secured positions for his graduates, helped poor students through school, secured medical and professional aid for the needy . . . 5

It seems that the position of director of St. Patrick's Academy had always been looked upon as a job complicated by unique special problems. At this time, the superiors considered it wise to recall a man of experience to assume the principalship. Accordingly, Brother Hilary, former director from 1911 to 1915, was again assigned to St. Patrick's as director.

The principal problem confronting Brother Hilary during his term of five years was that of keeping the school on the accredited list. This was becoming more and more difficult in view of the increasing requirements of more and better equipment and the financial inability of the school to provide it. Indeed, the same recommendations were repeated by the various High School Visitors following their scheduled visits to the school. Of the eight recommendations made by the State Supervisor following his visit in 1938, five are concerned with the inadequacy of the school building and lack of equipment.6 On a subsequent visit eighteen months later, the High School

visitor's report mentioned all phases of St. Patrick's educational setup as satisfactory except the buildings and equipment. The school building was called "not better than average." Safety and sanitation facilities were marked "below average." As for instructional equipment and supplies, the supervisor's report stated: "On the whole, not better than average. This school is badly handicapped by the lack of adequate financial support."

Concerning administration and supervision, the report stated: "The school is well organized, but it is handicapped by the lack of funds." And under the heading Financial Status, the judgment of the supervisor was that St. Patrick's was considerably below average. The lack of financial support is a serious handicap to this high school.7 During the school term, 1938-1939 in order to devote his time to the temporal necessities of the school, Brother Hilary delegated the duties of principal to Brother Hubert Arthur. Whatever material improvements were made during these years were made by the Brothers themselves who worked evenings and holidays as carpenters, painters, and general repair men.

On January 23, 1941, Brother J. Matthew, a member of the faculty, was appointed director to succeed Brother Hilary whose term had expired. The first problem to confront Brother Matthew was the continuation of Brother Hilary's work of renovating the school. Repairs were being made now that had been postponed during the depression years. Classrooms were cleaned and painted, broken windows and desks repaired, and a new heating plant installed in the old building. A successful school raffle made possible all these

7. All statements from letter of Mr. A.S. Clevenger, High School Visitor, to Brother Hilary, December 11, 1939.
improvements.

An attempt was made by Brother Matthew to revive the Alumni organization, but after one highly successful meeting and program, the war intervened and the alumni plans were postponed for that period.

St. Patrick's took an active part in the war volunteer services of World War II. Over one thousand graduates of the school were in the armed forces. Of these twenty-three made the supreme sacrifice. The mothers club organized into a Red Cross unit. Bonds and stamps were sold through the school.

Brother Matthew took a big step toward fulfilling the requirements of the accrediting agencies not only by doing what he could to improve the physical appearance of the school, but also in broadening the curriculum by adding a variety of scientific subjects.

After doing so much to improve the school with the limited means at his disposal it must have been disheartening for the director to receive the following observation from the State Department of Public Instruction after an inspection in January, 1943:

Building -- very poor and lacking in many of the facilities for a modern program of education. However, in closing his written report, the inspecting officer gave proof that he understood the total St. Patrick picture by stating:

You and your staff are to be congratulated for the fine way in which you are doing a difficult undertaking.

During the administration of Brother Matthew, the enrollment had fallen

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8. Letter from Mr. P. E. Baling, Assistant Superintendent of Public Instruction, to Brother J. Matthew, Principal, January 20, 1943.
9. Ibid.
off slightly. However, with additional room now being needed for new courses, no new pupils could be admitted even if they had applied. To prevent the enrollment from dropping below the school's capacity, recruiting was still carried on each spring.

On February 16, 1943, Father McNamee, long-time pastor of St. Patrick's church, but retired since 1933, passed away in Ireland. In Father McNamee the Brothers of St. Patrick's lost a true friend, a man who had always done the most for the school with the meager resources at his disposal.

In 1944, two accomplishments by the St. Patrick's students showed that Chicago's oldest Catholic School was still very much in the community educational picture. The student newspaper, The Green and Gold, received the rating All-American, one of nine school papers in the country so honored by the National Scholastic Press Association. It was to receive this honor for the next three years. The last championship won by any St. Patrick team had been the Catholic League Lightweight Crown in basketball in 1940. This year, 1944, saw the senior basketball team win the championship of the St. George Catholic League Tournament.

In September, 1944, Brother J. Matthew was appointed principal of De La Salle High School. His place at St. Patrick's was taken by Brother H. Basil, formerly the director at Boys Town, Nebraska. Brother Basil brought with him a new element of hope for the survival and salvation of Old St. Patrick's. An indefatigable worker and organizer, Brother Basil soon had a rejuvenated and greatly expanded Mothers' Club working for the material improvement of the school. He next turned his attention to the alumni, and, with the help of a
few of the old-timers, had a group of officers elected and regular meetings planned. The first alumni banquet in many years was held in November, 1945, at the Morrison Hotel. Over 600 members attended. The following year, the guest of honor at the annual banquet was His Eminence, Samuel Cardinal Stritch. Under the presidency of John J. Coffey, Jr., '20, the alumni organization had once again become a vital force in the life of St. Patrick's with 2,500 active members.

With the help of the alumni and business men of the area, Brother Basil was able to promote several successful drives for funds to further the renovation and modernization of the school. A ceiling was installed in the gym simplifying the problem of heating the building. The St. Patrick's "ice-box" was no longer the talk of the Catholic League. Brother Basil soon learned that many of his planned improvements would have to wait until rotted window frames, worn-out pipes, loose bricks, and dangerous wiring were repaired. This was the typical St. Patrick's story. The Brothers were pressed into service as usual, mopping, painting, and repairing. With the high cost of labor, the finances of St. Patrick's, even augmented by a slight raise in tuition and by successful drives, could pay for either material or labor, but not both. Nevertheless, improvements went on, and older members of the faculty who had seen the ups and downs of St. Patrick's for many years said that the school had never looked better.10

The annual inspection by officers of the State University and the North Central was scheduled to take place on February 6, 1947. Unfortunately, very

10. Statement of Brother Gregory, Personal Interview.
early on this day of days the heating plant in the classroom building suddenly and without warning collapsed under the weight of its years. The inspectors, shivering in overcoats, hurriedly went through the classes, observing what they could of lessons conducted in which teachers and pupils were bundled in wraps in an indoor temperature of forty-eight degrees. The inspection proved to be the shortest in the history of the school, and classes were dismissed for the day. During a later meeting with the faculty, the three visiting officials marvelled at the unruffled calm and stoical resignation with which teachers and pupils bore up under the inconvenience.11

The official report of this visit, which was awaited by the director and faculty with more than ordinary apprehension, came one week later. All elements of the school, administration, supervision, spirit, records, teacher qualifications, etc., received, as usual, unqualified approval. However, in regard to other matters, the comments and recommendations were just what had been expected:

Instructional Equipment and Supplies: The equipment and supplies for this school are not in keeping with those of a modern and up-to-date high school. . . .

School Plant: This school is housed in a very old building in the heart of Chicago. The grounds and the building do not make possible the arrangement which would be most satisfactory to teachers . . . . Lighting is not adequate . . . .12

The more important recommendations followed:

1. More extensive and adequate housing facilities . . . .

11. Remark of Mr. R. M. Ring, Assistant Superintendent of Public Instruction, at annual visit, February 6, 1947.
12. Letter of Mr. R. M. Ring, Assistant Superintendent of Public Instruction, To Brother H. Basil, Principal. February 13, 1947.
2. A continuation of the redecorating program.
3. Equipping the various rooms . . .
4. Improving the heating plant in such a way that adequate heating may be provided at all times.\textsuperscript{13}

Despite the obvious shortcomings in the physical plant and equipment of St. Patrick's, the school continued to win unqualified approval of the State University and the North Central Association.\textsuperscript{14} In addition, a remedial course for retarded readers was set up with a thoroughly trained remedial teacher in charge. In the late spring of 1947, after expanding the curriculum to include college-preparatory, commercial, general, and remedial courses, Brother Basil was transferred to St. Mal's High School in the capacity of principal. Brother Julian Mark became the next principal of St. Patrick's.

The school boiler gave much trouble during the winter of 1947-1948, but was patched up to last out the year. A new heating plant became imperative. The only means of procuring one was to sponsor another drive for funds. With the cooperation of the alumni, the students, and their parents, a sum of $16,000 was raised over a period of five months, and the new boiler became a reality. Painting and redecorating had again become necessary in the school, so with the money left over from the drive, paint and supplies were purchased and the Brothers of the faculty spent the summer of 1948 painting the entire school.

Brother Mark was continuing the policy of rejuvenation and reorganization begun by Brothers Matthew and Basil. A health program was no inaugurated in the school with the cooperation of the city and county health officials.

\textsuperscript{13} Ibid.
\textsuperscript{14} Letter of Mr. L. B. Fisher, State Chairman of North Central Association, to Brother J. Mark, Principal, April 15, 1948.
In 1948 St. Patrick's Academy participated in the religious and civic observances commemorating the first one hundred years of the Christian Brothers' work in the United States. John J. Coffey, Jr., president of the St. Patrick Academy alumni was executive chairman of the centennial committee. He was assisted by the alumni presidents of the other Christian Brothers schools in Chicago: Judge Michael L. Igoe, of De La Salle; Michael J. Howlett, of St. Mel; and John Renninger, of St. George. With the cooperation and coordinated effort of the four alumni groups, a great religious and civic demonstration was held on May 1, 2, and 3 which gave tangible evidence of the growth of the Brothers' schools in Chicago since the time they assumed direction of St. Patrick Academy back in 1861.

St. Patrick's once again broke into the headlines in an athletic way during 1949 when the basketball team swept to the Catholic League championship and eventually to the championship of the city.

Brother Mark continues as director of St. Patrick's with a faculty of nineteen Christian Brothers teaching 551 pupils coming from 119 parishes in Chicago and its suburbs.
CHAPTER V
DEVELOPMENT OF THE CURRICULUM

The chief purpose of St. Patrick Academy, dictated by its very nature as a Catholic school and by the religious consecration of its teachers, was, and is, the teaching of morality based on Religion. If, for the purposes of the present study, the scholastic aspect of the school's program is being emphasized, it is well to keep in mind the fact that the religious program and the scholastic program have always been meant to complement each other in the complete education of the individual.

When the Christian Brothers took charge of St. Patrick Academy in 1861, the form of secondary school known as the academy was at the zenith of its popularity. Traditionally, the academy has been looked upon as a breaking away from the classical grammar school whose only reason for existence was to prepare students for college. The academy attempted to prepare not only for college, but also for life itself. Consequently, the curriculum of the typical academy was inclined to be wider in scope than the curriculum of the strictly college preparatory school.

In 1861, the curriculum of St. Patrick Academy embraced the usual college preparatory subjects of grammar, Greek, Latin, algebra, geometry, trigonometry, and history. In addition, the school offered such typical subjects as English, composition, higher arithmetic, rhetoric, mensuration,
architectural drawing, French, and German.

Although an attempt was being made at this time to expand the curriculum, St. Patrick's remained essentially a college preparatory school. The student body was relatively homogeneous as far as social and economic backgrounds were concerned. The great majority of the boys came from the immediate neighborhood which was populated by Irish families of the middle class. The parish was the center of all activity, social as well as religious, and represented a material symbol of the fusion of the Cross and the Shamrock. Ideals, outlooks, and ambitions of the boys were similar. Since the Academy was a "pay school," it is reasonable to assume that those students who attended were of a select group financially, and probably superior intellectually. Therefore, the college preparatory curriculum probably had been fairly well suited to their needs.

With the exception that it emphasized religious training, St. Patrick Academy, during the period from 1860 to 1870, offered a curriculum very similar to that of the Chicago Public Schools. In these years graduation from St. Patrick's was not determined by the number of years spent in school nor by the amount of material covered. When, in the opinion of the school authorities, a pupil was judged to be sufficiently prepared for his next step, whether it was further schooling or getting a job, he was formally graduated from secondary school.

By 1874, it was decided to combine St. Patrick Academy and the free school attached to it. From this time on, they were to be one institution. This change was made "to offer all equal advantages." Evidently the school
Although an attempt was being made at this time to expand the curriculum, St. Patrick's remained essentially a college preparatory school. The student body was relatively homogeneous as far as social and economic backgrounds were concerned. The great majority of the boys came from the immediate neighborhood which was populated by Irish families of the middle class. The parish was the center of all activity, social as well as religious, and represented a material symbol of the fusion of the Cross and the Shamrock. Ideals, outlooks, and ambitions of the boys were similar. Since the Academy was a "pay school," it is reasonable to assume that those students who attended were of a select group financially, and probably superior intellectually. Therefore, the college preparatory curriculum probably had been fairly well suited to their needs.

With the exception that it emphasized religious training, St. Patrick Academy, during the period from 1860 to 1870, offered a curriculum very similar to that of the Chicago Public Schools. In these years graduation from St. Patrick's was not determined by the number of years spent in school nor by the amount of material covered. When, in the opinion of the school authorities, a pupil was judged to be sufficiently prepared for his next step, whether it was further schooling or getting a job, he was formally graduated from secondary school.

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Table 4

COMPARISON OF THE CURRICULUM OF ST. PATRICK ACADEMY WITH THAT OF THE CHICAGO PUBLIC SCHOOLS DURING THE DECADE 1860-1870

<table>
<thead>
<tr>
<th>St. Patrick Academy(^1) (1861)</th>
<th>Chicago Public Schools(^2) (1868)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>Natural Philosophy</td>
</tr>
<tr>
<td>History</td>
<td>Botany</td>
</tr>
<tr>
<td>English Composition</td>
<td>Political Economy</td>
</tr>
<tr>
<td>Rhetoric</td>
<td>Algebra</td>
</tr>
<tr>
<td>Higher Arithmetic</td>
<td>Geometry</td>
</tr>
<tr>
<td>Algebra</td>
<td>French</td>
</tr>
<tr>
<td>Geometry</td>
<td>German</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>Greek</td>
</tr>
<tr>
<td>Mensuration</td>
<td>Latin</td>
</tr>
<tr>
<td>Architectural Drawing</td>
<td>Music</td>
</tr>
<tr>
<td>German</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td></td>
</tr>
<tr>
<td>Greek</td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td></td>
</tr>
</tbody>
</table>

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This change was made "to offer all equal advantages." Evidently the school administration was thinking in terms of the pupils. It is noteworthy, too, that about this time, U.S. History, English literature, surveying, declamation, and navigation were added to the curriculum. This would seem to indicate that efforts were being made to care for the needs and interests of a more heterogeneous type of student body, now that there was no longer any distinction between the paying and the non-paying pupils.

St. Patrick's was gradually taking on the aspect of a typical academy in that it was now offering the classical and the English curricula. In the course of time subjects were continually being added to the English, or so-called practical course. This expansion was certainly of great benefit to the pupils since such a course was intended to give them the training and the background they needed for making a livelihood after leaving school.

Not all the improvements, however, resulted solely from consideration of pupil needs. In 1875, with finances in a precarious condition after the construction of the new school building, the Brothers, as has been noted elsewhere, were forced to devise ways and means of securing added revenue. Their attempts took the form of (1) conducting a night school, (2) organizing a dramatic society, and (3) teaching music. These measures were responsible for the introduction of music and dramatics into the curriculum for the dual purpose of benefiting the pupils and acquiring badly needed funds.

Evidently the additions to the curriculum proved a blessing to the school, for the community memoirs state that

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it is worthy of record that the zealous work of the teachers, the attractiveness of the new building, the best in the city, and the excellent entertainments given by the pupils, served to draw many boys to the school. During the term 1878-79, the number of pupils registered was 439. The graduating group was called the Superior Class and the others, First to Ninth, the last being the Primary with 104 on the list. The teacher of this large group found it necessary to call each pupil by a number instead of by a name.4

Thus, the first period of the school's history found the curriculum being gradually expanded. The trend at this time seemed to be away from the strictly academic, college-preparatory curriculum and toward a more diversified and practical course of studies.

By the year 1882, Brother Adjutor, director of St. Patrick's had for some time been watching closely the trend of developments in regard to the location, the enrollment and the financial condition of the school. The parish, which had been the backbone of support for the school, was gradually becoming smaller as families moved farther west. How the neighborhood was being taken over by commercial and wholesale establishments has already been indicated. This factor of decrease in enrollment, together with the dwindling parish population, spelled financial trouble for the future.

It was therefore decided to reorganize the school to meet the changing conditions and to continue to attract boys of high school age. In 1882 a three year commercial course was established, because by this plan of action, as Andreas tells us, "the faculty were led to believe that they could best adapt their Academy to the wants of the pupils."6 With the rapid industrial

### Table 5

**GRADUALADOPTION OF THE TRADITIONAL ACADEMY CURRICULUM BY ST. PATRICK ACADEMY FROM 1861 to 1881**

<table>
<thead>
<tr>
<th>CLASSICAL COURSE</th>
<th>ENGLISH COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Prepares for college)</td>
<td>(Prepares for life)</td>
</tr>
<tr>
<td><strong>Academy Subjects Offered in 1861</strong></td>
<td><strong>Academy Subjects Offered in 1861</strong></td>
</tr>
<tr>
<td>Latin</td>
<td>Arithmetic</td>
</tr>
<tr>
<td>Greek</td>
<td>Algebra</td>
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<tr>
<td>Arithmetic</td>
<td>Drawing</td>
</tr>
<tr>
<td>Geometry</td>
<td>English</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>French</td>
</tr>
<tr>
<td>Algebra</td>
<td>Geometry</td>
</tr>
<tr>
<td>English Grammar</td>
<td>Trigonometry</td>
</tr>
<tr>
<td></td>
<td>Rhetoric</td>
</tr>
</tbody>
</table>

**Subjects Added by 1875**

- Declaration
- U.S. History
- English Literature
- Surveying
- Declamation
- Navigation

**Subjects Added by 1881**

- Geography
- Reading
- Bookkeeping (1878)

**Additional Subjects Added by St. Patrick Academy**

- Mensuration (1861)
- Dramatics (1875)
- Music (1875)
- Physics (1875)
- Natural Philosophy (1875)
Table 5 (continued)

GRADUAL ADOPTION OF THE TRADITIONAL ACADEMY CURRICULUM BY ST. PATRICK ACADEMY FROM 1861 TO 1881

<table>
<thead>
<tr>
<th>CLASSICAL COURSE</th>
<th>ENGLISH COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Prepares for college)</td>
<td>(Prepares for life)</td>
</tr>
</tbody>
</table>

Typical Academy Subjects Not Added to Curriculum of St. Patrick Academy

- History
- Constitution of the U.S.
- Astronomy
- Botany
- Chemistry
- General History
- Intellectual, Moral, and Mental Philosophy
- Law
- Mapping
- Mineralogy
- Natural History
- Political Economy
- Topography
- Principles of Teaching

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growth of the city of Chicago, particularly in the region of St. Patrick's, there came a demand for more and more men trained in the technical aspects of commerce. The new curriculum was designed to fill this need.

At this point, it might be well to mention in passing another influence that indirectly hastened the change of the St. Patrick Academy curriculum. In virtue of special permission granted by the General Chapter of 1854 and by indults from the Holy See, the Christian Brothers in the United States had been granted a temporary dispensation from that part of the constitutions drawn up by their founder, St. De La Salle, which made mandatory the teaching of the vernacular in all the schools of the Order and at the same time forbade the teaching of the Latin language. Up to the year 1854, *the Brothers were not permitted by their rule to teach the classics, but through the joint request of Bishop Hughes of New York, Bishop Kenrick of St. Louis, and Bishop Purcell of Cincinnati, a concession was granted ... *8 This explains why the classical languages, particularly Latin, were to be found in the curriculum of St. Patrick Academy, and indeed of most of the Brothers' schools in America from 1854 on.

But in certain quarters there were fears that this departure from the original legislation was becoming more than a mere temporary dispensation. For some time, notably since the Second Plenary Council of Baltimore in 1866, opposition from outside the Order, then, from the European provinces within

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the Society itself, grew to such an extent that the General Chapter of 1894 withdrew the privilege of teaching the classics, ordering all schools teaching Latin to drop the subject from the curriculum as soon as they could conveniently do so. This precipitated the storm known as the Latin Question in which practically all the bishops of the United States, acting through a committee, sought to have the Institute change this regulation once and for all. The controversy raged until it was settled by a directive of the late Holy Father, Pope Pius XI, in 1923, when the Institute was given permission to abrogate this point of rule. 9

Brother Adjutor was shrewd enough to foresee the outcome of the controversy back in 1880. This was one more good reason why his school needed a reorganization of courses. The change-over to commercial subjects would not only compensate for the dropping of Latin and Greek, but would also more easily accord with the new society which had been established by alumni and friends of the school for placing boys in positions after graduation.

The reorganization of the school took the following form:

**Secondary Department**

3rd Commercial (Graduating class)  
2nd Commercial  
1st Commercial

**Elementary Department**

3rd Intermediate (now eighth grade)  
2nd Intermediate  
1st Intermediate

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This History of Chicago, by Andreas, provides the most complete information on the curriculum of St. Patrick Academy in the early 1880's. According to this source, penmanship was given most attention after religious instruction. In making clear the aims and content of the new commercial curriculum at St. Patrick's, particularly in regard to penmanship, the historian has this to say:

Beautiful writing is a thing to be admired; legible and rapid writing a thing to be commended. In the St. Patrick academy, that which deserves commendation is preferred to that which elicits praise and admiration. If both can be combined, the style is then superior to either of them singly, and while giving much attention to the acquisition of a rapid and legible handwriting, the pupils are nevertheless drilled in the beautiful. At the closing exercises of this Academy, on June 18, 1884, held at Central Music Hall, a gentleman who has devoted many years to the teaching of penmanship, stated, after examining some specimens of writing from the Academy, that they were superior to twenty thousand specimens which he had recently examined in various cities. 11

Next in importance was the subject of bookkeeping. "In teaching it," says Andreas,

the faculty of the Academy pursue the most practical methods possible. After the student has been thoroughly exercised in the theory, he is next taught its application. He engages in transactions in the school-room as a merchant does in a counting-house; the reality of currency and goods are of course lack-

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ing, but this deficiency is supplied by a class of currency and articles that represent real merchandise. By such means the best results are undoubtedly obtained, namely, familiar practice in business transactions and an acquaintance with both the art and science of bookkeeping.\textsuperscript{12}

With the installation of a grating and counter in the classroom to simulate a bank, actual banking operations were carried out in class under the tutelage of Brother Landrick Joseph.

Commercial law was considered almost as important as bookkeeping. The purpose of this subject was not necessarily "to educate the pupils for the legal profession; they were merely given such reliable information as would enable them to conduct their transactions in a strictly legal manner."\textsuperscript{13}

The aim of the course in composition and business correspondence was the practical one of being able to express ideas in written form, to achieve "brevity in business letters and a capability to compose on all ordinary occasions."\textsuperscript{14}

Phonography and typewriting were included in the course of studies because of their practical nature and their usefulness in many fields of endeavor. Concerning these subjects, as well as telegraphy, Andreas continues:

It (phonography) is of great general utility to the pupil when sufficiently advanced to write words as rapidly as they are uttered. He can use it in bookkeeping, composition, and even in arithmetic, and when once acquired it becomes a means of obtaining a

\textsuperscript{12} \textit{Loc. cit.}
\textsuperscript{13} \textit{Loc. cit.}
\textsuperscript{14} \textit{Loc. cit.}
livelihood when other means would fail. This art, joined with typewriting, is of great utility.

Even telegraphy is also taught; and although it may not be of immediate use to the pupil, still it may, in the hour of need, prove of great financial assistance.\textsuperscript{15}

For a number of years telegraphy continued to be an important subject. That it was also an eminently practical one was to be demonstrated by the great number of St. Patrick's graduates who later became associated with the railroad industry. To make the subject as realistic as possible, the telegraphy classroom at St. Patrick's was wired, each pupil's desk containing a sending and receiving apparatus which was connected by wire to the teacher's desk.\textsuperscript{16}

In a study of this period of the school's history, it becomes quite evident that the prime objective of the administration was to offer courses which would benefit the pupils by their practicality and usefulness in later life. The Memoirs of 1896 bear out this vocational viewpoint by noting that the commercial subjects were on the curriculum "because of the increasing demand for specially trained office help."\textsuperscript{17}

The general purpose of the commercial curriculum of St. Patrick Academy during these years is adequately summarized by Andreas when he says that it will well repay any one to visit the classes of this excellent institution, to note the means adapted for facilitating the studies, the progress that the scholars have made, and get an idea of the future prospects of the pupils who are educated in it for the various spheres of life.\textsuperscript{18}

\textsuperscript{15} Ibid., Vol. III., p. 768
\textsuperscript{16} Statement of Brother L. Gregory, F.S.C., Personal Interview.
\textsuperscript{17} Memoirs, p. 65
\textsuperscript{18} Andreas, A.T., op. cit., Vol. III, p. 768
St. Patrick Academy remained a strictly commercial academy from 1882 to 1920. Although, in general it is true that the curriculum during these years remained substantially unchanged, nevertheless it did not remain absolutely static. There were minor variations such as the introduction of courses in business spelling, economics, and rapid calculation according to the needs of the time. By 1917 the three-year course of studies offered at St. Patrick's took the form as shown in the school prospectus for that year:

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian Doctrine</td>
<td>Christian</td>
<td>Christian</td>
</tr>
<tr>
<td>Orthography</td>
<td>Doctrine</td>
<td>Doctrine</td>
</tr>
<tr>
<td>English</td>
<td>English Literature</td>
<td>Economics</td>
</tr>
<tr>
<td>Modern History</td>
<td>Elocution</td>
<td>Elocution</td>
</tr>
<tr>
<td>Ancient History</td>
<td>Algebra</td>
<td>Geometry</td>
</tr>
<tr>
<td>Elocution</td>
<td>Commercial</td>
<td>Commercial</td>
</tr>
<tr>
<td>Algebra</td>
<td>Law</td>
<td>Correspondence</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>Bookkeeping</td>
<td>Bookkeeping</td>
</tr>
<tr>
<td>Phonography</td>
<td>Phonography</td>
<td>Phonography</td>
</tr>
<tr>
<td>Typewriting</td>
<td>Typewriting</td>
<td>Typewriting 19</td>
</tr>
</tbody>
</table>

When Brother Francis became director of the school in 1915, the enrollment was 347. Five years later, the number of boys had increased to 608. In 1920 the first year boys numbered 173, necessitating the formation of six first-year classes. Over seventy of the boys in school were sons of graduates. With the passing of each graduating class, it was becoming increasingly evident that a college preparatory curriculum was once again necessary if the school was to continue to fulfill the needs of the students enrolled. Between twenty and thirty members of each graduating class were going to college. Brother Francis, therefore, upon consultation with his faculty,

decided to change the course of studies so as to include a college-preparatory program. This meant that the days of the one-and-only three-year commercial course were at an end. From this time, St. Patrick Academy was to be a four-year high school with both college preparatory and commercial courses of study. The class entering in 1920 was the first class to embark on the new four-year plan. The Diamond Jubilee Booklet published by the parish in 1931 summarizes the reasons for the expansion of the curriculum in the 1920's.

Of late years, the demand for preparation for higher education has necessitated a change to the regular four-year high school course which is offered in both the commercial and science departments. 20

Brother Francis was also entertaining the idea of applying to the North Central Association of Secondary Schools for accreditation. However, after guiding the school to a position where it could easily qualify for membership, he gave up the plan for the time being, convinced that circumstances had not yet made accreditation necessary.

Although the curriculum was to be changed, the new courses were to be introduced gradually. The addition of physiography and Spanish to the first year course was the only change adopted in 1920. During the summer of 1921 a biology laboratory was installed, and in 1923 new physics and chemistry laboratories prepared the way for the introduction of these scientific courses. By this time the reorganization of the curriculum was complete. (Table 6)

By 1924, after an auspicious introduction of the new curriculum which held so great a promise for the future of the school, the enrollment in the

high school department alone was 340 pupils. During the next five years, the enrollment, for some unaccountable reason, began to show a downward trend. The enrollment figures for these years were as follows: 1924-25, --340; 1925-26, --312; 1926-27, --309; 1927-28, --321; 1928-29, --220. This trend was naturally a cause of alarm. There were two possible explanations, however. Three new Catholic high schools for boys, --Leo, on the South Side; Fenwick, on the West Side; and St. George in Evanston were conceivably taking many of St. Patrick's suburban students, especially after 1926. The other theory, held by Brother Herbert who was director at the time, and by some others, was that perhaps the school had taken the wrong approach in introducing science into the curriculum in 1923 for the sake of State recognition. It was theorized that St. Patrick's, in view of its location, --poor from the standpoint of wholesome surroundings, but quite convenient to the business and wholesale districts, --might be more successful and hold more appeal as a specialized school, specifically, if it reverted to its former status as a commercial school. Then it would have an appeal that would not conflict with the recruiting for the recently built academic high schools. What made the problem all the more complex and difficult of solution was the fact that from thirty to forty per cent of the graduates of St. Patrick were going on to college. (Table 8)

Finally, a decision was reached. Physics and chemistry were to be dropped from the curriculum. This, indeed, meant the abolishing of the

21. According to figures taken from the Annual reports to the University of Illinois for these years. (Table 7)
### Table 6

**Courses of Study Offered by St. Patrick Academy in 1923**

#### Scientific Course

<table>
<thead>
<tr>
<th>Senior</th>
<th>Junior</th>
<th>Sophomore</th>
<th>Freshman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion</td>
<td>Religion</td>
<td>Religion</td>
<td>Religion</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>Algebra II</td>
<td>Plane Geometry</td>
<td>Algebra</td>
</tr>
<tr>
<td>French</td>
<td>Physics</td>
<td>Biology</td>
<td>Spanish</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Solid Geometry</td>
<td>Modern History</td>
<td>Ancient History</td>
</tr>
<tr>
<td>Phonography</td>
<td>American History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Typewriting</td>
<td>French</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Commercial Course

<table>
<thead>
<tr>
<th>Senior</th>
<th>Junior</th>
<th>Sophomore</th>
<th>Freshman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion</td>
<td>Religion</td>
<td>Religion</td>
<td>Religion</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Economics</td>
<td>Commercial Law</td>
<td>Plane Geometry</td>
<td>Algebra</td>
</tr>
<tr>
<td>Commercial Arithmetic</td>
<td>Civics</td>
<td>Modern History</td>
<td>Spanish</td>
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<tr>
<td>Phonography</td>
<td>Phonography</td>
<td>Biology</td>
<td>Ancient History</td>
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<tr>
<td>Typewriting</td>
<td>Typewriting</td>
<td>Spanish</td>
<td></td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>American History</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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22. *St. Patrick Academy Prospectus, 1923.*
**Table 7**

**ENROLLMENT OF ST. PATRICK ACADEMY FROM 1866 to 1949**

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1866</td>
<td>440</td>
<td>1913</td>
<td>303</td>
</tr>
<tr>
<td>1867</td>
<td>440</td>
<td>1914</td>
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</tr>
<tr>
<td>1868</td>
<td>440</td>
<td>1915</td>
<td>347</td>
</tr>
<tr>
<td>1869</td>
<td>440</td>
<td>1916</td>
<td>475</td>
</tr>
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<td>1870</td>
<td>440</td>
<td>1917</td>
<td>475</td>
</tr>
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<td>1871</td>
<td>250</td>
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<td>250</td>
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<td>608</td>
</tr>
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<td>1920</td>
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</tr>
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<td>1921</td>
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</tr>
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<td>1927</td>
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</tr>
<tr>
<td>1882</td>
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<td>1884</td>
<td>600</td>
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<td>400</td>
<td>1932</td>
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<td>630</td>
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<td>600</td>
<td>1938</td>
<td>409</td>
</tr>
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<td>1892</td>
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<td>1939</td>
<td>445</td>
</tr>
<tr>
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<td>512</td>
<td>1940</td>
<td>463</td>
</tr>
<tr>
<td>1894</td>
<td>512</td>
<td>1941</td>
<td>426</td>
</tr>
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<td>1942</td>
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</tr>
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<td>375</td>
</tr>
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</tr>
<tr>
<td>1900</td>
<td>420</td>
<td>1947</td>
<td>574</td>
</tr>
<tr>
<td>1901-1912, inc.</td>
<td>420</td>
<td>1948</td>
<td>551</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Number of Graduates</th>
<th>Number of Graduates Attending College</th>
<th>Per Cent in College</th>
</tr>
</thead>
<tbody>
<tr>
<td>1926</td>
<td>64</td>
<td>19</td>
<td>30%</td>
</tr>
<tr>
<td>1927</td>
<td>51</td>
<td>17</td>
<td>33</td>
</tr>
<tr>
<td>1928</td>
<td>63</td>
<td>13*</td>
<td>21</td>
</tr>
<tr>
<td>1929</td>
<td>32</td>
<td>12</td>
<td>38</td>
</tr>
<tr>
<td>1930</td>
<td>39</td>
<td>11*</td>
<td>28</td>
</tr>
<tr>
<td>1931</td>
<td>56</td>
<td>29</td>
<td>52</td>
</tr>
<tr>
<td>1932</td>
<td>68</td>
<td>21</td>
<td>31</td>
</tr>
<tr>
<td>1933</td>
<td>56</td>
<td>17*</td>
<td>30</td>
</tr>
<tr>
<td>1934</td>
<td>75</td>
<td>22</td>
<td>30</td>
</tr>
<tr>
<td>1935</td>
<td>90</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>1936</td>
<td>75</td>
<td>21</td>
<td>28</td>
</tr>
<tr>
<td>1937</td>
<td>88</td>
<td>27</td>
<td>31</td>
</tr>
<tr>
<td>1938</td>
<td>70</td>
<td>42</td>
<td>60</td>
</tr>
<tr>
<td>1939</td>
<td>64</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>1940</td>
<td>85</td>
<td>26</td>
<td>30</td>
</tr>
<tr>
<td>1941</td>
<td>86</td>
<td>27</td>
<td>32</td>
</tr>
<tr>
<td>1942</td>
<td>83</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>1943</td>
<td>83</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>1944</td>
<td>57</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>1945</td>
<td>67</td>
<td>21</td>
<td>31</td>
</tr>
<tr>
<td>1946</td>
<td>86</td>
<td>32</td>
<td>39</td>
</tr>
<tr>
<td>1947</td>
<td>112</td>
<td>30</td>
<td>26</td>
</tr>
<tr>
<td>1948</td>
<td>110</td>
<td>45</td>
<td>41</td>
</tr>
</tbody>
</table>

*Estimated

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24. Compiled from information furnished on reports to the Superintendent of Public Instruction and from information on cumulative records in the school files. 1926 to 1948 are the only years for which information is available.
scientific course, leaving the commercial curriculum as the only sequence of courses being offered. Biology and general science were to be retained to satisfy the requirements of the state university. The change took place at the beginning of the school year 1927-28. Nothing is known about the disposal of the four-year-old equipment in the abandoned physics and chemistry laboratories except that it was crated and shipped to Glencoe, Missouri.

Shorthand, typewriting, and bookkeeping were now compulsory subjects. A two-year business course was offered in addition to the four-year business curriculum. According to the school prospectus issued at this time, the two-year course was to prepare for positions in the business world, but not immediately for college or university.25

This solution of the difficulty soon proved to be most unwise. For one thing, it did not check the falling enrollment. Within one year after the change, the enrollment dropped to 200 students. Quite obviously the revamped program was benefiting neither the pupils nor the school. The unfortunate situation remained unchanged during the remainder of Brother Herbert's tenure and during the one-year administration of Brother Honorius Patrick.

The recall of Brother James Francis at this critical period in the school's history has been mentioned elsewhere in these pages. The enrollment in September, 1930, was only 254. In fact, during the administrations of Brother Herbert and Brother Patrick the school had never been more than sixty per cent filled. After the science courses were dropped in September, 1927, the enrollment continued to decrease. In spite of the attempted emphasis on

the commercial subjects, there had been no funds available to install the necessary, and expensive, modern commercial equipment for a first class commercial school. Consequently, pupils who enrolled with a commercial course in mind were really subjected to the traditional academic curriculum minus the physics and chemistry which are so important in the college-preparatory course of studies.

The dilemma confronting Brother Francis was all too clear. To raise the school to its former level of efficiency it was imperative to purchase either new science equipment and emphasize academic preparation, or new commercial equipment and specialize in commerce and business training. At this time, of course, the school was doing a thorough job in neither curriculum. But with the low enrollment and even lower tuition returns it was more difficult than ever to follow either plan of action. The depression was beginning to make itself felt, and more than the usual number of students were being accepted at reduced rates or at no charge at all.

We have seen how an intensified recruiting campaign built up the student body to 381 pupils in one year, despite the fact that the seventh and eighth grades were discontinued at this time. This helped to relieve the financial pressure to some degree. Next came the decision on the question of curriculum. Without curtailing the commercial courses being then offered, Brother Francis planned to reintroduce the scientific course and to apply for recognition by the North Central Association. Application was made toward the end of 1931 and full accreditation was received in 1933. By 1935, the two complete curricula were in full effect at St. Patrick's. (Table 9) Both were
Table 9

COURSES OFFERED AT ST. PATRICK ACADEMY, 1935-1936

<table>
<thead>
<tr>
<th>Languages</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>General Science</td>
</tr>
<tr>
<td>Latin</td>
<td>Physiology</td>
</tr>
<tr>
<td>French</td>
<td>Biology</td>
</tr>
<tr>
<td></td>
<td>Zoology</td>
</tr>
<tr>
<td></td>
<td>Botany</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>Commercial Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>Bookkeeping</td>
</tr>
<tr>
<td>Modern History</td>
<td>Business Law</td>
</tr>
<tr>
<td>English History</td>
<td>Economics</td>
</tr>
<tr>
<td>American History</td>
<td>Shorthand</td>
</tr>
<tr>
<td>Community Civics</td>
<td>Typing</td>
</tr>
<tr>
<td>Advanced Civics</td>
<td></td>
</tr>
<tr>
<td>Commercial Geography</td>
<td>Physical Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td></td>
</tr>
<tr>
<td>Plane Geometry</td>
<td></td>
</tr>
<tr>
<td>Solid Geometry</td>
<td></td>
</tr>
<tr>
<td>Trigonometry</td>
<td></td>
</tr>
</tbody>
</table>

college preparatory. In addition, there was a four-year general course offered for boys not destined for college. Finally, the two-year business course still had its place in the program. The curriculum had now finally been revised to meet the demands of the students who were going on to college and those who were going into the business world immediately after leaving school. No further changes or additions were made until 1941. During this year, Brother Matthew who was now principal, introduced aeronautics and electricity in order to provide the background for the boys who would certainly be called to aid in the war effort.

The most significant contribution of Brother Matthew's administration to the educational welfare of St. Patrick Academy was his sponsorship of a co-operative study of the educational facilities of the school, using the evaluative Criteria recommended by the Committee of the Cooperative Study of Secondary School Standards. The evaluation of St. Patrick's was undertaken solely as a means of studying the needs of the school and comparing its facilities and program with other schools throughout the nation. An independent committee, under the chairmanship of Brother Hugh Elzear, F.S.C., visited St. Patrick's in the spring of 1943. After a five-day survey and study, the visiting committee organized, tabled, and interpreted the information they had gathered concerning the following significant phases of St. Patrick's: Curriculum and Courses of Study, Pupil Activity Program, Library Service, Guidance Service, Instruction, Outcomes of the Educational Program, School Staff, School Plant, and School Administration. The study confirmed what the authorities at St. Patrick's had feared for some time,
viz., that in the area of curriculum development the school was far below par. In fact, the educational thermometer depicting curriculum development indicates that in this area the school stood in the lowest twenty per cent of all schools evaluated.

Regardless of where St. Patrick's might have rated in the various items of the survey, what should be stressed here is the fact that the administration of the school in 1943 was genuinely concerned with making St. Patrick's a better school and that the necessary steps were being taken to see that it would become a more efficient institution.

The successor of Brother Matthew was Brother Basil, taking office in 1944. It was Brother Basil who probably did more than any other principal before him to adapt the curriculum to the needs and capacities of the students. Brother Basil's study of the situation at St. Patrick's revealed that the academy was enrolling a student body with an exceedingly wide range of abilities and interests. There were the very well-to-do boys from the suburbs who were looking ahead to college. Then there were those for whom high school was but a waiting place until they were old enough to go to work. St. Patrick's has never turned away a boy because of his lack of intelligence. Many of the boys were very bright; most were average; some were retarded. In 1947 the median I.Q. of the Seniors was 104, and of the Juniors, 100. The range of both groups together was from 141 to 75.27 (Table 10) In an attempt to provide for such a diverse group under the conditions peculiar to

27. From a statistical summary used in connection with the Illinois State Testing Program, 1947.
### Table 10

DISTRIBUTION OF I.Q.'s OF THE STUDENTS OF ST. PATRICK ACADEMY DURING THE PERIOD 1939-1949

<table>
<thead>
<tr>
<th>Year</th>
<th>140 or above</th>
<th>130-139</th>
<th>120-129</th>
<th>110-119</th>
<th>100-109</th>
<th>90-99</th>
<th>80-89</th>
<th>Below 80</th>
</tr>
</thead>
<tbody>
<tr>
<td>1939</td>
<td>2%</td>
<td>1%</td>
<td>20%</td>
<td>29%</td>
<td>27%</td>
<td>12%</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>1940</td>
<td>1</td>
<td>2</td>
<td>18</td>
<td>34</td>
<td>22</td>
<td>16</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>1941</td>
<td>0</td>
<td>1</td>
<td>12</td>
<td>30</td>
<td>34</td>
<td>12</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>1942</td>
<td>0</td>
<td>3</td>
<td>16</td>
<td>33</td>
<td>29</td>
<td>10</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>1943</td>
<td>2</td>
<td>4</td>
<td>17</td>
<td>29</td>
<td>26</td>
<td>17</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>1944</td>
<td>0</td>
<td>2</td>
<td>25</td>
<td>26</td>
<td>32</td>
<td>12</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>1945</td>
<td>0</td>
<td>6</td>
<td>19</td>
<td>31</td>
<td>21</td>
<td>17</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>1946</td>
<td>0</td>
<td>4</td>
<td>22</td>
<td>33</td>
<td>20</td>
<td>11</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>1947</td>
<td>1</td>
<td>5</td>
<td>27</td>
<td>29</td>
<td>23</td>
<td>13</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1948</td>
<td>4</td>
<td>3</td>
<td>37</td>
<td>30</td>
<td>15</td>
<td>9</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1949</td>
<td>5</td>
<td>8</td>
<td>29</td>
<td>34</td>
<td>12</td>
<td>10</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

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28. These statistics were compiled from the cumulative records in the school files. The tests given were the Kuhlmann-Anderson Test and the Otis Quick-Scoring Test of Mental Ability.
St. Patrick's, Brother Basil inaugurated another course, the General Course, for the non-academic students. There were now three curricula offered: the Academic or Scientific which prepared for college; the Commercial which prepared for business and college; and the General Course which was a terminal course. (Table 11) In addition, a remedial course for retarded readers was set up with a thoroughly trained remedial teacher in charge. Limitations of finance and plant prevented Brother Basil from broadening the curriculum still further. It could be truly said that at this period St. Patrick Academy was doing everything in its power to provide for all its pupils.
Table 11

**ST. PATRICK ACADEMY**

Program of Courses 1947

<table>
<thead>
<tr>
<th>GENERAL COURSE</th>
<th>COMMERCIAL COURSE</th>
<th>SCIENTIFIC COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FRESHMAN YEAR:</strong></td>
<td><strong>FRESHMAN YEAR:</strong></td>
<td><strong>FRESHMAN YEAR:</strong></td>
</tr>
<tr>
<td>Religion I</td>
<td>Religion I</td>
<td>Religion I</td>
</tr>
<tr>
<td>English I</td>
<td>English I</td>
<td>English I</td>
</tr>
<tr>
<td>Civics</td>
<td>Civics</td>
<td>Civics</td>
</tr>
<tr>
<td>Elem. Business Trng.</td>
<td>Latin or Spanish</td>
<td>Latin or Spanish</td>
</tr>
<tr>
<td>General Math.</td>
<td>Algebra I</td>
<td>Algebra I</td>
</tr>
<tr>
<td>Physical Trng/Speech</td>
<td>Physical Trng/Speech</td>
<td>Physical Trng/Speech</td>
</tr>
<tr>
<td><strong>Sophomore Year</strong></td>
<td><strong>Sophomore Year</strong></td>
<td><strong>Sophomore Year</strong></td>
</tr>
<tr>
<td>Religion II</td>
<td>Religion II</td>
<td>Religion II</td>
</tr>
<tr>
<td>English II</td>
<td>English II</td>
<td>English II</td>
</tr>
<tr>
<td>World History</td>
<td>Latin II/Spanish II</td>
<td>Latin II/Spanish II</td>
</tr>
<tr>
<td>Gen. Math II</td>
<td>Plane Geometry</td>
<td>Plane Geometry</td>
</tr>
<tr>
<td>Biology</td>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td><strong>Junior Year</strong></td>
<td><strong>Junior Year</strong></td>
<td><strong>Junior Year</strong></td>
</tr>
<tr>
<td>Religion III</td>
<td>Religion III</td>
<td>Religion III</td>
</tr>
<tr>
<td>English III</td>
<td>English III</td>
<td>English III</td>
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<tr>
<td>American History</td>
<td>American History</td>
<td>American History</td>
</tr>
<tr>
<td>Gen. Math III</td>
<td>Shorthand I</td>
<td>Algebra II</td>
</tr>
<tr>
<td>Typing I</td>
<td>Typing I</td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td>Economics (2nd Sem)</td>
<td>* 3 times a week</td>
</tr>
<tr>
<td><strong>Senior Year</strong></td>
<td><strong>Senior Year</strong></td>
<td><strong>Senior Year</strong></td>
</tr>
<tr>
<td>Religion IV</td>
<td>Religion IV</td>
<td>Religion IV</td>
</tr>
<tr>
<td>English IV</td>
<td>Business English</td>
<td>English Literature</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>Shorthand II</td>
<td>Trigonometry (1st Sem)</td>
</tr>
<tr>
<td>Consumer Econ. (1st Sem)</td>
<td>Typing II</td>
<td>Solid Geom. (2nd Sem)</td>
</tr>
<tr>
<td>Sociology (2nd Sem)</td>
<td>Business Law (1st Sem)</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Business Law</td>
<td>Sociology (2nd Sem)</td>
<td>Typing (1st Sem)</td>
</tr>
<tr>
<td>Typing II</td>
<td>Bookkeeping</td>
<td>Sociology (2nd Sem)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mech. Draw'g.*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* 2 times a week</td>
</tr>
</tbody>
</table>

CHAPTER VI

SUMMARY AND RECOMMENDATIONS

This study has traced the growth of St. Patrick Academy from a little frame school in a residential section of a small town of 4,000 to a school crowded among the drab warehouses and the mammoth sooty terminals of a city of nearly 4,000,000. In its one-hundred-year history the academy has survived a great City Fire and three economic depressions. It has lived during four bloody wars.

The keynote of any century-old story is change. Change was inevitable as far as the physical setting of St. Patrick's was concerned. The passing of time saw the erection of new buildings which in their turn yielded to obsolescence. The school witnessed the gradual decay of its surroundings, with the consequent choking of the parish which was supposed to be its support. The type of student body also changed. No longer does the school cater to a relatively homogeneous and select group of parish boys similar in their needs, abilities, and interests. Instead, it absorbs boys of all classes living in all parts of the city and its suburbs. It now serves the well-to-do and the underprivileged, the suburban and the city dwellers, the college-minded and the work minded, boys ambitious for scholastic success and those who are in school merely to fulfill the law. All these elements of change required a reorganization of the curriculum and a gradual expansion
of the school's offerings. Furthermore, the school could no longer be a law unto itself, but had to yield to the relentless pressure of standardization and accreditation and the accompanying demands for better equipment and expanded services.

Because of the peculiar situation in which St. Patrick's found itself, the experience of the school in attempting to adjust itself to these changes has been unique. Down through the years the school has found itself in the impossible position of having to fulfill increasing demands with diminishing resources. As the need for expansion has increased, finances have decreased. This has been the eternal problem of the school. Moreover, the need for a school in a location such as St. Patrick's seems to be growing more pronounced in an inverse ratio to the ability of the school to survive in this location. Its proximity to transportation terminals make possible the Catholic education of over one hundred suburban boys. Its short distance from the blighted residential area of the near West Side makes it available to the lower middle class and the poor.

The parish, having become transient in nature, has for many years been unable to assist the school financially. A raise in tuition on the other hand would not only drive away the poor, but it would also be a hardship on the out-of-town students who are already burdened by the high cost of suburban transportation. Consequently, for the time being at least, the only means of survival appear to lie in the practice of rigid economy augmented by a periodic drive for financial aid.

These pages have shown how the ever-changing material circumstances
affecting the history of St. Patrick Academy have been reflected in the curriculum of the school. In the early days of the institution, particularly from the year 1861 to 1882, the school was in a relatively flourishing condition. Standards were few, and it was not too difficult to adapt an essentially college preparatory curriculum to the needs of a homogeneous group of boys, almost all of whom came from secure middle class homes. In 1874 the free school and the pay school became one, and the curriculum was expanded to take care of the wants of a greater number of pupils.

By the year 1882 business opportunities were growing, and with this situation came a demand for trained office personnel. St. Patrick's once again modified its curriculum to meet this demand and to provide its students with the training necessary to advance in the world of work. Thus, the commercial curriculum was introduced, and for nearly forty years St. Patrick's was known as a three-year commercial academy.

In 1920 two powerful influences played a part in reorganizing the curriculum once again. One of these was the requirement of State accreditation. The other was the fact that an increasing number of St. Patrick's graduates were going on to college. Therefore, Brother Francis, the director during this period, reorganized the school into a four-year institution offering a standard college preparatory course in addition to the curriculum in commerce. As a result of this innovation, the school was able to provide for a greater number and variety of students besides qualifying for future accreditation.

A downward trend in enrollment prior to 1928 was viewed with alarm by the
administration of the school. In a move which later proved to be unwise, it was decided to re-emphasize the commercial curriculum once more. As a prelude to this, the scientific courses were discontinued. The result was a hybrid curriculum, part college preparatory and part commercial with the disadvantage of being totally incapable of providing for the needs of either the college preparatory students or the commercial group. This unfortunate situation was rectified by Brother Francis in his second term. He proceeded to re-establish the full college preparatory course, and to make the four-year commercial course both a terminal course and a course leading to the study of commerce on the college level. Thus, once again the needs of the St. Patrick students were being provided for.

Following the death of Brother Francis in 1936, the two most notable achievements in the recent period of St. Patrick's history were (1) the efforts of Brother Matthew to expand the curriculum during the war years and his sponsorship of a critical survey of St. Patrick's Academy in 1943, and (2) the efforts of Brother Basil to reorganize the curriculum in every phase. Brother Matthew introduced the subjects of aeronautics, mechanical drawing, and electricity. He was the first administrator to attempt a study of his problems in a scientific manner by calling in a group to conduct an evaluative survey. Brother Basil in turn made use of the findings of the survey to bolster up the weak spots with regard to the school plant, and above all, the curriculum. It was Brother Basil who, as has been pointed out, was most acutely aware of the heterogeneity of the St. Patrick student body. His efforts resulted in a triple curricula organized to the full extent which the
limited material and financial resources of the school would permit. Four year courses were reorganized in the academic and commercial fields, both being college preparatory in nature. In addition, there was the commercial course which was offered as a terminal course. Finally, a general curriculum was set up for those boys who had neither the ability nor the means to continue their schooling. A feature of this course was its remedial aspect, particularly in the fields of spoken and written language and in mathematics.

Throughout the history of St. Patrick Academy as recorded in these pages, it has been fairly evident that the needs of the pupils have been uppermost in the mind of the administration. However, it must be admitted that, the St. Patrick material situation being what it was and is, an element of expediency is detected from time to time. This was plainly the reason for the introduction into the curriculum of such subjects as music and dramatics in 1875. Funds were sorely needed to keep the school open, so new courses were introduced to provide greater appeal and attract more students to the school. Then, too, in 1927 the ill-advised change-back to the commercial curriculum was prompted by the desire to boost the sagging enrollment. However, these instances seem to be the exceptions rather than the rule. It would perhaps be more accurate to say that the various administrators of St. Patrick's attempted to provide for the needs of the pupils within the limits to which their meager material resources necessarily confined them.

From this study of the history of St. Patrick Academy it has become evident that the basic problem of the school has been a financial one. In this modern age where there exists so great a demand for schools to broaden
their influence and accept new educational responsibilities it is folly to expect any school to keep abreast of the times without an adequate and secure financial foundation. It is not the intent of this paper to furnish an answer to this problem as it affects St. Patrick Academy. Two recommendations or suggestions are offered, however, the feasibility of which might well be explored by further investigations.

A number of cooperating parishes whose boys are educated in schools such as St. Patrick's might devise ways and means of raising money for the education of these boys according to their need for financial assistance. In the case of St. Patrick's, which educates boys from 119 parishes, such a plan would enable the school to continue its tradition of never refusing a pupil because of his inability to pay tuition. Furthermore, it would put an end to a dilemma that is becoming most confusing, viz., the more poor students the school accepts, the more requests it receives. The first seventeen registrants accepted for the school year 1949-1950 were pupils who could pay no tuition whatsoever.\(^1\)

A second recommendation would concern itself with the widespread adoption of a plan which is now being used with success by some parishes. By means of a student loan fund set up by the parish, the pastor pays the tuition of the boys from his parish with the understanding that the beneficiaries pay back the loan in installments as soon as they are gainfully employed.

Any improvements in regard to the curriculum now offered by St. Patrick Academy would, of course, be contingent on securing the necessary funds and

\(^1\) Current school records.
space which a modern educational program would require. We have already seen (Table 8) that a high percentage of St. Patrick's graduates are college-minded. Furthermore, at least fifty per cent of the student body in recent years have given indication of ability to master academic subjects. (Table 10) These factors would seem to argue for a retention of the academic, college preparatory curriculum, and even possibly an expansion of this course. The commerce curriculum would continue to offer training that would be both college preparatory and vocational. The area in which the greatest improvement could be made is in the so-called general curriculum which is at present a terminal high school course which attempts to satisfy the needs of those students of inferior ability. In the last ten years this number has varied from ten to twenty-three per cent of the student body. (Table 10) Perhaps a general course, particularly when a good portion of it is of a remedial nature, does provide effective education for a certain group of inferior pupils. However, others would possibly derive greater benefit from some specific training. For this reason, an industrial arts curriculum might be advisable. This course would train students in the crafts of woodworking, metal, and electricity. If some plan could be devised whereby students enrolled in this curriculum could be placed in apprentice jobs after graduation, the introduction of industrial arts for the non-academic students would prove eminently worthwhile.

Finally, it would probably prove very beneficial to the school to repeat the survey of curriculum, plant, etc., made in 1943 in order to note improvements and to make comparisons with established norms. An awareness of
deficiencies is the first step towards their correction, and a knowledge of
the strong points of an institution is an encouragement to the administration.
The repetition of the evaluative survey would offer both these advantages.

In spite of material difficulties the spirit of St. Patrick's lives on. The continued existence of the school through a stormy period of one hundred
years has been made possible by the devotion of its teachers, the loyalty of
its students and over 3,000 alumni, and the generosity of its friends, all
working hand in hand under the protection of a merciful Providence. The
history of St. Patrick Academy is an eloquent testimonial to the truism that
a school is more than a collection of buildings, that instead it is a living
organism transmitting its life and spirit to those who call it Alma Mater.
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Brother J. Matthew, Director, 1941-1944.

Brother H. Basil, Director, 1944-1947.

Brother J. Mark, Director, 1947 -

Mr. James W. Brown, Class of 1921.

Mr. John J. Coffey, Jr., Class of 1920, President of the St. Patrick Alumni Association.

Dr. Thomas P. Foley, Class of 1887.

Judge John R. McSweeney, Class of 1908.
The thesis submitted by Brother Conrad Leo Gilskey, F.S.C. has been read and approved by three members of the Department of Education.

The final copies have been examined by the director of the thesis and the signature which appears below verifies the fact that any necessary changes have been incorporated, and that the thesis is now given final approval with reference to content, form, and mechanical accuracy.

The thesis is therefore accepted in partial fulfillment of the requirements for the Degree of Master of Arts.

Aug. 10, 1950  
Signature of Adviser (PW)