

CHICAGO STATE UNIVERSITY

A STUDY OF CZECHOSLOVAK IMMIGRATION AND THEIR
CONTRIBUTIONS TO VOCATIONAL EDUCATION IN CHICAGO
BETWEEN 1875 AND 1935.

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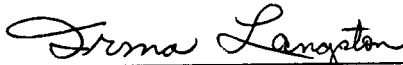
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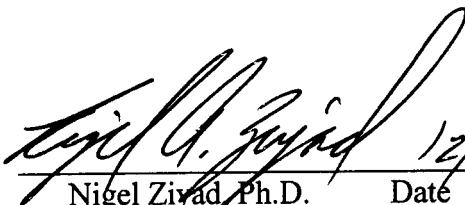
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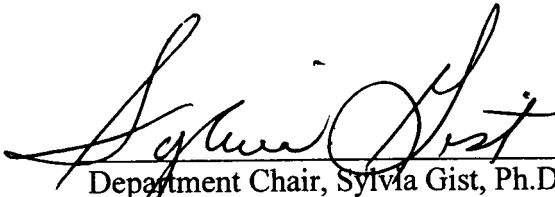
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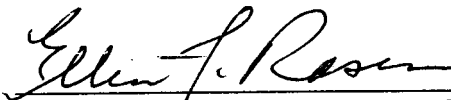
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ABSTRACT

The objective of this thesis will be to convey data to understand, to what extent did Czechoslovak immigrants influence the building of the Chicago public school system and in turn, how the immigrants changed as the result of their participation within the public school system of Chicago. Information is presented to investigate links between the Czechoslovak immigrants, the city of Chicago, and the public school system. Reports, letters, archival documents, and histories are put forth in an attempt to uncover correlations between the variables: public schools, immigrants, and host society. The findings correlate with the idea that an exchange of values between the variables takes place, in some cases hindering improvement and creating stress on the environment, but the overall result of interaction between the variables encourages progress and growth.

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CONTENTS

ABSTRACT.....	ii
ACKNOWLEDGEMENTS.....	iii
LIST OF TABLES.....	vii
LIST OF ILLUSTRATIONS.....	viii
Chapter	
I INTRODUCTION.....	1
Background of the Problem.....	1
Formulation of the Problem.....	4
Statement of the Problem.....	5
Limitations of the Study.....	6
Conceptual Framework.....	7
Hypotheses.....	12
Definition of Crucial Terms.....	12
Research Design.....	14
Sources of Data.....	15
Treatment of Data.....	16
Instrument.....	17
Procedure.....	17
Significance of the Study.....	18
II CZECHOSLOVAKS AND CHICAGO INFRASTRUCTURE.....	20
Chicago History.....	21
Meatpacking.....	27
Czechoslovak Builders.....	30

Chapter		Page
II	Chicago Public Schools.....	32
	Summary.....	34
III	VOCATIONAL EDUCATION AND CZECHOSLOVAKS.....	36
	Vocational Training.....	37
	Cook County Normal School.....	38
	Mind and Hand.....	40
	Czechoslovak Participation.....	43
	Jaroslav J. Zmrhal.....	48
	Summary.....	50
IV	CZECHOSLOVAKS AND POLICY CHANGES: BACKDROPS FOR TECHNICAL TRAINING.....	51
	Czechoslovak Immigrants in Chicago.....	52
	Czechoslovak Migration.....	57
	Urban Model.....	57
	Drop Out Rate.....	61
	Organization.....	62
	John Amos Comenius.....	63
	Newspapers.....	67
	Politics.....	70
	Mayor Čermák.....	76
	Summary.....	78
V	LONG-TERM INSTITUTIONAL EFFECTS: DEVELOPMENTS IN MANUAL TRAINING.....	79
	Chicago Manual Training.....	80
	District Five.....	85

Chapter	Page
V	91
Carter Harrison Technical High School.....	91
Summary.....	95
VI	96
ASSIMILATION AND TECHNICAL EDUCATION.....	96
Assimilation.....	97
Programs for Learning.....	98
Dr. Frank J. Jirka.....	101
Biographies.....	102
Summary.....	112
VII	113
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....	113
Summary.....	113
Conclusions.....	117
Recommendations.....	121
SELECTED BIBLIOGRAPHY.....	122
VITA.....	136

TABLES

Table	Page
1. Nativity of households working in slaughtering and meatpacking, Chicago.....	29
2. Occupations of Immigrants, 1900.....	31
3. Czechoslovak Businesses, 1900.....	32
4. Course of Study, Cook County Normal and Training School, 1873.....	40
5. Projects completed 1891-2 High and English Manual Training School.....	47
6. Program 308.....	48
7. Vystěhovalectví do USA z Českých Zemi v letech 1850-1914.....	55
8. Total Slavic Immigration To The United States For The Decade of 1899-1908..	56
9. Partial List of Czechoslovak Institutions in Chicago.....	66
10. Partial List of Czechoslovak Newspapers in Chicago.....	68
11. Average Daily Wages, 1870-1886.....	72
12. Percent of Registered Voters Casting Ballots.....	74
13. Overview of Chicago economy in Depression.....	75
14. District Five Enrollments, 1900.....	85
15. Outline Of Language Program For Kindergarten.....	99
16. Program for Eighth Grade Study.....	100
17. Chicago Czechoslovaks in Technology and Education, 1855-1932.....	104

ILLUSTRATIONS

Figure	Page
1. Location of Czechoslovak people.....	3
2. Map of Chicago showing waterways connecting to Lake Michigan, 1830.....	22
3. Diagram explaining the functioning of a market economy.....	26
4. Forging shop.....	33
5. Cook County Normal School, 1874.....	39
6. The Chipping, Filing, and Fitting Laboratory.....	41
7. Machine-Tool Laboratory.....	42
8. Course in the Forging Laboratory.....	42
9. Bronzové zbrane, nástroje a nádoba (Bronze weapons, tools and containers)..	44
10. Complete systematic inventory of steamfitting jobs.....	45
11. Plans for stair construction.....	45
12. J. J. Zmrhal Lesson Plan, 1916.....	49
13. Zmrhal Diagram of learning from drawing, 1916.....	50
14. Distribution of persons born in Czechoslovakia, Chicago, 1898 and 1920.....	58
15. Distribution of persons born in Czechoslovakia, Zone Graph, Chicago.....	59
16. Tendencies of city expansion.....	60
17. Percentage of Pupils Retaining Chicago Public Schools, 1910.....	62
18. Czech Slavic Benevolent Society (CSPS), 1226 W. 18 th St., 1879.....	65
19. Letter requesting grammar textbooks, 1931.....	67
20. Front cover of <i>Sloboda</i> newspaper, July 26, 1900.....	69
21. Percent of registered Czechoslovak voters casting ballots, 1918-1936.....	73

22.	Chart of Chicago Government, 1916.....	74
23.	Roosevelt and Čermák, 1932.....	77
24.	Czechoslovak Areas in Chicago.....	83
25.	Daily Program for Manual School.....	87
26.	First Grade Manual Training Exercises.....	87
27.	Woodworking Fundamentals.....	88
28.	Children working on copper pin tray.....	89
29.	Washburn Trade School Course Offering.....	90
30.	a. Plan Sheet.....	90
	b. Plan Drawing.....	90
31.	Machines students used in shop.....	92
32.	a. Floor Plans Carter H. Harrison Technical High School.....	93
	b. Floor Plans, Second Floor Harrison High School.....	93
	c. Floor Plans, Third Floor Harrison High School.....	93

CHAPTER I
INTRODUCTION

Background of the Problem

Chicago is a diverse city that has been built by the many influences of a variety of immigrant groups that have made this area home.¹ Ethnic communities have had different impacts and contributions to the city and its systems. The Board of Education is the municipal department that changed the newcomers and transformed as the result of the settlers. One ethnic population was the Czechoslovaks from Central Europe, who were concentrated in Illinois.² What is interesting about the Czechoslovaks is that their legacy can be seen on the different buildings and even neighborhoods that bear Slavic words: Sokol, škola, Tabor, Vojta and Pilsen.

Who are the Czechoslovaks? These immigrants originated in a small area of a very large empire.³ They came from central Europe, an area with fluctuating borders and warfare. The region was at one time part of the Austro-Hungarian Empire, The Holy

¹Thomas Čapek, "The Distribution of the Stock," in *The Czechs (Bohemians) in America* (Boston: Houghton Mifflin, 1920), 61; Olivia Mahoney, *Go West! Chicago and American Expansion* (Chicago: Chicago Historical Society, 1999), 23.

²Emily Greene Balch, *Our Slavic Fellow Citizens* (New York: Charitable Publication, 1910), 139.

³Tomas A. Peters, "Researching The People From No Man's Land," *Federation of East European Family History Societies* (1996): 1.

Roman Empire, The Byzantine Empire, Czechoslovakia, and recently the Slovak Republic. Constant change defined the people coming from this region of Europe. One way or another these people made their way to America:

They were poor people, uneducated, nearly illiterate, who were hardly able to undersign, and in any case politically unripe, backward individuals who were leaving Bohemia. But they had their own sound rational core and, being faced to the American reality, they were able to learn fast and to mature.⁴

The history of Czechoslovaks is one of conflict and religious domination. “During four centuries of our history, the leading idea was a religious one. The idea constitutes the essence of our history; it exhausts the meaning of our past,”⁵ writes Masaryk of Czech history. The nations of central Europe were frequently warring.⁶ The Czechoslovaks were in the middle of Europe, the crossroads between the Asiatic tribes to the East, the Nordic tribes to West and in the path of the Roman conquerors coming up from southern Europe. The conquerors would use the Czechoslovaks as forced labor. One example is the Avars, as Gilbert Oddo writes, “the Slovanic people...were forced to go with them on rampages into neighboring territories.”⁷

⁴Karel Kysilka, “Emigration to the USA from the Policka region in 1850-1890,” Paper presented at the Genealogy Seminar of the Czech Heritage Society of Texas (Hillsboro, TX, 31 July 1999), 1.

⁵Thomáš G. Masaryk, *The Meaning of Czech History* (Chapel Hill: University of North Carolina, 1974), 124.

⁶Bela K. Kiraly, Peter Pastor, and Ivan Sanders, eds., *War and Society in East Central Europe Essays on World War I: Total War and Peacemaking, A Case Study on Trianon* vol. 6 (New York: Social Science Monographs, Brooklyn College Press, Columbia University Press, 1982), 65.

⁷Gilbert L. Oddo, Ph.D., *Slovakia and Its People* (New York: Robert Speller, 1960), 8.

The Czechoslovak people are surrounded by many different nationalities and are completely landlocked (see Figure 1). In *A History Of The Czechs And Slovaks*, R.W. Seton-Watson describes the area, “there were no settled conditions. Tribes and nations rose and fell, frontiers swayed to and fro, in all the lands between the Baltic and the Adriatic and Aegean.”⁸ The Huns were one tribe that ravaged Central Europe. Erwin Lessner quotes St. Eusebius Hieronymus, referring to the Huns:

Their fastness outpaces even rumors. They do not respect religion, age, or station, they won't even spare helpless children. they put to death infants who have hardly begun to live . . . Roman blood is spilled everyday . . . Cruel despair spreads everywhere; terror and death have many variants . . . but I could not tell it all, even if I had a hundred tongues, a hundred throats, and a voice of iron.⁹

Figure 1. Location of Czechoslovak people.



Source: Gilbert L. Oddo, Ph.D., *Slovakia and Its People* (New York: Robert Speller, 1960).

America was the first place the Czechoslovaks had religious freedom.¹⁰ The

⁸R.W. Seton-Watson, *A History of the Czechs And Slovaks* (New York: Hutchinson, 1943), 11.

⁹Erwin Lessner, *The Danube: The Dramatic History of the Great River and the People Touched by Its Flow* (Garden City: Doubleday, 1961), 64.

¹⁰Dr. Eduard Miček, *Duch Americké Výchovy* (The Spirit of American Education) (Praha, Czechoslovakia: Sfinx Janda, 1929) Archives of Czechs and Slovaks Abroad

Czechoslovaks wanted a better life and moved to a foreign land, learning and forcing themselves to do better.¹¹ They coordinated themselves to have a voice in their future.¹² The Czechoslovaks wanted a better life and they knew to have a better life they needed to get involved in the government. The Czechoslovaks became very active in the political system of Chicago.¹³ Organizing gave the Czechoslovaks power and influence. They could help build and structure the system that would pass information to their children and future immigrants.¹⁴ The schools were seen as the “transmitter of the immigrant language, traditions, and personal values” and the public school was seen as the “logical instrument of elementary and secondary education.”¹⁵

Formulation of the Problem

Observation of surroundings and published facts begin to lead to questioning of

(ACASA), Special Collections, Joseph Regenstein Library, University of Chicago, Chicago.

¹¹Veit Bader, “Practical Philosophy and First Admission,” *School of Advanced International Studies Review* 20, n. 1 (Winter/Spring 2000): 8.

¹²Čapek, 105.

¹³Joseph Chada, Ph.D., *The Czechs in the United States* (Chicago: SVU Press, 1981), 27-31.

¹⁴Arthur L. Stinchcombe, “The Conceptualization of Power Phenomena” in *Constructing Social Theories* (Chicago: Harcourt, Brace & World, 1968), 151.

¹⁵Chada, 147.

where or how things came to be a certain way. Why is there Central European language on a building in a predominantly Hispanic neighborhood in the middle of Chicago? Who built these buildings? Why did they build these buildings? How could some immigrants who came over from a small area in Central Europe and settle in a large urban area such as Chicago be able to put their names and ideas on buildings?

Many questions begin to develop and the mind starts to explore. Immigrants leave their homelands for a better life and create what they need to fulfill this goal, according to the *Lebensraum* doctrine.¹⁶ They form a network among themselves to promote their values that lead to both success and failure in their intentions.¹⁷ Ethnic communities thrive in different areas of expertise and in different locations.¹⁸

Statement of the Problem

Immigrants settled in many areas of the United States and Czechoslovaks gravitated toward the Chicago area, where they became involved in the public educational system. They are a small ethnic group that is not recognized as are the Italians, Irish, English, or Germans. To what extent did Czechoslovak immigrants contribute to vocational education in the Chicago public school system between 1875 and

¹⁶Ludwig von Mises, *Planned Chaos* (New York: Foundation for Economic Education, 1947), 47.

¹⁷Balch, 379.

¹⁸Jeremiah W. Jenks, Ph.D., LL.D, and W. Jett Lauck, "Types of Immigrant Communities" in *The Immigration Problem: A Study And American Immigration Conditions And Needs* (New York: Funk & Wagnalls, 1913), 70-2; both authors were members of the United States Immigration Commission.

1935?

The Czechoslovaks came to the Chicago area and organized their community to create the changes that would help guide the future. They came from a place with no voice, to a land where they empowered themselves to become involved in the decision-making process. The research will try to shed light on the influences of this rural immigrant group on the educational system of a metropolitan area of an industrialized society.

Limitations of the Study

The first limit imposed is time. The amount of information that is both directly and indirectly related to the study of immigrants and their assimilation into a new society is unending. The research must be limited by both the amount of information that is to be gathered and the time constraints of processing the information gathered. The period of 1875 to 1935 was chosen to coincide with the beginnings of manual training in Chicago, the start of a pronounced Czechoslovak settlement in Chicago and the apex of Czechoslovak influence in Chicago government. The research needs to break the form of any traditional inquiry or approach for reasons of time past between written records and time of subjects observed, no existing subjects, language of written records, availability of written records, and relevance between the variables of the research.¹⁹

The possibilities of cross-discipline examination are exciting:

The conceptual logic for utilizing psychology in historical analysis seems unassailable. A serious concern exists within the study of human action and experience in circumstances of the past; psychology is the scientific study of human

¹⁹M. Mark Stolark, "Discussion of Sources," in *Growing Up on the South Side: Three Generations of Slovaks in Bethlehem, Pennsylvania, 1880-1976* (Lewisburg: Bucknell University Press, 1985), 130.

behavior, hence experience in psychology could usefully be employed in analyzing the psychological component of historical events and processes, rather than relying solely on implicit commonsense and psychological assumptions.²⁰

The method and type of disciplinary examination of the motivations of the subjects studied needs to be determined for simplicity of studying such a diverse group of individuals. Omissions and prevailing circumstances of the research material will affect the interpretation of the past events:

The subject of world-- meaning by this the world of our human thought-- is always limited. It does not correspond with the objective in its fullness. Yet this limitation is by the process of thought and experiment always lessening. The subjective is constantly becoming more completely one with the objective, that is, more completely answering to it. Those we see are what the limits of thought are in this direction.²¹

Conceptual Framework

The variables in the problem: To what extent did Czechoslovak immigrants contribute to vocational education in the Chicago public school system between 1875 and 1935, present concepts with a wide range of interpretation: immigration, assimilation, educational system, occupational training, vocational education and Industrial Revolution. For the purposes of the research the concept of immigration is a simple one that needs no elaborate description: people moving to another place for various reasons.²² Building on this definition, immigration is conceptualized as:

²⁰William McKinley Runyan, "A Historical And Conceptual Background to Psychohistory," in *Psychology and Historical Interpretation* (New York: Oxford University press, 1988), 3.

²¹Charles Carroll Everett, "Subjective And Objective," in *The Signs of Thought: A System of Logic* (Boston: Nichols and Hall, 1870), 386.

²²Charles H. Wood, "Equilibrium and Historical-Structural Perspectives on Migration," *International Migration Review* 16, no. 2 (Summer 1982): 300-2.

The geographical mobility of workers who are responding to imbalances in the special distribution of land, labor, capital and natural resources. The skewed geographic location of the factors of production determines the unequal returns to each factor. This, in turn, influences the direction and the magnitude of migratory streams. Labor moves from places where capital is scarce and where labor is plentiful to areas where capital is abundant and where labor is scarce.²³

The variable of immigration brings forth concepts that need further clarification and understanding. Dr. William S. Bernard defines assimilation as:

The process by which different groups are received into a new society and made an effective and functioning part of it without a complete loss of the former identity...they retain an important measure of their culture uniqueness while still becoming part of the new social whole. In extent receiving societies affected by the coming of new ethnic groups, its culture, economy and social pattern are modified and the resultant society is different then it was before.²⁴

How the Czechoslovaks integrated into the American culture, specifically the Chicago area, and how they affected the learning structure will be made easier when the concept of education system is defined. The problem arises that there are many means of transferring knowledge and interpretations by which information could be disseminated. One philosophy has to be chosen that will be the working understanding of the second variable of the problem: educational system, which Horace Mann defines as “the grand missionary by which the raw material of human nature can be worked up into inventors

²³James J. Spengler and Gordon Meyers, “Migration and Socioeconomic Development: Today and Yesterday,” in *International Migration: A Comparative Perspective*, Edited by Albert Brown (New York: Academic Press, 1977), 11.

²⁴Dr. William S. Bernard, “The American Amalgam: A Case History in the Dynamics of Cultural Pluralism,” in *The United States and the Migration Process* (New York: American Immigration And Citizenship Conference, 1975), 7.

and discoverers, into skilled artisans, into scientific farmers, into scholars, into jurists, into the founders of benevolent institutions, and the great expounders of ethical and theological science.”²⁵

In all ideas there are different interpretations; additional understanding will be added to help complete the concept of educational system:

The education system has a responsibility to recognize and respect the world view (i.e. attitudes, customs, and values) of diverse learners and be conversant of the strong association between world views and cognitive/learning styles and their probable impact on achievement and learning outcomes in forming the basis for multicultural decisions, activities, and instructional practices.²⁶

Further refining of the concept of an educational system needs to be adapted to help understand the type of training the Czechoslovak immigrants undertook when they started to utilize the resources of their communities. The immigrants were looking for opportunity and a better way of life. “A healthy state can exist only when the men and women will make it up lead clean, vigorous, healthy lives; when the children are so trained that they shall endeavor, not shirk difficulties, but to overcome them; not to see ease, but in all out to wrest triumph from toil and risk. The man must be glad to do a man's work, to dare and endure and to labor; to keep himself, and to help those dependent upon him. The woman must be the housewife, the help meet of the homemaker, the wise

²⁵Horace Mann, “Twelfth Annual Report (1848)” in *The Republic and the School: Horace Mann on the Education of Freemen*, ed. Lawrence A. Cremin (New York: Teachers College Press, 1957), 79.

²⁶Aaron B. Stills and Constance M. Ellison, “Multi-Culturalism: A Paradigm for Educational Reform,” in *Challenges Of A Changing America: Perspectives On Immigration And Multiculturalism In The United States*, ed. Ernest R. Myers (San Francisco: Austin and Windfield, 1994), 151.

and fearless mother of many healthy children.”²⁷ The immigrants needed special instruction to accomplish these goals.

Specific educational objectives need to be addressed when a society is in a state of change. New teaching methods and systems need to be developed.²⁸ Adam Smith described the need for occupational training:

The difference between the most dissimilar characteristics, between a philosopher and a common street porter, for example, seems to rise not so much from nature as from habit, customs, and education. . . the first six or eight years of their existence, they were perhaps very much alike, neither their parents nor their play-fellows could perceive any remarkable difference. About that age, or soon after, they come to be employed in very different occupations. . . without the disposition to truck, barter, and exchange, every man must have procured himself every necessary and conveniency of life, which he wanted. All must have had the same duties to perform, and the same work to do, and their good and then no such difference of employment as could alone give occasion to any great difference of talents.

As it is this disposition which forms that difference of talents, so remarkable among man of different professions, so it is this same disposition which renders that difference useful.²⁹

Training needed to be focused to produce citizens that could function in an industrialized culture. Students needed to learn specialized skills in order to perform certain tasks in an innovative environment.³⁰ Vocational education is a system of learning

²⁷Theodore Roosevelt, “The Strenuous Life,” in *Social Darwinism – Law of Nature or Justification of Repression?* ed. Brain Tierney et al. (New York: Random House, 1976), 22.

²⁸F. Theodore Struck, Ph. D., *Vocational Education for a Changing World* (New York: Wiley and Sons, 1945), 1; Late head of the Department of Industrial Education Pennsylvania State College.

²⁹Adam Smith, “Principle Of Division Of Labour,” in *The Wealth of Nations* (London: Penguin, 1979), 120.

³⁰“Philosophical Aspects of Vocational Education,” in *Contemporary Concepts in Vocational Education*, ed. Gordon F. Law (Washington, D.C.: American Vocational Association, 1971), 15.

that facilitates specific skills training. It is a process of instruction “aimed at developing the competencies needed to function effectively in an occupation or group of occupations.”³¹ John Dewey defines vocational education as:

Groups of studies will most serviceably recognize the typical divisions of labor, the typical calling in society, callings which are absolutely indispensable to the spiritual as well as to the material ends of society; and, secondly not to do detriment to the real culture of the individual, or, if this seems too negative a statement, to secure for him the full use and control of his own powers.³²

The variables bring with them underlining ideas and points of reference that need to be defined. The nature of the research leads to the importance of defining the time period that will be explored; a reference and proper understanding of the circumstances and influences of the events can be used to harness the motivations of a specific time in history.³³

The period of history that was used, as a reference point was 1875 to 1935: this time period correlates the development of manual training in Chicago with Czechoslovak immigration into the city. “The necessity for a new departure in education is due to the circumstances which have affected the conditions under which trade and commerce are now carried on.”³⁴ New processes and systems were developed in a rapidly changing environment. The economist Joseph Schumpeter defines Industrial Revolution:

³¹Ralph C. Wenrich and J. William Wenrich, “What is Vocational and Technical Education?” in *Leadership in Administration of Vocational and Technical Education* (Columbus, Ohio: Merrill Publishing, 1974), 6.

³²John Dewey, “The Educational Situation,” *Journal of Curriculum and Supervision* 17, no. 2 (Winter 2002): 115; Reprint of article University of Chicago, 1906.

³³Melvin L. Barlow, “Our Important Past” in *The Future of Vocational Education*, ed. Gordon I. Swanson (Arlington: American Vocational Association, 1981), 21.

³⁴Sir Phillip Magnus, “The New Departure in Education,” in *Industrial Education* (London: Gan Paul, Trench, 1888), 15.

Periodically reshape the existing structure of industry by introducing new methods of production-the mechanized factory, electrified factory, chemical synthesis and the like; new commodities, such as rare road service, motor cars, electrical appliances; new forms of organization-the merger movement; new sources of supply-La Plata wool, American cotton, Katanga copper; new trade routes in markets to sell in and so on. This process of industrial change provides a groundswell that gives the general tone to business: while these things are being initiated we have brisk expenditure and predominating "prosperity"-interrupted, no doubt, by the negative phases of the shorter cycles that are superimposed on that ground swell--and [sic] while those things that are being completed and their results pour fourth we have elimination of antiquated elements of the industrial structure and predominating "depression." Thus there are prolonged periods of rising and in the falling prices, interest rates, employment and so on, which phenomena constitute parts of the mechanism of this process of recurrent rejuvenation of the productive apparatus.³⁵

The purpose of the conceptual framework is not only to provide working understanding and application to the research, but also to bridge the gap between the times of subjects studied and present-day relevance of the study of an immigrant group of the past.

Hypotheses

The research generated information to help identify answers to the problem: To what extent did Czechoslovak immigrants contribute to vocational education in the Chicago public school system between 1875 and 1935? During the course of the research, it is expected that data and information on human behavior and tendencies will be

³⁵Joseph A. Schumpeter, *Capitalism, Socialism and Democracy* (New York: Harper Perennial, 1950), 68.

uncovered. Researching human behavior can lead off to many directions.³⁶ To help refine the inquiry and eliminate irrelevant information hypotheses will be used to guide the investigation:

- 1) To what extent did Czechoslovak immigrants help build the infrastructure of the Chicago school system?
- 2) To what extent did Czechoslovak immigrants contribute to the development of vocational education in the Chicago public schools?
- 3) How did Czechoslovak immigrants organize themselves to affect policy changes in the Chicago school system?
- 4) To what extent did Czechoslovak immigrants have long-term institutional effects on the Chicago educational system?
- 5) How did Czechoslovak involvement in the educational system affect their assimilation into American society?

Definition of Crucial Terms

The nature of the research leads to many terms and ideas that need defining. A few of the most common terms are defined:

- 1) **Manual Training** – combines laboratory (practical) exercises with a variety of mental exercises: such as, arithmetic, geography, and language.³⁷
- 2) **Industrial Education** – teaching of vocations or trades.³⁸ Schools include instruction in simple educational exercises in drawing, modeling, and wood working, to schools which turn out the skilled

³⁶Runyan, 247.

³⁷Chales Ham, “Manual and Mental Training Combined,” in *Mind and Hand: Manual Training the Chief Factor in Education* (Chicago: Harper, 1886), 105-113.

³⁸*Industrial and Commercial Education in Relation to the Conditions in the City of Chicago* (Chicago: Chicago Association of Commerce, 1909), 6.

designer, dyer, or mechanical engineer.³⁹

- 3) **Industrial Arts** – study of industry, its materials, tools, machines, processes, products, and occupations by planning, designing, and constructing projects.⁴⁰
- 4) **Technical Training** – emphasizes instruction in applied sciences, mathematics, and drawing but does not give manual instruction to develop skill in the mechanical trades or in trade processes.⁴¹
- 5) **Manual Arts** – the instruction of youth in those branches of education not usually taught in the public schools: such as, mechanics, manufacturing, and farming.⁴²
- 6) **Occupational Education** – a complex, interrelated set of goals, activities, organization, facilities, and functions that must operate as an integrated and coordinated system to turn out a finished product—the graduate who is fully prepared for the challenges of the urbanized, industrialized society of today and tomorrow.⁴³
- 7) **Sokol** – gymnastic societies, that gave opportunity for exercise dignified by a sense of the relation between good physical condition and readiness for service to one’s country.⁴⁴
- 8) **Škola** – school.⁴⁵

³⁹*Eighth Annual Report of the Commissioner of Labor, Industrial Education*, by Carroll D. Wright, Commissioner (Washington: Government Printing Office, 1893), 23.

⁴⁰Delmar Olson, *Industrial Arts for the General Shop* (New York: Prentice-Hall, 1955), 1.

⁴¹Charles A. Bennett, *History of Manual and Industrial Education Up to 1870* (Peoria, Illinois: Bennet, 1926), 347.

⁴²Calvin Woodward, *The Manual Training School* (New York: Arno Press and New York Times. 1969), 2.

⁴³F. Coit Butler, *Instructional Systems Development for Vocational and Technical Training* (Englewood Cliffs, New Jersey: Educational Technology Publications, 1972), 3.

⁴⁴Balch, 382.

⁴⁵Researcher’s translation from native language, Slovak.

- 9) **Czechoslovak**- Slovaks, Bohemians, Czechs, Moravians.
 “Czechoslovakia is a revival of the former Bohemian (and Great Moravian) state. Originally the Czechs were united in one state with the Slovaks, but the latter, on the arrival of the Magyars in ancient Pannonia, fell for centuries under foreign rule. The Czechs and Slovaks are one nation and have one language.”⁴⁶

Research Design

Historical research was used to gather information about the problem. The goal of the research was to explore the different influences and contributions Czechoslovak immigrants had on the Chicago educational system. “The essential task of a historian is not to collect dead facts but to confront live issues. The issues are alive because they arise out of the tension that men have to face in every generation – tensions between freedom and authority, between reason and faith, between human free will and all the impersonal circumstances that help to shape our lives.”⁴⁷

The research design was used to uncover the different ideas that immigrants contributed to the host society, while becoming involved in their new surroundings. The research attempted “to discover new knowledge or to clarify, correct, or expand existing knowledge.”⁴⁸ Motivations that lead to immigrant involvement into the system were

⁴⁶Thomas G. Masaryk, “The Slavs After the War,” *The Slavonic Review* 1 (1923): 4.

⁴⁷“Preface,” in *Social Darwinism – Law of Nature or Justification of Repression?* ed. Brain Tierney et al. (New York: Random House, 1976), ii.

⁴⁸L.R. Gay, *Educational Research: Competencies for Analysis and Application*, 5th ed. (New Jersey: Merrill, 1996), 187.

researched. The evolution of ideas and paradigms were traced to establish relationships between imported ideas and existing system requirements. Educational objectives and goals were researched to achieve an understanding of their origins.

The research followed a three-step method:

- 1) Gathering of data.
- 2) Criticism of the data.
- 3) Presentation of the facts, interpretations, and conclusion in readable and understandable form.⁴⁹

Thor Heyerdahl states the reason for research very well, “Why? What was I trying to prove? Nothing. I did not want to prove anything. I wanted to find out something.”⁵⁰

Sources of Data

Primary sources of manuscripts, minutes, news reports, interviews, diaries, government documents were researched to establish a relationship between the variables of the problem and attempt to answer the hypotheses. Records from the Chicago Board of Education were sought to establish the background knowledge of the Czechoslovaks. Attempts to gather minutes and agendas from *The Slavonic Club* of the University of Chicago and the *Council of Higher Education* were made to gather data. The files and notes of Joseph Chada, Chairman Emeritus, Department of Social Sciences of Chicago

⁴⁹Homer C. Hockett, *The Critical Method in Historical Research* (New York: Macmillan, 1955), 9; Emeritus Professor of History in the Ohio State University.

⁵⁰Thor Heyerdahl, “One Riddle, Two Answers and No Solution,” in *The RA Expeditions* (London: Penguin, 1972), 7.

State University were sought to provide guidance and direction for the research.

Secondary source material was used to open the avenue of research and establish a pattern that directed the investigation of the variables and their conceptual foundations: journals, Slavic daily papers, newsletters, and specialized research texts, which might lead the research to understand how the Czechoslovak immigrants realized their ideas and desires. News reports from Czechoslovak newspapers were used to establish timelines and important events and influences on the Czechoslovak immigrants.

Articles such as, “The Garden in the Mill: The Slovak Immigrants View of Work,” in the journal *Jednota Annual Furdek*, 1985, were used to establish starting points of investigation into the various vocations in which the Czechoslovak immigrants were involved. The *American Working-class Culture: Explorations in American Labor and Social History Journal* was used to establish trends in skills and job functions of the Czechoslovak immigrants. Dissertations, such as the *Assimilation of Czechs in Chicago* by Jakub Horak, University of Chicago, 1920, were examined to establish learning patterns and dispositions of the Czechoslovaks.

Treatment of Data

The research design produced documents that needed to be translated and interpreted for relevance to the research. The data gathered was evaluated for relevance to the research problem. The data was scrutinized for accuracy and validness. Perceptions and prejudices were evaluated to help establish motivational factors behind the immigrant’s behavior and actions regarding their assimilation into a new society. The research produced documents that helped to analyze and understand why and how the Czechoslovak immigrants accomplished their goals.

Instrument

Data and devices were used to understand the primary source materials. Dictionaries, translator programs, and Optical Character Recognition (OCR)⁵¹ systems were used to verify primary and secondary source material from origins to establish patterns of reliability. Historical examination of Czechoslovak immigrants and other immigrant groups was used to establish validity of the research and documentation that is produced.

Studies and surveys were used to establish the proper procedure and methods of interpreting subcultural motivators. The use of earlier research helped determine if the data collected was a continuation a former investigations or an opening towards new information and insights that have not been examined.

Procedure

Data was gathered first hand and categorized, labeled to indicate relevance to the research. Data was examined for biases and prejudices which showed the exact motivation of the research topic. “What is important is that our firmly held convictions be the result of our scholarly labors and not a set of prejudices resolutely fortified by turning a blind eye to contrary evidence.”⁵²

⁵¹This is a software mechanism that has the ability to recognize most character formats. A scanned document can be read and edited on a word processor through OCR.

⁵²Anthony Brundage, *Going to the Sources* (Arlington Heights: Harlan Davidson, 1989), 69.

Significance of the Study

The significance of the inquiry of the stated problem, “To what extent did Czechoslovak immigrants contribute to the Chicago educational system?” is to locate and uncover the motivating forces of the Czechoslovaks who immigrated to the Chicago area and how they contributed to the Chicago educational system. The research will try to expose information that could lead to understanding present day learning culture discord. Data from past instructional difficulties and encumbrances can enlighten intellectual conceptions of solutions adaptable to existing pedagogical paradigms. Particulars of a specific population within an institutional system can be analyzed for patterns of behavior that could illuminate understanding of social actualization. Institutional changes that occur in a society affect both the empowerment and disenfranchisement of certain groups, and the research could shed light on the balance between powers of ethnic groups.

Inquiry into immigration of a particular ethnic group can shed light upon the disposition of individuals to influences of environmental conditions that lead to geographic relocation. Clarification of involvement within the infrastructure and institutions of the new host society can expose current social issues to valuable knowledge to help understand differences between ethnic clusters. Assessment of motivation and resilience within a minority population can lead to answers useful to help adapt institutional design for future migration tendencies.

Assimilation study of a distinct subculture can produce insight of the organizing and involvement in policy formulation, from grass-root beginnings to a dynamic self-motivated constituency. Analysis of long-term effects and influences of ethnic groups on

institutional systems could establish patterns of success and failure. Exploring social interaction of a distinct group could elucidate prevailing concerns occurring as the result of ethnic misunderstanding or misperception.

A survey of vocational training of Czechoslovak immigrants could bring forth rudiments of learning useful to the development of a fruitful inclination to succeed. Probing into occupational training can reveal details of explicit program formats that produced both beneficial and constructive results for the students. A rationale for distinct learning can be established to illuminate the understanding of the necessity for manual training facilities.

Investigating how ethnic groups pass down skills and survival capabilities can help identify the important factors that make them successful at certain skills rather than others. Isolating vocational skills and aptitudes that are transferred from a minority group and acclimated into the host society can facilitate the development of new vocational training programs. The investigation can give an understanding of affirmative components of traditional idiosyncrasies through the assorted records of achievement of various Czechoslovaks.

The research will also help to understand the background and history of the researcher who was born in Czechoslovakia and immigrated to United States as a young child. "A corollary exists ... that most histories about immigrant groups are written by people of that nationality." The research of the past might shed light on the future.⁵³

⁵³Tomas J. Archdeacon, "Problems of Possibilities in the Study and American Immigration and Ethnic History," *International Migration Review* 19, no.1 (Spring 1985): 114.

CHAPTER II

CZECHOSLOVAKS AND CHICAGO SCHOOL INFRASTRUCTURE

The discovery of Chicago, like the discovery of America, was accidental. Jolliet and Marquette were seeking for something else, and, like Columbus, they were disappointed in their search.¹

The objective of this selection was to convey data to answer the question: To what extent did Czechoslovak immigrants help build the infrastructure of the Chicago public school system? Information was presented to investigate links between the Czechoslovak immigrants, the city of Chicago, and the public school system. Reports, letters, autobiographies, and histories were put forth in an attempt to uncover correlations between the variables. Narratives were used to establish the setting, technology dissemination and conditions of the time period under consideration; to help answer the research topic. In no way is this a complete examination of the subject, but a general overview to help understand the interrelationships of the variables.

¹Milo M. Quaife, *Checagou: From Indian Wigwam to Modern City, 1673-1835* (Chicago: University of Chicago Press, 1933), 5.

Chicago History

The push to populate the West created dramatic growth and technology propagation at the end of the nineteenth century. “The new industry gave rise to growth of industrial towns and commercial centers, primarily occupied by the traffic of the itinerant trader. One of the immediate consequences of this extension of merchandising enterprise was the improvement of means of communication, both in the way of an improvement of shipping-itself a technological fact-and in the way improved routes of communication, ” explains Thorstein Veblen in *The Instinct of Workmanship*.² No other western cities transformed like Chicago. Mike Royko, Chicago newspaper columnist, in a 1981 article, writes on Chicago growth:

Greed is what made this country great. Never mind the spirit of adventure: the earliest explorers came here to find something that belonged to somebody else, and to grab it.

Every time the Indians turned around, they were either being offered a bag of dime-store jewelry in exchange for Manhattan or were being chased off their land because there might be gold under their teepees.³

The pioneers used the fast water route to new lands.⁴ Irv Kupcinec in *Kup's Chicago*, describes “a frontier town so swampy and nondescript that a visitor, asking the way to Chicago, was told, "You're in it, stranger, you're in it."⁵ The waterways in the area provided opportunity for the development of new technologies in the fields of

²Thorstein Veblen, *The Instinct of Workmanship* (New York: Huebsch, 1914), 269.

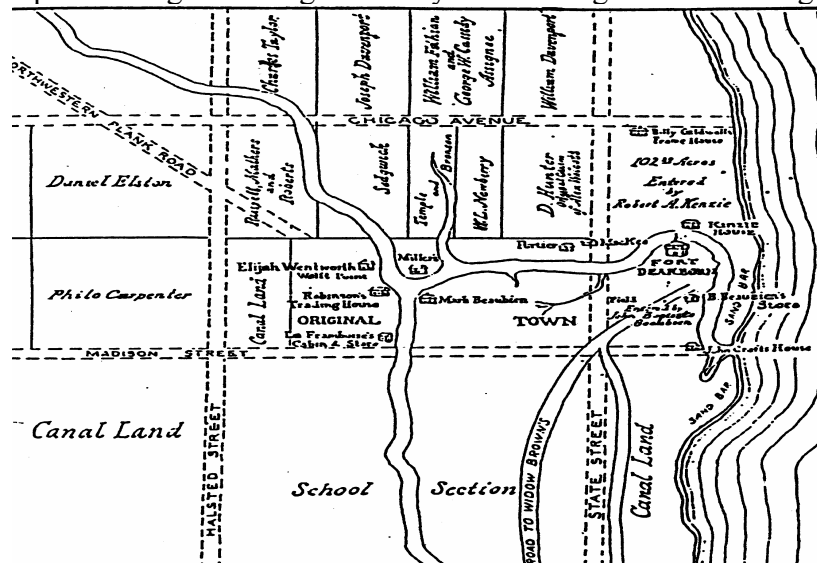
³Mike Royko, *Sez Who? Sez Me* (New York: E.P. Dutton, 1982), 35.

⁴*Zlatá kniha: Československého Chicaga* (Golden Book of Czechoslovak Chicago), ed. Jaromira Pšenky (Chicago: Geringa, 1926), 12.

⁵Irv Kupcinec, *Kup's Chicago* (New York: World, 1962), 14.

transportation and manufacturing. The situation of the city on Lake Michigan put it in the middle of the way to the Mississippi river leading to its importance in expansion of the United States (see Figure 2).⁶

Fig. 2. Map of Chicago showing waterways connecting to Lake Michigan, 1830.



Source: Paul Gilbert and Charles Bryson, *Chicago and Its Makers* (Chicago: Felix Mendelshon, 1929), 61.

Water was all around Chicago. Studs Terkel gives *An A-B-C Guideline for Non-Chicagoan*, “Chicago has a North Side, a South Side, and a West Side. There isn't much East Side. If you head too far that way, you're swimming in Lake Michigan-or drowning, as the case may be.”⁷

Carter Harrison recalls Chicago in his autobiography, *Stormy Years*:

Life in Chicago was at a somewhat primitive stage...a wild and woolly frontier town. Corner lots were peddled almost on the street corners. Friends...asked favors

⁶John F. Steward, “Chicago – Origin of the Name of the City and the Old Portages,” in *Transactions of the Illinois State Historical Society for the Year 1904: Fifth Annual Meeting of the Society*, by the Illinois State Historical Library (Springfield: Phillips Bros., 1904), 460-6; Quaipe, 175.

⁷Studs Terkel, *Division Street: America* (New York: Pantheon Books, 1967), xxv.

of one another that one would not have dared broach in a more settled community and the favors were granted as a matter of course. . . .
 . . . a famous Chicago chop-house, "Billie" Boyle's, located in Gambler's Alley, running from Dearborn Street between Madison and Washington Streets to LaSalle Street. In these two blocks were a half-dozen gambling hells, where faro, roulette, hazard in Chicago's wide open, frontier-life days tempted the venturously unwise to risk their dollars in quest of a killing.⁸

The location of Chicago created opportunities for people to produce goods and develop new methods of business.⁹ Glenn Bishop in his foreword to *Chicago's Accomplishments and Leaders* writes, "Chicago...lies in the very heart of a territory blessed beyond all others in the bounty of its natural resources. From plains and farms, from mines and forests, Chicago draws the livestock, the grain, the minerals, and the timber which, converted into finished products, supply the needs of all the world."¹⁰ George Maher, whose father in 1893 took sides with Gene Debs in the Great Railroad Strike recalls:

The Chicago I knew was vast and squalid. It was an inexpressively dreary city, without any delight. But again, you're caught into a sort of beat, you always move. Chicago was a place where things were done, a working place, probably too much so. It was a place where people initially came to make money. But it must also have that element in it that makes living in it an experience...The city is in a state of flux.¹¹

Farmers and ranchers sent grain and livestock to the city, in return for products they needed; this trading of goods made Chicago a center for development and was a place where, "Jobs were plentiful...wages were high, especially in...electrical machinery, and

⁸Carter H. Harrison, *Stormy Years: The Autobiography of Carter H. Harrison Five Times Mayor of Chicago* (Indianapolis: Bobbs-Merrill, 1935), 20, 28, 42.

⁹Kingsley Davis, ed., *Cities Their Origin, Growth and Human Impact: Readings from Scientific America* (San Francisco: W.H. Freeman, 1973), 103.

¹⁰Glenn A. Bishop and Paul T. Gilbert, ed., *Chicago's Accomplishments and Leaders* (Chicago: Bishop Publishing, 1932), 1.

¹¹Terkel, *Division Street*, 261-2.

machine-shop products.”¹² Ernest Burgess in *The City* writes, “stimulation is essential to growth” of an urban area and the individual.¹³ Mrs. Davies, answering Studs Terkel, states:

The thing that does impress me is the constancy of change. I mean it's always changing. This may sound like a funny thing to say, but one of the things that I love most about it is that everything hasn't been done yet... Here was such a wonderful city and a great big city, but you could get hold of it. And it isn't that I want a sense of power or domination in a city. (Laughs.) But I think you feel happiest in a city where you can identify with it and feel that you're doing something a little bit constructive about it. This city invites audience participation, so to speak.¹⁴

Farmers could harvest crops faster, creating profits, which translated into demand for better machinery and the expansion of manufacturing in the Midwest.¹⁵ The economist Ludwig von Mises explains, “The greater the capital fund becomes, the higher does the marginal productivity of labour rise and the higher, therefore, are wages, absolute and relative.”¹⁶ Simply put, the more that is made the more that is had.

Almont Lindsey writes, “Principles, honesty and lawfulness were ruthlessly brushed aside as swollen fortunes were amassed. Industrial anarchy and social confusion prevailed as many of the capitalists, in order to gain their hands, resorted to unethical...practices.”¹⁷ Chicago had the resources to grow and began to form new

¹²William Tuttle, Jr., *Race Riot: Chicago in the Red Summer of 1919* (New York: Atheneum, 1970), 84.

¹³Robert Park, Ernest Burgess, and Roderick McKenzie, *The City* (Chicago: University of Chicago, 1925), 59.

¹⁴Terkel, *Division Street*, 179-80.

¹⁵Olivia Mahoney, *Go West! Chicago and American Expansion* (Chicago: Chicago Historical Society, 1999), 85.

¹⁶Ludwig von Mises, *Socialism*, trans. J. Kahane (London: Jonathan Cape, 1951), 459.

¹⁷Almont Lindsey, *The Pullman Strike: The Story of a Unique Experiment and of a Great Labor Upheaval* (Chicago: University of Chicago, 1942), 5.

businesses. ““City of the big shoulders, was how the whitehaired poet put it. Maybe meaning that the shoulders had to get that wide because they had so many bone-deep grudges to settle,” writes Nelson Algren in *chicago: city on the make*.¹⁸

Products going out of the city developed into a merchandise supply industry that sparked the growth of Montgomery Ward, Spiegel, and Sears and Roebuck Company.¹⁹ Merchandise coming into the city and supplies shipping out advanced the need for transportation, via railroad; hence iron and coal were needed to build the tracks for the trains. The development of Chicago generated new vocations and technologies that became interdependent upon each other to supply the consumers; the demand of the customers called for technically trained workers to fill the needs of the market by producing goods on the supply side of the market economy and created jobs that made it possible to transfer raw products for processing and then deliver the merchandise to the end users (see Figure 3).²⁰

There were many trades needed to build Chicago:

Woodworkers once came out on the First of May wearing pine shavings in their caps, brewers followed still wearing their aprons, and behind them the bakers, the barbers, the cornicemakers, tin-roofers and lumber-shovers, trailed by clerks and salesmen.”²¹

A steel worker reflects, “I’m a dying breed. A laborer. Strictly muscle work...pick it up, put it down, pick it up, put it down. We handle between forty and fifty thousand pounds

¹⁸Nelson Algren, *chicago: city on the make* (Sausalito: Contact Editions, 1961), 101.

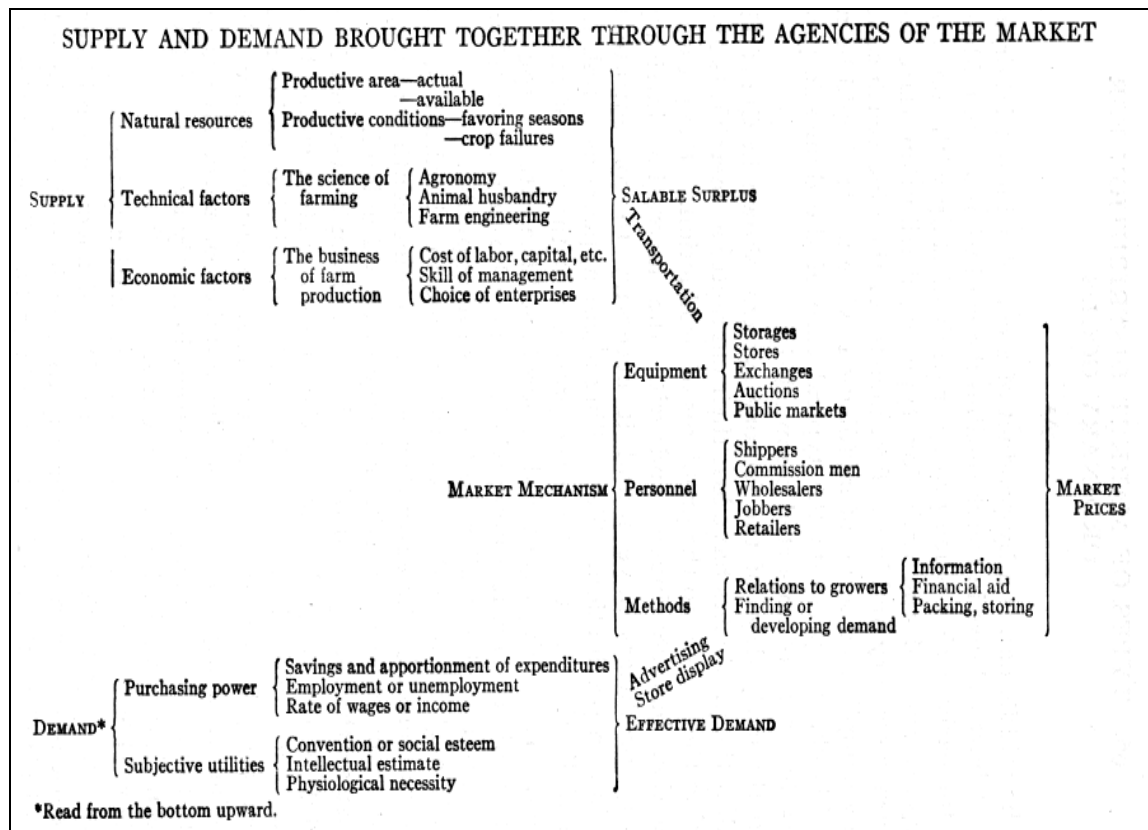
¹⁹Mahoney, 81.

²⁰Leon C. Marshall, *Industrial Society: A Study in the Structure and Functioning Of Modern Economic Organization* (Chicago: University of Chicago Press, 1918), 252.

²¹Algren, 103.

of steel a day.”²² Steel manufacturing in Illinois was worth more than \$87 million in 1905, reflecting the urbanization of the central United States.²³ Arthur Mays explains that “the pressure of competition and the speed of economic life forced changes” in how people choose the vocation that would be the “chief means of making a livelihood.”²⁴

Figure 3. Diagram explaining the functioning of a market economy.



Source: E.G. Nourse, *Agricultural Economics* (Chicago: University of Chicago Press, 1916), 485-486; printed in Leon C. Marshall, *Industrial Society: A Study in the Structure and Functioning of Modern Economic Organization* (Chicago: University of Chicago Press, 1918), 253.

²²Studs Terkel, *Working* (New York: Avon, 1974), 1.

²³Congress, Senate, Immigration Commission, *Immigrants in Industries: Iron and Steel Manufacturing*, 41 vols., 61st Cong., 2nd sess., 1910, S. Doc. 633, v. 8, part 2:2 (reprint New York: Arno Press, 1970), 3.

²⁴Arthur B. Mays, *Principles and Practices of Vocational Education* (New York: McGraw-Hill, 1948), 13.

Meat Packing

The meat packing industry was the center for the evolution and increased productivity of Chicago; by 1890, it produced 82 percent of the meat consumed in the United States.²⁵ A complete section in the *Reports of the Immigration Commission* is devoted exclusively to Chicago:

The slaughtering and meat-packing industry as it exists today was started in Chicago in 1875. For ten years prior to that time individuals were engaged in slaughtering livestock, especially cattle, but they had no means to protect the product, if held. The meats had to be placed on the market in the shortest possible time, and the methods then in vogue precluded the possibility of building up such a business as exists to-day. Since that time, methods and devices have been introduced which enable those engaged in the business to butcher and cure cattle, sheep, hogs, and other live stock as well in one season as in another without fear of loss, and has made possible the regular employment of a large body of men and women.

In 1905 the value of the output of the slaughtering and meat-packing industry in the city of Chicago was \$269,581,486...principal center of the industry of the country...It appears from special reports of the United States census on manufactures that in 1905 the value of the slaughtering and meat-packing output...outranks all other industries of the city.²⁶

The stockyards were the fortune of Chicago. They were the biggest employer in Chicago, and the area where workers lived is known as “back of the yards.” In 1905 Upton Sinclair wrote *The Jungle*, which reveals the life of people working in Chicago. Sinclair dedicates his book “To the working men of America” and writes:

Marija is short, but powerful in build. She works in a canning factory, and all daylong she handles cans of beef that weigh fourteen pounds. She has a broad Slavic face, with prominent red cheeks. When she opens her mouth; it is tragical, but you cannot help thinking of a horse: She wears a blue flannel shirtwaist, which is now rolled up at the sleeves, disclosing her brawny arms; she has a carving fork in her hand, with which she pounds on the table to mark the time.²⁷

²⁵Mahoney, 81.

²⁶Congress, Senate, *Slaughtering and Meat Packing*, 13, 2:25, 191-192.

²⁷Upton Sinclair, *The Jungle* (New York: Penguin, 1990), 13.

Sinclair goes on to describe the neighborhood where the workers live, many of whom were recent immigrants, because of the “unavailability of other labor.”²⁸ The following account from *The Jungle* is what it was like to be in the stockyards area:

They were left standing upon the corner, staring, down a side street where there were two rows of brick houses, and between them a vista: half a dozen chimneys, tall as the tallest of the buildings, touching the very sky-and leaping from them half a dozen columns of smoke, thick, oily, and black as night. It might have come from the center of the world, this smoke, where the fires of the ages still smoulder.....

...the party became aware of another strange thing...like the odor, was a thing elemental; it was a sound, a sound made up of ten thousand little sounds. You scarcely noticed it at first -- it sunk into your consciousness, a vague disturbance, a trouble. It was like the murmuring of the bees in the spring, the whisperings of the forest; it suggested endless activity, the rumblings of a world in motion. It was only by an effort that one could realize-that it was made by animals, that it was the distant lowing of ten thousand cattle, the distant grunting of ten thousand swine.²⁹

Immigrants made up a large number of the workers who were employed in the yards (see Table 1). Government statistics show from the *Reports of the Immigration Commission of 1910*, that 93% of the slaughtering and meatpacking households studied had foreign heads of households. Of these, the Czechoslovaks had a 37.6% distribution within this community that was surveyed constituting “...a very much larger proportion of the total than do the households of any other race.”³⁰

²⁸Congress, Senate, *Immigrants in Industries: Slaughtering and Meat Packing*, 33.

²⁹Sinclair, 40.

³⁰Congress, Senate, *Slaughtering*, 193.

Table 1
 NATIVITY OF HOUSEHOLDS WORKING IN SLAUGHTERING AND MEATPACKING,
 CHICAGO

General Nativity and race of Head of household	Households		General Nativity and race of Head of household	Households	
	Number	Percent Distribution		Number	Percent Distribution
Native-born of native father			Foreign-born ---Continued		
White.....	10	2.8	Polish.....	30	8.4
Native-born of foreign father			Russian.....	11	3.1
Polish.....	15	4.2	Slovak.....	27	7.5
Foreign-born			Swedish.....	28	7.8
Bohemian and Moravian....	108	30.1	Grand Total	359	100.0
English.....	25	7.0	Total Native-born of foreign		
German.....	31	8.6	father.....	15	4.2
Irish.....	22	6.1	Total Native-born.....	25	7.0
Italian, North.....	24	6.7	Total Foreign-born.....	334	93.0
Italian South.....	17	4.7			
Magyar.....	11	3.1			

Source: Congress, Senate, Immigration Commission, *Immigrants in Industries: Slaughtering and Meat Packing*, 41 vols., 61st Cong., 2nd sess., 1910, S. Doc. 633, v. 13, part 2:25 (reprint New York: Arno Press, 1970), 192.

“Bohemians are considered the best on the basis of general efficiency.”³¹ The immigrants lived close to the available jobs.³² Sinclair describes how the immigrants worked:

Innocent, they came so very trustingly; and they were so very human in their protests and so perfectly within their rights! They had done nothing to deserve it, and it was adding insult to injury, as the thing was done here, swinging them up in this cold-blooded, impersonal way, without pretence at apology, without the homage of a tear. Now and then a visitor wept, to be sure; but this slaughtering machine ran on, visitors or no visitors. It was like some horrible crime committed in a dungeon, all unseen and unheeded, out of sight and of memory.³³

³¹Ibid., 206.

³²Burgess, 56.

³³Sinclair, 13.

The area where the immigrants lived was heavily industrialized and in the “least desirable sections of the city.”³⁴ They were doing the role of the earlier groups before them, but these earlier groups now had moved on to better areas of the city.³⁵ The stockyards were an opportunity for laborers, who either wanted to progress to learn and use their skills or just went to make money.³⁶ The basic job was to kill animals, as Sinclair shows:

One with a swift stroke cut the throat; another with two swift strokes severed the head, which fell to the floor and vanished through a hole. Another made a slit down the body; a second opened the body wider; a third with a saw cut the breastbone; a fourth loosened the entrails; a fifth pulled them out--and they also slid through a hole in the floor...Looking down this room, one saw, creeping slowly, a line of dangling hogs a hundred yards in length; and for every yard there was a man, working as if a demon were after him.³⁷

Czechoslovak Builders

Henry Wilson writes that the Czechoslovaks “have long been accustomed to leave home as wandering merchants, glaziers, tin workers, or harvesters in the more fertile plains that spread out at their feet.”³⁸ According to the *Immigration Commission Reports of 1911*, 72.3 percent of Bohemians engaged in non-skilled (manufacturing and

³⁴Clifford R. Shaw and Henry D. McKay, *Juvenile Delinquency and Urban Areas* (Chicago: University of Chicago, 1942), 42.

³⁵Paul F. Cressey, “The Succession of Cultural Groups” (Ph.D. dissertation, Department of Sociology, University of Chicago, 1930), 173.

³⁶Congress, Senate, “Progress and Preference” in *Slaughtering*, 206;

³⁷Sinclair, 40, 41.

³⁸Henry L. Wilson, “Chicago Housing Conditions, VIII: Among the Slovaks of the Twentieth Ward,” in *The American Journal of Sociology* 20, no. 2 (September 1914), 145.

agriculture) employment, whereas 5.3 percent were involved in the building trades (see Table 2).³⁹ Josefa Humpal Zeman in her article *The Bohemian People in Chicago* states that “after 1878... only some peasants are contented to be ordinary laborers.”⁴⁰ The Czech Business Association produced a directory in 1900 that lists the different trades Czechoslovaks practiced in Chicago during the city’s expansion (see Table 3).

Table 2. Occupations of Immigrants, 1900.

Occupation	Bohemian Immigrants	
	Number	Percent
Agricultural pursuits	22,857	32.0
Professional service	979	1.4
Domestic service	12,061	16.9
Manufacturing	28,804	40.3
Building trades	3,479	5.3
All occupations	71,389	95.9

Source: Congress, Senate, Immigration Commission, *Occupations of Immigrants In The United States: Abstracts of the Reports of the Immigration Commission with Conclusions and Recommendations and Views of the Minority*, 61st Cong., 3rd sess., 1911, S. Doc. 747, v. 1, 821.

³⁹Congress, Senate, Immigration Commission, *Occupations of Immigrants In The United States: Abstracts of the Reports of the Immigration Commission with Conclusions and Recommendations and Views of the Minority*, 61st Cong., 3rd sess., 1911, S. Doc. 747, v. 1, 821.

⁴⁰Josefa Humpal Zeman, “The Bohemian People in Chicago,” in *Hull-House Maps and Papers: A Presentation of Nationalities and Wages in a Congested District of Chicago, with Comments and Essays on Problems Growing out of the Social Conditions* (New York: Thomas Y. Crowell, 1895), (photocopy), 119-120, Special Collections, Richard J. Daley Library, University of Illinois, Chicago.

Table 3. Czechoslovak Businesses, 1900.

Stavební Odborý (Building trades)			
Architekti (Architects)	6	Rámy, dvéře a okenice (Frames, doors and windows)	4
Dřevařský Velkoobchod (Lumber Yard)	1	Tesaři (kontraktoři) [Carpenters (contractors)]	45
Klempíři (Tin smith)	8	Zeměměřiči (land surveyor)	2
Plastýři (Plasterers)	10	Železářské práce na stavby (Steel construction work)	3
Plumbaři (Plumbers)	19		

Source: České Chicago. Adresář: českých obchodníků a spolků (Czech Chicago. Directory: Czech businesses and associations) (Chicago: Národní Tiskárny, 1900), 208-214, Czech and Slovak American Genealogy Society of Illinois (CSAGSI) Library, T. G. Masaryk School, Cicero, IL.

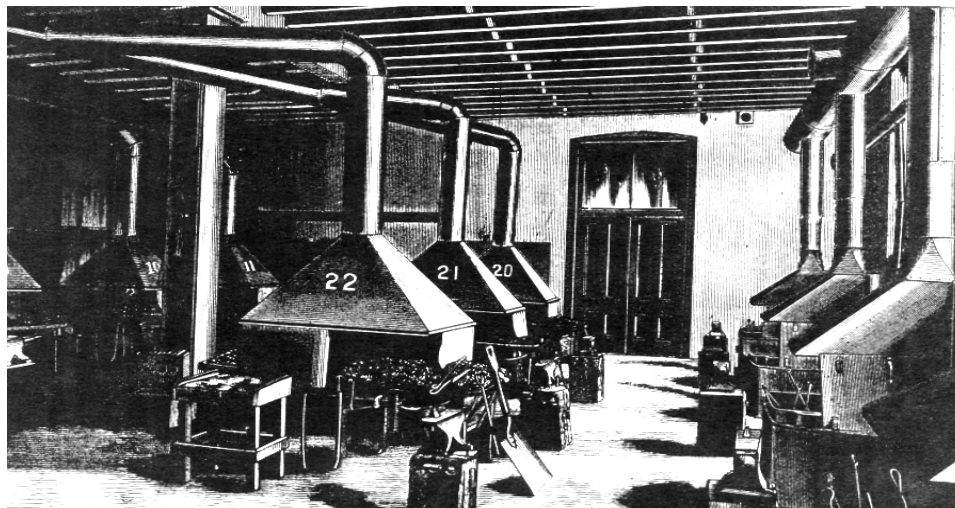
Chicago Public Schools

Dr. Frank Jirka, born in Ulada Vozice in Bohemia December 6, 1858, was a member of the Board of Education from 1890 to 1892 and was instrumental in establishing vocational education in Chicago public schools.⁴¹ Dr. Jirka in an August 19, 1891, report to a committee, asked for financing and the authority to instruct the chief engineer to have machinery set up in a new building and to provide necessary fans to help with the proper ventilation of the forges and foundry in a new manual training class (see Figure 4).⁴²

⁴¹Chicago Board of Education, Box 9, Jirka School Folder, School Biography, Board of Education Archives; Frank J. Jirka, *American Doctors of Destiny* (Chicago: Normandie House, 1940), xv; “Dr. Frank J. Jirka: Outstanding Chicago Czech Doctor and Scientist,” in *Američán Národní Kalendář* (American National Calendar) (1941), tans., Robert Uher, Czech and Slovak American Genealogy Society of Illinois (CSAGSI) Kořeňy (Roots) (Fall 2000), 16.

⁴²Chicago Board of Education, “Regular Meeting, Official Report, 19 August 1891,” in *Proceedings July 12, 1890 to June 27, 1891* (Chicago: Higgins, 1891), 51.

Figure 4. Forging shop.



Source: C.M. Woodward, *The Manual Training School* (New York: Arno and The New York Times, 1969), 86.

A report by the Committee on Buildings and Grounds, co-authored by Thomas Cusack, in 1898 foresaw the problem of overcrowding and “modified the arrangement and construction of the schools” for “larger play rooms” and “convenient entrances.”⁴³ The Jirka School was one of the first manual elementary schools to be built; it was recommended November 8, 1897, and authorized by the City Council April 1898 to help with overcrowding and training of immigrants in the district⁴⁴ The *Report of the President* of the Board of Education in 1899 cites the influence of the Bohemian nationality on “certain of the Chicago schools” where these children bring “characteristic hereditary tendencies... from which he had descended.”⁴⁵ Superintendent Sabin in charge of District Number Five reported in 1900 that in the:

⁴³ Chicago Board of Education, *Fifty-Fourth Annual Report to the Board of Education for the Year Ending 1898* (Chicago: Hack and Anderson, 1898), 166-167.

⁴⁴ *Ibid.*, 14.

⁴⁵ Chicago Board of Education, *Forty-Fifth Annual Report to the Board of Education for the Year Ending 1899* (Chicago: Hack and Anderson, 1900), 73-74.

Bohemian section of the district the crowded condition of the schools has been such for the past ten years that it has been impossible to provide room for a kindergarten except in the newer buildings. Hence the fact that the Jirka, the Pickard and the Farragut alone of all this section have a kindergarten is accounted for without the least implication of neglect or oversight on the part of any one...the new building to be erected for the Eighteenth Street School should afford such relief as to make...kindergarten...possible at...Komensky.⁴⁶

"Hog Butcher for the World, sang Chicago's favorite poet, Carl Sandburg," writes Irv Kupcinec.⁴⁷ The stockyards changed Chicago and the people who came to work at the yards changed. In Nelson Algren's *chicago: city on the make*, he writes about Chicago's heart:

It's the place built out of Man's ceaseless failure to overcome himself. Out of Man's endless war against himself we *build* our successes as well as our failures. Making it the city of all cities most like Man himself loneliest creation of all this very old poor earth.

...the Pottawattomies mourn in the river reeds once more.

The Pottawattomies were much too square. They left nothing behind but their dirty river.

While we shall leave, for remembrance, one rusty iron heart.⁴⁸

Summary

No other western cities transformed like Chicago, which was the result of its geographic location within the United States and its position between the Great Lakes and Mississippi River. The position of Chicago made it a transit point for the expansion of the West, bringing in raw goods and shipping out finished products, creating a need for

⁴⁶Chicago Board of Education, *Forty-Sixth Annual Report to the Board of Education for the Year Ending 1900* (Chicago: Hack and Anderson, 1901), 226

⁴⁷Kupcinec, 14.

⁴⁸Algren, 113, 188.

new technology and services. The largest industry in Chicago was slaughtering and meatpacking and was the center of life for many immigrants from Czechoslovakia.

The Czechoslovaks settled in Chicago for the opportunities that this swampy centrally located city had to offer. Slavic immigrants came to America to find jobs and to escape central Europe, where they had little chance to own land; hence they were at the mercy of the landowners, who were continually changing as the result of the constant conflict in Europe. The tendency of immigrants was to live near manufacturing areas where they could find work, but they were subjected to rough living standards and difficult working conditions.

Education was essential to the economic well-being of Chicago, which was developing new technologies and processes to facilitate the expansion of the United States. Chicago had continuous problems with overcrowding and instruction in the public schools. Administrators implemented different policies to deal with the influx of immigrants into Chicago. Studies of the immigrants of this time formulated varying ideas of education and Slavic immigrants.

CHAPTER III

VOCATIONAL EDUCATION AND CZECHOSLOVAKS

*Virtue, then, is of two sorts, virtue of thought and virtue of character. Virtue of thought arises and grows mostly from teaching, and hence needs experience and time. Virtue of character results from habit...*¹

The objective of this selection was to convey data to answer the question: To what extent did Czechoslovak immigrants help develop and participate in vocational education in the Chicago public schools? Information was presented to investigate links between the Czechoslovak immigrants, vocational education, and the public school system of Chicago. Reports, letters, autobiographies, and histories were forth in an attempt to uncover correlations between the variables: vocational education and Czechoslovak immigrants. Narratives will be used to establish the context of the manual training movement, and the time period under consideration; to help answer the research topic. In no way will this be a complete examination of the subject, but a general overview to help understand their interrelationships.

¹Aristotle, *Nicomachean Ethics*, trans. Terence Irwin (Indianapolis: Hackett, 1985), 33.

Vocational Training

Ricardo points out in his *On The Principles of Political Economy In Taxation*, “whatever ingenuity, skill, or time necessary for the acquirement of one species of manual dexterity more than another, it continues nearly the same from one generation to another.”² As tools evolved, so has the need for instruction in the use of these tools. In *Tools in Your Life* Irving Adler writes, “The history of man is built around the history of his tools.”³ Johann Pestalozzi addresses the issue of educating the child in *How Gertrude Teaches her Children* by writing that children need to learn how to do things; “Children need to be active and this combined with their intellectual skills will make them a more complete person.”⁴ Explaining the place of vocational aims in education, John Dewey writes, “An occupation is the only thing which balances the distinctive capacity of an individual with his social service.”⁵ The development of knowledge relies upon both thinking and emotional skills to have learning take place.⁶ Alfred North Whitehead makes clear the role of “technical” trainers or teachers is to “mould the nation that daily it may pass to its labours in the spirit of the monks of old.”⁷

²David Ricardo, *On The Principles Of Political Economy and Taxation* (London: John Murray, 1821), 28.

³Irving Adler, *Tools in Your Life* (New York: John Day Company, 1956), 23.

⁴Johann Heinrich Pestalozzi, *How Gertrude Teaches her Children: An Attempt to Help Mothers to Teach their Own Children and an Account of the Method*, trans., Lucy Holland and Francis Turner (New York: Gordon Press, 1977), 199-204.

⁵John Dewey, *Democracy and Education: An Introduction to the Philosophy of Education* (New York: Macmillan, 1916), 360.

⁶Paul H. Hurst and Richard S. Peters, *The Logic of Education* (New York: Humanities Press, 1970), 39.

⁷Alfred North Whitehead, *The Aims of Education: and other Essays* (New York: Free Press, 1929), 44.

Manual training in Chicago can be traced back to the establishment of the Chicago Mechanics Institute “for the education of poor apprentices and the support of widows and children of indigent Artists and Mechanics.”⁸ Article II of the Mechanics institute explains:

The object [sic] of the Institution are to diffuse knowledge and information throughout the Mechanical Classes; to found Lectures on Natural, Mechanical and Chemical Philosophy; and the Scientific subjects; to create a Library and Museum, for the benefit of Mechanics and others; to establish Schools for the benefit of their growth; and to establish Fairs.⁹

Cook County Normal School

At the same time at a convention held in Chicago on the 14th of November 1852, The Industrial League of Illinois was formed “for promotion of the objects... of industrial education.”¹⁰ The need for trained workers to deal with the rapidly changing technology in the Chicago area in 1867 facilitated the establishment of the Cook County Normal and Training School, later known as Chicago State University, “for the purpose of furnishing competent teachers of both sexes, for the Public Schools.”¹¹ The school was located in the township of Englewood, now a part of Chicago (see Figure 5).

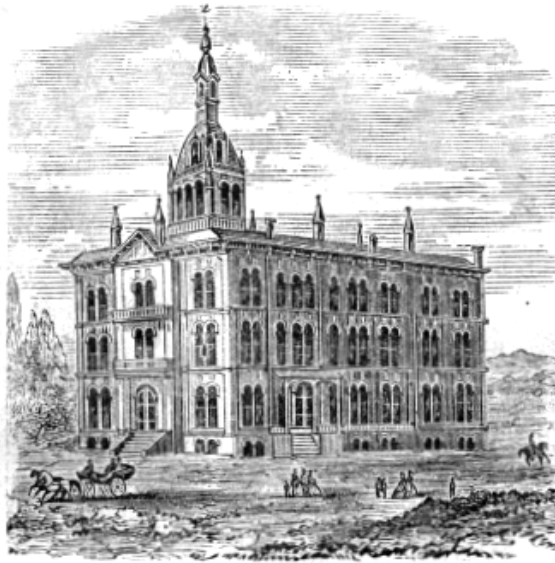
⁸Azel Peck, Last will and testament, 25 March 1848, pages 2-3, Box IV, Papers of the Mechanics Institute, Special Collections, Joseph Regenstein Library, University of Chicago, Chicago.

⁹Constitution of Mechanics Institute, Article 2, Box IV, Papers of the Mechanics Institute, Special Collections, Joseph Regenstein Library, University of Chicago, Chicago.

¹⁰Paul Selby, “The Part Of Illinoisans In the National Educational Movement, 1851-1862,” in *Transactions of the Illinois State Historical Society for the Year 1904: Fifth Annual Meeting of the Society*, by the Illinois State Historical Library (Springfield: Phillips Bros., 1904), 222.

¹¹John Howatt, *Notes on the First Hundred Years of Chicago School History* (Chicago: John Howatt, 1940), photocopy, 29, Chicago Board of Education Archives, Chicago; *Catalogue and Circular of the Cook County Normal and Training School* (Chicago: Landon, 1873), 14.

Figure 5. Cook County Normal School, 1874.



ENGLEWOOD, ILLINOIS.

Source: Catalogue and Circular of the Cook County Normal and Training School (Chicago: Landon, 1873), Cover.

The school used the method of observation for the training of students. The students were required to spend two days in a teacher's classroom taking notes and getting acquainted with the classroom and students.¹² It was not until three instructional terms were completed that students were allowed to practice in a classroom on their own.¹³ The curriculum involved different disciplines (see Table 4). The cost of attending the school was free and the Fort Wayne and Rock Island Railroads provided a "Special School Car" for students and instructors of the institution.¹⁴

¹²Ibid., 22.

¹³Ibid., 23.

¹⁴Ibid., 45, 47.

Table 4. Course of Study in Model and Preparatory Departments
Cook County Normal and Training School, 1873.

<u>MODEL</u>	<u>PREPARATORY</u>
FIRST TERM	FIRST TERM
Reading-In Fifth Reader [^]	Arithmetic-Compound Nos.
Spelling and Phonics	Grammar
Penmanship	Physical Geography
Lessons on Language	U.S. History or Geography
Boltwood's Grammar and Usage	Reading, Spelling And Phonics
Arithmetic-Common Fractions*	Penmanship
Topical Geography and Map Drawing	
SECOND TERM	SECOND TERM
Reading	Arithmetic-To Exchange
Spelling and Phonics	Lessons in Language
Penmanship	Composition, Punctuation, and Abbreviations
Boltwood's Grammar	U.S. History
Drawing	Physical Geography
Arithmetic-Com. Frac. Completed	
Topical Geography and Map Drawing	THIRD TERM
General Lessons	Reading and Spelling
THIRD TERM	Arithmetic-Completed
Reading	Algebra
Spelling and Phonics	Syntax
Penmanship	Physiology
Grammar	Composition and Declamation
Botany	
Drawing	
Arithmetic-Decimals	
Physical Geo. And Map Drawing	

[^] Titles of Books Listed with Normal Text Books.

*Mental Arithmetic to Receive Proper Attention.

Source: *Catalogue and Circular of the Cook County Normal and Training School* (Chicago: Landon, 1873), 27.

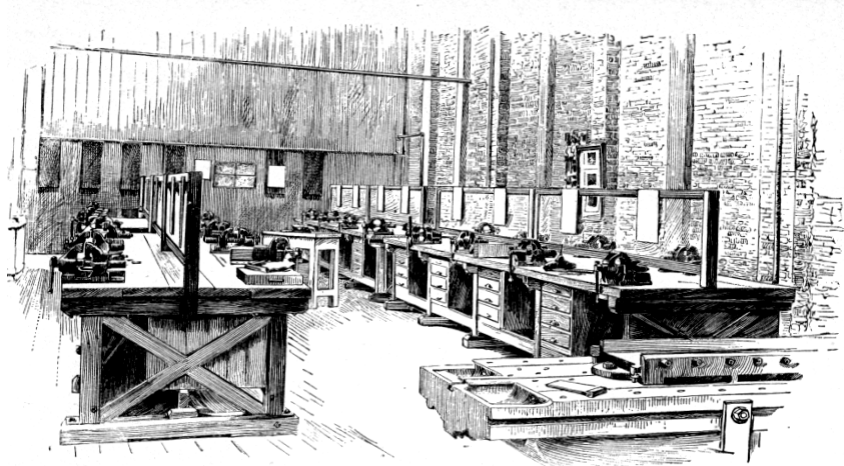
Mind and Hand

An emphasis on establishing instruction of trades to supply the factories and companies with trained workers to increase productivity and efficiency was part of a movement for Manual Training. Calvin Woodward expresses his views of this new movement:

I advocate manual training for all children as an element in general education. I care little for what tools are used, so long as proper habits (morals) are formed, and provided the windows of the mind are kept open for the world of *things* and *forces*, physical as well as spiritual.¹⁵

Charles Ham writes in *Mind and Hand* that manual training is “an educational revolution” that will help citizens become more productive in industry and more importantly give working people more respect for themselves, hence creating a better society.¹⁶ The model school would be one that influences the three human qualities of morality, intellect, and the body.¹⁷ Included with Ham’s theory of manual training are drawings of the classrooms or laboratories to provide models for school design (see Figures 6, 7). The designs of the classrooms were accompanied by the projects that the students were to complete or produce (see Figure 8).

Figure 6. The Chipping, Filing, and Fitting Laboratory.



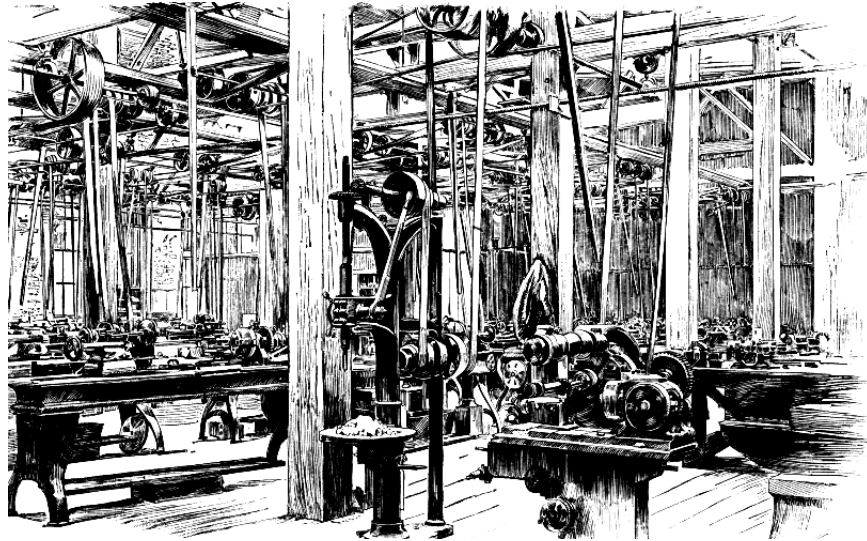
Source: Charles Ham, *Mind and Hand: the Chief Factor in Education* (Chicago: American Book Company, 1886), 89.

¹⁵Calvin M. Woodward, “The Fruits of Manual Training,” in *American Education and Vocationalism: A Documentary History 1870-1970*, eds. Marvin Lazerson and W. Norton Grubb (New York: Teachers College, 1974), 60.

¹⁶Charles Ham, *Mind and Hand: the Chief Factor in Education* (Chicago: American Book Company, 1886), x.

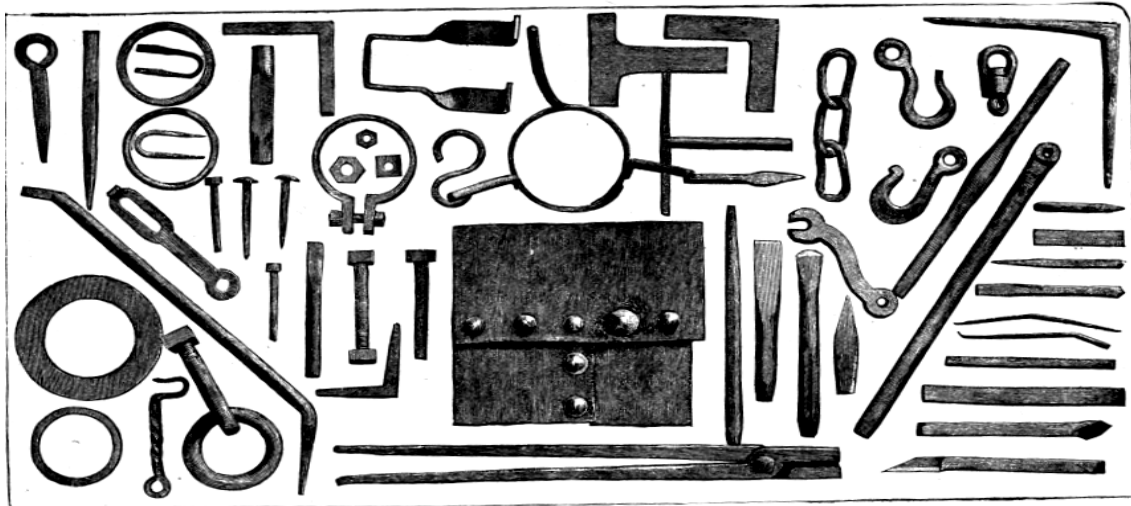
¹⁷*Ibid.*, 3.

Figure 7. Machine-Tool Laboratory.



Source: Charles Ham, *Mind and Hand: the Chief Factor in Education* (Chicago: American Book Company, 1886), 79.

Figure 8. Course in the Forging Laboratory.



Source: Charles Ham, *Mind and Hand: the Chief Factor in Education* (Chicago: American Book Company, 1886), 67.

Ham ends the chapter “The Ideal School” with:

The highest degree of education results from combining manual with intellectual training, the laborer will feel the pride of a genuine triumph; for the consciousness that every thought-impelled blow educates him, and so raises him in the scale of manhood, will nerve his arm, and fire his brain with hope and courage.¹⁸

¹⁸Ibid., 6.

Czechoslovak Participation

Czechoslovaks love to learn and pursue the forefronts of “technological innovation.”¹⁹ In a lecture about Jan Amos Comenius, Thomas Masaryk writes, “only through education do human beings become full persons.”²⁰ Industrialization brought a new kind of learning and new methods of labor development. In *The Principles of Scientific Management*, Frederick Taylor explains that people will “develop a science for each element of a man’s work” and will “scientifically select and then train, teach, and develop the workman.”²¹ The new methods of teaching contrasted with the old ways of passing down knowledge and skills from generation to generation in the various immigrant groups. Irv Kupcinet, a Harrison Technical High School graduate and son of European immigrants remembers:

Brutal though it was, Chicago was still a wonderful place in which to be young. I remember the days when I would arise with my father at three in the morning –now my bedtime—[sic] to help him on his bakery route, just as my brother Joe had done before me. I would help my father hitch up the team of horses, load the wagon with bakery goods, and then clip-clop off on his route with him. We wouldn't get home until three in the afternoon. One of our proudest moments came when the bakery finally retired the horses and we began traveling in style in a truck.

My father was not one for preaching, but the simple, hard life he led bespoke far more eloquently the lessons in living we had to learn. His long and unusual working hours did not allow him to spend as much time with his children as he would have liked. His influence on us was indirect rather than direct, yet none of us suffered.²²

¹⁹“Czechoslovakia: The Heritage of Ages Past: Essays in the Memory of Joseph Korbel,” in *East European Quarterly*, ed. Hans Birch and Ivan Volgyes (New York: Columbia University Press, 1979), 46-47.

²⁰*The Lectures of Professor T. G. Masaryk at the University of Chicago 1902*, ed. Draga B. Shillinglaw (Lewisburg: Bucknell University Press, 1978), 75.

²¹Frederick W. Taylor, *The Principles of Scientific Management* (New York: W.W. Norton, 1967), 36.

²²Irv Kupcinet, *Kup’s Chicago* (New York: World, 1962), 20, 21.

The Czechoslovaks had the schools to teach them new skills and how to work in America. The immigrants had prior knowledge for tool-making as seen by artifacts excavated by Andrew Kmet', director of the Slovak Antiquities Association in the late 1800's (see Figure 9). Industrialization and machines revolutionized the "technology of handicraft," where the worker is the essential part of the method of training to pass down skills to younger generations.²³ The newcomers would learn new proficiencies to help them perform systematic and detailed work in the growing America (see Figures 10, 11).²⁴

Thomas Jefferson foresaw the need for a "technical philosophy" to train:

The mariner, carpenter, shipwright, pumpmaker, clockmaker, machinist, optician, metallurgist, founder, cutler, druggist, brewer, vintner, distiller, dyer, painter, bleacher, soapmaker, tanner, powdermaker, saltmaker, glassmaker.²⁵

Figure 8. Bronzové zbrane, nástroje a nádoba
(Bronze weapons, tools and containers).



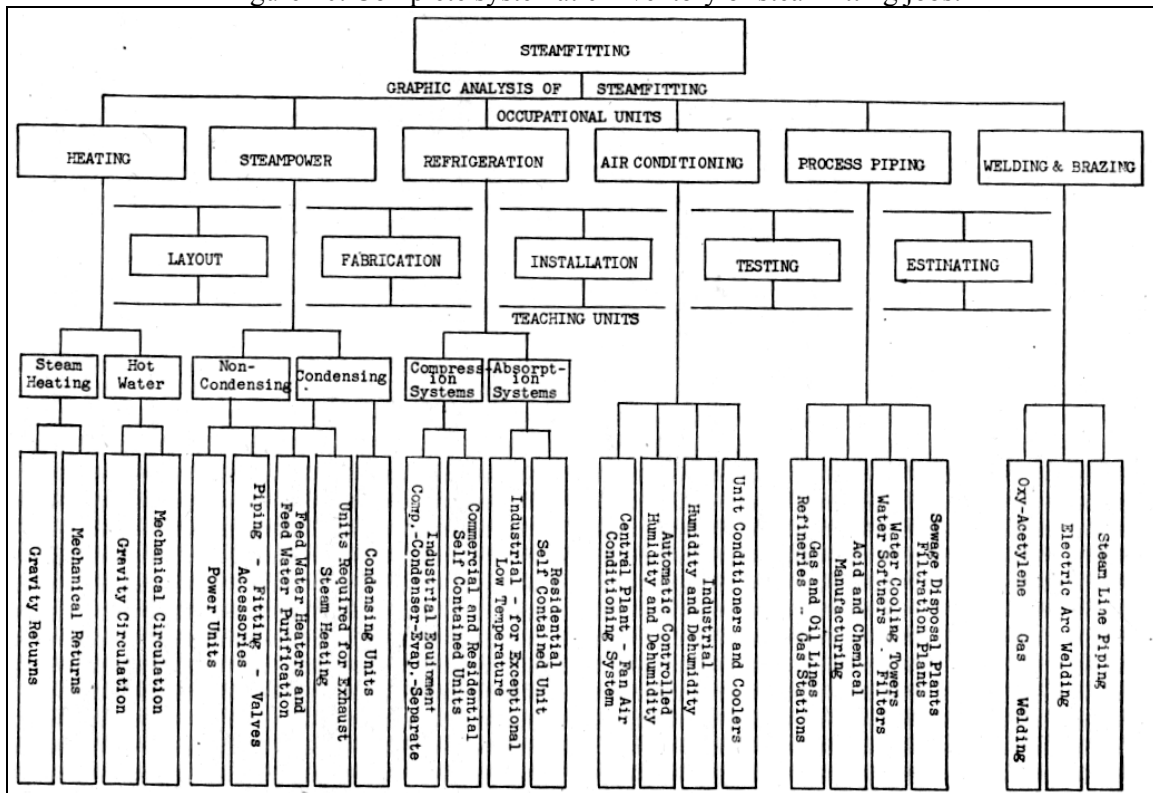
Source: Ján Tibenský, *Dejiny Vedy a Techniky Na Slovensku* (History of Science and Technology in Slovakia (Martin, Czechoslovakia: Vydavateľstvo Osveta, 1979), 289.

²³Thorstein Veblen, "The Era of Handicraft," in *The Instinct of Workmanship* (New York: Huebsch, 1914), 231-298.

²⁴Charles A. Prosser, *Evening Industrial Schools* (Chicago: American Technical Society, 1951), 17.

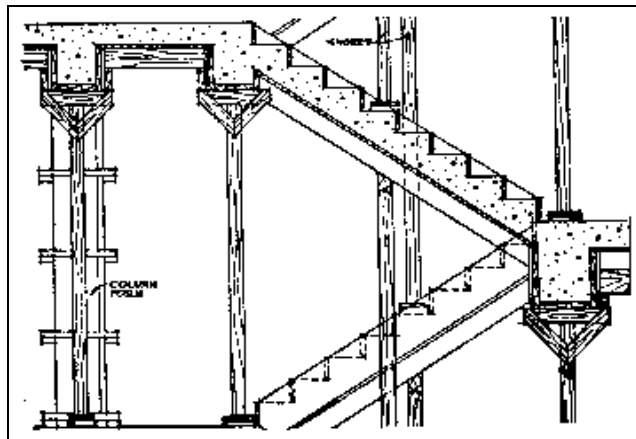
²⁵Charles F. Arrowood, ed., *Thomas Jefferson and Education in the Republic* (New York: McGraw-Hill, 1930), 101-102.

Figure 10. Complete systematic inventory of steamfitting jobs.



Source: John A. Lapp, *The Washburn Trade School* (Chicago: Fred Klein, 1941), 150.

Figure 11. Plans for stair construction.



Source: Frank R. Walker, *The Vest-Pocket Estimator* (Chicago: Walker Publishers, 1924), 32.

The change in the immigrants coincided with the transformation of Chicago schools. “The educational system which served the people of early Chicago would no longer be attuned to the needs of her present population. We have developed a new

civilization which demands a new school,” writes Mildred Mielke, a student in the Chicago Normal College.²⁶ In a case study of immigrants, Michael Byram concludes that school buildings are an important “formal social institution” where “teachers contribute to the continuing debate of minority’s ideas, attitudes, policies and self-definition”²⁷

The influence of manual training on the Chicago schools can be seen in the annual reports of the Board of Education in the years 1881 and 1882, when Frank Jirka, a Czechoslovak, co-authored reports for the Committee on English High and Manual Training School. The rapid growth of Chicago made it necessary in 1891 for the School Board to appoint a committee to develop a High School with the “Mechanical Arts” as the core curriculum.²⁸ The number of applications to the new school made necessary the building of:

A shop has been erected in the rear of the old Normal building, one hundred feet long, by fifty-six wide, and four stories high, to contain a forge and foundry, machine shop, wood-turning and carpenters' shop, furnishing ample room for four or five hundred boys. It is being fitted up with the very best machinery and tools and will be ready for occupancy this fall.²⁹

The 1891 report ends with the authors acknowledging the need for a school to train “the hand and the eye” and the school built by the Chicago Board of Education “will prove one of the greatest and most useful schools in the country.”³⁰

The 1892 Manual Training Committee Report, chaired by Frank Jirka, gave a detailed report of the projects completed at the school (see Table 5).

²⁶“A Century of Progress in Education in Chicago,” *Chicago Schools Journal* 15, nos. 5-15, Special N.E.A. No. 67, 1833, Board of Education Archives, Chicago.

²⁷Michael S. Byram, *Minority Education and Ethnic Survival: Case Study of a German School in Denmark* (Clevedon, England: Multilingual Matters, 1986), 155.

²⁸Chicago Board of Education, *Thirty-Seventh Annual Report to the Board of Education for the Year Ending 1892* (Chicago: Hack and Anderson, 1898), 123.

²⁹*Ibid.*, 127.

³⁰*Ibid.*, 128.

Table 5. Projects completed 1891-92 English High and Manual Training School.

<u>High and English Manual Training School, 1891-2 projects</u>
First Year
6,500 exercises in joint work and woodturning.
1,350 exercises in pattern making.
150 exercises in cabinetwork.
2 cabinet cases.
1 secretary.
1 pattern of stationary engine complete.
1 pattern of wood working lathe.
Second Year
500 castings in iron, brass and soft metal.
1,060 forging exercises.
250 lathe tools.
1 iron gate.
1 lamp stand.
Third Year
100 exercises in lathe work.
1 steam pump.

Source: Chicago Board of Education, *Thirty-Seventh Annual Report to the Board of Education for the Year Ending 1892* (Chicago: Hack and Anderson, 1898), 164-5.

The committee concludes the report:

In reviewing the work of the past year we find that the School has gained a permanent place among the educational institutions of our city. Its value cannot be estimated in money, but by its influence on the young men who, in its shops and recitation rooms, will learn the true meaning- of the motto " To know and to do."³¹

Henry Tibbits writes a letter to Superintendent Albert G. Lane in the 1898 Board of Education Annual report:

Centralization of population in cities has its advantages patent to all, but its tendency to subtract from the highest and best in the home life is deplorable. The teaching of cooking and sewing in the elementary schools will do more to dignify the home arts of woman than any other agency. Manual training for boys has found a permanent place in our schools. Our girls are justly entitled to the best type of constructive work to parallel the woodworking for boys.³²

³¹Chicago Board of Education, *Thirty-Seventh Annual Report to the Board of Education for the Year Ending 1892* (Chicago: Hack and Anderson, 1898), 166.

³²Chicago Board of Education, *Forty-Fourth Annual Report to the Board of Education for the Year Ending 1898* (Chicago: Hack and Anderson, 1898), 58.

Jaroslav J. (JJ) Zmrhal

Jaroslav J. (JJ) Zmrhal, Czechoslovak, principal (1905), and superintendent (1921) in the Chicago public schools, developed lesson plans and programs for study during his tenure that emphasized the use of industrial arts and manual training for instruction.³³ In program 308, Zmrhal outlines the number of minutes per week for study of different subjects, in which 24 percent of class time is designated for industrial training (see Table 6).

Table 6. Program 308.

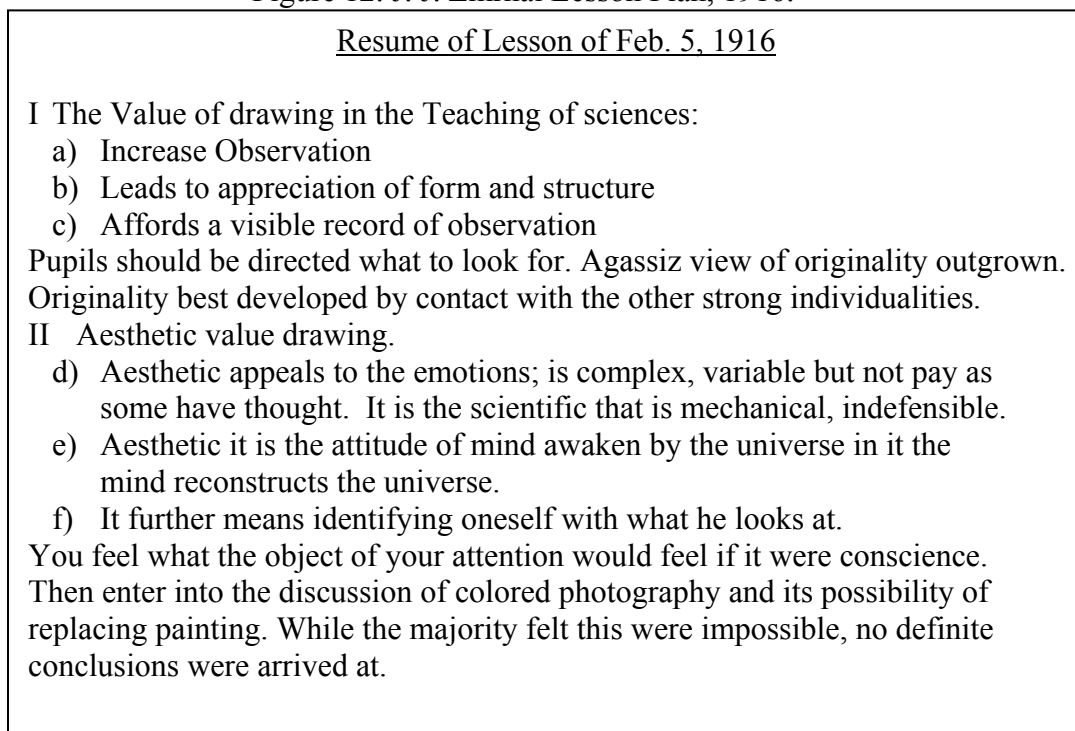
Program 308	
<u>Academic Subjects</u>	<u>Minutes</u>
Composition	205
Reading	150
Spelling	75
Mathematics	300
Physical Education	100
Recesses	125
<u>Opening Exercises</u>	<u>25</u>
total academic minutes	980
<u>Industrial Requirements</u>	
Art and Cooking	180
Manual Training	<u>180</u>
	360
Total	1340
There are 160 minutes Left over that might be Used for German	160
Total minutes instruction per wk	1500

Source: Program 308, Transcribed by Angela McSween, date unknown, Box 109, Archives of Czechs and Slovaks Abroad (ACASA), Special Collections, Joseph Regenstein Library, University of Chicago, Chicago.

Zmrhal in a lesson plan dated February 5, 1916, outlines the value of drawing in the teaching of sciences and the importance of observation (see Figure 12).

³³John J. Reichman, *Czechoslovaks of Chicago: Contributions to a History of a National Group, with an Introduction on the Part of Czechoslovaks in the Development of Chicago* (Chicago: Czechoslovak Historical Society of Illinois, 1937), 31; Letter written to Jaroslav J. Zmrhal from Peter Mortenson, Superintendent of Schools, 3 October 1921, Box 108, ACASA, Special Collections, Joseph Regenstein Library, University of Chicago, Chicago.

Figure 12. J. J. Zmrhal Lesson Plan, 1916.



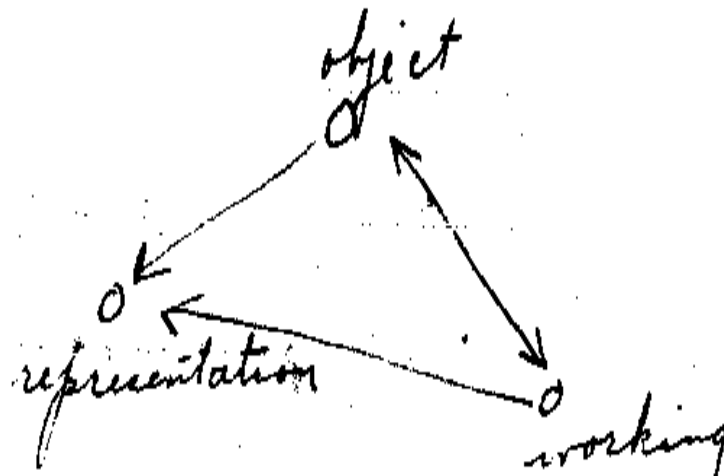
Source: Lesson plan transcribed from original notes, J.J. Zmrhal, 5 February 1916, Box 108, ACASA, Special Collections, Joseph Regenstein Library, University of Chicago, Chicago.

Zmrhal emphasizes in his papers the importance of object learning and how this learning is best facilitated through the industrial arts. In notes from January 29, 1916, he writes of the “value of drawing, its influence upon the intellectual level of construction work.”³⁴ He makes a simple diagram to explain his ideas, that “Pupils should learn to work” and “making drawings from representations, and representations from objects, etc” (see Figure 13). Ending his notes, he writes that drawing “is an important factor in developing the habit of indirect activity and in determining the intellectual level of man’s industrial habits.”³⁵

³⁴Notes, J.J. Zmrhal, 29 January 1916, Box 108, ACASA, Special Collections, Joseph Regenstein Library, University of Chicago, Chicago.

³⁵Ibid.

Figure 13. Zmrhal Diagram of learning from drawing, 1916.



Source: Drawing from actual notes, J.J. Zmrhal, 29 January 1916, Box 108, ACASA, Special Collections, Joseph Regenstein Library, University of Chicago, Chicago.

Summary

Man developed a system of teaching to pass down the technical knowledge gained through out history. Tools are the center of technology and the advancement of man. Institutions were built to have a formal setting to transfer skills to the next generation. Shops and laboratories where students could use their hands and experience how to work were built to duplicate the industrial environment.

Czechoslovaks came from a working background and were accustomed to using tools. The Czechoslovaks became involved in the field of education and became involved in the evolution of vocational education in the Chicago Public Schools. The immigrants used past knowledge to help develop theories and methods of teaching vocational education.

CHAPTER IV

INFLUENCE POLICY CHANGES: BACKDROPS FOR TECHNICAL TRAINING

All that society has accomplished for itself is put, through the agency of the school, at the disposal of its future members.¹

The objective of this selection will be to present data to help answer the question: How did Czechoslovak immigrants organize themselves to affect policy changes in the Chicago school system? Information will be presented to describe the links between the Czechoslovak immigrants, the city of Chicago, and the public school system. Reports, letters, autobiographies, and histories will be put forth in an attempt to uncover correlations between the variables: organization and influence on policy changes. Narratives will be used to establish ideas and motivations; to help answer the research topic. In no way will this be a complete examination of the subject, but a general overview to help understand their interrelationships.

¹John Dewey, *The School and Society* (Chicago: University of Chicago Press, 1900), 3.

Czechoslovak Immigrants in Chicago

The Czechoslovaks settled in Chicago for the opportunities that this swampy centrally located city had to offer. Theodore Roosevelt replies to a letter about immigrants in an 1897 article, “in reality he is merely working out his fate with blood and sweat as the immense majority of men who are worthy of the name have done and always will have to do.”² Thomas G. Masaryk, first President of Czechoslovakia, explains Czech thinking as a struggle for information and improved living conditions.³ In an address to the World Association for Adult Education, he states, “we to-day demand the education of all trades and professions, as well as of all categories of labour”⁴

The first Czechoslovaks arrived at a *plocha města z větší části neobydlena* (flat town that was uninhabited).⁵ Dr. Jan Habenicht writes of his memories of Chicago, referencing the Great Chicago fire of 1871:

And why are Chicago people unrelenting! Looking to this growth of exiles that were robbed of their last savings, they do not abandon their Lake Michigan shoreline, but with steadfastness and the tremendous energy that laid the foundations of Chicago, will put this seared city in order and will build a new Chicago that today threatens grand London as a competitor. Yes, be careful Chicago is able to use its touchstones of discontentment, they hustle using patience and resolution, vigor and industry, and this is the bold power of the new-American population (translated from Czech).⁶

²Theodore Roosevelt, “How Not to Better Social Conditions,” *Review of Reviews* 15 (January 1897): 38.

³Thomáš G. Masaryk, *The Meaning of Czech History* (Chapel Hill: University of North Carolina, 1974), 14.

⁴Thomáš G. Masaryk, *The Universal Need of Adult Education* (London: Arden Press, 1927), 4, pamphlet, School of Slavonic and East European Studies Library, University of London, London.

⁵Rudolf Bubeniček, *Dějiny. Čechů V Chicagu: Sebral a Zpracoval* (History of Czechs in Chicago: Collected Works) (Chicago: Sazba West Side Press, 1939), 28.

⁶Dr. Jan Habenicht, *Z Paměti Českého Lékaře: Příspěvek K Dějinám Čechů Amerických* (Memories of a Czech Doctor: Historical Contributions of American Czechs) (Chicago: Geringera, 1897), 21.

Czechoslovak Migration

Czechoslovaks were coming to America in great numbers, 80 percent of Slavic immigrants between 1880 and 1914 came to America to find jobs and a better life.⁷

One immigrant recalls in *Division Street*, “I never wanted to come to America. I heard of people coming here, uneducated people, and they suffered a lot of hardships. This wasn't the place for me to come, but I decided this would be an adventure for me.”⁸ The Czechoslovak immigrants were:

Brave and were tough people; they had enough strength to overcome all difficulties for the realization of their goals that meant a monumental turnabout in their life, as they knew it. By suffering long hard roads and voyages under deck of immigrant ships to find themselves in a foreign country, in entirely different surroundings, among different people, that spoke an entirely different language. In order to grip themselves to the new society, they took the hardest jobs in mines, iron and steel works, at coke ovens and anywhere there was hard work, but it would be done and capitalized on (translated from Slovak).⁹

Joseph Chada in *The Czechs in the United States* writes, “The immigrant from Bohemia or Moravia generally chose the industrial city,” where the “relative financial stability and a secure social position...gave his children educational opportunities and the promise of a higher living standard.”¹⁰

⁷Joseph Stipanovich and Maria K. Worsby, *Slavic Americans: A Study Guide and Source Book* (San Francisco: R&E Research, 1977), 60.

⁸Studs Terkel, *Division Street: America* (New York: Pantheon Books, 1967), 95.

⁹“Prve Slovenské Spolky v Spojených Štátoch Amerických” (First Contacts of Slovaks with the United States of America), in *Slováci V zahraničí 4-5* (Slovaks in Foreign Lands), ed. František Bielik and Stefan Veseleý (Martin, Czechoslovakia: Matica Slovenska, 1979), 9, Mestská knižnica v Bratislave, Bratislava.

¹⁰Joseph Chada, Chairman Emeritus, Department of Social Science, Chicago State University, *The Czechs in America* (Chicago: SVU Press, 1981), 27.

The Czechoslovaks were serfs, as they came to be known, to whoever was the controlling power, and they worked the land to produce crops for the lords. The majority of the serfs never were able to own any land, hence they “were inexorably attached to the land, tied forever” to the master of the land.¹¹ Research conducted by Ján Hanzlik explains the problems of the Czechoslovaks during the greatest period of migration to the USA, as the *protifeudálneho boja poddaného* (the anti-feudal struggle of the serfs), who escaped the landlords to have better economic status.¹²

Accounts of the conditions that the Czechoslovaks had to endure shed light upon the motivations for migration; in a letter to the local authorities, Jiří Jelínek describes how the landowner that he works for breaks into his living quarters and with a rock, dismantles the steel pipe for his stove that goes to the chimney, and carries away the broken down door threatening Jiří to get out or he will burn him out.¹³ In an area near Bratislava called Dornkappel, people had to travel 20 kilometers for firewood, which was the only way to cook food and heat dwellings.¹⁴ Vincent Puhá, born January 3, 1901, in Dunjiská left the sixth grade to work distributing construction supplies until he was 16, when he found a job

¹¹Gilbert L. Oddo, Ph.D., *Slovakia and Its People* (New York: Robert Speller, 1960), 93.

¹²Ján Hanzlik, *Začiaty Českej A Slovenskej Emigracie do USA; Česka a Slovenská Robotnícka Emigrácia v USA* (The Beginning Of Czech And Slovak Emigration to the USA: Czech And Slovak Working-class Emigration to the USA) (ZB orník statí, Bratislava: Vydavateľstvo Slovenskej Akadémie Vied, 1970), 49.

¹³Czechoslovak Ministry of the Interior. Archive Administration. *Dokumenty o životé a boji zemédělského lidu materiál z Czeckoslovenských archivú* (Documents of the life and struggles of agricultural workers: materials from the Czechoslovak archives) (Praha: Archivni Správa Ministerstva Vnitra, 1957), 22a-22b.

¹⁴*Histórie Robotnickeho Hnutia na Trnávke od Roku 1928-1950* (History of the Working-class Movement in Trnavaka from the years 1928-1950), compiled by Ján Kugler and collective, 1986, photo with text, family collection, Bratislava, Slovak Republic.

in a cable factory.¹⁵ In the essay “Czechoslovakia: The Heritage of Ages Past,” the situation in Slovakia is described as “a mass flight in the first decade of the twentieth century...principally directed towards the United States, in which eventually about one third of the Slovak people settled.¹⁶ The high point of emigration to the USA from the Czech lands was between the years of 1901 to 1910, with a total of 94,603 emigrants going to the USA, the highest year being 1907 with 13,554 and the lowest 1901 with 3,766 (see Table 7).

Table 7
Vystěhovalectví do USA z českých zemi v letech 1850-1914
(Emigrants to the USA from Czech lands 1850-1914)

V letech	Celkový počet (total number)	Roční počet vystěhovalců (Years of migration)	
		<u>Vystěhovalců</u>	<u>Nejnižší (Low)</u>
1850-1880	23,009	179	6426
		(r.1850)	(r. 1854)
1861-1870	33,123	1,176	7,801
		(r.1863)	(r.1867)
1871-1880	52,079	2,261	11,858
		(r.1878)	(r.1880)
1881-1890	62,050	3,085	12,189
		(r.1889)	(r.1881)
1891-1900	42,709	1,607	11,758
		(r.1895)	(r.1891)
1901-1910	94,603	3,766	13,554
		(r. 1901)	(r.1907)
1911-1914	38,681	8,439	11,091
		(r.1912)	(r.1850)

Source: Ján Hanzlík, *Začiaty Českej A Slovenskej Emigracie do USA; Česka a Slovenská Robotnícka Emigracia v USA* (The Beginning Of Czech And Slovak Emigration to the USA: Czech And Bratislava Working-class Emigration to the USA) (Zborník statí, Bratislava: Vydavateľstvo Slovenskej Akadémie Vied, 1970), 48.

¹⁵*História Robotníckeho Hnutia na Trnávke*, letter written by Anna Puchoá, wife, February 20, 1984.

¹⁶“Czechoslovakia: The Heritage of Ages Past: Essays in the Memory of Joseph Korbel,” in *East European Quarterly*, ed. Hans Birch and Ivan Volgyes (New York: Columbia University Press, 1979), 79.

Herbert Spencer in an essay *From Freedom to Bondage* proclaims, “man works that he may avoid suffering.”¹⁷ Migration is a multifaceted human endeavor and it is not always true that people move for higher wages or that skilled workers leave for better employment opportunities; many factors come into consideration before someone decides to move to new lands.¹⁸ The decision is based on an opportunity cost evaluation of the circumstances.¹⁹ Computing statistics provided in *Our Slavic Fellow Citizens* twenty-four percent of Slavic immigrants came from the Czechoslovak region: Slovaks, Bohemians, and Moravians (see Table 8).

Table 8
Total Slavic Immigration to The United States for
The Decade of 1899-1908

<u>Nationality</u>	<u>Numbers</u>	<u>Percent</u>
Polish	743,151	44.0
Slovak	322,525	19.0
Croatian and Slovenian	275,800	16.0
Ruthenian	103,660	6.0
Bohemian and Moravian	84,877	5.0
Bulgarian, Serbian	76,047	4.5
Russian	56,242	3.0
Dalmatian, Bosnian and Herzegovian	24,897	1.0
Total	1,687,199	100.0

Source: Emily Greene Balch, *Our Slavic Fellow Citizens* (New York: Arno Press, 1969), 460.

¹⁷*Plea for Liberty*, ed. Thomas Mackay (New York: D. Appleton and Co., 1891), 5.

¹⁸Michael E. Hurst, “Always In Motion: A Close Examination Of The Assimilation Process Of Immigrants In The United States” (Ph.D. diss., University of Illinois at Chicago, 1997), 9-14.

¹⁹Daniel C. Reber, “Economics” in *Through the Eyes of Social Science*, ed. Frank Zulke, fifth edition (Prospect Heights, IL: Waveland Press, 1995), 59-60.

Marian Stolarik in *Immigration and Urbanization* describes how the immigrants “quickly established residency in a distinctive area of a city.”²⁰ The Czechoslovaks settled in different parts of Chicago tending to stay near manufacturing and industrial districts: such as the Stock Yards, Pilsen, the “California” settlement, and the Twentieth Ward.²¹ The immigrants “who migrated to Chicago helped their old world neighbors reestablish themselves in the new world.”²²

Urban Model

Paul Cressey’s study of *The Succession of Cultural Groups* produced data identifying the locations and concentrations of Czechoslovaks, as well as other groups that were living in Chicago at the time. The Czechoslovaks were concentrated between zone II and III on Cressey’s distribution charts (see Figures 14, 15). The Burgess city model suggests the positioning of industries and where people lived within a city (see Figure 16).²³ The concentrations change between the years 1898 to 1920, but a minimum of 20 percent concentration remained in Between Zones II and III indicating that this became a permanent community for the Czechoslovaks, not one of complete transitory nature.

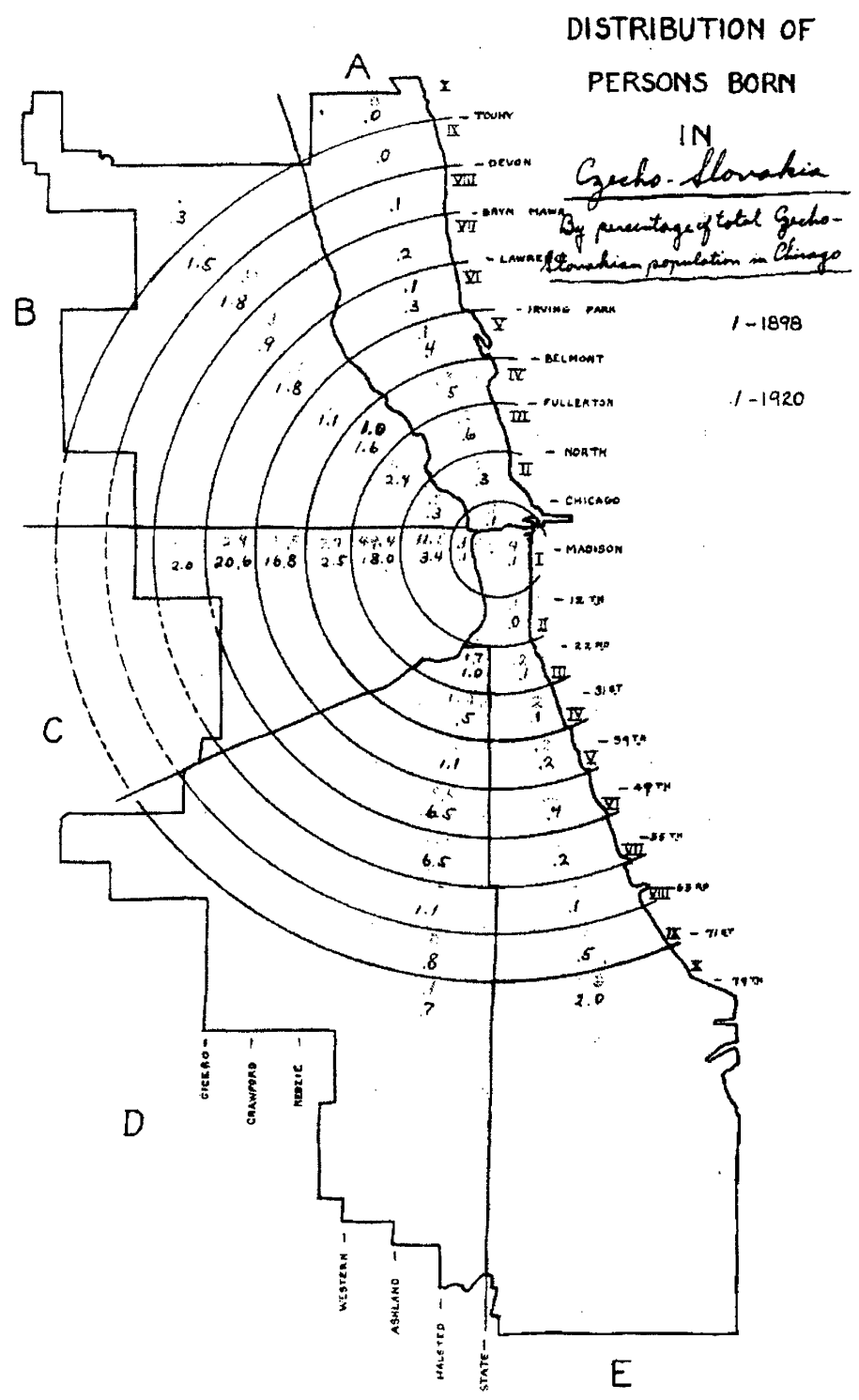
²⁰Marian M. Stolarik, *Immigration and Urbanization: The Slovak Experience 1870-1918* (New York: AMS Press, 1943), 35.

²¹Robert Park, Ernest Burgess, and Roderick McKenzie, *The City* (Chicago: University of Chicago, 1925), 57; Mary L. Zahrobsky, “The Slovaks in Chicago” (M.S. diss., University of Chicago, 1924), 31; Jakub Horak, “Assimilation of Czechs in Chicago” (Ph.D. diss., University of Chicago, 1920), 22-29; Henry L. Wilson, “Chicago Housing Conditions, VIII: Among the Slovaks of the Twentieth Ward,” in *The American Journal of Sociology* 20, no. 2 (September 1914), 145.

²²Karel D. Bicha, “The Survival of the Village in Urban America: A Note on Czech Immigrants in Chicago to 1914,” in *International Migration Review* 5, no.1 (Spring 1971), 74.

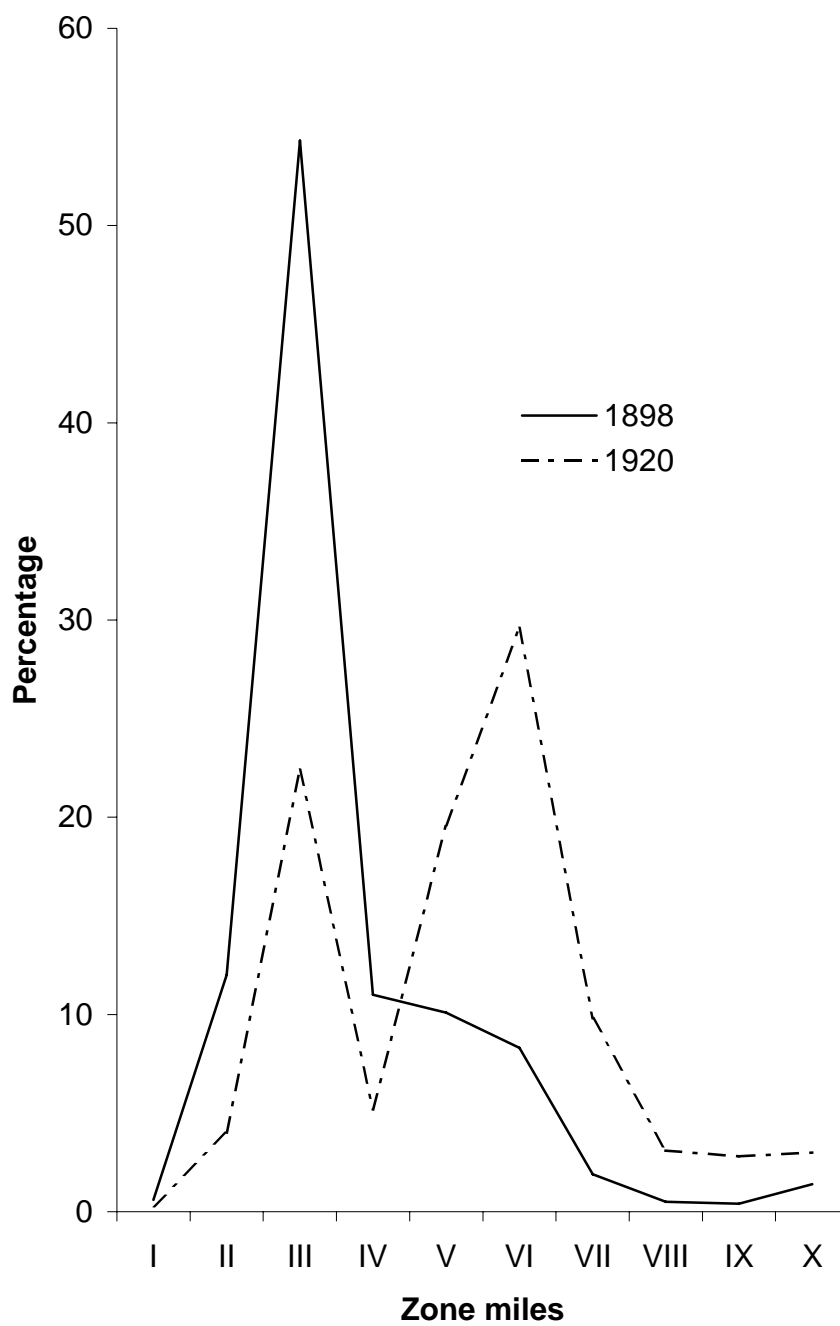
²³Park and Burgess, 51.

Figure 14



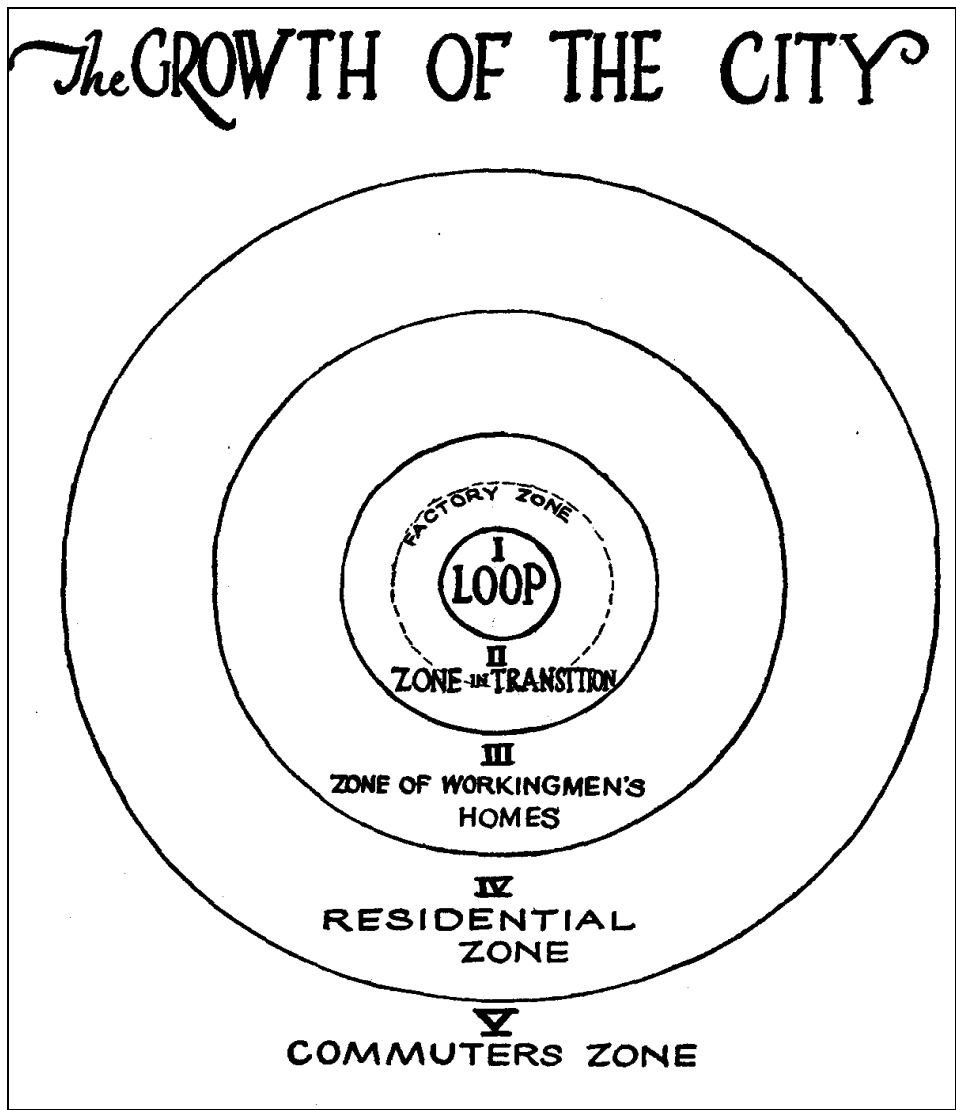
Source: Paul Cressey, *The Succession of Cultural Groups in the City of Chicago* (Ph.D. diss., University of Chicago, 1930), 103.

Figure 15

Distribution of Czecho-Slovaks in Chicago

Source: Paul Cressey, *The Succession of Cultural Groups in the City of Chicago* (Ph.D. diss., University of Chicago, 1930), 115.

Figure 16
Tendencies of City Expansion



Source: Robert Park, Ernest Burgess, and Roderick McKenzie, *The City* (Chicago: University of Chicago, 1925), 51.

George Mead in *Mind, Self and Society* explains, “the sensitivity of the organism... determines what its environment shall be, and in that sense we can speak of a form as determining its environment.”²⁴

²⁴George H. Mead, “Summary and Conclusion,” in *Mind Self and Society from the Standpoint of a Social Behaviorist*, ed. Charles Morris (Chicago: University of Chicago, 1934), 328.

Dropout Rate

The conditions of in Chicago public education did not help keep children interested in school. How to keep children, especially teenage immigrant children, was the “most important question which faces the educational world today.”³¹ Henry Belfield explains why students need more than the “three R’s”, “Mere muscle is relegated to unskilled and poorly paid occupations. Mere intelligence, such as it may be required in a grammar school, fails to secure remunerative employment.”³² The schools did not offer students any incentive to finish their education, as opposed to going and getting a job where they could earn some money and maybe learn some skill or trade. Schools did not keep up with inventions and innovations in the arts of:

Mining, smelting, dyeing, weaving, tanning, and glass-making, in the construction of roads, bridges, and buildings, and in the old corn-mills and weaving-ooms...inventions...paper, telescopes, fire-arms, watches, tableforks, horse-shoes, bells, chimneys and flues, wire-drawing machines, the manufacture of steel, engraving upon wood, copper, and glass, glass mirrors backed with an amalgam of mercury and tin, wind-mills, saw-mills, etc.³³

In *A Report on Vocational Training in Chicago* chaired by George Mead the failure of school system is that “a large part of its training of intelligence is inevitably lost.”³⁴ The committee calculated that 94 percent of pupils dropped out of school before they finished fourth year of high school (see Figure 17).

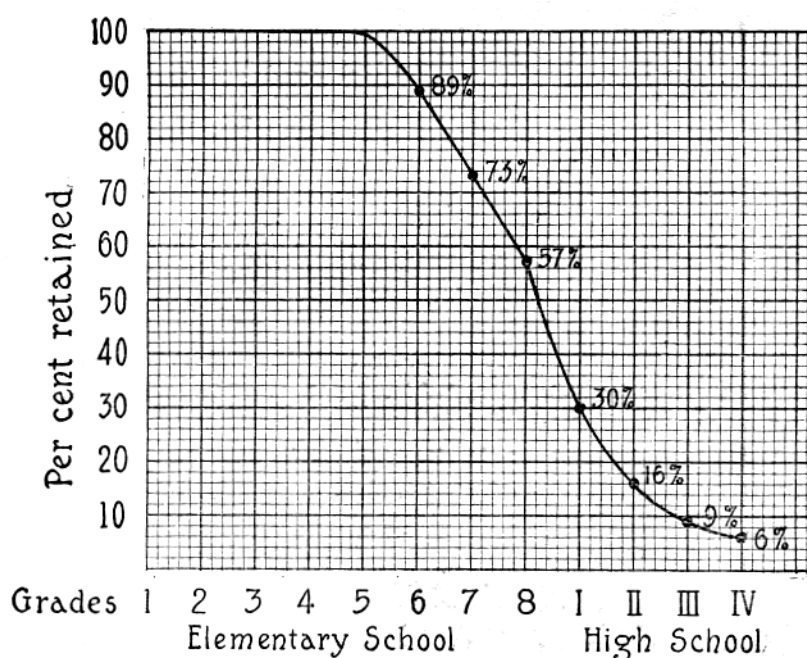
³¹ “Industrial and Commercial Education in Relations to the Conditions in the City of Chicago,” *Report of a Preliminary Survey by the Committee on Industrial and Commercial Education* (Chicago: Chicago Association of Commerce, 1909), 11.

³² *Ibid.*, 14.

³³ John Yeats, *The Technical History of Commerce; or, Skilled Labor Applied to Production* (New York: Scribner, Welford, and Armstrong, 1878), 8.

³⁴ *A Report on Vocational Training in Chicago And in Other Cities by A Subcommittee Of the Committee of Public Education, 1910-1911*, by George H. Mead, chairman (Chicago: City Club of Chicago, 1912), 2.

Figure 17
Percentage of Pupils Retaining Chicago Public Schools,
According to the School Report, 1910.*



*The percentages are based on total enrolment. The method of computation is that used in Ayres, *Laggards in Our Schools*

Source: A Report on Vocational Training in Chicago And in Other Cities by A Subcommittee Of the Committee of Public Education, 1910-1911, by George H. Mead, chairman, (Chicago: City Club of Chicago, 1912), 29.

Organization

“As the size of a social group increases, so may its influence on society,” reports the National Council on Science and Technology Education.³⁵ The Czechoslovaks had a tendency to help each other. “Simple neighborliness, mutual assistance, were obligations inherent in the condition of things, obligations which none could shirk without fear of cutting himself off from the whole,” writes Oscar Handlin.³⁶

³⁵ *Science for All Americans: A Project 2061 Report on Literacy Goals in Science, Mathematics, and Technology* (Washington D.C.: American Association for the Advancement of Science, 1989), 81.

³⁶ Oscar Handlin, *Uprooted: the Epic Story of the Great Migrations That Made the American People* (New York: Grosset and Dunlap, 1951), 12.

John Amos Comenius

Organizing and planning for technical education can be traced to early Czechoslovak history when John Amos Comenius, born in 1592, formulated methods of teaching that included early use of phonics and visual aids.³⁷ The purpose of the school should be universal and compulsory, built according to psychological principles and teaching scientific knowledge.³⁸ “Let us look more closely into these matters...for the sake of experience sometimes touched this thing or that.”³⁹ Thomas Masaryk points out that “Comenius was—to use a current expression—one of the first to demand an educational and cultural policy in the true sense of the word.”⁴⁰ In an introduction to a Comenius biography, Jean Piaget explains how this Moravian-born educator defends his “Let things that have to be done be learned by doing them” philosophy:

Comenius goes as far as to defend this principle even in language teaching, stressing particularly that examples must precede rules: as the natural course of development consists in acting first and only afterwards reflecting on the circumstances of the action, examples cannot be deduced from a rule unless the rule is understood, but understanding of the rule derives from the retroactive organization of examples already utilized in spontaneous practice.⁴¹

³⁷Chicago Board of Education, Box 9, Komensky School File, School Biography, Board of Education Archives, Chicago.

³⁸*Dějiny Československa 1437-1781* (History of Czechoslovakia), ed. Frantisek Kavka (Prague: Státní Pedagogické Nakladatelství, 1965), 192.

³⁹John Amos Komensky, *The Labyrinth of the World and the Paradise of the Heart*, trans. Count Lutzow (London: Golden Cockrell, 1950), 58.

⁴⁰Czech Academy of Arts and Literature, *Johannes Amos Comenius*, ed. M. Arthur Novak (Prague: Orbis, 1928), 3, Institute of Education Archives, University of London, London.

⁴¹S.S. Laurie, *John Amos Comenius: the Bishop of the Moravians* (Cambridge: University Press, 1884), 116; *John Amos Comenius 1592-1670 with an introduction by Jean Piaget* (Switzerland: United Nations Educational, Scientific and Cultural Organization (UNESCO), 1957), 18.

The philosophy of Comenius was the foundation of the Czechoslovak's participation in the decision making process of educational planning. The Slavic Congress in 1866 organized a meeting in Chicago to discuss techniques of organizing the Czechoslovaks.⁴² The Czechoslovaks developed "functional" institutions to "undertake" the "beliefs and standpoint which they represent."⁴³ "They become cooperators in striving after ends common to all of them," writes Ludwig Von Mises in *Human Action*.⁴⁴ In 1894, Josefa Humpal-Zeman was:

Elected chair of Vlasta No. 19. The next year she arranged the organization's New Year's meeting at Thalia Hall, bringing together Czech women leaders and Hull House friends. Here two thousand men and women heard speeches in Czech and English calling for women's advancement through education in the United States.⁴⁵

Czechoslovaks' concern for standards of employment and education led to a committee being formed back in Czechoslovakia "consisting of employers, workers, and technical experts" for "the adoption of rational methods in certain industries...put into operation in an important boot and shoe factory, in the glass and paper industries, and in public administration."⁴⁶ They created a great variety of formal and informal institutions.⁴⁷ There were numerous organizations, such as the Czech Slovak Benevolent Society, with different functions and members to help solve different social needs of the immigrants (see Figure 18, Table 9).

⁴²Thomas Čapek, *The Czechs (Bohemians) in America* (Boston: Houghton Mifflin, 1920), 105.

⁴³Horak, "Assimilation of Czechs in Chicago", 64.

⁴⁴Ludwig Von Mises, *Human Action* (San Francisco: Fox and Wilkes, 1949), 667.

⁴⁵Rima L. Schultz and Adele Hast, eds., *Women Building Chicago 1790-1990: A Biographical Dictionary* (Indianapolis: Indiana University Press, 2001), 417.

⁴⁶Bernard F. Shields, *The Evolution of Industrial Organization* (London: Pitman and Sons, 1930), 160.

⁴⁷Handlin, 170.

Figure 18. Czech Slavic Benevolent Society (CSPS), 1226 W. 18th St., 1879.



Source: Dominic A. Pacyga and Ellen Skerrett, *Chicago City of Neighborhoods*, (Chicago: Loyola University, 1986), 238. (Originally from Chicago Historical Society)

Table 9.
Partial List of Czechoslovak Institutions
in Chicago.

<p>Czechoslovak Council of Higher Education Czechoslovak Educational Alliance of Chicago Slovak Educational Club Sokol Athletic Organizations Slavonic Club (University of Chicago) The Freethinkers' School System The Socialist Workingmen's School</p>

Table compiled from the following sources: Mary L. Zahrobsky, "The Slovaks in Chicago" (M.S. diss., University of Chicago, 1924); Jakub Horak, "Assimilation of Czechs in Chicago" (Ph.D. diss., University of Chicago, 1920); John J. Reichman, *Czechoslovaks of Chicago: Contributions to a History of a National Group, with an Introduction on the Part of Czechoslovaks in the Development of Chicago* (Chicago: Czechoslovak Historical Society of Illinois, 1937); Daniel D. Droba, M.A., Ph.D., *Czech and Slovak Leaders in Metropolitan Chicago* (Chicago: Slavonic Club, 1934); Martha M. Kona, *Slovak Americans and Canadians in American Catholic Who's Who 1911-1981 and Slovak Ethnicity* (Wilmette, IL: K and K House, 1984).

Communication through writing letters was used to ask for help to solve practical problems. Florence Kelley "encouraged the Bohemian women to contact Illinois legislators in support of the new factory inspection law."⁴⁸ Humpal-Zeman "concentrated on writing and worked as a correspondent for the *Chicago Daily News*. She toured some thirty towns in Bohemia, Moravia, and Silesia, speaking about life in the United States and praising the American public school system."⁴⁹ In a letter, John Mackovič requests grammar textbooks from Czechoslovakia to help immigrants put good books into secondary schools (see Figure19).

⁴⁸Schultz, 417.

⁴⁹Ibid.

Figure 19. Letter requesting grammar textbooks, 1931.

Matica Slovenská
Turčiansky Svätý Martin
Československo

Last winter we managed in various connecting States to build adult grammatical schools for our fellow-countryman, and now we must turn to you for guidance and help. Since the liberation of Czechoslovakia, there have been lots of Slovak literary reports, but some do not tell what is needed. We have yet to find one, which has been a suitable study of spelling for the simple Slovak worker.

My person viewpoint is that we should make some institution ourselves, according to our know-how in grammar schools. Shortcomings in reading are everywhere. Would it be possible just by using some different kind of aid, beyond what is in the regular Slovak textbook in the central schoolhouse? For a large study of these textbooks, I find that I have no time whereupon I turn to you, as an authority on Slovak speech, so that you will best fit your knowledge to the problem. We are sending a Secondary School Textbook. Could you send me some additional works, you consider best, for teaching adults? The price of the textbook will be defrayable by return mail. For safety's sake we are asking you to send the asked-for books to Slovak headquarters bookstore, 1510 W. 18th St. Chicago, Chicago, Ill.

We trust that our request will be satisfied at your earliest convenience. I send my best regards to my fellow compatriots,

John Mackovič
Buffalo, NY
June 24, 1931

(Translated from Slovak)

Source: *Slováci v Zahraničí* (Slovaks in Foreignlands), František Bielik and Claude Baláž, eds., vol. 9 (Martin, Czechoslovakia: Matica Slovenská, 1983), 17, Slovenská Národná Knižnica (Slovak National Library), Martin.

Newspapers

The most commonly used method of communication is the spoken and written language.⁵⁰ Chicago was the center of Czechoslovak publishing.⁵¹ “The press was the main repository of immigrant literature...the stories... dealt with familiar situations and

⁵⁰Jakub Horak, “Assimilation of Czechs in Chicago” (Ph.D. diss., University of Chicago, 1920), 115.

⁵¹Joseph Chada, “Czechs of Chicago,” in *Panorama: A Historical Review of Czechs and Slovaks in the United States of America* (Cicero, IL: Czechoslovak National Council of America, 1984), 32, Czech and Slovak American Genealogy Society of Illinois (CSAGSI) Library, T. G. Masaryk School, Cicero, IL.

scenes.”⁵² The Slovaks printed six newspapers in Chicago.⁵³ Groups and organizations “used newspaper to express their feelings, and values to satisfy their needs.”⁵⁴ The newspapers could be divide into two groups: First, there was the organizational papers, printed with dues paid by members who were very subjective in their writing; Second, there were independent papers, that depended upon circulation to make money and were more objective and popular.⁵⁵ These newspapers expressed the views of a certain section of the immigrant group. The frequency of publication offered immigrant readers a variety of choices to read from (see Table 10).

Table 10. Partial List of Czechoslovak Newspapers in Chicago.

<u>DAILY</u>
<i>Dennik Rovnost Ludu</i> (Daily Equality of People)
<i>Ludovy Dennik</i> (Peoples Daily)
<i>Slovensko-Americki Dennik</i> (Slovak American Daily)
<i>Ludové Noviny</i> (The People's News)
<u>SEMI-WEEKLY</u>
<i>Rovnost Ludu</i> (Equality of People)
<u>WEEKLY</u>
<i>Osadné Hlasy</i> (Slovak parish news)
<i>Nove Casy</i> (New Times)
<u>MONTHLY</u>
<i>Tatran</i> (Tatran Slovak Union)
<i>Rovnost Ludu</i> (Equality of People)

Source: Mary L. Zahrobsky, “The Slovaks in Chicago” (M.S. diss., University of Chicago, 1924); *Panorama: A Historical Review of Czechs and Slovaks in the United States of America* (Cicero, IL: Czechoslovak National Council of America, 1984), 32, CSAGSI Library, Cicero.

⁵² Handlin, 180.

⁵³ Mary L. Zahrobsky, “The Slovaks in Chicago” (M.A. diss., University of Chicago, 1924), 62.

⁵⁴ Handlin, 179.

⁵⁵ Chada, “Czechs in Chicago,” 77.

An article in *Rovnost Ludu* (Equality of People), August 1907, talks of building schools “where the teachings are not partial to any political parties” and “the children are taught to use their own knowledge.”⁵⁶ In a 1912 *Rovnost Ludu* article about the importance of schools versus churches “the right thing to do is build schools.”⁵⁷

The *Sloboda* (Liberty) was the workers state paper. In the July 26, 1900, issue, an article talks about *budeme venuvat' zvláštnu pozornosť a v politike tejto novej našej vlasti budem podporovat'* (we will be taking attention to protect and support our new found political freedoms).⁵⁸ The paper showed immigrants to be proud of their heritage, but that they should use the institutions and their rights afforded them in America (see Figure 20).

Figure 20. Front Cover of *Sloboda* newspaper, July 26, 1900.



Source: *Sloboda* (Liberty) (Chicago), 26 July 1900, Archives, Slovenská Národná Knižnica (Slovak National Library), Martin.

⁵⁶ “What is a School And Its Teachings?” *Rovnost Ludu* (Equality of People), 15 August 1907, Chicago Foreign Language Press Survey (CFLPS), Chicago Public Library, Box 62, Ia1a.

⁵⁷ “What is More Important: A Church or a School?” *Rovnost Ludu* (Equality of People), 6 November 1912, Chicago Foreign Language Press Survey (CFLPS), Chicago Public Library, Box 62, Ia1a, IIIc.

⁵⁸ “Naším Čítateľom,” (To Our Readers) in *Sloboda* (Liberty) (Chicago), 26 July 1900, 1, Archives, Slovenská Národná Knižnica (Slovak National Library), Martin.

Politics

Technical training was an issue that concerned business leaders who wanted “to synchronize the human products of the American educational system with the requirements of the economic system,” and who naturally became involved in the political processes of Chicago by the fact that they controlled the wealth of the city.⁵⁷ Education was increasingly under the control of city administrators who used the district for patronage to perpetuate their own agendas.⁵⁸ “Industrialization fostered conditions that led to the development *and sustenance* of an ethnically segmented labor market. Urbanization created conditions that led to development *and sustenance* of ethnic enclaves in which immigrants often faced social and political exclusion,” Eric Hirsch concludes in his study of *Urban Revolt*.⁵⁹

“In those days, a good tavern was a political center. A candidate could get more votes by buying a round than making a speech. And if he bought enough rounds, he could make a speech and the customers wouldn't even laugh,” writes Mike Royko about his favorite watering hole, Swastek's Tavern, 1859 W. Chicago.⁶⁰

⁵⁷ Dianne M. Pinderhughes, *Race and Ethnicity in Chicago Politics: A Reexamination of Pluralist Theory* (Chicago, University of Illinois, 1987), 193.

⁵⁸ *Ibid.*, 189.

⁵⁹ Eric Hirsch, *Urban Revolt: Ethnic Politics in the Nineteenth Century Chicago Labor Movement* (Berkeley: University of California, 1990), 215.

⁶⁰ Mike Royko, *Slats Grobnyk and Some Other Friends* (New York: E.P. Dutton, 1973), 281.

The City Election Law was enacted November 3, 1885, to appoint commissioners of election to prevent and uncover fraud in the Chicago electoral process.⁶¹ Mayor Thompson in 1919 addressed the city council with caution asking for:

Harmony and co-operation between the legislative and executive branches of the City government. More real good can be accomplished for the people of Chicago through unprejudiced, unselfish and unhampered combination of effort upon the part of public servants than through the bickering and strife which only aims to further selfish ends.⁶²

Later in the same report Mayor Thompson references the problems he faces in his administration, in which the city has lost control of the public schools to a Board that “were deprived of their offices though a technical interpretation of the law by the Supreme Court.”⁶³ He goes on to affirm his promise to appoint new Board of Education members and hopes “that the city council will abide by the expressed will of the people,” by approving his nominees.⁶⁴

Mayor Dever in his 1923 Report to the City Council, expresses his thanks that major strikes against companies building the elevated lines were averted through arbitration, but there is no mention on the status of education in Chicago in that report.⁶⁵

⁶¹ Michael L. Ahern, *The Political History of Chicago Covering the Period From 1837 to 1887* (Chicago, Donohue & Henneberry, 1886), 38-42.

⁶² William H. Thompson, Mayor of City of Chicago, *Annual Message to the City Council of Chicago* (28 April 1919), 5.

⁶³ *Ibid.*

⁶⁴ *Ibid.*

⁶⁵ William E. Dever, Mayor City of Chicago, *Annual Report to the City Council of Chicago* (17 October 1923), 5.

One of the problems causing unrest in Chicago and in the political system was that industrialization did bring lots of progress and technology into the city, but “it did not have a monolithic impact on the working class.”⁶⁶ This means that the average workers, who were mostly immigrants, did not see increases in their standard of living because of their “lack of skills.”⁶⁷ Therefore, they had a hard time asking for more money and their wages did not go up (see Table 11).

Table 11. Average Daily Wages in Chicago, 1870-1886 (in dollars).

<i>Occupation</i>	<i>1870</i>	<i>1872</i>	<i>1874</i>	<i>1876</i>	<i>1878</i>	<i>1880</i>	<i>1882</i>	<i>1884</i>	<i>1886</i>
Blacksmith	2.07	2.65	2.47	2.22	2.56	2.67	2.88	2.80	2.90
Boilermaker	2.23	2.83	2.58	2.28	2.84	2.90	2.90	2.90	2.90
Bricklayer	2.29	4.20	2.01	2.36	2.92	3.50	3.50	3.50	4.00
Machinist	2.22	2.68	2.43	2.22	2.64	2.73	2.78	2.75	2.75
Printer	2.37	2.94	2.82	2.75	2.92	3.00	3.00	3.00	3.00
Hod carrier	1.02	1.26	0.82	0.82	1.46	1.50	1.50	1.75	1.75
Laborer	1.29	1.59	1.41	1.25	1.46	1.58	1.59	1.50	1.50
Teamster	1.43	1.75	1.62	1.59	1.99	2.05	2.04	2.04	2.04

Source. U.S. Department of Labor Bulletin no. 18, September 1898, pp. 665–82. This is the best source available on Chicago wage rates for the period. The data were compiled directly from establishments doing business continuously in the city from 1870. The department controlled for currency deflation in the 1870–1878 figures. These have been recalculated to reflect actual wage rates.

Source: Eric Hirsch, *Urban Revolt: Ethnic Politics in the Nineteenth Century Chicago Labor Movement* (Berkeley: University of California, 1990), 7.

The Czechoslovak immigrants took advantage of their grouping within urban areas and formed “organizations that served to promote and solidify a new community existence.”⁶⁸ The outcome of this unification was the fraternal organizations that provided social support, rather than forming unions, that to the Czechoslovak immigrants seemed

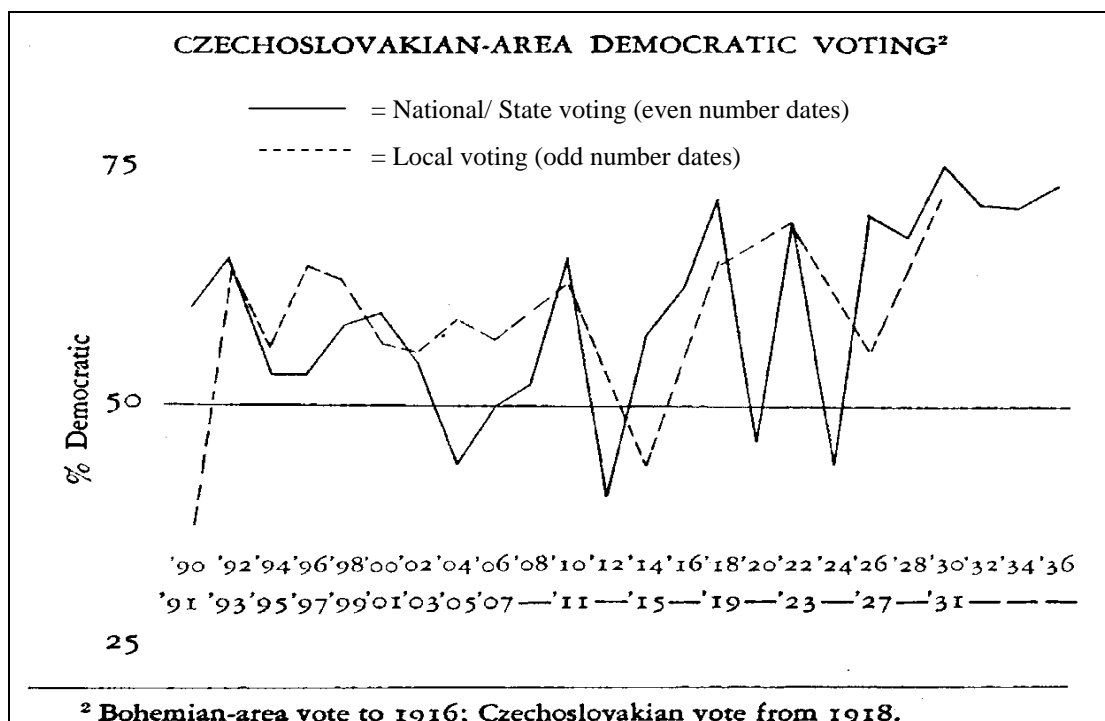
⁶⁶ Hirsch, 7.

⁶⁷ *Ibid.*, 6.

⁶⁸ Marian M. Stolarik, “From Field to Factory: The Historiography of Slovak Migration to the United States,” *The International Migration Review* 10, nos. 1-4 (Winter 1976), 84.

would cause more harm than good.⁶⁹ They wanted to stay together and harness the freedoms that they found in America. Calculating from data presented in a study of immigrant girls, 72 percent of students attending evening schools were foreign-born students.⁷⁰ The Czechoslovaks had a “greater influence” on politics “because of their potential and actual electoral resources.”⁷¹ The voting patterns of the immigrants were very clear on how they would vote, and that they would vote as a group on issues and candidates (see Figure 21 and Table 12).

Figure 21. Percent of registered Czechoslovak voters casting ballots, 1918-1936.



Source: John M. Allswang, *A House for all Peoples: Ethnic Politics in Chicago 1890-1936* (Lexington: University of Kentucky, 1971), 46.

⁶⁹ Robert D. Parment, *Labor and Immigration in Industrial America* (Boston: Twayne, 1981), 64.

⁷⁰ Florence J. Chaney, “The Social and Educational Protection of the Immigrant Girl in Chicago” (M. A. diss., University of Chicago, 1912), 39.

⁷¹ Pinderhughes, 81.

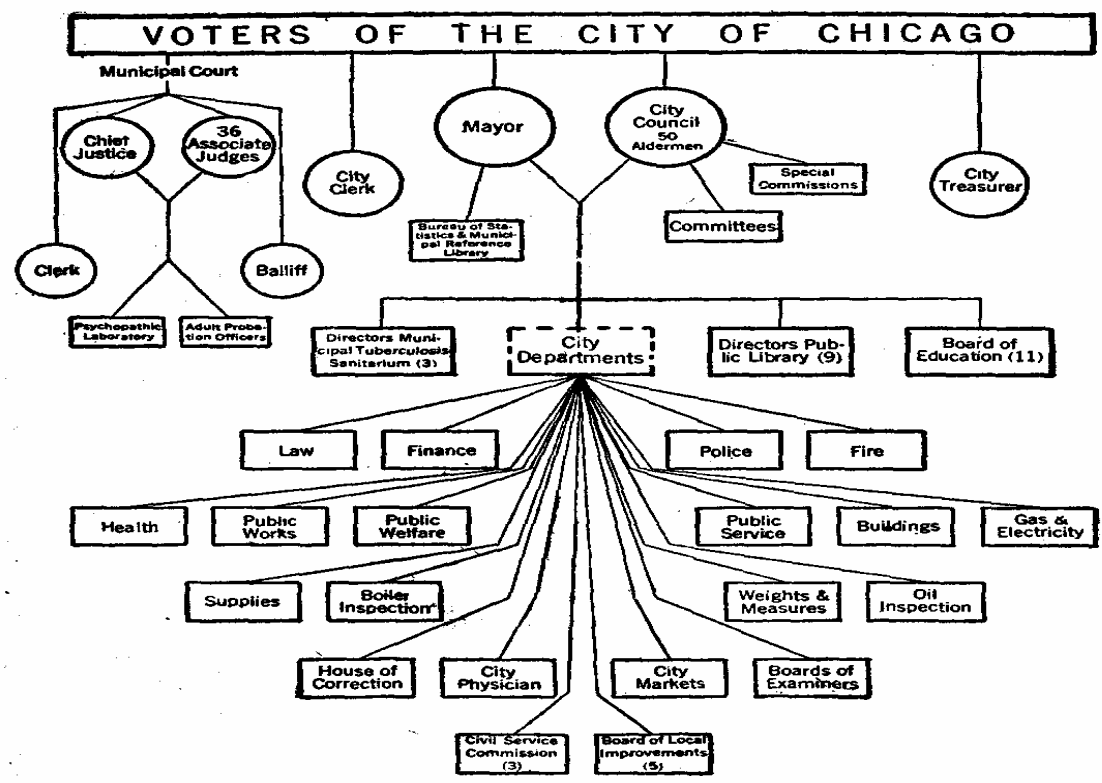
Table 12. Percent of registered voters casting ballots.

Year and office	Czechoslovaks	Year and office	Percent
		1924:	
		President	40
		Senator	59
		Governor	51
		1927:	
		Mayor	59
		1928:	
		President	73
		Senator	82
		Governor	70
1918:		1930:	
Senator	84	Senator	89
Congressman	79	Congressman	82
Sheriff	86	Pres.-Cnty. Bd.	85
1919:		1931:	
Mayor	73	Mayor	84
1920:		1932:	
President	43	President	83
Senator	44	Senator	81
Governor	49	Governor	81
1923:			
Mayor	76		

Source: John M. Allswang, *A House for all Peoples: Ethnic Politics in Chicago 1890-1936* (Lexington: University of Kentucky, 1971), 42.

Chicago government had become a complex system of departments and in 1916 the Chicago Bureau of Public Efficiency developed an organizational chart of City management (see Figure 22).

Figure 22. Chart of Chicago Government, 1916.



Organization of government of the city of Chicago

Source: Walter F. Dodd and Sue Hutchison-Dodd, *Government in Illinois* (Chicago: University of Chicago, 1923), 261.

Constant change, economic downturns, and new legislation made governing Chicago an arduous task that had repercussions throughout the United States.⁷⁴ The start of the Depression affected the Chicago economy very negatively. “Over half of the employees of the electrical industries, and a large portion of those engaged in furniture, packing, clothing, printing, and transportation industries, were put to the streets,” writes Harold Gosnell.⁷⁵

One way the Federal government tried to solve the problem of unskilled workers, to transition from an agricultural based economy to an industrial one, and to prevent the on coming depression was by passing the Smith-Hughes Act in 1917.⁷⁶ The legislation “appropriates to Illinois each year a large sum of money for vocational education, subject to the condition that the state or its local communities will spend an equal amount of money.”⁷⁷ The government’s interventions did not stop the depression of the American economy and people had to make adjustments in their lives (see Table 13).

Table13. Overview of Chicago economy in Depression.

Chicago Economy In Depression	
Industrial output	64% Decrease from 1929 to 1935
Unemployment	50% in 1932
Jobless	750,000 in Chicago 1932
Renters	88.9% below \$49.99 per month by 1934

Sources: Harold F. Gosnell, *Machine Politics Chicago Model* (Chicago: University of Chicago, 1937), 3; Arthur B. Mays, *Principles and Practices of Vocational Education* (New York: McGraw-Hill, 1948), 208.

⁷⁴ Harold F. Gosnell, *Machine Politics Chicago Model* (Chicago: University of Chicago, 1937), 1-10.

⁷⁵ *Ibid.*, 3.

⁷⁶ Arthur B. Mays, *Principles and Practices of Vocational Education* (New York: McGraw-Hill, 1948), 29.

⁷⁷ Dodd, 274.

Mayor Čermák

Anton Čermák “represented the forces of efficiency” who would fix Chicago and take control of city government.⁷⁸ “As a party boss, Čermák ruled with an iron hand, kept all the patronage under his thumb, and dealt ruthlessly with those who furnished any opposition,” explains Harold Gosnell.⁷⁹ Čermák was born 1873 in Kladno, Bohemia; like his father, he started working as a coal miner in Bohemia and did the same “underpaid, physically destructive, and spiritually shattering of all occupations.”⁸⁰ He settled in the Lawndale area of Chicago, a Czechoslovak enclave and “sea of industry.”⁸¹

Čermák started his own business before he went into politics, where he used his “ability to adopt and articulate traditional reform issues, make them his own while not hurting his political activities.”⁸² Čermák used his power to take control of the Chicago Board of Education, where he “prepared massive educational cuts and teacher layoffs,” and according to a study by Kip Sullivan, quoted in Paul Green’s *The Mayor’s of Chicago*, he “taught the educators a lesson of what it meant to defy his political wishes,” which were “under the mantle of the Cook County Democratic Central Committee or ‘the machine.’”⁸³

⁷⁸Julia Wrigley, *Class Politics and Public Schools, Chicago 1900-1950* (New Brunswick, NJ: Rutgers University, 1982), 206.

⁷⁹Gosnell, 13.

⁸⁰Alex Gottfried, *Boss Cermak of Chicago: A Study of Political Leadership* (Seattle: University of Washington, 1962), 6.

⁸¹*Ibid.*, 33.

⁸²Paul M. Green and Melvin G. Holli, eds., *The Mayors: The Chicago Political Tradition* (Carbondale: Southern Illinois University, 1987), 107.

⁸³*Ibid.*, 106-107.

Čermák was close friends with fellow Bohemian, Illinois Attorney General Otto Kerner, whose son Otto Kerner Jr. in 1961 served two terms as Illinois governor and was Chairman of the *Kerner Commission Report* of 1968 that investigated the race riots in the mid 1960's in the United States and concluded that American society was “moving toward two societies, one black, one white – separate and unequal.”⁸⁴ Čermák was Dr. Frank J. Jirka's father-in-law who he made director of the Department of Health.⁸⁵

Anton Čermák the “Martyr” was shot February 13, 1933, in Miami, Florida when he took a bullet that was meant for President Franklin D. Roosevelt. When Roosevelt visited Čermák in the hospital on February 26, eight days before his death, he told Roosevelt “I'm glad it was me instead of you.”⁸⁶

Figure 23. Roosevelt and Čermák, 1932.



President - Elect Franklin Delano Roosevelt and Anton J. Cermak, mayor of Chicago, during the Democratic Convention in Chicago, 1932

Source: John J. Reichman, *Czechoslovaks of Chicago: Contributions to a History of a National Group* (Chicago: Czechoslovak Historical Society of Illinois, 1937), 50.

⁸⁴Robert P. Howard, *The Illinois Governors: Mostly Good and Competent Men*, 2nd ed. Institute for Public Affairs (Springfield, Illinois: University of Illinois, 1988), 279-285; “The Kerner Commission Report and the Failed Legacy of Liberal Social Policy,” *Heritage Lectures* no. 619 (24 June 1998): 3.

⁸⁵Gottfried, 312.

⁸⁶John J. Reichman, *Czechoslovaks of Chicago: Contributions to a History of a National Group, with an Introduction on the Part of Czechoslovaks in the Development of Chicago* (Chicago: Czechoslovak Historical Society of Illinois, 1937), 47-49.

Summary

The Czechoslovaks came from a region in Europe that was constantly in a state of flux. Borders were always changing and different conquerors ruled over the area where the Czechoslovak immigrants came from. The hope of opportunity in America drew the immigrants to a new and strange land. They had many difficulties and needed to make adjustments in their lifestyles. One of the ways that they adjusted is that they grouped together in communities of Czechoslovaks.

Education in Chicago was failing to keep students in school to learn new technologies and processes that were needed for the industrial growth of Chicago. The system was overcrowded and lacked the capabilities to help teach individuals how to advance up the social ladder. Vocational training was seen as the answer to the public schools' problems.

The Czechoslovaks beginning as early as the 16th century, with Johannes Amos Comenius, advocated both public education and practical training. The foundations of the Comenius philosophy of education guided Czechoslovaks to be active in the decision making process of educational policy formation. The immigrants organized themselves by forming fraternal organizations, publishing newspapers, and getting involved in politics.

Mayor Anton Čermák became the first foreigner to control Chicago and with his ideas of strict control took over many city departments including the Board of Education. The significance of his power was that one central government official controlled the public schools of Chicago rather than a group of District officials control by outside interests and agendas. Čermák died as the result of a bullet meant for President Franklin D. Roosevelt.

CHAPTER V

LONGTERM INSTITUTIONAL EFFECTS: DEVELOPMENTS IN MANUAL TRAINING

The vigour and freshness, which should have been stored up for the purpose of struggle for existence in practical life, have been washed out of them by precocious mental debauchery—by book gluttony and lesson bidding.¹

The objective of this selection will be to convey data to answer the question: To what extent did Czechoslovak immigrants have long-term institutional effects on the Chicago educational system? Information will be presented to investigate links between the Czechoslovak immigrants and the Chicago public school system. Reports, letters, autobiographies, and histories will be presented in an attempt to uncover correlations between the variables: immigrants and host society. The data will be used to establish what actions the Czechoslovak immigrants participated in, that had long-term institutional effects on the Chicago educational system. In no way will this be a complete examination of the subject, but a general overview to help understand their interrelationships.

¹Thomas H. Huxley, LL.D., F.R.S, “Technical Education,” in *Science and Culture and Other Essays* (New York: Appleton, 1882), 79.

Chicago Manual Training

“Preach, my dear Sir, a crusade against ignorance; establish and improve the law for educating the common people,” wrote Thomas Jefferson in a letter to a friend.²

Thomas Jefferson believed education was the means by which people could become useful productive members of the state and the “basic necessity for self-government,” to develop a good strong technically advanced nation; everyone should have access to education.³ Jefferson had four basic principles:

- 1) Democracy cannot long exist without enlightenment,
- 2) Democracy cannot long function without wise and honest officials,
- 3) Talent and virtue, needed in a free society, should be taught regardless of “wealth, birth or other accidental condition,”
- 4) Children of the poor must be educated at the “common expense.”⁴

Plato talks about education in the *Republic* and asks, “that the most important stage of any enterprise is the beginning, especially when something young and sensitive is involved? You see, that's when most of its formation takes place, and absorbs every impression that anyone wants to stamp upon it.”⁵ In a historical study of state constitutional conventions, Lee Garber summarizes the majority view of delegates on the issue of public education, as “a natural right of the individual, and it is the duty of the state to educate children.”⁶

²Dumas Malone, *Jefferson the Virginian* (Boston: Little, Brown and Co., 1948), 281.

³Adrienne Koch and William Peden, eds., *The Life And Selected Writings Of Thomas Jefferson* (New York: Modern Library, 1944), xli.

⁴Saul K. Padover, *Jefferson* (New York: Harcourt, Brace and Co., 1942), 75.

⁵Plato, *Republic*, trans. Robin Waterfield (New York: Oxford University Press, 1993), 71.

⁶Lee Garber, *Education As a Function of the State: it's Legal Implications* (Minneapolis: Educational Test Bureau, 1934), 13.

The flow of ideas and legislation from Federal, State and finally local authorities allows for the community to create priorities and objectives that address the needs of a particular constituency. Henry Smith talks about the “first days, Chicago demanded and got public schools. Less than a hundred years later, there was a school enrollment of more than a half million, taught by a corps of teachers as numerous as the whole population of the city in 1845.⁷ On December 6th, 1897, the following communication was presented to the City Council of Chicago:

To The Honorable, The City Council:

Gentlemen: That the system in operation for the government and supervision of the public schools of Chicago is not giving a measure of results commensurate with the generous financial resources furnished by the people, is acknowledged all around.

With the continual growth of the city, additional burdens keep coming to the door of the board of education, which is seriously handicapped by having to deal with new conditions and difficult developments in the harness of antiquated methods.

A change is needed, a change is essential, in regard to the educational and the business conduct of the school system, and to that end, I request power to appoint a commission to consist of nine two to be members of the city council, two to be members of the board of education, and five to be outside citizens.

The object of the appointment of the commission is to utilize all that is good in the present system, to discard all that is defective, and to apply new methods where needed.

Yours truly,
CARTER H. HARRISON
Mayor.⁸

⁷Henry Justin Smith, *Chicago's Great Century 1833 - 1933* (Chicago: Consolidated Publishers, 1933), 181.

⁸Chicago, IL, *Report of Educational Commission of the City of Chicago*, appointed by the Mayor, Honorable Carter H. Harrison, January 19, 1898 (Chicago: Donnelley and Sons, 1899), vii, Chicago Board of Education Archives.

The conclusion of the commission was that the fast growth of Chicago presented problems that the city had not planned for when established. The solution to the inadequate number of facilities and programs for Chicago schools was to introduce more “constructive work” in the elementary curriculum.⁹ The report addressed secondary schooling by:

Recognizing the great value to the city of the system of secondary education, we have suggested that it be strengthened through the establishment of additional manual training schools and of a commercial high school. Chicago has in its school property a magnificent plant which can, we think, be more fully utilized at slightly greater cost, by the opening of school-yards as play-grounds throughout the year and by the use of, school buildings as popular educational centers, especially through a system of free evening lectures for adults.¹⁰

In the Chicago Board of Education annual reports that preceded the Educational Commission of 1898, the issue of overcrowding districts was put forth to help formulate solutions. Charles Kozminski, born in Prussia, 1836, owned a grocery store on Monroe Street and Fifth Avenue and organized the banking firm of Felsenthal and Kozminski, and an author of the *Report of Committee on School Sites and District Boundaries*.¹¹ In the report Kozminski brings attention to areas in the city needing new accommodations: Humboldt Park, Harrison Street, Division Street, Brighton Park (stockyards area Southside), 14th Street.¹² The overcrowding and subsequent building of new schools coincided with Czechoslovak neighborhoods (see Figure 24).

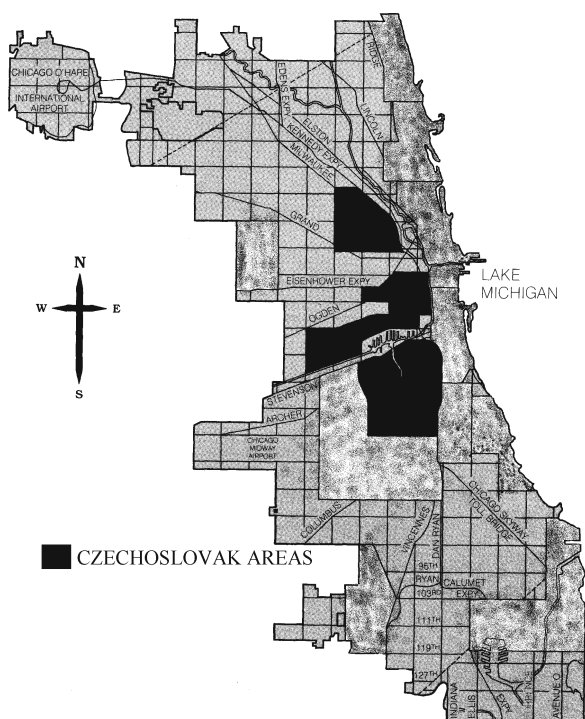
⁹Ibid., xiii, xiv.

¹⁰Ibid., xv.

¹¹Chicago Board of Education, School Biography, Box 9, Koziminski School Folder. Board of Education Archives, Chicago.

¹²Chicago Board of Education, *Thirty-Sixth Annual Report to the Board of Education for the Year Ending 1890* (Chicago: Hack and Anderson, 1890), 63-69.

Figure 24. Czechoslovak Areas in Chicago.



Source: Map altered and modified from original, Dominic A. Pacyga and Ellen Skerrett, *Chicago City of Neighborhoods*, (Chicago: Loyola University, 1986), inside cover, 238-250; Richard Lindberg, *Passport's Guide to Ethnic Chicago* (Lincolnwood, Illinois, 1997), 109-144.

Komensky School, 2001 South Throop Street, named after John Amos Komensky (Johannes Amos Comenius, 1592-1670)¹³ was the first educator to incorporate technology into education by using audio-visual aids to teach children and aided in educational reforms for several other countries, becoming a leader in the organization of all human knowledge. Komensky formulated a general theory of education and was a forerunner of Rousseau, Pestaiozzi and Froebel.¹⁴ The Komensky School was built in 1890, when the area was predominately Czechoslovakian.

¹³Comenius was exiled from Bohemia for not agreeing with the teachings of the Catholic Church. He lived in England and other European countries, changing his name for protection against church persecutions.

¹⁴Chicago Board of Education, Box 9, Komensky School Folder, School Biography, Board of Education Archives, Chicago; Carole Edwards, "School Applies Method of European Namesake," *Chicago Tribune*, 1 June 1967, 24.

Dr. Alfred F. Nightingale, in an 1897 report on high schools talking about the problem of class size and location of the Chicago public schools, writes:

The most unfortunate hindrance to the progress that ought to be expected of our high schools has been caused by their congested condition, which has compelled the maintenance of classes much too large and the opening of branches at a distance from the central schools.

...It is no surprise, then, that from ten to twenty per cent in the first and second year classes are found hopelessly failing by the end of the first term.¹⁵

A “rapidly growing city like Chicago” is always changing the allocation of resources and technology, which “in some localities causes the displacement of the wealthy by a less prosperous class” by “the encroachment of factories on residential districts...” causing children to be in need of instruction which “must not only be possible, but convenient, for every child in the city to attend school,” according to the Superintendent of Schools in the 1902 annual report.¹⁶

J. J. Zmrhal

Jaroslav J. (JJ) Zmrhal, who in 1905 was the first Czech to become a principal in the Chicago public schools, conducted a study of vocational problems relating to his experience at Davis School in which he developed a system to help teachers identify ways to help students succeed in technical training.¹⁷ In “Real Duration and Casualty,” a paper by Zmrhal refers to “mechanical influence of substances upon each other and in

¹⁵Chicago Board of Education, *Forty-Third Annual Report to the Board of Education for the Year Ending 1897* (Chicago: Hack and Anderson, 1897), 60.

¹⁶Chicago Board of Education, *Fifty-first Annual Report to the Board of Education for the Year Ending 1905* (Chicago: Board of Education, 1906), 5.

¹⁷Jaroslav J. Zmrhal, “Training and Vocational Guidance: A Study of Vocational Guidance Problems Based on Facts Collected at the N.S. Davis School,” apparently written when still principal, Box 109, Archives of Czechs and Slovaks Abroad (ACASA), Special Collections, Joseph Regenstein Library, University of Chicago, Chicago.

order to explain their reaction upon each other had to have recourse with a deus ex machina.”¹⁸ In notes of a speech Zmrhal gave at Youth Week, May 13, 1932, it reads, “If democracy is to live, public schools must live.”¹⁹

District Five

The boundaries of district five included the heart of the Bohemian settlement and it also included manual and industrial training schools for the children and adults who lived in the area (see Table 14).

Table 14. District Five Enrollments, 1900.

District Five Schools	
<u>School</u>	<u>Membership</u>
Washburn, Union and Fourteenth streets	1,517
Komensky, Throop and Twentieth streets	884
Jirka, Seventeenth and Loomis streets	1,104
Froebel, Twenty-first and Robey streets	1,198
Pickard, Twenty-first and Oakley avenue	1,222
Farragut, Spaulding avenue and Twenty-third street	1,078
Lawndale, Central Park avenue and Twenty-fifth street	495

Source: Chicago Board of Education, *Fifty-Sixth Annual Report to the Board of Education for the Year Ending 1900* (Chicago: Hack and Anderson, 1901), 225.

¹⁸“Real Duration and Casualty,” J.J. Zmrhal, Date Unknown, Box 108, hand written paper, page three of four pages, ACASA, Special Collections, Joseph Regenstein Library, University of Chicago, Chicago; *deus ex machina* – a saving agency appearing without proper cause, reason, or justification: referenced by Aristotle and Horace to describe a technique in Greek drama dependent on a mechanical device that lowered a god onto the stage, so that he might extricate the character from a difficult situation that could not be resolved by logical motivations of plot or character. Definition from *The Reader’s Companion to World Literature*, 2nd edition (New York: Times Mirror, 1973), 144.

¹⁹Youth Week Address notes, J.J. Zmrhal, 13 May 1932, date of notes unknown, Box 108, ACASA, Special Collections, Joseph Regenstein Library, University of Chicago, Chicago.

The *Immigration Commission Report of 1911* computed that 77.8 percent of children in Chicago schools had foreign-born fathers and 77.2 percent of pupils in Chicago schools were foreign-born.²⁰ Count Lützow explains the historic precedence of Czechoslovak educational interest in a lecture about the study of Czech historians, and how Emperor Joseph II of Bohemia wanted the people to be enlightened and had a “desire to further public education.”²¹

The Board of Education reported in 1906 that 401 out of 548 of the students at Jirka School were Bohemian,²² showing how the Czechoslovak immigrants attended schools that were “a genuine form of active community life, instead of a place set apart in which to learn lessons.”²³ The skills that were taught in the Jirka School manual training rooms were the same that John Dewey called for: “work in wood and metal, of weaving, sewing, and cooking, as methods of living and learning, not as distinct studies (see Figure 25).”²⁴ Manual training began as early as in the first grade (see Figure 26).

²⁰Congress, Senate, Immigration Commission, *The Children of Immigrants in Schools: Abstracts of Reports of the Immigration Commission*, 41 vols., 61st Cong., 3rd sess., 1910, S. Doc. 749, vol. 2, 34.

²¹Count Lützow, *Lectures on the Historians of Bohemia: Being the ILCHESTER Lectures for the Year 1904* (New York: Benjamin Bloom, 1971), 87.

²²Chicago Board of Education, *Fifty-Second Annual Report to the Board of Education for the Year Ending 1906* (Chicago: Hack and Anderson, 1906), 146.

²³John Dewey, *The School and Society* (Chicago, University of Chicago, 1900), 11.

²⁴Chicago Board of Education, “Report on Manual Training Grammar Grades,” *Forty-Fourth Annual Report to the Board of Education for the Year Ending 1898* (Chicago: Higgins, 1898), 59-63; Chicago Board of Education, “Report of District Superintendent Albert R. Sabin,” *Forty-Fifth Annual Report to the Board of Education for the Year Ending 1899* (Chicago: Higgins, 1900), 186; *Ibid.*

Figure 25. Daily Program for Manual School.

DIVISION.	9-10.	10-11.	11-12.	12-1.	1-2.	2-3.	3-4.
I.	Wood-Shop.		Mathe- matics.	Science.	Recess.	Latin or English.	Drawing.
II.	Mathe- matics.	Latin or English.	Wood-Shop.			Drawing.	Science.
III.	Latin or English.	Mathe- matics.	Science.	Drawing.		Wood-Shop.	

Source: C. M. Woodward, *The Manual Training School* (New York: Arno, 1969), 16.

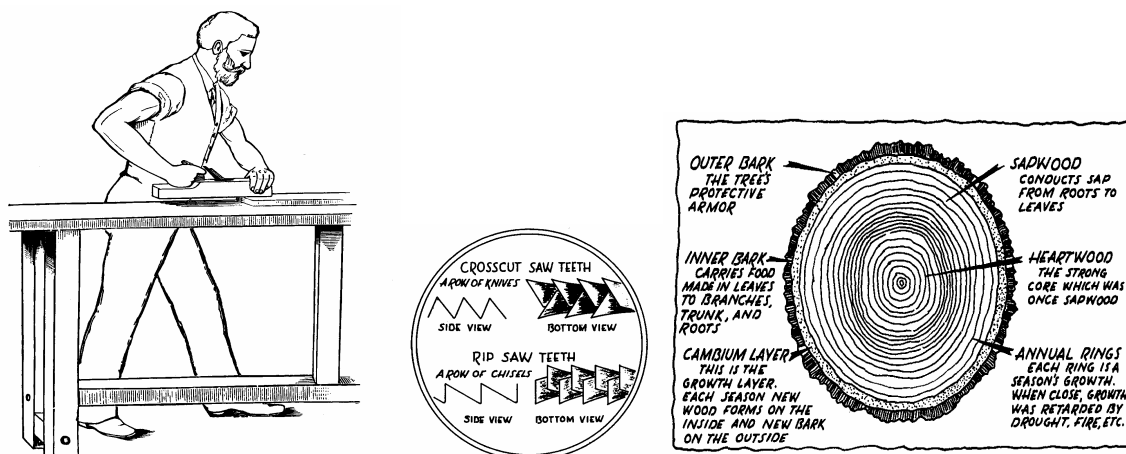
Figure 26. First Grade Manual Training Exercises.

<u>Methods and Types of Handwork Techniques.</u>
<p>1. Illustration and Poster Making. Subjects suggested by excursions and observations. Crayons, colored chalks, paints, paper tearing and cutting used in their development.</p>
<p>2. Clay Modeling. Subjects suitable: patrol boy, policeman, school building, houses, streetcars, automobile, trees, teacher, doctor, janitor.</p>
<p>3. Construction with Paper. Buildings, streetcars, trees; articles in the schoolroom; tables, chairs, desks, pianos, victrola, bookcase, easel, clock.</p>

Source: Louis V. Newkirk, ed., *The Craft Techniques As An Integral Part of Teaching Method* (Chicago: Board of Education, 1936), 9.

The students in the manual school had a full day of studies that included academic work and physical labor. The use of visual aids helped students visualize the concepts being explained (Figure 27).

Figure 27. Woodworking Fundamentals.



Sources: C. M. Woodward, *The Manual Training School* (New York: Arno, 1969), 34; Delmar W. Olson, *Industrial Arts for the Shop* (New York: Prentice-Hall, 1955), 48, 54.

In manual training, the students would learn to:

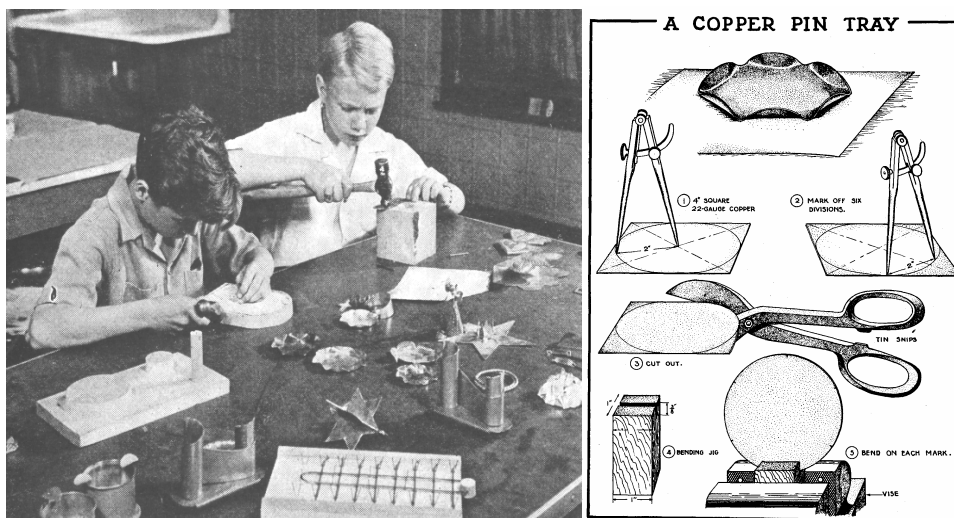
Build with small boards and blocks, to make figures out of paper or pasteboard, to form models out of paper and wood, to construct sundials, to measure heights and distances, etc.²⁵

As the students grew more proficient with reading instructions and using tools, they could work on more complex projects (see Figure 28). “In all these requirements there is plainly expressed a thorough understanding of the necessity of activity for the youth, as well as an appreciation of a kind of instruction which should be established to fulfill this need.”²⁶

²⁵Charles A. Bennett, *History of Manual and Industrial Education up to 1870* (Peoria, IL: Charles A. Bennett, 1926), 73.

²⁶Ibid.

Figure 28. Children working on a copper pin tray, Grades 4-6.



Source: Louis V. Newkirk and William H. Johnson, *The Industrial Arts Program* (New York: Macmillan, 1948), 114, 115.

Manual Training came to be known as Industrial Arts:

The study of materials and of the desirable changes made by hand or by several manufacturing processes from the raw state into products designed to meet the consumer's needs and comforts for daily living.²⁷

Washburn School, which was located in District Five, in 1919, became the Washburn Trade School.²⁸ The school was designed to train apprentices for the various trades in industry (see Figure 28).²⁹ Students would learn how to use tools, make drawings, read blue prints and instructions, and to become trained skilled craftsmen (see Figure 29).³⁰

²⁷Louis V. Newkirk and William H. Johnson, *The Industrial Arts Program* (New York: Macmillan, 1948), 5.

²⁸John A. Lapp, *The Washburn Trade School* (Chicago: Fred Klein, 1941), 24.

²⁹*Ibid.*, 23.

³⁰*Ibid.*, 33.

Figure 29. Washburn Trade School Course Offering.

<p>Boys' Unit Trade</p> <p>Printing Tailoring Electricity Sheet Metal Machine Shop Arch. Drafting Commercial Art Machine Drafting Furniture Cabinet Landscape Gardening Foundry Auto Shop</p>	<p>Apprentice</p> <p>Chefs Lathing Plumbing Pressmen Carpentry Plastering Compositors Electricity Steamfitting Machine Shop Offset Pressmen Photo Engraving Sugar Decorating Sign and Pictorial Painting and Decorating</p>	<p>Commercial</p> <p>Accounting Bookkeeping Stenography Salesmanship Machine Billing Office Practice Machine Calculating Duplication Methods Secretarial Practice</p>
<p>Girls' Unit Trade</p> <p>Foods Millinery Tailoring Trade Sewing Beauty Culture Commercial Art</p>	<p>Girls' Continuation</p> <p>Sewing Cooking Millinery Commercial</p>	<p>Boys' Continuation</p> <p>Printing Commercial Cabinet Shop Electric Shop Electro Plating General Metal Shop Landscape Gardening</p>

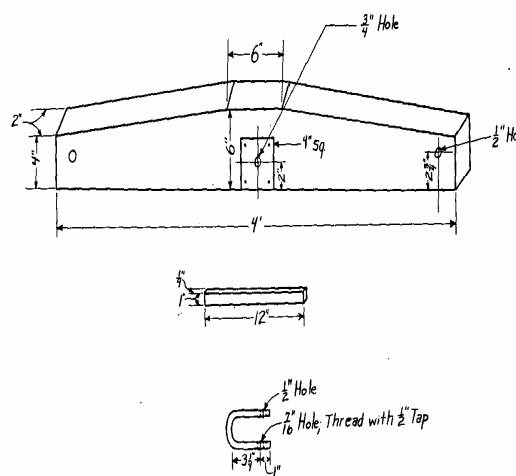
Source: John A. Lapp, *The Washburn Trade School* (Chicago: Fred Klein, 1941), 29.

Figure 30a. Plan Sheet.

IV. Outline the procedure with the steps or processes in the order you intend to follow them. Also list the tools and machines to be used to complete each step.

Description of the processes	Tools or Machines
1. Cut wood from stock	Hand saw; Square
2. Shape it	Hand plane
3. Drill holes	Post drill
4. Cut hand iron from stock	Hack saw; Square
5. Drill holes	Post drill
6. Thread one hole	3" tap
7. Bend in form of clevis	Vise; piece of pipe; hammer
8. Finish it	Sand paper; Shellac

Figure 30b. Plan Drawing.



Source: Gordon O. Wilber, *Industrial Arts in General Education* (Scranton, PA: International Textbook, 1948) 168, 169.

Carter Harrison Technical High School

The Carter H. Harrison Technical High School was built in 1912 in a “community composed mainly of Bohemians...who saw the great advantage of a high school for the community.”³¹ Thomas Masaryk who spoke at a school assembly in 1918 writes, “Knowledge which cannot be used makes its possessor a victim of fantasy, of hypercritical nonsense, destroying the desire for useful labor, creating needs which cannot be satisfied, and leading in the end to boredom with life.”³² The credit for site selection and building of the school is given to Martin J. Královec.³³

In a Board of Education report, Board President James B. McFatrigh explains the need for Harrison Technical High School:

It would be unjust to offer a course in vocational instruction that did not combine therewith the agencies of growth, the absence of which would handicap individual should he desire in later life to qualify for a different vocation. The work of the Vocational School should be so suggested that it would lead as directly and certainly to high school as that which is prescribed for the student in academic subjects.

It is not to be expected, in the initial stage, that these schools will give all of the training for skilled workmanship, but they will serve the essential and valuable purpose of providing for the child an opportunity for discovering himself, -- an event of primary importance in the career of every individual.³⁴

³¹“Harrison High Students Start Perpetual History,” *Chicago Tribune*, 17 November 1929, 3.

³²Thomas G. Masaryk, *Suicide And The Meaning Of Civilization*, trans. William B. Weist and Robert G. Batson (Chicago: University Of Chicago, 1970), 68.

³³John J. Reichman, *Czechoslovaks of Chicago: Contributions to a History of a National Group, with an Introduction on the Part of Czechoslovaks in the Development of Chicago* (Chicago: Czechoslovak Historical Society of Illinois, 1937), 31.

³⁴Chicago Board of Education, *Fifty-Eighth Annual Report to the Board of Education for the Year Ending 1912* (Chicago: Board of Education, 1912), 22.

The students at Harrison technical High School used shops and laboratories filled with machinery and tools to learn industrial skills (see Figure 31).

Figure 31. Machines students used in shop.

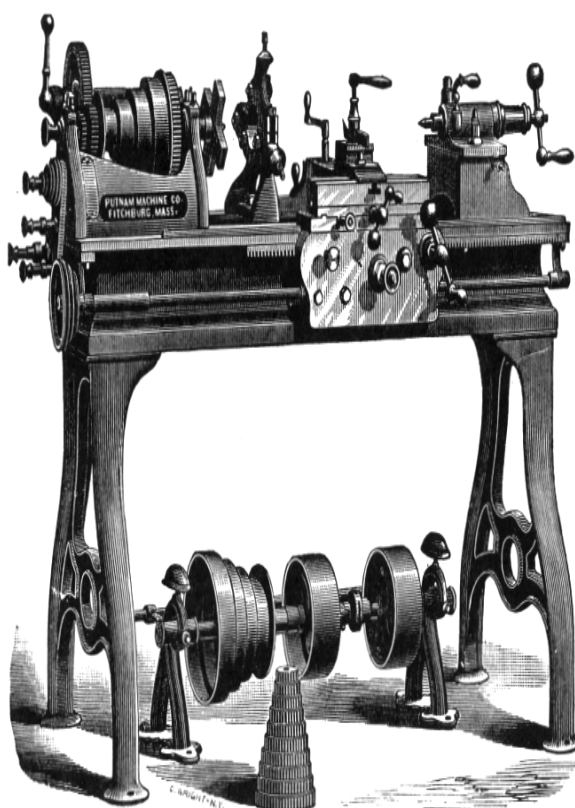


FIG. 124. A 14-INCH ENGINE LATHE.

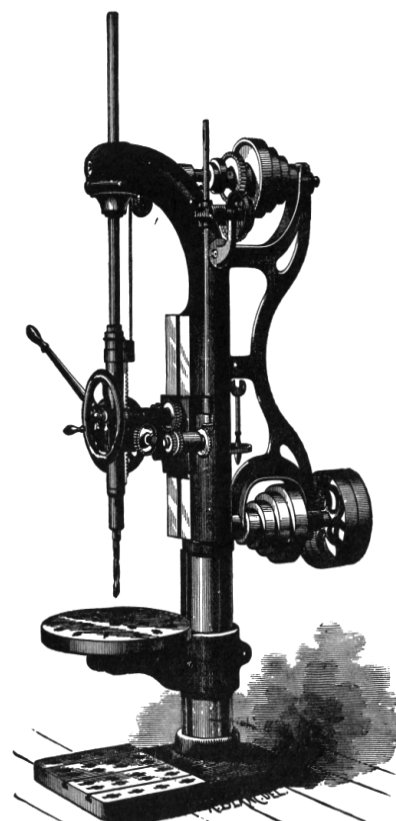


FIG. 125. "GOOSE-NECK DRILL," PUTNAM MACHINE COMPANY, FITCHBURG, MASS.

Source: Calvin M. Woodward, *The Manual Training School Compromising a Full Statement of its Aims, Methods, and Results, with Figured Drawings of Shop Exercises in Woods and Metals* (Boston: Heath, 1887; reprint, New York: Arno, 1969), 138, 141 (page citations are to the reprint edition).

The student body of Harrison numbered over 5000 students in 1929 and “has the record of being the largest high school in the world for children of Bohemian descent.”³⁵

The three-level building was planned for future population growth and increased need for skilled workers (see Figure 32).

³⁵“Perpetual History,” 4.

Figure 32a. Floor Plans Carter H. Harrison Technical High School.

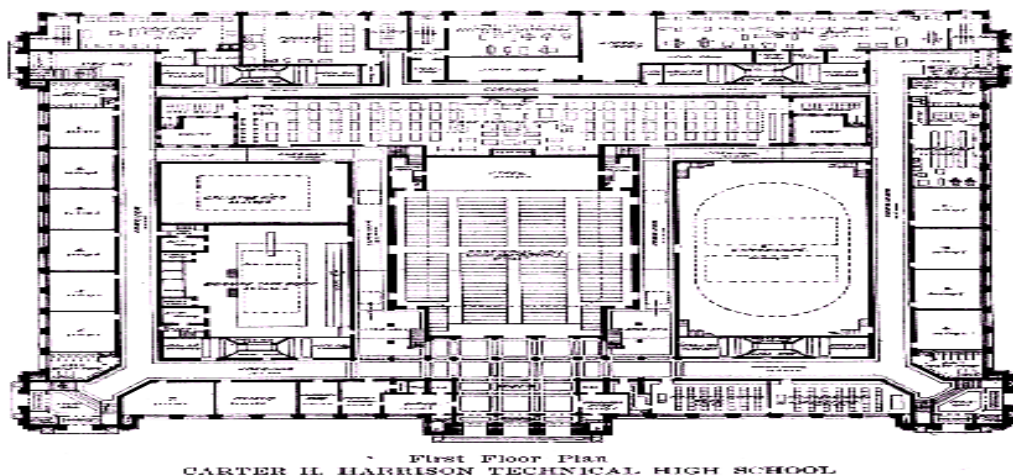


Figure 32b. Floor Plans, Second Floor, Harrison High School.

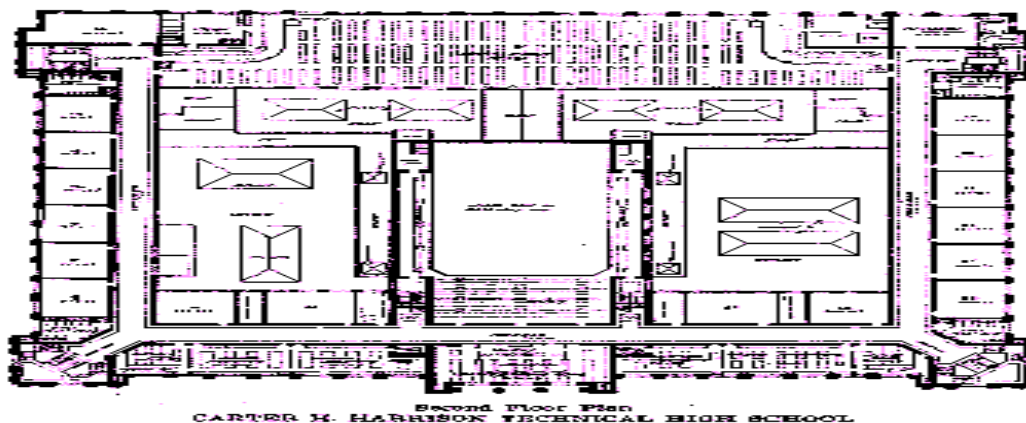
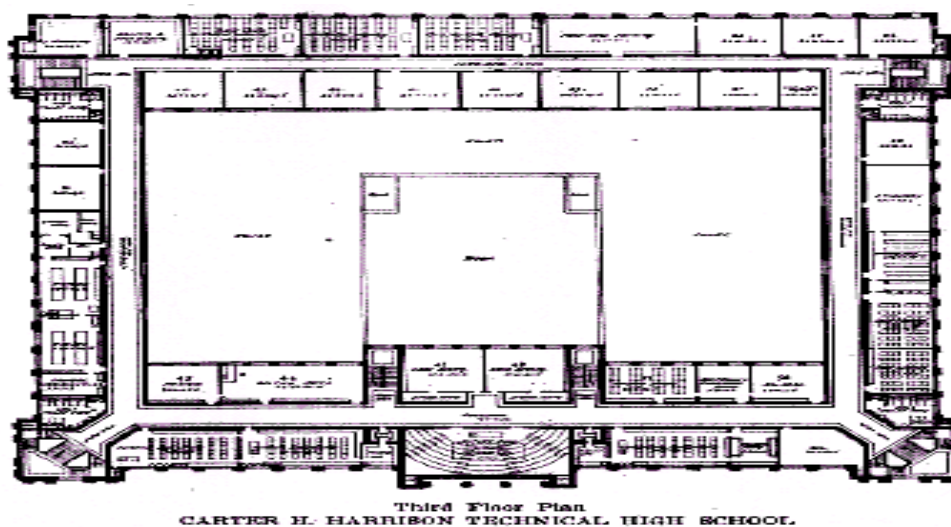


Figure 32c. Floor Plans, Third Floor, Harrison High School.



Source: Chicago Board of Education, *Fifty-Eighth Annual Report to the Board of Education for the Year Ending 1912* (Chicago: Board of Education, 1912), 23,24,25.

In a study of the naming of the Chicago public schools, Mary McPherson found that foreigners influence the naming of 37 percent of the schools from 1880-1910, illustrating “the degree to which the ethnic composition of the city corresponds” to power the immigrants had on institutional decisions.³⁶ John Bodnar concludes a study of Slavic-American education with:

Public education simply did not offer skills that were useful to blast furnaces, open hearths, mines, or textile mills. Practical considerations of getting a job in keeping it were not only paramount but essential for survival.³⁷

In another study, Marian Stolarik in *Immigration and Urbanization: the Slovak Experience, 1870-1918*, finds the view point of immigrants on public education from examining various Slavic-American newspapers, journals and publications that “leaders rejected public schools as a threat to their children's morality and nationality.”³⁸

Josephine Wtulich writes that the “goal of their education was clear; they were being schooled for the workplace.”³⁹ A steel worker reflects:

If you can't improve yourself, you [can't] improve your prosperity. Otherwise life isn't worth nothing. You might as well go back to the cave and stay there. I'm sure the first cave man who went over the hill to see what was on the other side – I don't think he went there wholly out of curiosity. He went there because he wanted to get his son out of the cave. Just the same way I want to send my kid to college.⁴⁰

³⁶Mary M. McPherson, “A Socio-Historical Analysis of Public Education in Chicago as Seen in the Naming of Schools” (Ph.D. diss., Loyola University at Chicago, 1990), 84.

³⁷John Bodnar, “Materialism and Morality: Slavic-American immigrants and Education 1890-1940,” *The Journal of Ethnic Studies* 3, no. 4 (Winter 1976): 14.

³⁸Marian M. Stolarik, *Immigration and Urbanization: the Slovak Experience, 1870-1918* (New York: AMS Press, 1989), 174.

³⁹Josephine Wtulich, *American Xenophobia and the Slav Immigrant: A Living Legacy of Mind and Spirit* (New York: East European Monographs, 1994), 67.

⁴⁰Studs Terkel, *Working* (New York: Avon Books, 1974), 3.

Summary

The foundation of American education is providing free and adequate training for the future leaders to have a strong and lasting democracy. The Chicago public schools had difficulties providing good quality education to all its citizens because of the rapid expansion of population and industries. Immigrants grouped together which caused the areas where they lived to be lacking in educational resources.

Czechoslovaks became involved in Chicago public schools and helped to create programs and facilities that would educate students to be functional in the industrial society that America and Chicago had become. Manual grammar schools were formed to start children learning industrial skills at an early age. Lesson plans, daily schedules, hands-on projects, and visual aids were used to help the children learn the skills they needed to succeed in life.

The Jirka Manual Grammar School, Komensky School, and the Carter H. Harrison Technical High School were built to fill the demand for skilled workers in the Chicago area and to participate in upward social mobility. The student body of Harrison was predominantly Czechoslovak. Some studies of Slavic immigrants have concluded that public education was not a priority to the social structure of the newcomers. Whereas other studies and reports show that immigrants were involved in and advocated public education.

CHAPTER VI

ASSIMILATION AND TECHNICAL EDUCATION

*In nature there are no such things as liberty and freedom. There is only the adamant rigidity of the laws of nature to which man must unconditionally submit if he wants to attain any ends at all.*¹

The objective of this selection will be to convey data to answer the question: How did Czechoslovak involvement in educational system affect their assimilation into American society? Information will be presented to uncover the accomplishments of Czechoslovak immigrants in relation to technology and education in Chicago public schools. Reports, letters, autobiographies, biographies, archival notes and textbooks are presented in an attempt to uncover correlations between the variables: Czechoslovak immigrants and public education in relation to their adaptation into a new culture. The data presented will be in two forms: direct presentation of materials produced by Czechoslovak immigrants to encourage and help Czechoslovak integration into American society, and a biographical listing of Czechoslovaks and their contributions to technology and education. In no way will this be a complete examination of the subject, but a general overview to help understand their interrelationships.

¹Ludwig von Mises, *Planned Chaos* (New York: Irvington on Hudson, 1947), 64.

Assimilation

Thomas Čapek writes in his study of Czech immigrants that “the process of Americanization of children begins in the primary grades of the public school and is made complete in practical life.”² In the 45th annual report of the Board of Education, there is a discussion about the influence of nationality, and “If the schools are to do the best for these children, and to do their share in blending these nationalities into the common American type, the national peculiarities of these children must be known, and they can only be known by systematic, scientific study.”³

In the study *Newcomers in American Schools*, the authors explain that immigrant students learn best when the school system is strengthened and not to “create new categorical programs that single out immigrants for special benefits.”⁴ Heinrich Pestalozzi believed that “the teacher must be capable of watching man's development, whatever direction it may take, whatever the circumstances. No profession on Earth calls for a deeper understanding of human nature, nor for greater skill in guiding it properly.”⁵ Oscar Handlin found that, “The public school was universal, but each school nevertheless reflected the quality of the homogeneous residential district within which it was situated.”⁶

²Thomas Čapek, in *The Czechs (Bohemians) in America* (Boston: Houghton Mifflin, 1920), 102.

³Chicago Board of Education, *Forty-Fifth Annual Report to the Board of Education for the Year Ending 1899* (Chicago: Hack and Anderson, 1900), 74.

⁴Lorraine M. Mc Donald and Paul T. Hill, *Newcomers in American Schools: Meeting the Educational Needs of Immigrant Youth*, Research supported by the Andrew W. Mellon Foundation and the Program for Research on Immigrant Policy (Santa Monica, CA: Rand, 1993), xiii.

⁵Heinrich Pestalozzi, *The Education of Man: Aphorisms* (New York: Greenwood Press, 1951), 33.

⁶Oscar Handlin, *Uprooted: the Epic Story of the Great Migrations That Made the American People* (New York: Grosset and Dunlap, 1951), 245.

Programs for Learning

The Board of Education in the *Twenty-Seventh Annual Report* explains the simplest technology and methods to use in teaching immigrant youth:

Of the first importance...not often in deed by means of the stated lecture or citation, but by that most effective of all teachings—the unconscious tuitions of a strong personal influence, by the quiet suggestion, the fitly chosen word, the interested inquiry, the look, the unfeigned sympathy, the favored opportunity, the firm but kind decision of the loved and loving teacher.⁷

Adding to the technology of teaching, Alfred F. Nightingale writes, “the value of inculcation of a taste of good reading cannot be estimated, and much is being accomplished in our high schools to this end.”⁸ Dr. Andrews explains that in his district “the language of the home is not the language of the school.”⁹ The 46th annual report presents outlines to address issues of language and vocational skills development in the Chicago schools. The kindergarten program uses songs, stories, and talks to help teach language to the children.¹⁰ The program for eighth grade incorporates technical training (carpentry, weaving, baking) with natural world learning (see Tables 15, 16).¹¹

⁷Chicago Board of Education, *Twenty-seventh Annual Report for the Year Ending 1881* (Chicago: Jameson and Morse, 1882), 41.

⁸Chicago Board of Education, *Forty-First Annual Report to the Board of Education for the Year Ending 1895* (Chicago: Hazlitt, 1895), 77.

⁹Chicago Board of Education, *Forty-Fifth Annual Report to the Board of Education for the Year Ending 1899* (Chicago: Hack and Anderson, 1900), 182-3.

¹⁰*Ibid.*, 218.

¹¹Chicago Board of Education, *Forty-Sixth Annual Report to the Board of Education for the Year Ending 1900* (Chicago: Hack and Anderson, 1901), 219.

Table 15. Outline of Language Program for Kindergarten.

AIM: To direct the emotions; develop the intellect; and strengthen the will.							
Child's Development through:							
Language:	<table> <tr> <td>Stories:</td> <td> <ul style="list-style-type: none"> Lift the child out of his personal experiences into a larger world. Direct the imagination. Present ideals. </td> </tr> <tr> <td>Songs:</td> <td> <ul style="list-style-type: none"> Awaken sense of rhythm. Develop a taste for good music. Furnish a poetic form of experience for ideas. </td> </tr> <tr> <td>Talks:</td> <td> <ul style="list-style-type: none"> Give child opportunity to relate his individual experiences, to sympathetically participate in experiences of others, and to gain power of expression through language. </td> </tr> </table>	Stories:	<ul style="list-style-type: none"> Lift the child out of his personal experiences into a larger world. Direct the imagination. Present ideals. 	Songs:	<ul style="list-style-type: none"> Awaken sense of rhythm. Develop a taste for good music. Furnish a poetic form of experience for ideas. 	Talks:	<ul style="list-style-type: none"> Give child opportunity to relate his individual experiences, to sympathetically participate in experiences of others, and to gain power of expression through language.
	Stories:	<ul style="list-style-type: none"> Lift the child out of his personal experiences into a larger world. Direct the imagination. Present ideals. 					
	Songs:	<ul style="list-style-type: none"> Awaken sense of rhythm. Develop a taste for good music. Furnish a poetic form of experience for ideas. 					
Talks:	<ul style="list-style-type: none"> Give child opportunity to relate his individual experiences, to sympathetically participate in experiences of others, and to gain power of expression through language. 						
Much of nature work comes into these exercises.							

Source: Chicago Board of Education, *Forty-Sixth Annual Report to the Board of Education for the Year Ending 1900* (Chicago: Hack and Anderson, 1901), 218.

The programs presented in the annual reports are the equivalent of curriculums and lesson plans used in present-day technical planning of objectives and standards for students within an educational district and/or school.

The Czechoslovaks used different forms of technology to help develop the aptitude to succeed in American society; such as textbooks, published and unpublished papers, newspaper, and radio. In a radio talk on *Social Sciences in the Chicago Public Schools*, Jaroslav J. (JJ) Zmrhal talks about “training the child to make an honest living; increasing his intelligence and his power to think and discriminate; helping and to form habits of cleanliness, honesty and industry.” Zmrhal goes on to talk about the need for students to learn the “mechanics of democracy” by learning how to register to vote, use the ballot box, and the different government offices that people vote for.¹²

¹²Transcript of radio talk by Jaroslav J. (J.J.) Zmrhal, 20 February 1932, 5 pages, Box 109, Archives of Czechs and Slovaks Abroad (ACASA), Special Collections, Joseph Regenstein Library, University of Chicago, Chicago.

Table 16. Program for Eighth Grade Study.

SUGGESTIVE OUTLINE FOR A YEAR'S PROGRAM		
September	Home and Family Life.	Family relationship. Experience of home life. Nature families-animals, birds, insects.
October	Preparation for Winter in Nature.	Plants--seeds. Trees--leaves and seeds. Animals--protection and storing of food. Birds--migration. Insects--cocoon, etc.
November	Preparation for Winter by Man. Thanksgiving.	In the home--food, clothing, shelter. On the farm--harvest.
December	Winter. Preparation for Christmas.	Moon and stars, } Beauties of nature, Frost, ice and snow } By others for us By us for others. Christmas celebration
January	Time. Cooperation through industries.	Division of time. Trades--carpentry, blacksmith, cobbler, weaver, baker, etc.
February	Patriotism.	Soldiers. Washington. Heroes and heroic deeds.
March	Forces in Nature.	Water and wind. } Utilized by Man { Water wheels, mills, navigation Windmills, kites sails. Heat--melting of ice and snow.
April	Awakening of Life in Nature.	Flowing of sap. Budding of trees. Butterflies. Return of birds.
May	Life in Nature.	Nest building. Gardening. The farm. Bees, ants, fishes, etc.
June	Beauty in Nature.	Flowers, verdure, cloud, sky, rainbow, sunshine. Excursions.

Source: Chicago Board of Education, *Forty-Sixth Annual Report to the Board of Education for the Year Ending 1900* (Chicago: Hack and Anderson, 1901), 219.

Zmrhal was the author of many articles, lectures and speeches to different educational and civic groups on the subject of learning and training to become a better citizen.¹³ *A Primer in Civics* is Zmrhal's instructional guide for immigrants to become good citizens. The book uses plain language and descriptive writing to educate immigrants about the basics of local government. There is an outline of the duties of the alderman and what different infrastructure responsibilities are delegated to the ward offices within a city and the structure of power within precincts of a local municipality.¹⁴

Dr. Frank J. Jirka

Frank Jirka, member of the Chicago Board of education and Chair of the English High and Manual Training School Committee, authored reports on the importance of maintaining manual training in the Chicago schools. The reports he was responsible for were very specific and suggested, through the use of visualization techniques, which tools needed to be changed to facilitate better technology training. In 1892, Jirka calls attention to problems:

In the wood working department the planes are very inferior kind. It seems important that a boy's first introduction to tools should be, like his introduction to companions, to the very best possible. In view of this, I recommend that the common wooden planes now in use be discarded and that iron planes like the Bailey be substituted for them. This can be done at a comparatively small cost.¹⁵

¹³Letters thanking J.J. Zmrhal for instructional programs and participation, Chicago Daily News 22 May 1909, Illinois Civil Service Reform association, 6 July 1916, Immigrants Protective League, 14 March 1917, Hull House 22 January 1915, Box 109, ACASA, Special Collections, Joseph Regenstein Library, University of Chicago, Chicago.

¹⁴J. J. Zmrhal, *A Primer in Civics* (Chicago: The Colonial Dames of Illinois, 1912).

¹⁵Chicago Board of Education, *Thirty-Eighth Annual Report to the Board of Education for the Year Ending 1892* (Chicago: Blakely and Rogers, 1893), 165.

In his book *American Doctors of Destiny*, Dr. Jirka gives a narrative history of certain doctors and surgeons in American history, and he writes of the technical advances and innovation that America has produced:

This country is growing great into commercial world because of individual freedom, with abundant opportunity for each man and woman. Rewards in the form of wealth reaching into millions have been acquired by scientific, artistic, and commercial geniuses. The history of success in America is that of young men who have at times striven and struggled with superhuman energy to attain these rich rewards.¹⁶

Biographies

The determinant of measure of success of an immigrant group can be difficult because of the different variables that have an influence on the newcomer. In *The Immigrants in American Review*, a benchmark is established for the education and assimilation of the immigrant. The report explains that education should “facilitate adaptation to the new conditions; increase knowledge of English; reduction of illiteracy, instruction in Civics, an increase in industrial opportunity inefficiency.”¹⁷ Czechoslovaks were represented in all sections of American society with different degrees of success. “Among our educators are numerous Czech men and women everywhere. Here in Chicago, Jaroslav J. Zmrhal became the first Czech principal in 1905 and was followed soon by Dr. Charles Luňák, who later became assistant superintendent and Zmrhal became district superintendent. The Harrison High School in Chicago (to the late Martin J. Královec, who was then the member of the Chicago School board belongs the credit

¹⁶Frank J. Jirka, *American Doctors of Destiny* (Chicago: Normandie House, 1941), 345.

¹⁷“A City's Responsibility to Immigrant,” in *The Immigrants in American Review* 1, no. 2 (June 1915), 38.

for selecting the site and erection of this wonderful institution).”¹⁸ “Dr. Peter Hlteko is instructor in neurology at Loyola University School of Medicine, Dr. Emil G. Vrtiak is assistant clinical professor of medicine at the Rush Medical College of the University of Chicago, and Dr. Henry J. Droba is associate professor in the College of Dentistry of the University of Illinois.”¹⁹

A list of Czechoslovaks who had a direct impact on education and technology in the Chicago area was compiled through different biographical indexes and presentations. The list is in no way a complete representation of participants in technology and education, but a cursory observation of the Czechoslovaks immigrants and their descendants, who graduated from Chicago schools to go on to have a role in the technical expansion of the metropolitan area. The list was produced from different biographical texts to aid in the evaluation of Czechoslovak participation in the Chicago Public schools and involvement in Technology based endeavors in a range of years from the mid 1880’s to the late 1930’s (Table 17). Franklin D. Roosevelt recognized the accomplishments of the Czechoslovak immigrants when he addressed the American Slovaks:

The country is mindful of the vast contribution...made to the cause of furthering the development and growth-moral, cultural and material. The stout hearted, clear minded, freedom loving and determined people...are to be found in all the States of the Union. To be able to avail myself of this opportunity of directly expressing my earnest greetings...pleases me unexpressibly.²⁰

¹⁸John J. Reichman, *Czechoslovaks of Chicago: Contributions to a History of a National Group, with an Introduction on the Part of Czechoslovaks in the Development of Chicago* (Chicago: Czechoslovak Historical Society of Illinois, 1937), 31.

¹⁹Daniel D. Droba, M.A., Ph.D., *Czech and Slovak Leaders in Metropolitan Chicago* (Chicago: Slavonic Club, 1934), 152.

²⁰Joseph S. Roucek, Ph.D., *The Czechs and Slovaks in America* (Minneapolis: Lerner Publications, 1967), 54.

Table 17. Chicago Czechoslovaks in Technology and Education, 1855-1932.

Name	Birth Place/Date	Education	Accomplishments
Andel, Frank J.	California, 1896	California Institute of Technology	Published articles about engineering and visual methods of education. Developed precipitation and dehumidification equipment.
Balvin, Vaclav	Zakava, Czech. 1885	No information, only manual labor.	Czechoslovak Educational Political party of Cicero.
Barborka, Clifford J.	Iowa, 1893	University of Chicago (BS)1920 University of Chgo (MD)1928	Instructor of Dietetics Northwestern University. Book on Treatment of Diet.
Beck, Dr. Carl	Milin, Bohemia 1864	Academic Gymnasium, Prague Imperial and Royal University, Prague (MD) 1889	Professor of Surgery University of Illinois Graduate Medical School and Chicago College of Dentistry
Brazda, Lumir P.	Chicago 1897	Armour Institute of Technology University of Chicago	Instructor Crane College. Professor Farragut High School.
Brom, Theodore E.	Chicago 1909	De LaSalle High School DePaul College of Law (BL)	Lawyer, real estate, and broker.
Cada Soustek, Anna	Teplice, Czech. 1898	Chicago public high school	Instructor of music.
Cervenka, John A.	Svaty Kriz, Czech. 1870	Imperial Austrian Grenadiers	Purchasing Agent City of Chicago
Cervenka, John A. Jr.	Chicago	Harrison Technical High Kent College of Law	Master in Chancery of the Circuit Court of Cook County
Czaja, Dr. Leo M.	Chicago	Public schools	Instituted the Maggot treatment for osteomyelitis and tuberculosis of bones and joints.
Denemark, Edward J.	Chicago 1884	Cooper and Medill High schools	Superintendent, House of Corrections.
Donat, Hugo	Chicago, 1894	Chicago public schools	Organizer of Donat Softball League and Basket Ball League
Dostal, Ferdinand E.	Uhlirske Janovice, Czech. 1881	Chicago public Schools University of Illinois (MD) 1905	American Medical Association
Drucker, Hon. Joseph J.	Chicago 1900	Carl Schurz High School University of Chicago DePaul University	American Consular Service, Rio de Janeiro
Filip, Joseph	Chicago 1883	Chicago public schools Chicago Business College	Assistant Junior Engineer Clerk of the Sanitary District of Chicago

Table 17. Chicago Czechoslovaks in Technology and Education, 1855-1932.

Name	Birth Place/Date	Education	Accomplishments
Filip, Marie Johanna	Chicago 1890	Farragut and John Spry Schools Chicago Business College	Financial Secretary, Grand Lodge of the Bohemian Ladies Union. Financial positions in many other organizations.
Foltyn, Frank	Stachy, Czech.	Czechoslovak public and industrial schools.	Master baker.
Forejt, Robert	Chicago 1892	English public schools Bohemian liberal schools	Superintendent, Animal Shelter
Fortelka Dr, Frank L.	Chicago 1893	Crane Technical High School University of IL Loyola University (MD) 1917	Surgeon-in-Chief, House of Correction Hospital. Published "Nature of Gunshot of the Abdomen"
Froehlich, Richard	Chicago 1884	Chicago public schools	Chief Deputy of the Municipal Court of Chicago
Fuerst, Frank R.	Chicago 1894	Harrison Technical high	Detective Sgt. Chicago Police Department. Apprehended members of Dillinger gang.
Gazda, Dr. Joseph A.	Siroka, Czech. 1881	Chicago public schools Bush Conservatory of Music Chgo College of Medicine 1913	Illinois State Medical Society. Chicago Medical Society.
Ginsburg, Roderick A.	Podebrady, Czech. 1899	Academic Gymnasium Prague Harrison Technical high 1917 University of Chgo (PhB) 1931	School Board Member Morton High School.
Hajicek, Charles T.	Chicago 1903	Chicago public schools	General manager, Hunters Brewery.
Haksa, Joseph C	Moravia, Czech. 1888	Chicago public schools	Sergeant of Police, Chicago Police Department.
Holub, Anthony S.	Michigan 1894	Illinois College of Law (LLB) DePaul University (LLM) Metropolitan Business College	Modern Woodman of America.
Houser, Vaclav	Pisek, Czech 1868	Unknown	Carpenter, stockyard worker, saloon owner.
Hruby, John Otto	Chicago 1886	Apprentice for publisher Electrical Engineering 1906	Illinois State Representative.
Hudecek, William H.	Chicago 1899	Farragut Grammar School Harrison Technical high	Metallurgist and analyst for Crane Co.
Janda, Bohumil F.	Chicago 1899	Harrison Technical high	Opera Singer.
Jaros, Hon. Joseph J.	Chicago 1899	Chicago education	Master in Chancery of the Circuit Court of Cook County. Practical solutions to difficult legal problems.
Jez, Karel Leo	Radejov, Czech. 1890	Hyde Park High 1910-1911 University of Illinois(BS) 1916	Secretary of the Board of Higher Education.
Jirka, Dr. Frank J	Chicago 1886	Northwestern Univ.(MD) 1910	Assistant Professor of Surgery.

Table 17. Chicago Czechoslovaks in Technology and Education, 1855-1932.

Name	Birth Place/Date	Education	Accomplishments
Jirka, Dr. Robert H.	Chicago 1893	Chicago public schools Northwestern Univ.(DDS)	Authority of dental science and surgery.
Jurena, John A.	Chicago 1906	Farragut Grammar School Harrison Technical High Northwestern University	Piano teacher.
Juricka, Rev. Hilary S.	Jurai, Czech. 1892	University of Chgo (MS) 1920 University of Chgo (PhD) 1922	Department Head Botany DePaul University 1938-1945
Kafka, Charles F.	Chicago 1905	Chicago public schools Burnham School	Construction Engineer. Lawndale Construction Co.
Kalafut, Veronika	New Jersey 1897?	Englewood High School	Chief Clerk Armstrong Paint and Varnish Works. Published articles on Physical Education.
Kalnik, Vincent V.	Horný Hričov, Slovakia	Harrison Technical High	Metalworker. Steel Worker. Automobile salesman. First Slovak Radio Hour.
Kerner, Hon. Otto	Chicago 1884	Chicago public schools Lake Forest Univ.(LLB) 1905	Attorney General State IL.
Kohut, Frank	Dolná, Slovakia 1897	Lane Technical High School	Machinist Northwestern Railroad. Cook County Transit Inspector.
Kostelny, Samuel	Brezova, Slovakia 1894	Chicago public 1909 Metropolitan Business 1911 Worsham Embalming 1914	Commissioner West Chicago.
Krasa, Dr. John M.	Chicago 1891	Chicago public schools University of Illinois(MD) 1913	Lecturer at the University Hospital Training School.
Krochmal, Edward	Chicago 1903	Freebel Elementary Harrison Technical High	Storekeeper of the Cook County hospital.
Krupicka, Anton J.	Chicago 1900	McCormick grammar school Harrison Technical High	Commissioner of Public Works of the City of Chicago.
Kuchynka, Frances M.	Philadelphia 1855	Chicago public schools	Founder, Czech American Women's Central Union.
Kuchynka, Prof. Julius V.	Chicago	University of Chgo(MA) Lewis Institute(PhB)	Professor of English, Loyola University.
Kvačala, Anna	Piešťany, Slovakia	Harrison Technical High	Auditor for thirteen years First Catholic Slovak Ladies Union. Published articles in Jednota.
Martinek, Matthew J.	Chicago 1898	Harrison Technical High Lewis Institute University of Chgo(PhB) 1922	Expert applied chemistry. Professional magazines and lectures on radio.
Mashek, Frank	Lnare, Czech. 1876	Chicago public schools Commercial schools	Leather Goods Manufacturer.
Miksak, James	Chicago 1888	University of Chicago	Executive Head, The Pilsen Lumber Co.

Table 17. Chicago Czechoslovaks in Technology and Education, 1855-1932.

Name	Birth Place/Date	Education	Accomplishments
Mikula, Dr. Edward W.	Chicago 1892	Jungman Elementary 1905 Englewood High 1909 Chicago Art Institute 1912 Jener Medical Schl(DDS)1921	Dentist, Chicago House of Correction.
Milota, William G.	Chicago 1898	Harrison Technical High Bryant & Stratton Business College	Assistant Sheriff of Cook County.
Miskovsky, Jaroslav F.	Kourim, Czech.	Robert Burns public school Harrison Technical High	Supervisor, Cook County Treasurer office.
Morava, Gerald W.	Prague, Czech. 1902	University of Illinois 1927	Manufacturer Onyx and marble novelties.
Mudra, Frank	Klando, Czech 1887	Unknown, working men's gymnastics society in Bohemia	National Cleaners and Dryers.
Nadenik, Charles J.	Chicago 1893	Chicago public schools	Printer.
Nemeck, Charles A.	Chicago 1897	Illinois Dental College	Dentist.
Nosko, John M.	Brezova, Slovakia 1894	International Correspondence 1916 Chicago Evening Schools	Electrical Engineer Published articles in Electrotechnický Obzor (Electrical Outlook).
Novak, Anna F., M. D	Mlecice, Czech. 1864	Chicago public schools Medical college 1895	First woman to receive diploma of doctor of medicine in Chicago.
Novak, George A	Chicago 1896	University of Chgo(LLB)1919 University of Chgo(JD)1921	Public Administrator for Cook County
Novak, Jr., Dr. Frank J.	Chicago 1888	University of Chgo(MD) 1914	Visiting otolaryngologist, Cook County Hospital, 1920-1926.
Osusky, Stefan	Chicago 1907	Harrison Technical High 1924 University of IL (DDS) 1932	President of his graduating class.
Pasek, Joseph E.	South Dakota, 1898	Huron College(BS) 1919 University of Chgo(MA) 1922 University of Chgo(PhD) 1929	Dean, School of Commerce. Published book "Credit Accounting."
Pavel, Hon. Frank	Chicago 1903	Harrison Technical High University of Chicago State University in Champaign Kent College of Law	Assistant Attorney General, State of Illinois
Piksa, Anton	Chicago 1892	Chicago public schools	Police Sgt. Attached to State's Attorney of Cook County. Captured John Scheck. Robberies and arson specialist.
Pokorney, Dr. Frank J.	Chicago 1879	Chgo College Pharmacy(PhG) University of Illinois(MD)1903	Chicago Public Library Board member.

Table 17. Chicago Czechoslovaks in Technology and Education, 1855-1932.

Name	Birth		Accomplishments
	Place/Date	Education	
Polak, Joseph F.	Hroby, Czech. 1877	Chicago public schools	Founder, Lawndale State Bank, Lawndale National Bank.
Pondelik Jr., Joseph	Chicago 1902	Chicago public schools University of Chgo 1925	Construction company.
Prucha, Charles J.	Budapest, 1903	Lindblom High school	Butcher.
Rabb, Jr., Frank J.	Wisconsin 1890	Bryant public school Gregg Business College Chicago Art Institute	Superintendent Hawthorne Post Office.
Rada, Edward	Chicago 1885	Chicago public schools	22nd Ward Superintendent.
Rada, Karel	Tupdia, Czech. 1878	Chicago public schools Jones High school Illinois College of Law 1912	Resident 33rd ward.
Radesinsky, Dr. Anton	Kostelec nad Orlici, Czech 1867	Imperial University of Vienna (PhD) 1894	Published articles in English and Bohemian.
Redding, Arthur J.	Chicago 1905	Chicago public schools	Century Sign Co. Manufacturing and remodeling of signs.
Reichman, John J.	Prague, Czech. 1885	Classical gymnasium Czech. Charles University in Prague(PhD) 1910	Assistant United States District Attorney. Instructor Harrison Technical High school.
Riedl, Gustave E.	Chicago 1902	University of Illinois University of Chicago Northwestern School of Law	Grandparents settled Chicago before Civil War.
Ring, Dr. Frances A.	Horazdovice, Bohemia 1862	Harvey Medical College 1903	She is Assistant Physician, Juvenile Court.
Sabath, Hon. Adolph J.	Zahori, Czech. 1866	Kent College of Law 1891 Lake Forest Univ.(LLB) 1892	United States House of Representatives, 60th Cong.
Sabath, Hon. Joseph	Zahori, Czech. 1870	Unknown, admitted to practice law November 7, 1910	Superior Court of Cook County. Published "Divorce Laws of the United States and Possessions."
Sandusky, Henry J.	Chicago 1888	Crane Technical High 1907 Chicago College of Law 1914	Police Magistrate, Village of Cicero.
Schulhof M.D., Kamil	Prague 1888	Charles University of Prague Clinic of Internal Diseases, Berlin	Assistant Professor Rush Medical College. Published "Special Pathology."
Schustek, Andrew	Lupca, Slovakia 1871	Carpentry in Czechoslovakia Mechanics evening school 1889	Formed first Slovak Sokol in Chicago which performed at Columbian Exposition 1893
Siman, Joseph	Chicago 1872	Chicago public schools	Treasurer, Bohemian National Cemetery.

Table 17. Chicago Czechoslovaks in Technology and Education, 1855-1932.

Name	Birth Place/Date	Education	Accomplishments
Sirovatka, George J	Chicago 1893	Crane Technical High	Auto dealer.
Sivtak, Jakub	Lhota,Cz 1880	Chicago public schools	Clerk, County Treasurer.
Skala, Paul R.	Chicago 1901	Chicago public schools Northwestern University Kent College of Law Loyola University	Real estate litigation. Vice President "Denni Hlasatel" (Daily Herald) Publishing.
Skarda, Hon. Edward	Chicago	Chicago public schools Hamilton and Mayo Law Colleges	Illinois State Legislator. "Skarda Act" tax revenue. Skarda Law, House Bill 909, privacy for adopted children.
Skriba, Louis S.	Oslany, Tekovská, Slovakia 1896	Harrison Technical High 1919 Crane Junior College 1921 Armour Institute (BS) 1923	Tool and Machine Designer. Mechanical Engineer, Western Electric Company.
Skriba, Rudolph A.	Simnovany, Tekovská, Slovakia 1894	Chicago High School Crane Junior College Armour Institute (BS) 1924	Designed 200 specialized machines for automatic riveting of automobile parts, wire wheels, punch press feeders, and iron pipe wells.
Skriba, Stephen J.	Tekovská, Slovakia 1892	Chicago Public University of IL (BS) John Marshall (JD) 1931	Organized Federal Loan Corporation in Illinois. Published articles in Slovak papers.
Slavik, Charles G.	Chicago 1902	John Spry School	Clothing salesman.
Slepicka, Frank J.	Chicago 1876	Chicago public schools Bryant & Scrattton Business College	Superintendent, Pilsen Postal Station.
Smrz, Emil F.	Chicago 1877	Chicago public schools	Director, First National Bank of Cicero.
Sokol, John A.	Plzen, Cz 1875	Czech. school attended until 14	Coffee importing.
Sonnenschein, Hon. Henry	Chicago 1896	Chicago public schools	Alderman 22nd Ward.
Sopocy, Eva	Horný Bzince, Slovakia 1890	Chicago Evening Schools	Seamstress. Writes articles for at least 6 newspapers.
Sterba, Antonin	Hermanec, Morava 1875	Chicago public Schools Art Institute of Chicago Smith Academy of Art 1898 Julien academy Paris 1902	Instructor, Art Institute Chicago.
Straka, John	Mlecice, Czech. 1872	Pribram High School Bohemia	Superintendent, Farm Colony of House of Correction. Published "The Need for Religious and National Education."
Surman, Charles	Valasske, Czech. 1885	Educated in Europe	Glassblower. Manager World's Fair.
Svoboda, Frank A.	Wisc. 1887	Unknown	Retail business.

Table 17. Chicago Czechoslovaks in Technology and Education, 1855-1932.

Name	Birth Place/Date	Education	Accomplishments
Svoboda, Frank E.	Minn. 1887	Chicago public schools	Manger International Harvester.
Svoboda, Ted A.	Chicago 1900	Chicago public schools	Sergeant, Cicero Police.
Svoboda, Theodore L.	Chicago 1890	Walsh grammar school R. T. Crane high school	Superintendent, Cicero Police.
Tauchen, John W.	Chicago 1894	Mayfair grammar school Lane Technical high school University of Chicago Kent College of Law Grenoble Univ. France	Mother was teacher in Chicago 42 years.
Tichy, Dr. Ladislav S.	Chicago 1894	Lewis Institute Loyola School of Med. 1918	Roentgenologist. Radiologist.
Tittle, Frank J.	Hradek, Bohemia 1875	Mirosov, Czech. public school	Butcher.
Tittle, Vernon	Chicago 1906	Bryant public school Harrison Technical High Northwestern University Kent Law School	Conciliation Commissioner, United States District Court, Northern District, IL.
Toman, Dr. Andrew J.	Chicago 1905	Chicago public schools University of Illinois(MD) 1929 University of Chicago	Medical Supervisor.
Toman, Hon. John	Bohemia 1876	Unknown, worked at age 10 Chicago	Sheriff of Cook County
Tomecko, Rev. Cyprian G.	Pennsylvania 1890	University of IL (MA) 1922 University of IL (PhD) 1926	Research in allyethers of various carbohydrates; synthesis of hydroxystearic acids.
Triner, Joseph	Chicago 1894	Harrison Technical High Columbia University, Pharmaceutical chemist	Department of Justice, Secret Service. Army, Navy.
Truc, Walter	Chicago 1880	Chicago public schools Metropolitan Business 1894 YMCA College 1898 Kent College of Law 1901	Bohemian Masonic Club.
Turek, Anton	Vodany, Bohemia 1886	High school and Industrial Training in Czechoslovakia. At 16 came to Chicago.	Financial Secretary of the Executive Committee of the Czech. Society of America.
Tvrzicky, Francis	Prachatice, Czech 1892	Higher Industrial School in Pizen, Czech. 1912.	Machine tool designer. Published "American Malleable Iron" in <i>Strojnický Obzor</i>
Vajdik, Vladimir	Cejkovice, Morava	School in Bilovice, Czech.	Laundry business
Valenta, Fred	Czech. 1891	Unknown, Wife DePaul(PhB) is a Chicago School Teacher	Sergeant Chicago Police.

Table 17. Chicago Czechoslovaks in Technology and Education, 1855-1932.

Name	Birth Place/Date	Education	Accomplishments
Veselik, Jr., Frank	Chicago 1899	McCormick School 1912 Harrison Technical High Englewood High School	U.S. Government service, 39th Ashland, Chicago.
Vesely, Alois A	Radnice, Czech. 1877	Unknown	Manufacturing bicycles. Manufacturing Fargo trucks. Retail furniture.
Vesely, James J.	Chicago	Father was village hammer smith	Automobile sales, Ford.
Vesely, Jerome C.	Chicago	Father was village hammer smith	Automobile sales, Ford.
Viterna, Jerry J.	Chicago	Chicago public schools Kent College of Law 1903	Assistant Corporation Council. Assistant State's Attorney.
Vlach, Charles	Chicago 1890	Medill High school 1906 Kent College of Law(LLB)	Editor 1908-1910, <i>Svornost</i> .
Vlasaty, Vaclav	Stare Kestrany, Czech	Unknown	Shop Manager, Commonwealth Edison.
Vopat –Sullivan, Karla	Chicago 1890	Thomas Chalmers 1902 McKinley High 1905 Metropolitan Business 1911	Professional oratrix.
Vopicka, Charles J.	Dolini Hbity, Bohemia 1857	Primary education Pribram, Czech.	Atlas Brewing Co.
Wagner, Joseph	Prague 1870	Bohemia	Dairy.
Weiner, Charles	Pardubice, Czech. 1885	Bohemian public education	Chicago Printed String Co.
Weiss, Hon. George B.	Chicago 1894	R. T. Crane High School Kent College of Law 1917	Judge, Municipal Court of Chicago.
Witous, Dr. Elmer J.	Chicago 1899	Chicago public schools College of Dental Surgery 1924	Chief Dental Surgeon, Juvenile Detention Home.
Wolf, Emil C.	Chicago 1906	University of Chicago Northwestern University	Assistant City Attorney
Zahrobsky, Dr. William J.	Chicago 1902	Harrison Technical High University of IL (DDS) 1927	Chicago Dental Society.
Zajicek, Madame Anna	Hluboka nad Vltavou, Bohemia 1863	Chicago public schools	Seamstress. Husband blacksmith's helper.
Zak, Charles	Chicago 1897	Chicago public schools	Sergeant State Police.
Zavertnik, Dr. John J	Chicago 1897	Harrison Technical High University of Chicago	Clinical Instructor, Dept. Pediatrics, Rush Medical.

Sources: John J. Reichman, *Czechoslovaks of Chicago: Contributions to a History of a National Group, with an Introduction on the Part of Czechoslovaks in the Development of Chicago* (Chicago: Czechoslovak Historical Society of Illinois, 1937); Daniel D. Droba, M.A., Ph.D., *Czech and Slovak Leaders in Metropolitan Chicago* (Chicago: Slavonic Club, 1934); Martha M. Kona, *Slovak Americans and Canadians in American Catholic Who's Who 1911-1981 and Slovak Ethnicity* (Wilmette, IL: K and K House, 1984).

Summary

J.J. Zmrhal and Dr. Frank Jirka were administrators in the Chicago Public Schools who utilized different types of technology to aid in the instructional process.

Czechoslovak immigrants and their descendants became involved in different vocations and professions in American society.

The Chicago Board of Education developed methods and plans to help assimilate the immigrants who came into the system. Education was molded to help produce productive citizens in an industrial society. The Czechoslovaks utilized different forms of technology to help disseminate information and training for citizenship and skill development.

CHAPTER VII
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The Indians are gone. Diversity and change produced a new industrial landscape from the swamp that was Chicago: found by accident looking for the West coast. Many years latter it was no accident that streams of immigrants came to Chicago to take part in the American dream or for just plain greed, as Mike Royko put it. Chicago was a transit point for people making it a place where anything could happen and for those who ventured into “Gambler’s Alley,” it usually did.

Located in the center of the United States, Chicago was the go between for the raw products from the western frontier and the finished goods of the East coast. The biggest industry in Chicago became meatpacking. *Reports of the Immigration Commission* in 1910 reported, “Slaughtering and meat-packing output outranks all other industries of the city.”

Upton Sinclair captured the essence of the Chicago stockyards in his book *The Jungle*. Descriptions of the Slavic workers and residents from Southside of Chicago opened a window into the life of the immigrants, such as Marija, who worked in a canning factory. The pigs were processed on an assembly line and with “two swift strokes severed the head” and away they went off to pork heaven, with the workers moving like “a demon was after him.”

Statistics from 1910, report that 73 percent of the head of households in the slaughtering and meatpacking business were foreigners. The Czechoslovaks comprised over one-third of this group of stockyard workers that was studied. The building trades also had their share of Czechoslovaks, but the majority of immigrants “engaged in non-skilled” work. Though the majority of new immigrants performed manual labor, there were some businesses and tradesmen of Czechoslovak background that were involved in the building trades.

Tools are the center point in a history of man. All progress depends on modifications of past technology and how this information is transferred to the next generation, to paraphrase David Ricardo. Technical training has become a science in itself. Educators such as Johann Pestalozzi and John Dewey helped develop the pragmatic philosophy of education. The idea that learning from experience and activity helps to develop “a more complete person.”

Distinct and specialized learning institutions were developed to train both the workers who needed to learn new skills and to train the teachers who would facilitate manual training to future tradesmen and professionals. The Cook County Normal School, now known as Chicago State University, was established in 1867 to supply capable teachers to public schools.

The manual training movement in United States was an impetus for per social change and industrial dominance. In 1886, Charles Ham published *Mind And Hand: the Chief Factor in Education*, in which he explains that manual training is not only good for skill acquisition, but more importantly builds the self-esteem of individuals who will become better citizens, leading to a healthier civilization

Manual training was seen as the cure for the problems with education during a latter part of 1800's. Studies were conducted they indicated how bad schools were performing. In one such study, chaired by George Mead in 1912, it was calculated that 94 percent the Chicago public school students did not finish high school.

The Czechoslovaks coming from a background of servitude and struggle for education became involved in Chicago public schools and vocational education. Using past experiences and the conditions of the manual training movement, the immigrants helped to develop methods of teaching that would be relevant to solve problems of social functioning in a congested and growing Chicago.

John Amos Comenius born 1592 formulated methods of teaching and was one of the first educators to use visual aids to teach and he was considered a pioneer in advocating reform of educational policies. Professor Thomas J. Masaryk, the first President of Czechoslovakia and lecturer at the University of Chicago exposed many of Comenius' ideas, for practical and technical education.

Czechoslovak administrators, such as Dr. Frank J. Jirka, took it upon themselves to get involved with the details for the improvement of school facilities. In an 1891 report, Dr. Jirka asked for the authority to take control of a project to setup a forging shop for a manual training class. The Jirka Manual Grammar School was developed to start children at a young age to form skills and experience with hands on tasks.

Jaroslav J. (J.J.) Zmrhal used his experience as a principal to form tests and evaluations to assist educators in understanding the proficiency's of children in regards to their vocational skills and aptitudes. Zmrhal was a follower of the idea that drawing was an important factor to developing people with industrial skills.

Mayor Anton Čermák, who died taking a bullet meant Franklin D. Roosevelt is credited, for the development of Chicago “machine” politics, in which he repeatedly took total control of all agencies, including the Board of Education, to further his political party’s agendas. Čermák who had an industrial background came from Czechoslovakia and gained popular support for his policies because immigrants identified with his value system.

A study in 1926 by Charles Bennett titled *History of Manual and Industrial Education up to 1870*, traces the development of manual training by educators such as Comenius, Rousseau, Pestalozzi, and Fellenberg and emphasizes the importance of art education in relation to industrial training. With the with the coming of the depression in United States the theories and studies of manual training were put into practice and materialized as trade schools and technical high schools.

The Washburn Trade School, established in 1919, evolved from a Czechoslovak enclave to an institution that trained apprentices in all the trades that were needed to build and repair and infrastructure of Chicago. The Carter Harrison Technical High School, built in 1912, at one time had “the largest high school in the world for children all Bohemian dissent.”

The Czechoslovak immigrants and their descendants became involved in different vocations and professions in American society, which provided a catalyst for assimilation into mainstream living from the industrial/immigrant enclaves of the inner city. The Chicago public schools helped to train and prepare the Czechoslovaks for integration into manual and professional vocations as seen through a sample of biographies taken of immigrants and their descendants.

Conclusions

From the historical data gathered and presented, several conclusions were synthesized regarding Czechoslovak immigrants and Chicago public education.

Hypothesis One posed the question:

To what extent did Czechoslovak immigrants help build the infrastructure of the Chicago school system?

The data indicate Chicago was an industrial center that drew many people to the metropolitan area seeking to be part of the industrialization and innovation taking place in the late 1800's and early 1900's. The immigrants performed various trades and vocations. The newest immigrants worked as unskilled labor, whereas immigrants acclimated to the norms and standards within Chicago created businesses and services that fulfilled the needs of industrial growth.

Czechoslovaks were found to have been involved in trades that could have been part of the building of the Chicago school infrastructure. Inferences can be made that since there was many Czechoslovaks in Chicago and some were tradesman, hence they were involved in the construction of the schools.

In the case of the Harrison Technical High School, secondary source material indicated Martin J. Královec, a Czechoslovak, as planner and builder of the institution. Primary source material indicated Dr. Frank J. Jirka was involved in planning and oversight of the Chicago Manual High School. The reports from his committee indicated that he wanted more control over the work performed at the school.

The evidence does not conclusively show that Czechoslovak immigrants actually built the structures within the Chicago School system. Until direct evidence of Czechoslovak contracts with the Board of Education and the city of Chicago are examined, it can only be concluded that the immigrants had a strong influence on the building of the infrastructure.

Hypothesis Two posed the question:

To what extent did Czechoslovak immigrants contribute to the development of vocational education in the Chicago public schools?

The Czechoslovaks have a historical foundation in education and can be associated with the pragmatic theory of learning. Johannes Amos Comenius, advocated learning by experiencing, which is the basis of John Dewey's experimentalist epistemology.

J. J. Zmrhal developed specific programs and lessons plans that incorporated observation with hands on object learning to build industrial competencies. Dr. Jirka directly influenced the manual training curriculum in Chicago, by his appointment as Chairman of the Committee on English High and Manual Training School.

Correlations are present between the variables: Czechoslovaks and vocational education development, that lead to the conclusion of direct and tangible contributions made by the Czechoslovaks in Chicago vocational education.

Hypothesis Three posed the question:

How did Czechoslovak immigrants organize themselves to affect policy changes in the Chicago school system?

Tendencies of the settlement patterns of the Czechoslovak immigrants within Chicago support the idea that groups were formed to serve the social needs of the ethnic enclaves. The Burgess city model for a certain segment of the Czechoslovak population supports theories of urban settlement and transience, whereas a number of immigrants permanently inhabited the original immigrant communities.

The lack of changeover within parts of the population helped to establish permanent and numerous organizations that could service the demands of the Czechoslovaks. *Rovnost Ludu* and *Sloboda* newspapers called on the immigrants to become involved in decision-making processes of the Chicago administration.

The variety of ideas and memories of past experiences in Europe fostered the explosion of groups advocating ideas that once were banned and oppressed in the old the country. The immigrants used the skill of written correspondence to request materials that would augment the instruction of the Czechoslovaks. Verbal communication in the form of lectures, speeches and radio addresses were used to disseminate information and ideas.

The immigrants formed a political base that propelled Czechoslovaks into civil service. The apex of governmental ascendancy in Chicago was the election of Anton Čermák to the office of Mayor. A new form of total control of municipal agencies was the result of Čermák's unrelenting quest to serve the people that coined the idea of the "political machine."

Hypothesis Four posed the question:

To what extent did Czechoslovak immigrants have long-term institutional effects on the Chicago educational system?

Buildings that bear the names of Czechoslovaks are in existence today, leading to the supposition that future generations will question the importance and significance of the names appearing on structures. Manuscripts, records, minutes and archives show that Dr. Frank J. Jirka and Jaroslav J. Zmrhal were involved on the Board of Education at the time when the public schools were transformed into laboratories for learning practical skills. The Czechoslovaks were directly involved in the development of the manual training institutions within the Chicago public schools.

The Carter H. Harrison Technical High School built in the heart of the Czechoslovak community in Chicago was the largest technical high school in Chicago when it was built in 1912. The school had the most advanced machinery and labs available for instruction in industrial subjects and ninety years later is still standing as a testimonial to the achievements of a minority group that came from a central European country with nothing and used the opportunities found in a new land to build a school for future generations to use.

Hypothesis Five posed the question:

How did Czechoslovak involvement in the educational system affect their integration into American society?

The complete assimilation into American society by the Czechoslovaks can be seen in the range and variance of professions and occupations realized by the members of this minority immigrant group. The level of achievement within the social structure of the host country has included: judiciary appointments, governor, mayor, Board members,

respected business leaders and educators. One strong indicator of integration of a subculture is the lack of ethnic prominence within present Chicago culture. The Czechoslovaks utilized the Chicago public schools to realize the American dream. Board of Education members Jirka, Zmrhal, and Mayor Čermák used their control and influence to help fellow Czechoslovaks gain the skills to become involved in American society at all levels and vocations.

Recommendations

A more detailed survey of Board of Education documents and records could shed light upon the extent that Czechoslovaks were directly involved with the building of schools in Chicago. Translating Czech, Slovak and Hungarian education and technology texts could reveal methods of instruction transferable to present skill-based teaching with an infinite amount of possibilities for future development of technology conceptions. Biographies can be written, as well as detailed histories of ethnic contributions to American society by examining and locating personal documents of individuals involved with the Board of Education and City of Chicago. Recommendations for subjects of further study could include:

1. How did Dr. Frank J. Jirka develop his motivations for manual training and what direct input into the policy formulation of industrial instruction in Chicago public schools did he have?
2. To what extent did the Czechoslovaks affect the economy of Chicago and surrounding metropolitan area?
3. How did different ethnic groups work together to build agencies and institutions within Chicago?
4. How did the different immigrants influence the construction of Chicago infrastructure: such as, the lake front, city parks, museums, cultural centers, street direction and location, municipal offices and other establishments now existing in Chicago?

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OBJECTIVE

Use my skills and experience to formulate solutions, promote growth and increase knowledge.

EDUCATION

University of Chicago
Spring 2005

Graduate Student-at-Large Program
Exploring interdisciplinary studies to further personal research interests.

Eastern Illinois University
August 2004

Teacher Certification Technology Education
Type 25 Provisional Secondary Certificate

Chicago State University
December 2003

Master of Science Technology and Education
Accomplishments: Refined and improved independent research skills and continued four-year project for energy reduction, Bye, Bye Peoples Gas.

Chicago State University
June 2002

Bachelor of Science Technical and Physical Sciences
Accomplishments: Developed Entrepreneurial Encouragement program as member of Students in Free Enterprise (SIFE).

Harold Washington College
September 1998

Associate of Science w/ Honors Pre-Engineering
Accomplishments: Developed leadership skills and experience as Treasurer of Phi Theta Kappa honors Society with \$100,000/yr plus budget.

University of Illinois at Chicago
June 1986

Certificate of Completion
Accomplishments: Gained knowledge of advanced levels of reasoning in relation to problem solving.

PUBLICATIONS

“Entrepreneurial Encouragement” in *Students in Free Enterprise Annual Report* (5 April 2001): 2. Contributor, *Students in Free Enterprise Annual Report* (2 April 2003).
Contributor, *School Improvement Plan for Advancing Academic Achievement 2003-2004, Greene School. A Study of Czechoslovak Immigration and their Contributions to Vocational Education in Chicago between 1875 and 1935* (MS thesis, Chicago State University, 2003).
Contributor, *School Improvement Plan for Advancing Academic Achievement 2005-2007, Greene School.*
“Making Science Understandable, Is It Possible?” Paper presented at the Chicago Section of the American Association of Physics Teachers (Chicago, IL, 19 March 2005).
Contributor, *Architectural Drafting/Design Curriculum for Secondary Education* (Chicago Architecture Foundation, Ongoing project).

TEACHING EXPERIENCE

INSTRUCTOR

Hyde Park Academy High School (Present)

Accomplishments: Bring empirical knowledge into the Carpentry and Architectural Drafting programs in the public school system. \$60,000 equipment and supply upgrades.

GRADUATE ASSISTANT

Chicago State University (One year)

Accomplishments: Increased awareness of importance of quality research.

TEACHING ASSISTANT

Chicago State University (Two years)

Accomplishments: Manger of commercial property. Part of company that doubled income every year and learned that project management is an experienced skill.

Entrepreneurial Encouragement Program: 2000-2001

John Kugler, Students in Free Enterprise Scholar, Regional Champion May 2001
Gabriel Ohikhuare, Sam Walton Fellow, Advisor

The Entrepreneurial Encouragement program is a vehicle by which information is shared about the many opportunities for occupational independence that exist in the fields associated with vocational studies. It is a program designed to open the minds of inner city youth to the opportunities that await them in their communities and around the world. The SIFE team presented the EE program to the predominantly Hispanic vocational students of Kelly High School located on the south side of Chicago. We focused on encouraging discussion and exploration of the many opportunities that exist within the area of vocational training. We felt it was important to make a concrete link between classroom study and real world demand for skilled multicultural, multilingual artisans, who will be able to design, build, repair, and maintain our infrastructures in the years to come.

Project Abstract: Bye-Bye Peoples Gas: May 23, 2001

John Kugler, Chicago State University, Industrial Technology
Technical Problems in Power, Edward J. Reinhart Ph.D., Instructor

The project is a long-term observation and experiment of energy reduction. The raw data of past and present natural gas bills, living arrangements, the design of the apartment, how many people occupy the apartment, the analysis to determine what measures are needed for reducing gas consumption, the actual comfort of the apartment before and after, actions taken, the costs of implementing project, and future plans. The project is presented in a report format with sources, lists, graphs, and includes personal thoughts and feelings about efforts to reduce power consumption. Comparison of January 2000 therm usage to January 2002 therm usage: gas usage is down **84%**.

Project Abstract: The Beauty Of Plumbing: June 11, 2001

John Kugler, Chicago State University, Industrial Technology
Technical Problems in Metals, Edward J. Reinhart Ph.D., Instructor

The project is the replacement of hot water feed pipes that supply a riser for three bathrooms in an apartment building. These apartments are occupied, so the project must be done in a timely and safe manner. In addition to the hot water feeds various pipe repairs and a shut off valve will be added to isolate the riser for future repairs. The project will include: inspection of the existing system, formulation of material, job process, and tool lists, job preparation, cost data, material gathering, recycling of materials, shut down of water system, removal of pipes, installation of new piping (including cutting, reaming, and threading of galvanized pipe), turning on water supply, testing system, checking apartment units for proper water flow, and cleanup. The project will be presented in a report format; including photos, lists, and job summary. Work will be done when water shut down will cause the least inconvenience to the tenants, with the permission of the landlord, and the at lowest expense to both the people of the building and the environment.

Masters Thesis: Infrastructure Development of Chicago Public Schools: November 2003

John Kugler, Chicago State University, Technology and Education
Dr. Joseph Rathnau and Dr. Irma Langston, Thesis Advisors

The objective of the thesis was to convey data to understand, to what extent did Czechoslovak immigrants influence vocational education in the Chicago public school system and in turn, how the immigrants changed as the result of their participation within the public school system of Chicago. Information is presented to investigate links between the Czechoslovak immigrants, the city of Chicago, vocational education, and the public school system. Reports, letters, archival documents, and histories are put forth in an attempt to uncover correlations between the variables: public schools, immigrants, and host society. The findings correlate with the idea that an exchange of values between the variables takes place, in some cases hindering improvement and creating stress on the environment, but the overall result of interaction between the variables encourages progress and growth.

CERTIFICATIONS

Technology Education Teacher, Illinois State Board Of Education

Judge of Election, City Of Chicago

Local School Council Member

Stratford Career Institute Home Inspector Certificate

Education Direct Plumber Diploma

Ward Flex Installation Certification

Castrol Basic Lubrication Technology And Maintenance Concepts Seminar

AIB Food Safety/Hygiene Certification

Certified Students In Free Enterprise (SIFE) Scholar

AWARDS

Construction Education Foundation Scholarship, Associated Builders And Contractors

Phi Theta Kappa Scholarship For Honors Institute, Washington, D.C.

Arthur F. Quern Technology Grant

2001 SIFE Regional Champion

PTK Regional Chapter Officer Award

FY05 Enhancement Grant 2005

LICENSES

New Maxwell Street Market License

City of Chicago Home Improvement License

State of Illinois Retail License

MEMBERSHIPS

Chicago Section of the American Association of Physics Teachers

Creative Investors Landlord Association

American Society for Quality

Technology and Education Society

International Society for Technology In Education

National Association of Industrial Technology

Society of Manufacturing Engineers

USA Triathlon Membership