

Illinois Children's Home & Aid Society

Seal Thompson

✓

William's Children's Home - 8111 Broadway

Seal - 5/10/1900



Neglected



*Cared
for!*

Revised

BETWEEN 1910 AND 1913		
1910	18	
1911	20	
1912	10	
1913	1	
	109	
	71	
	14	
	9	
	91	
	48	
	137	
	194	
	441	

*based
for*

Children on hand at end of year

Total

COMPARISON

Children on hand at beginning of year

Children received first time during year

Children of previous year returned

Total number of children enrolled

Of the above number there were

Enrolled during year

Returned a second time

Returned a third time

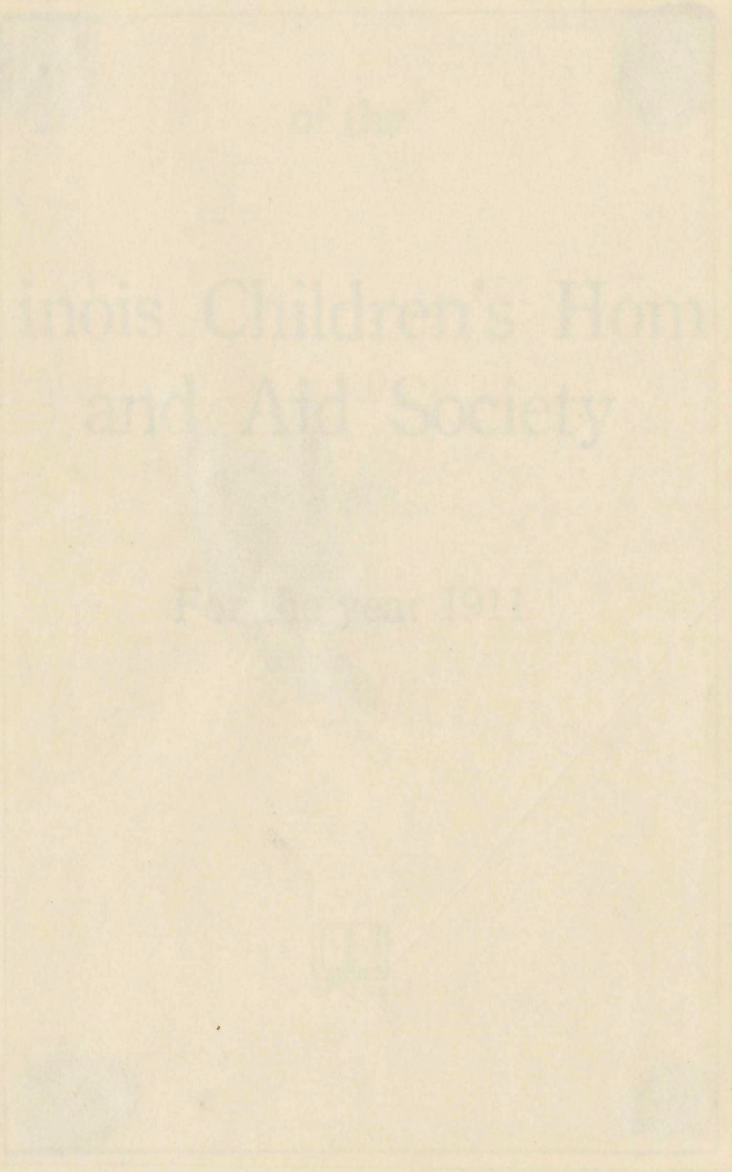
Total enrolled during year

Children placed in home first time

Children of previous year returned



Different Now!
"We have a real home!"



Report of the
We have a great future

R E P O R T O N
T H E
ILLINOIS CHILDREN'S HOME AND AID SOCIETY

As President Hyde was leaving his office in Bowdoin College a few years ago one of his seniors met him at the door and asked permission to walk across the campus with him. After some hesitation, the young man said, "President Hyde, I want to know why it is that I have lived here in Bowdoin for four years without having made the slightest appreciable impression upon my environment. I am beginning to wonder if that ^{Why am I a failure?"} is to be my life record." President Hyde looked him squarely in the face and replied, "Young man, you're a failure because you don't know your facts. You must know the facts of Christ's life and then you must know the facts of the life around you. When you square these two by your own endeavor you will be a success, and not till then".

The practical sociologist,----perhaps redundancy lurks in that phrase,---must first learn the facts of Christ's life; he must then learn the facts of the life around him. From these two sets of facts, if he be earnest, will shape up a vision for his own endeavor. That is the first step that is the stage of dreams; that is the music-making era of life. The next step is harder but more important, for, according to modern psychology, unless those dreams are translated into action, they are fatal. With action, comes conflict, defeat, discouragement. There is therefore one further step

REPORT ON
THE
ILLINOIS CHILDREN'S HOME AND AID SOCIETY

An President Hyde was leaving his office in New York
College a few years ago one of his assistants met him at the
door and asked permission to show him the building with
him. After some hesitation, the young man said, "President
Hyde, I want to know why it is that I have lived here in New-
York for four years without having made the slightest at-
temptable impression upon my environment. I am beginning to
wonder if that is to be my life record." President Hyde
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in that phrase,---must first learn the facts of Christ's life;
he must then learn the facts of the life around him. From
these two sets of facts, if he is earnest, will come up
vision for his own endeavor. That is the first step
in the study of life; that is the basic-antecedent of life.
The student in school must have important, for, according
to modern psychology, unless these elements are integrated
into action, they are lost. With action, comes the
element, character. There is character and the student

for the individual who works with and for humanity,--he must keep, his mind on the ultimate result. He must keep in mind the large accomplishment of which the daily task is a wee part. In the phrase of that great stylist of our New Testament: "He must endure as seeing (that) which is invisible". In the long, hard years of dreary wandering, in the face of the repeated apostasy of his people, what kept Moses at his task? He had a vision of an Israel consecrated to the service of Yahveh; he "endured as seeing that which is invisible". Through criticism and persecution and imprisonment and dour weeks and years, what kept the sensitive and highly-strung Paul at his task? He saw a world converted to Christ; "he endured as seeing that which is invisible". "How can you be patient with that child," I said to one of the workers at the Settlement in Philadelphia. "I keep in mind a picture of her as I want her to be ten years from now", she replied; "she endured as seeing that which is invisible".

This program: of Knowledge of facts; Vision; Intelligent Action; Faith, is invincible. The materials and opportunity are all ours. In the words of Mr. Markham, read at the organization of the Wisconsin Social Service Society:

"We men of earth have here the stuff
Of Paradise. We have enough!
We need no other things to build
The stairway to the unfulfilled,---
No other ivory for the doors,
No other marble for the floors;
No other cedar for the beam
And dome of man's immortal dream.
Here on the path of every day,

Here on the common human way,
Is all the busy gods would take
To build a Heaven, to mould and make
New Edens. Ours the stuff sublime
To build eternity in time.

If we "endure," the invisible gradually will come over into
the realm of the visible. Service must be based on knowl-
edge of the facts; it must be constant; courage must be un-
faltering. Then things will happen.

This theory has been tried out. Its pragmatic value
stands vindicated in the history of the following
thirty-three organizations of Cook County, Illinois, the objects of which may
be summarized in this phrase: THE PROPAGANDA OF CHILD CARE.

1. Amanda Smith Home for Children.
2. Bohemian Old People's Home and Orphan Asylum.
3. Central Baptist Orphanage.
4. Chicago Foundlings Home.
5. Chicago Home for the Friendless.
6. Chicago Industrial School for Girls.
7. Chicago Refuge for Girls.
8. Cook County Juvenile Detention Home.
9. Cook County Kinderheim.
10. Evangelical Lutheran Home Finding Society of Illinois.
11. Frances Juvenile Home.
12. Glenwood Manual Training School for Boys.
13. Home for Colored Girls.
14. Home for Jewish Friendless.
15. House of the Good Shepherd.
- 16. Illinois Childrens' Home and Aid Society.
17. Illinois Industrial School for Girls.
18. Illinois Technical School for Colored Girls.
19. Jewish Home Finding Society.
20. John Worthy School for Boys.
21. Katherine Kasper Industrial School for Girls.
22. Kettler Manual Training School for Boys.
23. Louise Home for Colored Children.
24. Parental School.
25. Polish Manual Training School for Boys.

Here on the common human way,
Is all the way that would take
To build a Heaven, so good and true
New Eden. Our new world
To build a better life.

If we "rebuild" the human race gradually will come over into
the realm of the visible. Service must be based on truth-
edge of the facts; it must be consistent; it must be un-
derstanding. Then things will be done.

This theory has been tried out. Its practical value
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izations of Cook County, Illinois, the objects of which may
be summarized in this phrase: THE PROPAGANDA OF CHILD CARE.

LETTER OF TRANSMITTAL

Chicago, February 14th, 1913.

Hon. John B. Connelley,
Judge of Cook County Court.

Dear Sir:
In compliance with the order of the County Board of Health and
the Board of Public Health, I have the honor to acknowledge the receipt of
your letter of the 11th inst. and to inform you that the same has been
forwarded to the proper authorities for their consideration.

Very respectfully,
Secretary.

George H. Cook, Chairman
Board of Health, Vice Chairman
Mayor F. L. Jones
Dr. Mary E. Wilson
Miss C. E. Williams
Miss W. H. Williams

26. St. Hedwigs Industrial School for Girls.
27. St. Charles School for Boys.
28. St. Joseph Bohemian Orphanage.
29. St. Mary's Training School for Boys.
30. St. Mary's Home for Children.
31. St. Vincent Infant Asylum.
32. State Training School for Girls.
33. Working Boys Home.

The Propaganda of Child Care

This propaganda falls into two separate divisions:

- a. The Juvenile Court System
- b. The Institutional System.

"The fundamental sphere of the Court System is, first, to meet the child upon the threshold of its abnormal condition and prevent its separation from a natural home by constructive supervision, and, ^{to determine} second, [^] ~~to~~ ^{to} whose custodial care a child shall be assigned, if separation must come, and to make the legal assignment. The sphere of the institutional system is that of a guardian with all the duties, obligations and responsibilities implied therein. These two general divisions should be considered not independent of, but supplementary to, each other." These institutions, as the above list demonstrates, are numerous; their interests are fundamentally common interests in so far as they relate to

results---the betterment of child life.

The object of this paper is to present in brief form facts which will make clear ~~the~~ purpose of one of these institutions, THE ILLINOIS CHILDREN'S HOME AND AID SOCIETY. Further facts may be obtained at the office of the society,

209 South State Street

where Mr. Reynolds and his helpers are glad to present to the inquirer interesting records and "case-work" material.

Organization

The Society is incorporated under general law.

Ownership

It is owned by a Board of Managers

MAINTENANCE

It is maintained by county and private funds. ^{funds} County ^{are} paid per diem by the County for all children committed to them by the Court. They receive (figures for 1911 which I think are still correct; however, they have not recently been verified) \$15.00 per month from the County for each girl received through court, and \$10.00 per month for each boy so received. Such payments continue while the child is in the Institution. I have before me the books for 1911, when ~~the~~ sum so received amounted to \$3,514.40, the uneven amount being due, of course, to the fact that many children remain ~~a~~ fractional months.

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NOT BORN BEING BORN

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institution. I have found that in 1911, when the

and so received from the County \$15.00 per month

and so, of course, the total cost of the institution

a fractional month.

Plan

The work of the Society is conducted on the so-called "Cottage Plan", the principle of which is to make arrangements by which children may live as nearly as possible in the atmosphere of the family life. It is, as many of us believe, an improvement on the old so-called "Congregate" plan, in which children live in large groups. This is in some cases inevitable and relieves a situation which otherwise would go unameliorated, but it does not so nearly approach the ideal as does the "cottage" plan".

Carrying out the same principle and as a further antidote to institutionalism, the Children's Home and Aid Society has come by a plan which has worked admirably. The directors recognize that the care of homeless adolescent boys and girls, and of other children whose homes are such that new homes should be provided, should be such as to save them from delinquency and institutional experiences wherever possible. To this end the society is equipped with a Director, an Big Brother, a Big Sister and a special Big Sister for the colored boys and girls. The Big Brother has to his credit the reformation of "scores" (I use this word advisedly) of boys "where the temptation and human struggles of his little brothers have been as bitter and as genuine as those of Hugo's Jean Valjean."

The Big Sister has for five years been the teacher

Plan

The work of the Society is conducted on the so-called "Cottage Plan", the principle of which is to make arrangements for which children may live as nearly as possible in the atmosphere of the family life. It is, as a matter of fact, an improvement on the old so-called "Cottage Plan", in which children live in large groups. This is in some cases inevitable and requires a different kind of supervision. It is, however, not so nearly as it is often supposed. The ideal is the "Cottage Plan".

Carrying out the same principle and as a further antidote to Institutionalism, the Children's Home and Aid Society has come by a plan which has worked admirably. The directors recognize that the care of homeless adolescent boys and girls, and of other children whose homes are such that new homes should be provided, should be such as to have them from delinquency and institutional experiences. To this end the society is equipped with a Director, a Big Brother, a Big Sister and a special Big Sister for the colored boys and girls. The Big Brother has to his credit the reputation of "Cottages". (I am sure you are familiar with the "Cottages" and the "Cottages" and the "Cottages" of his Little Brothers, have been his Little Sister and the "Cottages" as those of Little Sister.

and the confidant of hundreds of girls who have been sheltered in the Juvenile Detention Home. "In many cases she has found places for these girls to work and has been such a friend that when out of work or in need of advice they have knocked at the bolted doors of the Detention Home in order to clasp the hand and look into the eyes of the Big Sister whom they trust more than any other person in the world".

(I wish I had time and space to insert here some incidents from the experience of these workers).

Class of children Handled by the Society

Dependent boys and girls.

Number Annually Handled

This of course varies. The report attached represents a fair average:

STATISTICS OF PLACING OUT DEPARTMENT FOR 1911.

	Boys	Girls	Totals
Children on hand at beginning of year.....	44	33	77
Children received first time during year	104	79	183
Children of previous years returned	58	51	109
Total			369
Of the above number there were			
Returned during year	42	44	86
Returned a second time	6	11	17
Returned a third time	2	3	5
Total			108
Total			477
Children placed in homes first time during year.	93	77	170
Children of previous years replaced during year.	74	67	141
Total children placed and replaced.....			311
Of the above there were replacements during			
year	13	23	36
Replaced a second time	5	4	9
Replaced a third time	1	0	1
Total			46
Grand total			357
Children returned to friends	5	8	13
Children returned to Institutions	4	3	7
Children returned to County	2	2	4
Children who have died	6	2	8
Ran away	1	0	1
Children on hand at the end of the year	52	35	87
Total-----			120
			477

Age Limits of Children

Admitted from infancy up to 18 years of age.

Regulation of Admission

From the Juvenile Court. The Juvenile Court, upon trial by a Jury of Six, commits the child to the Society to be under the exclusive custody of the Society, and to be discharged from the institutions of the society in accordance with the rules thereof. Unless the Court sees fit to make proper showing to demand the discharge of a child, the institution must take the authority of placing the child out, as well as the responsibility of efficient supervision.

The following meagre facts are gleaned

Causes of Dependency

The great need for a more careful gathering of facts in this connection is recognized and emphasized by the Society and I act only as a repeater in calling attention to it as a "crying need". Service must be unintelligent and subject to great blunders all along the line until funds are furnished for the gathering of data. Meantime, these meagre facts are gleaned from the statements given to the Society by the Juvenile Courts committing dependent children to the Society: They are, of necessity, as the Director of the Society himself says, merely "apologies for statistics":

Age Limits of Children

Admitted from infancy up to 18 years of age.

Exclusion of Children

From the Juvenile Court, when found

by a jury of six, to be the child of a

parent who is an habitual drunkard, and to be

admitted to the institution of the society in accordance with

the rules thereof. Unless the court shall be

showing to demand the discharge of a child, the institution

must take the authority of placing the child out, as well as

the responsibility of efficient supervision.

It is the duty of the court to

Character of Dependence

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Juvenile Court and other agencies and given to the society.

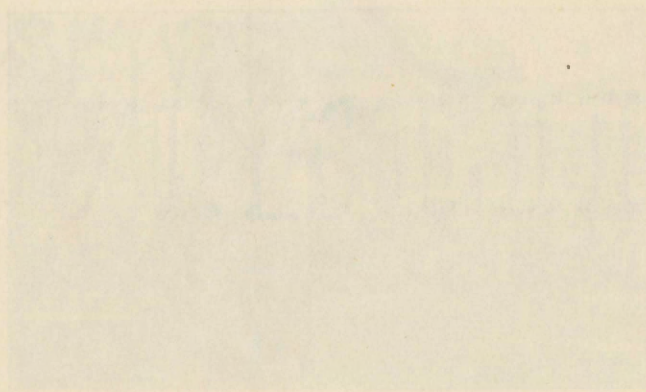
They are, of course, at the disposal of the society and

will be used in the most efficient manner.

Children.

Full Orphans	13
Father dead, mother unfit:	
Adultery	5
Abandoned	1
Depravity	5
Mother dead, father unfit:	
Abandoned	5
Desertion	3
Depravity	3
Father dead, mother consents:	
No reason given	9
Poverty	10
Sickness	3
Insanity	1
Mother dead, father consents:	
No reason given	4
Sickness	4
Poverty	1
Cripple	4
Father deserted, mother insane.....	4
Illegitimate, mother deserted	5
Illegitimate, mother consents	43
Illegitimate, mother insane	3
Insanity of father	1
Unfitness of parents, father and mother:	
Adultery	2
Drunkard	3
Abandoned	8
Depravity	10
Divorce, mother consents.....	9
Father deserted, mother consents:	
Poverty	5
Blindness	1
Sickness	1
Request of father, depravity of mother.....	3
Separation, mother consents	1
Mother consents, second husband objects to child.....	1
Unclassified	11
Total	182

THE MAY A. JACO INDUSTRIAL SCHOOL
The first building of the Society in the way of providing
for the education of the children of the poor, and the
first of a series of buildings for the education of the
poor, was the May A. Jaco Industrial School, the
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Placing Out and Supervision

The first work of the Society is to find foster homes,--permanent homes in good families,---for those children who are the legal wards of the Society. There are homes a-plenty in this great prosperous State where warm welcome awaits the poor deserted waif; there,are, on the other hand, hundreds of orphans, or, worse, children whose parents and relatives are hopelessly immoral and unfit to act as their custodians. The work of the Society is to make the connection between these two.

Here again, I have a critique to record: I simply echo it from the lips of the earnest workers in the Society. There is no ~~no~~ adequate investigation of homes or of the welfare of the child after it is placed. Accurate and complete statements of the results of the care of dependent children in free foster homes is almost unattainable. The Society is in the van in this movement and, merely as a beginning, has collected some brief and inadequate statement of results. The County Board of Visitors has drawn up useful blanks for all societies engaged in this work, copies of which I append. Child-placing cannot, of course, be standardized until such records are accurately kept and until the parents in the foster homes know that they are kept and that investigation will be systematic and complete. It requires clerical work, time, traveling expense, expert service, which is saying that it requires MONEY.

Placing Out and Re-Admission

The first work of the Society is to find foster homes,--for--
 and secondly is to find foster homes,--for-- those children who are
 in need of homes. There are homes a-plenty
 in this great metropolitan State where warm welcome awaits the
 poor deserted child; where, on the other hand, hundreds of
 orphans, or, worse, children whose parents and relatives
 are hopelessly immoral and unfit to act as their custodians.
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 be standardized until such records are accurately kept and
 until the purpose in the future will be to have this work
 and that investigation with the necessary and complete
 reports of child-placing, and, wherever possible, the
 plan, which is now being carried out.

NAME OF INSTITUTION.....

Application for a Child.

.....19.....

To Proper Official:—

We hereby make application to have one of the children in your charge placed in our home.

Our postoffice address is..... R. F. D. No.

in County of.....State of.....Telephone

TelegraphOur nearest railroad station is.....

on.....Railroad Interurban We live.....

miles.....ofour nearest

Railroad Station, or No.....Street. Our home consists of the following real estate

Owned } by { Husband } { Acres } { near } Town of.....
Rented } { Wife } { Property } { in }

Our home is a.....house of.....rooms. The child { will }
{ will not } occupy a room alone.

The names and ages of our children are:	(Living at home)	(Ages)
		
.....		
.....		
.....	(Away from home)	(Ages)
.....		
.....		
.....		
.....		

satisfactory standard for this important work. During the inspection of an organization, placing in society fifty-six souls, during the year 1912, the Superintendent was asked to explain the method of procedure in disposing of children committed to the institution's custody. The explanation revealed that children had been placed in Wisconsin, Michigan, Iowa, Indiana and Illinois during the year; that no written applications or definite agreement on the part of the parties taking children is necessary; these homes are investigated by correspondence in almost every case; it was impossible to determine from the records at the institution, the condition of children so placed, or the number of visits made to them, and finally the superintendent stated, "As to supervising the children by visits, I go whenever the family requests me to come and sends my railroad fare!"

In another instance it was found that an organization sending out on an average of fifty children each year, makes no adequate investigation of people applying and refuses to place a child unless the party will immediately adopt it. This is absolutely wrong and unjust. At least six months should elapse after a child's placement before adoption, and within this time competent and tireless efforts should be put forth to insure that the adoption is right from every standpoint.

Upon this most important question, this Board has made some definite recommendations to the institutions. It is gratifying to know these recommendations have received favorable consideration, and in time a much more efficient standard may be reached. These definite standards are confined to the placement of children in homes other than that of the child's own parent. As to the care and supervision to be exercised over children returned to parents, it is necessary to determine in each individual case, what this shall be. In placing children in foster homes nothing short of the following standard should be permitted by the management of any organization.

1. All applicants should be visited in their home, and a thorough investigation made in person by an authorized visitor of the institution before any child is placed in the home.

2. A written report should be made by the authorized visitor of the institution, upon all applicants investigated whether approved or rejected.

3. No child should be allowed to go to a foster home alone.

4. A visit should be made to the child by an authorized visitor not later than 60 days after placement, and at least every six months thereafter until adoption or of legal age.

5. Adoptions should not be allowed until six months have elapsed after placement.

6. Written reports should be made to the institution by the visitor of all regular visits made to children in family homes.

7. A record of all the above requirements should be a part of the child's record and permanently kept by the institution.

8. Placements should be confined to the state.

As a means of standardizing child-placing, this Board, in conjunction with a committee, appointed by the Illinois State Conference of Charities, formulated a series of blanks to be used by organizations. A supply of such blanks have been furnished all organizations included in this report, with full explanation as to their use. The following are samples of these blanks:

The other members of our household, including hired help, are.....

Age of { husband is.....
 { wife is.....

Nationality of { husband is.....
 { wife is.....

Religion of { husband is.....
 { wife is.....

Occupation of { husband is.....
 { wife is.....

School is providedfrom our residence. Church to be attended by child
is.....from our residence.

We desire a...male child about.....to.....years of age.nationality is preferred.

Our object in taking a child is

The following are the names and addresses of three reputable citizens who know us:

.....
.....
.....

(Signed)

(Applicants)

Note.—Draw lines through all but correct words in brackets.

Both husband and wife must sign application.

NAME OF INSTITUTION.....

Report of Investigator on the Application for Child.

On the.....day of....., 19....., I visited the home of.....
who are applicants for a child, for the purpose of determining whether the home is a suitable one for a
boyyears of age.
girl

The postoffice address is....., R. F. D. No.....
County of....., State of....., Telephone.....
Telegraph..... Applicants livemiles
inwhich is nearest Railroad Station. I find the home consist of
ofStreet Landing.
a.....house oncity lot
.....acre of land

(Number of rooms)
owned
rented The appearance indicates..... housekeeping and.....

.....management of affairs in and about the home. The house is {excellently
well
poorly

kept. The building indicate { thrift
fair management
slackness The barn-yard and barn are { neatly
fairly
poor

kept. Age of { husband is.....
wife is..... Nationality of { husband is.....
wife is.....

The husband does.....speak English. The wife does.....speak English.

Health of { husband is.....
 { wife is.....

Education of { husband is.....
 { wife is.....

General character and reputation of { husband.....
wife.....

The ability, temperament and fitness to assume
the responsibilities of a foster parent of.....

{	husband.....
	wife

Religion of { husband is
 wife is.....

Occupation of { Husband is.....
 wife is.....

School is.....from the residence. Church isfrom the residence

Income of husband I find the arrangement of the interior of the house as to sleeping rooms, etc.
as follows:

The following are the names and ages and characteristics of children living at home.....

and other members of the household, including hired help, are.....

The child desired is amale aboutyears of age and of.....nationality.

A child of.....religion is preferred.

After this careful examination by me personally made, I certify that the applicants have a good home and are the proper persons to have the care, training and education of a child. I further certify that they are temperate and will properly provide for a child and will otherwise execute all duties required. They would probably want a child to love, educate, board, work.

(Signed).....

I do.....approve this home for a child.

Investigator.

(REPORT OF VISIT TO CHILD IN FAMILY HOME).

Date of visit: 19.....

Report of.....

Placed with.....

a....., residing.....miles.....

of.....County.....

State.....

P. O.....R. F. D.....

The members of household are.....

Literature in the home.....

Age of child.....Date placed.....

Health.....

Clothing

Has attended school.....

Is making.....progress in school. Is in.....grade

Does }attend church and Sunday school
Does not }

Employment.....

Industrious.....

Conduct.....

Is..... liked

Is.....contented

Does not } sleep alone
Does }

In my opinion it is a.....home

(Signed).....Visitor.

THE
LIBRARY OF THE
UNITED STATES DEPARTMENT OF AGRICULTURE
WASHINGTON, D. C.
1911



Mary A. Judy
Industrial School.

The first necessity is of course to place the child. That is the big thing and must be done first. By the time that is accomplished, twenty more are waiting to be placed, each calling for equal urgency, each meaning ^{perhaps,} ~~that~~, unless the child is taken up that day from its environment, ~~that~~ serious physical and moral horrors will result. So the "daily round" goes on. Until more workers and funds are made available, scientific records cannot be kept. That is part of the Vision, however, and it will come to pass.

The Society ~~approximated~~ ^{found} in the last rough attempt at following up cases, ^{that approximately} 74 per cent. of those placed ~~are~~ ^{were} doing distinctly well; 6 per cent. ^{were} doing distinctly badly; 20 per cent. ^{were} ~~not~~ distinctly determined toward good or ill.

Number in foster homes

1254.

Religion

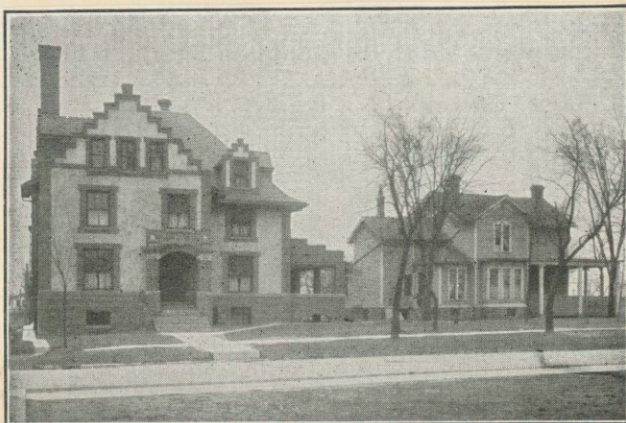
The Society is non-sectarian.

Supplementary Work

I The Mary A. Judy Industrial School for Girls. This latest undertaking of the Society in the way of providing Home life and training ~~for~~ those of the "older" girls who require it, instead of placement in families, is in operation. The number of different girls cared for in 1911 was 17



The Du Quoin Children's Home



Evanston Children's
Home

II HOMES. Two children's homes,---the Du Quoin and the Evanston,---
 ---sup supplement the placement work, They serve as temporary
 homes, while the foster homes are being sought and inves-
 tigated. They also serve as training schools. The chil-
 dren, naturally, do not remain long enough for systematic
 training. That is not the field of the Society. It must
 be incidental. The homes do, however, serve that educa-
 tional purpose.

III THE AID DEPARTMENTMENT.

The object of this Department is to do for children having
 fathers or mothers in straitened circumstances what the
 Placing-Out Department does for children who have lost
 their parents. In interims where fathers and mothers
 are unable to look after the child, the Aid Department
 finds for it a temporary home, on terms suitable to the
 parents' limited means. This is an important and vital
 service to the child and to the parent, "since it has
 proved in many cases the effective intervention between
 hope and despair!" The Department has two tasks:

1. To find "boarding" places for the children
2. To secure employment in families for mothers who
 must make their own way and who cannot bear to
 be separated from their one remaining inter-
 est in life----their children.

In one year, this Department has given office advice to
 102 boys and girls; has visited 90 boys and girls in their homes

IX. HOMES. Two children's homes,--the De Quette and the Brantford--supplement the placement work. They serve as temporary homes, while the family home is being sought and investigated. They also serve as training schools. The children, naturally, do not remain long in these homes, but are being trained. That is not the field of the Society. It must be incidental. The homes do, however, serve that educational purpose.

X. THE AID DEPARTMENT.

The object of this Department is to do for children having fathers or mothers in distressed circumstances what the Placing-Out Department does for children who have lost their parents. In instances where fathers and mothers are unable to look after the child, the Aid Department finds for it a temporary home, on terms suitable to the parents' limited means. This is an important and vital service to the child and to the parent, "since it has proved to many cases the effective intervention between hope and despair." The Department has two tasks:

1. To find "boarding" places for the children.
 2. To secure employment in families for the children.
- Most cases arise out of the war and the consequent economic conditions. The children are often in a state of distress and need immediate help. The Department is organized to meet these needs and to provide a stable home for the children until they can be placed in a permanent family.

has found work for 142 mothers, accompanied by children;
has found board for 258 children. Is not this the Master's
work?

This survey gives only a glimpse of the work of the
Society. I wish I had the time and space to give names
and particular episodes. The cold facts and figures, ^{how} however,
testify that "The Cry of the Children" has been heeded.
The children are the glory of our national Garden. Gradu-
ally we are learning that other things can wait a bit,
if need be, but that ^{the} Garden must be weeded and worked NOW.
Making a Garden is "a man's job" but it brings a "man's
reward".

"Our country is a Garden that is full of stately views,
Of borders, beds and shrubberies and lawns and
avenues,
With statues on the terraces and peacocks strutting by,
But the Glory of the Garden lies in more than
meets the eye.

For where the old thick laurels grow, along the
thin red wall,
You'll find the tool-board and petting-sheds which have
the heart of all.
The cold frames and the hot-houses, the dung-
pits and the tanks
The rollers, carts and drain-pipes, with the barrows
and the planks.

And there you'll see the gardeners, the men
and 'prentice boys
Told off to do as they are bid and do it without
noise;

has found work for 143 mothers, accompanied by children;
has found work for 255 children. Is not this the Master's
work?

This survey gives only a glimpse of the work of the
Society. I wish I had the time and space to give names
and particular episodes. The cold facts and figures, however,
testify that "The City of the Children" has been needed.
The children are the glory of our national Garden. Gladly
and we are learning that other things can wait a little.
It need be, but that Garden must be weeded and worked NOW.
Making a Garden is "a man's job," but it brings a "man's
reward."

"Our country is a Garden that is full of safely views,
Of borders, beds and shrubberies and lawns and
avenues,
With statues on the terraces and peacocks strutting by.
But the glory of the Garden lies in more than
these the eye.

For where the old thick laurels grow, along the
thin red wall,
You'll find the cool and peeping-shade where
the heart of all
The cold fountains and the sun-baths, the
pines and the lawns
The relief, calm and sun-bathed,
and the lawns.

And there you'll find the gardeners, the men
and women,
who are the heart of the garden,
the heart of the garden.

For, except when seeds are planted and we shout to scare
the birds,
The Glory of the Garden it abideth not in words.

And some can pot begonias and some can bud a rose,
And some are hardly fit to trust with anything that grows;
But they can roll and trim the lawns and sift the sand
and loam,
For the Glory of the Garden occupieth all who come.

There's not a pair of legs so thin, there's not a head
so thick,
There's not a hand so weak and white, not yet a heart
so sick,
But it can find some needful job that's crying to be done,
For the Glory of the Garden glorifieth every one.

Then seek your job with thankfulness and work till fur-
ther orders,
If it's only netting strawberries or killing slugs on
borders;
And when your back stops aching and your hands begin to
harden,
You will find yourself a partner in the Glory of the
Garden.

Oh, Adam was a gardener, and God who made him sees
That half a proper gardener's work is done upon his
 knees,
So when your work is finished, you can wash your hands
 and pray,
For the Glory of the garden, that it may not pass away!
And the Glory of the garden it shall never pass away!

-Kipling-

For, except when weeds are planted and we think to reap
The glory of the garden is hidden not in words.

And some are hardy to the point of dying, but some are not
And some are hardy to the point of dying, but some are not
For the glory of the garden is hidden not in words.

There's not a pair of legs so thin, there's not a hand
There's not a hand so weak and white, there's not a heart
But it can find some needed job that's crying to be done
For the glory of the garden glorieth every one.

Then seek your job with thankfulness and work till fair-
It is a only not a thing of strawberries or killing bugs on
And when your back aches and your hands begin to
You will find yourself a partner in the glory of the
Garden.

Oh, Adam was a gardener, and who made him see
That half a proper gardener's work is done when he
So when your work is finished, you can wash your hands
For the glory of the garden, that is not yours alone!
And the glory of the garden is hidden not in words!