5. Good planning of institutional buildings.

6. Extension of foster home care service by private agencies, such work to include careful supervision of children.

7. More service by private and public child-caring agencies to children whose relatives retain guardianship and contribute to their support to problem children in the incipient stages of difficulty and children eligible for free home placement after a temporary period of study and training, also more intensive work in hopeful family situations to rehabilitate the child's own home and to study the factors causing dependency.

8. Adequate provision for psychological examinations of children, for institutional care and training, for special classes in the public schools, and for visiting teacher and other educational and social service supervision in the homes for mentally defective boys and girls.

9. Adequate provision for psychiatric examination and treatment service for children both through clinics and facilities for work of juvenile judges and probation officers.

10. Safe, sanitary, wholesome dwelling places for children in Virginia, with reasonable provision for privacy, free from conditions which tend to thwart
development, and with a harmonious and enriching home environment.

11. Adequate, constructive, scientifically developed provision through public and private agencies for recreational needs of boys and girls throughout the State.

12. Adequate vocational training and guidance in the public school system and for children under care as dependents or delinquents.

13. Training which will develop social conscience and sane religious culture in the children of Virginia.

B. The "Handbook" (for the use of boards of directors, superintendents, and staffs of institutions for dependent children), publication number 170 of the Children's Bureau, United States Department of Labor. This is recognized in many respects as the most authoritative publication in this field. It stresses the same needs brought out in the "Aims", and in addition the following:

1. Closer relation between the institution and other forms of assistance; the use of central clearing bureaus.

2. Conserving the child's right to a normal home.

3. Higher standards for staff personnel.

4. Greater care regarding admissions.

5. More adequate educational program.

7. Emphasis on more adequate recording.

Further possible trends were suggested by various individual social workers. From data obtained from these sources a questionnaire was formulated. (see Appendix A). Only the child-caring institutions of the orphanage type were included to make a compact and homogeneous field of study. Questionnaires were sent to all of these, twenty-nine in number. Information was received from twenty. Follow-up letters were sent to all who did not reply, or reply fully, to the first questionnaire. Neither of the two colored institutions replied. The study is therefore based on twenty white institutions. (see Appendix B). Examples of all the trends in the questionnaire were found, and will be considered in chapters under the following headings:

A. Greater care regarding admission of children.
B. More emphasis on physical and mental development.
C. Changes in religious and moral training.
D. Closer relation between institution and family, and child and family.
E. Developments in administration and housing.

DEVELOPMENT OF CHILD-CARING WORK:

During the Colonial period in Virginia, as in many of the other colonies, the indenture system was a prevalent method of providing for dependent children. This was a business arrangement whereby the child was required to work for some person, or
family, and thus have a home for himself, and perhaps later be self-supporting. Usually at the age of twenty-one he received a certain amount of money, an outfit, and was commonly helped to establish himself in a job. Besides this method of relief, almshouse care was prevalent as a provision for dependent children. Next to these two forms of protection, the institution was first in charitable work for children in America.

The earliest institution in this country for dependent children was an orphanage in New Orleans established by Louis XV in 1729 in connection with the Ursuline Convent. Its purpose was to care for children orphaned through the Indian Massacres. In 1740 the Bethesda Orphan Home for needy boys was founded in Savannah Georgia by Rev. George Whitefield. After this the establishment of institutions for dependent children grew rapidly. The chief concern back of this early work was the provision of religious and educational training at that time unavailable to the masses of the population, and particularly inaccessible to the very poor. The orphanage was a step forward in the protection of dependent children. Certainly it was an improvement over almshouse care, so widely used at that time. The evils of such care were soon realized, and as a result, countless numbers of children were shifted to the new institutions. They greatly aided in rescuing the child from not only the almshouse, but also from the jails.

In 1801 an orphanage was founded in Charleston, South Carolina. The Richmond male orphanage in Virginia was another ou-
standing early established institution; this was founded in 1844. The Civil War greatly increased the number of dependent children. The year 1853 was marked by another development in the work for child-protection. This was the establishment of the New York Children's Aid Society. Since that time there has been a rapid increase in children's aid activities, and in the development of the placing-out system. Previous to this, such institutions and apprenticeship were almost the only means of providing for the care of dependent children. With the growth of social work for the prevention of dependency, the relief of destitute families, and the protection and care of dependent and neglected children, institutional care has become only one of many forms of child-welfare work. By 1929 there were 150,000 children in 1500 institutions, with a combined personnel of 14,000 workers. 

The institutions themselves have steadily changed in character, as adjustment in their organization became necessary in order to meet different needs and new standards as they developed. Various changes in the social and economic life of the country such as employees' compensation work, and public aid to children in their own homes, have lessened the need for institutional care. As a result of this reduction, it has been possible in many instances for institutions to devote themselves to specialized activities.

(1) Reeder, R. R. - "The Place of Children's Institutions" - The Survey, Jan. 15, 1929 p. 482
The children's institution is "a child caring organization whose principal function is to provide, in its own buildings, board and care for its wards, and which usually possesses considerable property and equipment for this service". (1)

There are three principal types of assistance for dependent children: aid to dependent families; placement in foster homes; and institutional care. It was formerly a generally accepted opinion that the institution would always be needed for the care of subnormal and handicapped children. Today, the trend seems to be in the opposite direction toward a growing belief that the subnormal and handicapped children are in the greatest need of individualized care in family homes. Institutional care may be best for those children who cannot adjust to foster home life. One advantage of life in an institution is the possibility of keeping together family groups of children. Other advantages are seen in the value of group training for the child, and in the greater ease of control of school attendance. By means of case work it can be determined just which type of child does need, and will adjust to, institutional care. Thorough investigation before receiving a child should be a fundamental principle of every institution. Cooperation with other agencies which may be interested in the child or family is important in working out the best plan for the child's care. Another urgent

(1) Williamson, Margareta - The Social Worker in Child Care and Protection, p. 10
need for every institution is the maintenance of community contacts for the child, and a close relationship with the child's family. It is essential for the best type of care that continual effort be made toward re-establishment of the child in his own home, where this can be done with due regard to his welfare, and, failing this, that placement in a foster-home under desirable conditions be sought for those children who are better off in family surroundings.

Institutions for the care of dependent children still have an outstanding place in the general child welfare program. There is strong sentiment back of them. However, they do not monopolize charitable care for children, as they did only about fifty years ago. They will presumably have an important place in the child welfare field for a long time. As R. R. Reeder points out in "The Place of Children's Institutions", the institution for children grew up along with the little red school house, but it will not so decline, for it is here to stay. (1)

Through more than two centuries, children's institutions have been a state of public consciousness. Men of wealth who desire visible expression of their love for children, or in some cases mere perpetuation of their name, cherish the institution. As a means of caring for dependent children it is also frequently favored in Church denominations, fraternal orders, states, counties, cities, and by individuals. There is every probability that these institutions will continue to be built through such means, for some time, at least, in spite of urgent

(1) The Survey, Jan. 15, 1929, p. 482
representation on the other side such as that shown in J. Prentice Murphy's "Crazy About Families" in the Survey of June 15, 1929, which reveals the extent to which changing social conditions have rendered practically unnecessary new institutions for dependent children of the Ellis College, Philadelphia, type. Those who have given the subject careful thought agree that the home, whether natural or foster, is the best place for the young child. If the institution accepts a very young child, it should do so for only a short time either for special treatment, or awaiting placement. Therefore, the first limitation of the field of the institution in a general program of child welfare is that it should not undertake early long term child care at all. After infant nurture and family attachment have shaped and enriched the child's background, the institution is better warranted to enter the field of care and training of the dependent child. To decide just what the conditions are in which institutional care should be offered is a difficult social problem. "It should never be easy for young children to be shunted into institutional care without careful weighing of the pros and cons." (1)

The function of the institution must be special and selective, depending upon the circumstances of each case. According to R. R. Reeder, we have about ten times as many so called orphan asylums as are necessary to care for the orphans in America, since less than one-tenth of the inmates are orphans. Many of the wards are the innocent victims of deserting parents, easy divorce, inadequate mother's pensions, and extreme poverty and

(1) Reeder, R. R. - "The Place of Children's Institutions", The Survey, Jan. 15, 1929, p. 482
The purpose and value of an institution may be tested by the following criteria:

1. What is the institution's value in relation to the community? What real need does it fill in view of the other existing agencies, and the resources that might be made available?

2. What is the institution's value in relation to the child? Will the child whom the institution serves be cared for better by this institution than by some other agency, or even better than through aid in his own home?

3. What is the institution's value in relation to the service given? What kind of help does it give to the child physically, intellectually, and morally? Is it developing the right habits of body and mind with the object of adjusting the child to his future life in the community? (1)

WHAT FOSTER CARE SHOULD PROVIDE

"Every child has a right to a home and that love and security which home provides, and for that child who must receive foster care, the nearest substitute for his own home." (2)

In a study of what foster care should give, the following factors are suggested: Security, family life; proper food, adequate shelter; comfortable clothing; health; education; vocational training; recreation; community life; and moral and religious training. (3) The child should have a chance to live

---

(2) Standards For Institutions Caring for Dependent Children, (Child Welfare League of Am. P. 5.)
in a normal group, not crushed by members. He should be allowed to develop an attachment, and a sense of responsibility for others.

**DEVELOPMENT OF MOTHER’S AID**

The so-called mother’s pension system, i. e. the maintenance of children in their own homes by means of public funds, began in 1911. At present the majority of states have laws authorizing such aid. It is, however, a comparatively recent development, the importance of which public and private agencies alike have recognized. More and more, it is being realized that the child’s best development can only be in his natural environment - the home. Poverty, alone, should not be a sufficient reason for breaking up a normal household. The mother should have every help and encouragement to meet her responsibility of giving the child the best possible care. In numerous cases this help would consist largely of an adequate allowance for the family support. The encouragement, which should accompany this help, can best be given by a trained social worker who studies the home conditions of a family needing such help, and can plan for the best and wisest use of this assistance.

With the trend toward the development of mother’s aid, prosperous institutions have a smaller number of children to care for and can give more intensive service. An argument often given against mother’s aid is that the physical care provided for children in the institution is frequently superior to that received in their own homes, e. g. regular hours of sleep and meals,
nourishing food, better habits of personal hygiene, and good clothing. This is an argument not for doing away with mother’s aid but for establishing better standards in its work. Moreover for all children, and for the younger ones especially, the personal love and individual attention which they can receive in homes of their own would count for more than any amount of material attention. The close ties of family life are an essential factor in every child’s normal development. These are often weakened under institutional care.

In the twenty institutions included in this study only two reported that mothers aid was given through the institution; these two being the Virginia Conference Orphanage, Richmond, Virginia, and the Baptist Orphanage, Salem. Both of these institutions were founded and are maintained under religious auspices. The heads of both are broad-minded, and other modern trends besides this one of mother’s aid are prominent in the work of the institutions.

At the Virginia Conference Orphanage, the program of mother’s aid began in 1931 with a fund of less than one-thousand dollars. The circumstances of each case are carefully considered by the superintendent and social worker before aid is given. Rev. G. I. McAllen, who is the Superintendent of this institution is much in favor of mother’s aid and is endeavoring to increase the amount of this fund, to between five and six thousand dollars.

On November 1, 1929, by a special request of the superintendent, Mr. R. F. Hough, to the board, a mother’s aid program was initiated at the Baptist Orphanage. Since then, about three
thousand dollars have been spent annually. This help is given a mother if she is capable of caring for her child with the proper financial aid and supervision. During 1931, forty-six children received direct benefit from this money. Mr. Hough reported that most encouraging reports were received during the year from the mothers of these children. He receives the aid of cooperating case work agencies in investigation and supervision of families.

St. Vincent's Orphanage, Roanoke, reported a lack of funds had prevented their having a mother's aid program at the present time. They regarded this, likewise, as too great a load for a private agency to carry. The Lewisport Presbyterian Institute at Big Stone Gap reported that their county (Wise) did all such work through public funds.

The Masonic Home, Richmond, feels the need of such aid. They have a waiting list of fourteen for admission, with an increasing number of applicants. Unless such a mother's aid plan is adopted it will be necessary to provide enlarged accommodations at the Home. At the same time the superintendent is convinced that separating a good and capable mother from her children is an injury to both, and is in addition an uneconomical method of caring for the situation.
CHAPTER II

GREATER CARE REGARDING ADMISSIONS

The admission policies of an institution determine what children shall be received, and naturally the type of care given is largely determined by the needs of those admitted. Formerly when a child was admitted to an institution, about the only question asked was whether or not he was an orphan. Little or no information was known about the child's own life, or that of his family. Today most institutions obtain all the information they can about the child and his environment; they then plan for his welfare accordingly.

Admission policies of the institutions differ materially. They should be determined however by three main factors:

1. The needs of the group to be served.
2. The resources of the community.
3. The type of work to be undertaken. (1)

The children admitted to an institution should be limited to the number for whom the institution is qualified both by staff and equipment to give adequate care. The length of time spent in the institution should depend on whether the child is receiving more benefit from that type of care than he could from any other available. When it appears that the institution is able to render more valuable service the admission policies should be adopted accordingly.

Seven of the twenty institutions studied reported there

had been a change in their admission policies. Right reported there had been no change, and the remaining five did not reply. (see Appendix C — Table 1)

At the Virginia Conference Orphanage boys are admitted from the ages of three to ten years, and girls from three to twelve. Exceptions are allowed in cases of temporary care. Only Methodist children from the Virginia Conference territory are received. The children are accepted on condition that they shall remain in the custody of the institution, subject to its laws and regulations; boys until they are twenty-one, and girls until they are eighteen. The orphanage has the right to return the child any time that is judged best. The admission of a child is decided by a committee composed of the superintendent, a board member, and the social worker. This committee receives reports from the local church, an outside physician, and the parents or guardian. Partial payments for the care of children received who have relatives able to pay are being worked out. Physical defectives are admitted, and also mental defectives if they have an average I. Q. The trend is toward making the admission policies more rigid now than formerly, in that the individual case determines whether the child shall be accepted for institutional care.

At the Memorial Home for Girls the admission policies are decided upon by a committee of board members and a case worker. Destitute orphan girls from three to twelve years of age are received on the condition that they remain in the custody of the
institution until they are eighteen, or longer if the board recommends. This new age limit is the result of a recent reduction. The Baptist Orphanage gives preference to full orphans. In 1929 the admission policies were changed, requiring a more strict physical and mental examination. The Lutheran Orphan Home which receives orphans and half-orphans, reported their admission policies to be more rigid now than formerly. St. Vincent's Orphanage reported a change was made in their policies once and a half years ago; they now receive male white dependents between the ages of six and twelve. The Female Orphan Society, Norfolk, which receives dependent girls has a more rigid requirement, that the children be normal with a clean health record. The Jackson-Field Episcopal Home for Girls also maintains a more rigid requirement of health and normality in their applicants now than formerly.

For those institutions having limitation in their admission policies as to territory, and faith of parents, see table 1 (Appendix C). This table also shows those institutions which receive children for temporary care.

One of the searching tests of social progress is the type of care given to children. This test includes the quality of care given children born out of wedlock. Since the majority of illegitimate children are denied normal life under the care of both a father and a mother, they often become dependent upon the public. The case working agencies and maternity homes hold a strategic position in this matter. Virginia does not have a law requiring the mother and child to remain together.
for any length of time. The mortality rate of these infants is high. When the mother is unable or wholly unwilling to keep the child, care must often be given it in an institution or a foster home.

Thirteen of the twenty institutions receive illegitimate children for care; five do not receive them, and the remaining two did not reply. (see table 1, Appendix C).

Public sentiment is rapidly changing on the matter of illegitimacy. No longer is the child stigmatized as a bastard and subject to deprivations of the fundamental rights of childhood. The trend is toward the realization of public responsibility in giving the illegitimate child a fair chance.

Another trend in admission policies is shown in less requirement of signed surrenders. Five institutions reported their admission policies called for less signed surrenders than formerly. Two institutions use surrenders only when it is deemed necessary. Another reported using signed surrender in cases where the parent wishes the child to be placed for adoption. Still another institution uses this method in some cases, for protection, but the child may be returned to the home regardless of the period stated, in other words, everything is done for the good of the child. Eight institutions reported there had been no decrease in this requirement. Three did not report. (See table 1, Appendix C).

"Court commitments are usually desirable when permanent custody of the child is assumed and when children are removed
from their own homes, temporarily or permanently, because of improper guardianship, serious neglect, or cruelty. The transfer of legal custody should only be made through court action after thorough investigation; those cases needing merely temporary care may be accepted without recourse to the courts." (1)

The institutions using court commitments are shown in table II. (Appendix C).

Court commitments have always been required in cases of immorality or other serious charges against one or both parents, at the Baptist Orphanage, Virginia Conference Orphanage and Jackson-Field Episcopal Home. When either parent is irresponsible, a court commitment is required at the Lutheran Orphan Home. This form of protection against immoral parents has been used at St. Vincent's Orphanage for one and a half years. At the Female Orphan Society, Norfolk, the children were formerly placed by the court without a commitment. It was soon found, however, that this saved "wrangling" between the court, institution, and parents. The other institutions using court commitments did not report in what cases it was employed.

INVESTIGATION BY TRAINED WORKER

The realization that each child has different needs, and should have individual study and attention to determine the nature of these needs was early shown in the work of Charles W. Birtwell who began his service with the Boston Children's Aid

Today, it is increasingly realized that every child should have study and attention. One way in which this can be accomplished is through the requirement of thorough investigation by a trained social worker before definite plans for the child's welfare are made. This is especially necessary before removing the child from his home. Community pressure often causes haste in the child's removal; this is most unfortunate and should not be allowed. The investigations in former years were concerned mostly with whether the families were "worthy" or "unworthy"; today the investigation is thorough and intensive in every family. This part of the institution program may be compared to a picture puzzle; as each piece is added, the whole becomes more clear. Likewise, the more thorough the investigation is, the more adequate will be the plans for the child's welfare.

The importance of a proper investigation by a trained worker may be illustrated by pointing out the fact that there are many thousands in institutions at the present time who should never have been sent there. In many parts of the country it seems that a careful social investigation before admission is the exception rather than the rule.

Careful and complete investigations can best be made by a trained social worker, whose equipment should include an acquaintance with the social agencies and forms of assistance available in the community. She should be able to secure a knowledge of the child's background, including not only the child's own life, but his immediate family and other relatives and friends. The

---

(1) Reeder, R. R. - "The Place of Children's Institutions". The Survey, Jan. 15, 1929, p. 462
(2) Thurston, Henry W., "The Dependent Child".
social worker is then able to make careful plans for the child. Possibilities of providing for the child in his own home or with relatives is first considered. If this cannot be done, and if the child is not eligible to receive institutional care, according to the standards of the particular institution, then the social worker should refer him to another more suitable agency.

Investigations by trained social workers are required by nine of the twenty institutions studied. (see table II, Appendix C). The work in four of these is done by social workers in a nearby child-placing agency.

At the Baptist Orphanage a full time case worker has been employed for the last three and a half years. She has had special training in a professional school. During the year 1931 this worker made 303 personal visits, and consulted 588 sources of information. The eighty-one families whose homes were investigated involved 255 children, of this number forty-seven have been accepted for care.

St. Vincent's Orphanage has a part time, professionally trained worker, who has been employed one and a half years. St. Joseph's Villa had a part time social worker since September 1930, and is having a full time worker since November 1931; both of these are professionally trained. Hughes Memorial School has employed a part time social worker for five and a half years. This worker is not professionally trained, but has gained experience by visiting other institutions and working with their case workers. The Virginia Conference Orphanage
has employed a full time social worker for two and a half years; she is a college graduate and has had some professional training. In four of the nine institutions, who do not employ a social worker, the investigation is carried on by the superintendent. Two of them have had professional training.

**REQUIREMENT OF EXAMINATIONS**

The importance of a thorough-going health program in the institution cannot be over-emphasized. The percentage of physical defects in dependent children is usually high. In one institution outside the state, caring for 218 children, an examination was made of each child, and only thirty-one were found to be without physical defects.\(^{(1)}\) The hazards of infection and contagion are more prevalent in the institution. For these reasons the importance of physical examinations when the child is admitted is more and more realized because of the need of protecting the other children. Another purpose of this examination is to discover defects and illnesses in the child that need correction and cure. This requires a systematic follow-up after the child is admitted in order to remedy the defects and to give any necessary preventative treatments in the way of immunizations.

The health factor was stressed very little in the institutions of former days. If the child appeared normal, it was more or less taken for granted that he was normal, and often it was not until the child actually became ill that any medical attention was given to him. Today, the trend is that the health work in institutions be organized more with the view of maintain-

---

\(^{(1)}\) Cooper, John M., "Children's Institutions", p. 24
ing positive health, since prevention is more important than
cure. The institution is almost obligated to compensate for
early neglect of the child in cases of mal-nourishment, and
handicapped conditions. This obligation can well be met by:

1. A thorough physical and mental examination prior to
   admission.

2. Carrying out recommendations based on the examinations.

3. An organized regime for the physical and mental health
   of each child.

4. Careful keeping of medical records.

5. Routine health examinations every six months by the
   staff physician and routine examinations by specialists.

6. A weekly report by the nurse to the superintendent of
   the physical condition of each child.\(^1\)

All of the institutions reported the requirement of medical
examinations before admission. Seven have required this since
the institution was founded. The length of time this has been
required in the others ranges from one and a half years to twenty-
five years.

During 1931 the Baptist Orphanage held a clinic in its in-
firmary. The tonsils and adenoids of forty-two children were re-
moved, at a minimum cost. The orphanage's dentist is reported
most thorough in caring for the teeth of the children. Special
treatment for under-nourished children is given. An attempt is

\(^{(1)}\) The "Handbook," Children's Bureau Publication, 170, p. 44.
being made to establish first aid equipment in all the buildings. Training in health habits has been greatly improved, especially since the housemothers have had better instruction.

At the Virginia Conference Orphanage a full time nurse is employed who makes a daily report to the superintendent on the health of each child. The upper floor of one of the cottages is used as an infirmary. Newly admitted children are quarantined. A private physician is on call at all times, and the services of specialists when needed. Retreat and Sheltering Arms Hospitals give free hospital care.

Eight institutions report examinations by the staff physician and the remaining institutions have the examinations by an outside agency. Thirteen institutions require subsequent examinations at stated intervals ranging from six months to a year. (see table II, Appendix C).

Along with the medical and physical care of the child in the institution training in health habits is of great importance. The provision of proper food, clothing, exercise, adequate sleep, and cleanliness are great contributors toward health. At the Lynchburg Female Orphan Asylum, special stress is placed on the health program. Recently training in nursing has been given the housemothers. By contributing directly to physical health, such measures contribute indirectly to mental health, intellectual progress, character development and happiness, and the general well-being of the institution is improved.

In recent years we have gained sufficient facts and experience to make it often possible to diagnose the possibilities of
a child fairly accurately. The earlier innate abilities are discovered, the sooner it is possible to aid their use by educating the child for the pursuits for which he is best fitted. With the proper development of abilities, much can be done toward insuring future success and happiness. "If every boy and girl were wisely directed early toward pursuits for which best fitted, it would undoubtedly enormously increase the hope of the prosperity for future generations and greatly enhance the happiness of the race, besides diminishing crime. (1) Few young people would be talked in their vocational training if their capabilities had been measured beforehand.

Eight of the twenty institutions require a psychological examination of their entrants, while eight do not, and the remaining four did not reply. (see table II, Appendix C). One of the eight institutions which requires this has always done so, another has required it recently, and two have required it for two years. This shows definite progress in determining the needs and capacities of each child. Rev. G. I. McAllen, superintendent of the Virginia Conference Orphanage recently expressed his desire to employ a full time psychologist for the special purpose of studying each individual child. This is a very broad-minded view and one it is hoped will be realized in the future of every institution caring for children.

Closely connected with psychological tests are psychiatry and the mental hygiene field. The emotional aspects of the child's

---

life are associated with both the intellectual and physical. The usefulness of many lives is limited because the intellectual capacities are handicapped by emotional conflicts. Many children coming from bad home environments feel inferior, and as a result they display some form of conduct disorder. Such cases need early treatment or they may lead to grave problems of social maladjustment later in life.

The child suffering from maladjustment due to personality conflicts was formerly looked upon as anti-social in conduct. Often, the treatment prescribed was some form of punishment, or repression. It was believed that the child was responsible for his behavior, and needed coercion. The attitude today has greatly changed in that it is understood this type of personality often needs careful study in order to find the causes of difficulties. After this, a plan of treatment is in order, which can best be made with the aid of psychiatric examinations, subsequent care being based on the recommendations resulting.

Seven of the twenty institutions require psychiatric examinations of their entrants. This is a recent development, ranging from two to three and a half years in length of time it has been required. Eight institutions do not give such examinations, and the remaining five did not report. (see table II, Appendix C.)

**USE OF CENTRAL CLEARING BUREAUS**

"One of the most significant developments in social service, with important bearings on the institutional care of dependent
children, is the central clearing bureau for the investigation of applications to institutions and agencies."

The cooperation of social agencies by means of the central clearing bureau and social service exchange is important in determining the admission of children for care, and in the follow-up of family contacts, mother's aid plan, and placing out service. This is a comparatively recent development, and is now in operation in many of the larger cities. Lack of such cooperation is costly. Some of the consequences are duplication of effort, lack of service for certain needy types, low standards of service, and inadequate service to the children.

Fourteen institutions reported they were able to cooperate more with other agencies now than formerly; two reported they did not, and four did not reply. (see table II, Appendix C). This cooperation is carried on in various ways. Nine of the institutions use a central registration, six reported they did not, and five did not reply. (see table II, Appendix C). Of the nine institutions doing this, five use the social service exchange in Richmond. The Baptist Orphanage, St. Vincent's Orphanage, Norfolk Female Orphan Asylum, and St. John's Orphanage were the remaining four who reported the use of a central clearing bureau, but they did not explain how this was carried on.

CHAPTER III
MORE EMPHASIS ON PHYSICAL AND MENTAL
DEVELOPMENT

RECREATION:

It has often been said that idleness is a proverbial trouble
breeder. This once was interpreted to mean the child should al-
ways be kept at work, and not spend his time at useless play.
This natural outlet of energy was usually associated with mis-
chievousness, and so was frowned upon. Today we know that if a
child's play impulses are not given a natural outlet in wholes-
some ways, they find expression in unwholesome activities. Where
the opportunity for plenty of active play is denied, the child's
whole body, mind, and character suffer. Play not only keeps the
child out of mischief, but it is a building force in his life
which aids his whole development. It is a need, both physical
and mental which he requires for a well rounded personality.
Active play builds up bodily health and increases resistance to
disease. Most types of wholesome play also train the child to
alertness of sense and intellect. In group play the child learns
responsibility, leadership, and cooperation with his playmates.
In other words he forgets himself for the good of all.

"Freedom and spontaneous play go far to offset restrictions
and regulations which are necessary where large numbers are to-
gether as in an institution. If the child is allowed a full and
happy life, order and discipline are more easily maintained, and
the morale is kept higher. School work and other duties are better
performed, and content reigns. In all stages of life the daily
tasks wear on a person, and he needs a change. This can best be met through wholesome recreation."

In former days, the life of the institutional child was passed in surroundings that were dull. Today stress is placed on the value of various types of recreation, both indoor and outdoor. These should be provided in order that the needs of each child be met. It is desirable that a part of the play be supervised by a trained director.

Only one of the twenty institutions reported no provision of recreational facilities. The Memorial Home for Girls has good playground equipment, and a program which includes trips to a summer camp and to the beach, picnics, parties, dancing, hikes, games, and drives. During the last two years this program has shown much expansion under the leadership of scout directors.

The recreational program at the Richmond Male Orphanage is full; it has been under the supervision of a trained coach for the last two years, who gives his services free. The boys have access to the Y. M. C. A. A Glee Club under the leadership of a trained director provides recreation. St. Joseph's Villa offers adequate recreation which has been under the supervision of a trained director for the last three years. The facilities include a new, well equipped, gymnasium. A swimming pool, and an outside wading pool are provided.

Much time has been spent recently in having organized play such as football, basketball for both boys and girls, baseball,

---

track, and tennis at the Baptist Orphanage. Their football team won the reputation of being the cleanest in sportsmanship in the Roanoke League during the 1931 season. A part time trained director has been employed for two years.

Hughes Memorial School has a modern gymnasium with a swimming pool. They have had a part time, trained director for two years. More adequate play space and equipment has been added at the Virginia Conference Orphanage. Large indoor playrooms are provided in the different buildings. No director is employed, but the play is supervised at definite intervals by the staff.

The Lynchburg Female Orphan Asylum reports recreational facilities with recent expansion. The program includes swimming, hikes, and camping on their own grounds. Part time supervision is given by one of the city playground directors. An orchestra adds to the recreational interest.

An expansion in their recreational program since 1917 was reported by the Boy's Home at Covington. This institution was established in 1914. A part time trained director has been employed since 1916. The programs of the remaining twelve have similar facilities, six of whom have modern playgrounds which show expansion in their development. Thirteen of the twenty institutions do not employ trained directors. (see table III, Appendix C).

**EDUCATION**

Education refers broadly to everything done by and for the
child, from birth, that trains him to take his part in human society. Ordinarily, the institutional child has greater need for educational advantages than the child living at home since he is more apt to be thrown on his own resources early in life. The foundation for an education should be laid during the preschool period, since the child learns most during the first five years of life; a wide range of activities should be offered; supervision, not domination at this period is important. (1)

Much has been said on the comparative values of the institutional school and education in the public schools. The institutional school may be advisable in some circumstances, e.g. the community school may be too far away to permit attendance; its standards may be low; or the management may be unwilling to cooperate in working out the joint educational problems. (2) In the institutional school, individual work is more important because in many cases the children have attended irregularly and are retarded. Teaching material is easily accessible in the daily life of the institution. On the other hand the following points may be named in favor of attendance at outside schools:

1. The children are enabled to mingle with those from normal homes and thereby are able to acquire standards of dress, manner and speech which cannot be gained so well in any other way. This prepares them to fit easily into their new environment in the outside world.

2. They attend schools that form part of a great system of

---

(1) The "Handbook," Children's Bureau Publication 170, p. 88
(2) Ibid, p. 88
education. At present the public school system has attained fairly high standards; it is usually able to provide better staff and equipment.

3. The use of public schools is less expensive. In cases where the school is in walking distance even the expense of carfare can be saved. [1]

Twelve of the twenty institutions send all their children of school age to outside schools. Two institutions have none of their education in public schools. (see table III, Appendix C) The Bonny Home for Girls reported most of their education in the public schools. The Baptist Orphanage, Hughes Memorial School, the Masonic Home, and the Virginia Conference Orphanage maintain full grammar schools. At the Lutheran Orphan Home the first three grades are provided within the institution.

The Baptist Orphanage and the Virginia Conference Orphanage maintain nursery schools. Last year the enrollment of the Kindergarten, primary, and grammar grades at the Baptist Orphanage was 213. Effort is devoted to making the work practical.

All the institutions provide high school training for their children. In all except St. Vincent's Orphanage and St. Joseph's Villa this is provided in public schools.

**SPECIAL TRAINING FOR MENTAL DEFECTIVES**

A child may be born mentally defective, or he may later develop this, due to disease or other cause. If mental defectives are not properly cared for and trained their whole career may be

---

full of misery for themselves and danger to the community. The term mentally deficient applies to those children who cannot profit from the ordinary methods of instruction and who need an exceptional guidance and oversight. (1) It is impossible to make over the mentally deficient child into a wholly normal person, but it is possible to condition his behavior in constructive ways. The mentally defective child used to be allowed to shift for himself with little attention or supervision. Today, we have different ideas on the subject. However, it is often impossible to give such children the individual attention they need, because of lack of staff. The education of the deficient child should begin in infancy, especially in habit training, and later in such academic training as he is able to take, as well as manual training and vocational guidance. From the beginning the child should be trained with the hope of ultimately making him happy and useful in some employment.

Only four of the twenty institutions give special training to their mentally inferior children. (see table III, Appendix C)

In 1929 the Baptist Orphanage began a system of opportunity classes, both in the school and in the work assignments of the children. Extra curricula activities are provided for the children at St. Vincent's Orphanage; individual attention in the institution is also given. St. Joseph's Villa and the Boy's Home, Covington, reported that special training was given to a certain extent.

VOCATIONAL TRAINING

Whether the child be inferior, normal, or superior mentally, he should be given pre-vocational and vocational training so that very early a career motive will be developed and encouraged. Pre-vocational training should give the child a variety of experiences in practical activities; this is important in helping him to discover his vocational capacities. (1) This is perhaps the most important part of every child's training; it not only gives satisfaction to be able to learn to do something well, but it serves as the foundation for future success.

Perhaps some institutions still feel that if the child is given proper food, clothing, and a routine education he will fit readily into the life outside the institution, in other words, he can shift for himself. The institution which offers the child a well-rounded program does not hold this narrow view; the child's future is considered and he is allowed the kind of training which will fit him for economic independence.

Fourteen of the twenty institutions give special vocational opportunities to their children. Five institutions reported no special work in this, and the remaining institutions did not report. (see table III, Appendix 6).

The Bonney Home for Girls gives opportunity for special training in nursing, home economics, and business courses. The Hughes Memorial School reports, "It is our idea to develop habits of industry in each child." The Baptist Orphanage gives vocational training in the printing department and on the farm. Last

year an average of fifteen boys received training in the print-
ing office. Theoretical courses are given to supplement the prac-
tical training received. About forty boys are engaged in general
agricultural work. The large dairy and truck farm have a promi-
Nent place in this work. The Baptist Orphanage, and the Lewisport
Children’s Home, give their children practical training in making
purchases, both for themselves and for the institution. It is
necessary that the child learn the value of money before he leaves
the institution. In many orphanages the children are allowed to
earn money by doing simple tasks either inside or outside. By
doing this they become more interested in how the money is spent
and thus the value and methods of keeping accounts are learned.
Another good example of economic training is seen in the work of
the Virginia Conference Orphanage. Every boy over fourteen,
and girl over sixteen, is given an opportunity to earn money.
The girls make from one to five dollars a month, and the boys
from six to ten dollars. This is earned in the printing shop,
farm, and dairy. The younger children are given money for church
and for movies. The older boys and girls in this institution are
also allowed to do their own buying with supervision. One boy
saved his money until he had thirty dollars which he spent in
buying an electric washing machine for his mother. At this orphan-
age the boys are given an opportunity to learn mechanics, painting,
carpentering, and printing. The girls receive training in sewing,
cooking, and printing. Musical training is also provided.

At the Lutheran Orphan Home the girls are taught cooking and
sewing, while the boys get training on the farm. Secretarial
training is also received in high school. Jobs are secured for
the girls when they leave, if possible.
The girls at the Lewiscot Orphans Home receive training in house-
keeping, cooking and sewing. Training in business courses and
in nursing is offered the girls at St. Joseph's Villa. In ex-
ceptional cases they are transferred to another institution for
special study. Courses in manual arts, farming, and dairying
are given the boys at Hughes Memorial School.

EDUCATION BEYOND HIGH SCHOOL

Fourteen institutions provide for education and training
beyond the high school. Four institutions have no provision
for this, and the remaining two, the Foundling Hospital and
Hughes Memorial School have had no need for it since the
children are too young. (see table III, Appendix C).

Assistance for this is obtained from the board at the
Bonney Home for Girls. At the Richmond Male Orphanage and the
Lewiscot Orphan's Home the assistance is given by private indi-
viduals. The Lutheran Orphan Home receives help from indivi-
dual church congregations, for educational training beyond high
school. Wealthy members of the order furnish tuition for this
at the Hines Memorial Pythian Home. Since 1927 the Civitan
Club of Roanoke has offered two years tuition to each high school
graduate at the Female Orphan Society in that city. Business
College training is offered those children at the Jackson-Field
Episcopal Home who seem capable.

In special cases the Masonic Home allows education beyond
high school. During 1931 there were five girls at Harrisonburg
Teachers' College; one at Fredericksburg; nine boys at the
Virginia Polytechnic Institute; two girls at Stuart Circle Hospital; and one at Business College in Richmond.

At the Virginia Conference Orphanage each child is helped to carry out his ambition. If a child has any property, the money from it is often used for college training, if not, private church donations are secured. College training is provided girls at the Lynchburg Female Orphan Asylum by means of scholarships from Randolph Macon College. At the Boy's Home, Covington, exceptionally bright children are aided in getting college training.

As his spiritual leader, "The Bible is a personal book in which the more practical, the significant and the present turn are given their way into human life: the child becomes aware quickly part of the heritage when he fails to become familiar with this task." (8) It is important that religious truths find an outlet in the child's daily life.

In many institutions the religious program is looked upon as a mere routine thing quite a part of daily, practical life, not necessary for the good of the child. Therefore these children are required to attend church services, regularly, in little未成 the practical value of it. Yet some see were the religious phase of life as being given a moral place in the child's life and he is encouraged, rather than suggested, in active participation.

Six of the twenty institutions reported that they had an expansion in their religious programs. Ten reported their had faced no change, and four institutions did not report. Yet see..."
CHAPTER IV

CHANGES IN RELIGIOUS AND MORAL TRAINING

"The child is a physical, intellectual, moral, and religious being; a system of education which neglects any part of his fourfold nature is incomplete." (1)

Religious instruction should be definite and positive and should include both instruction in religious and moral training. Religious instruction should appeal to the child's intelligence as well as his spiritual nature. "The Bible is a powerful book in which the most practical, the deepest and the purest truths find their way into human life; the child loses a most valuable part of his heritage when he fails to become familiar with this book." (2) It is important that religious motives find an outlet in the child's daily life.

In many institutions the religious program is looked upon as a mere routine thing quite a part from daily, practical life, but necessary for the soul of the child. Therefore these children are compelled to attend church services, regularly, with little regard to the practical value of it. But more and more the religious phase of life is being given a natural place in the child's life and he is encouraged, rather than suppressed, in active participation.

Six of the twenty institutions reported there had been an expansion in their religious programs. Two reported there had been no change, and four institutions did not report. The re-

(2) Ibid, P. 224.
mainling eight explained their present programs but did not state whether there had been any change or development in them. (see table IV, Appendix C). Fifteen reported that the children were encouraged to participate in the religious programs, and the other five did not state whether the children/this. (See Table V).

At the Lutheran Orphan's Home and at St. Vincent's Orphanage the children are required to attend Sunday School and church service. At the Lutheran Home they may attend the evening service, but this is not required. At the Bethany Home the religious program consists of simple daily teaching of the Bible. The children have always been allowed to participate and choose for themselves. At the Bonney Home for Girls and also the Memorial Home, the children take part in the church services on Sunday evening by prayer, discussion of topics and Bible readings. The religious program at the Richmond Male Orphanage has shown much progress in the last ten years. The boys attend different churches in the city, and are encouraged to participate in all the church activities.

At the Baptist Orphanage the former method was to let the children sit and drink in, as best they could, the teachings of the older folks, which was often above their heads. There have been new developments here in the last four years; the religious program is now planned to give each child the maximum training which will enable him to solve life's problems. The number of classes in the Sunday School have been increased from twenty-four to twenty-nine; these grouped in five departments. For the last several months the Sunday School teachers
and officers have been meeting jointly with the Salem teachers to discuss problems dealing with the work. At present, the hour of five-thirty to six-thirty each Sunday afternoon is set aside for B. Y. P. U. activities, in which each child is engaged.

In 1927 active participation in Christian Endeavor programs and other gatherings was started at the Lewisport Presbyterian Institute. Participation in church activities is urged at Hines Memorial Pythian Home. The children are permitted to choose the denomination which they wish to attend. Three years ago, the children at Hughes Memorial School were allowed to attend Sunday School in outside churches; formerly it was held at the school. They are urged to take part in the services. The children at the Masonic Home are given opportunity for individual participation. The programs are in charge of volunteer teachers from the Union Theological Seminary, Richmond.

The children at the Virginia Conference Orphanage are allowed to attend four different churches in Richmond. Formerly there were two meetings a day, one being before breakfast. On Sunday all the children walked in a body to church. Active participation by the children is urged. They often conduct assembly programs. At the Female Orphan Asylum in Lynchburg, the children have always been allowed to have charge of chapel exercises one night each week. The children attend Sunday School and church service in three different churches; though the fifteen youngest children do not attend. Up until 1925 at the Hughes Memorial School, Sunday classes were held on the grounds. Now the children
attend a church in Danville. They are taught to use the Bible and take part in public programs.

**MORAL TRAINING AND DISCIPLINE**

At the present time, moral training is more a matter of atmosphere and standard, of example and imitation, than of formal instruction; the end of this is liberty of choice with sufficient moral insight and self-control to choose the right. (1) This moral training requires that children be put upon their honor and trusted. Children must be trained to decide for themselves and assume responsibility for the results of their decision. It is the duty of the institution to train the child's will if he is to be successful in life.

Just as freedom and responsibility are important factors in attaining self-reliance, so also are guidance, control and obedience. Although it is necessary for obedience to authority to be learned in childhood, too much demand on obedience has a bad rather than a good effect. Old methods of discipline were based largely upon fear, and therefore the opportunity for developing self-control was often partly lost. The newer methods of training do not stress mere punishment, but establishment of self-control. Corporal punishment is fast going out of use, and is being replaced by various individual methods. Punishment which humiliates or degrades a child is no longer accepted, but punishment in the nature of allowing the child to suffer the

(1) "Standards For Institutions Caring For Dependent Children" - Child Welfare League of America, P. 157.
natural consequences of an undesirable act is most effective. (1) Various methods of self-government are being worked out in many institutions. The effectiveness of this is seen in the development of social consciousness and group responsibility.

Eight institutions reported a change in their methods of discipline in recent years. The methods have not changed in six institutions, and six did not report. (See table IV, Appendix C).

At the Bonney Home for Girls the method of denying privileges started twelve years ago. During the last two years the policy of the Memorial Home for Girls has been "to see the child's viewpoint and give the matter individual study." Since 1928 the policy at the Baptist Orphanage has been "to be just as good to the children as they will let us." The old method of suppression has been discarded.

Since January, 1932, the merit and demerit system has been in practice at the Lutheran Orphan's Home; the former method of whipping was found to retard rather than develop the child. No corporal punishment is allowed at the Female Orphan Asylum in Norfolk; the honor system has been used for the last five years. The honor system and individual treatment has been the practice at the Masonic Home for the last eight years. A system of self-government has been in effect during the past year at the Virginia Conference Orphanage; corporal punishment is used only in exceptional cases.

At the Lewiscot Presbyterian Institute each case is care-

(1) The "Handbook" - Children's Bureau Publication 170, p. 82.
fully studied and individual methods used. At St. Joseph's Villa the change from the congregate to the cottage system in September 1931 has given greater opportunity for self-expression and rendered unnecessary restrictions formerly indispensable in dealing with larger groups while under the congregate arrangement. An appeal to the child's sense of honor, and a denial of privileges when abused, are the methods now used.

MORE FREEDOM

Suppression of the child's natural feelings was a common practice in the institutional life of former days. There is a hangover of this in some of our institutions at the present time, however, the majority of people realize the importance of freedom and spontaneity of expression. These factors are the basis for the development of individual personalities. When the child's personality is allowed to develop normally then one may be practically sure that he will readily adjust to life after leaving the institution with a minimum of conflict.

All of the institutions reported an effort made to train the child socially so that when he leaves the institution he will be able to adjust easily to the community life. Fourteen of the twenty institutions reported that more freedom is allowed their children now than formerly. Four reported no change in this, and the remaining two did not report. (See Table IV, Appendix C).

The beginning of greater freedom for the children in the Bethany Home began five years ago when attendance at outside
schools was started. More freedom at the Bonney Home for Girls began eight years ago by allowing more outside visiting, especially to relatives. The Lutheran Orphan Home began a program of more freedom four years ago, which has proved very advantageous to the children. St. Joseph’s Villa reported their system of more freedom began in September 1931 when a change was made to the cottage system. Eight years ago all of the mail received at the Masonic Home was censored. The children at the Virginia Conference Orphanage are allowed freedom to attend movies, and are chaperoned only at night.

"The ability to react to social life constructively and happily is increasingly important in a society where individuals are more and more forced to move and act in a group rather than in a crowd? (1) Development does not come by imposing standards from without, but by helping the boy or girl to satisfy his own social needs in practical ways. This adjustment is achieved through the adequate allowance of freedom while the child is in the institution. The child should be allowed to take part in community activities. The value of attending community schools and churches has already been discussed.

At the Richmond Male Orphanage good community contacts are allowed the boys through several club organizations. One of these is the Junior Optimist Club which was organized and is supervised by the Optimist Club in Richmond. A good example of the allowance of more freedom is seen in the dispersion of uniforms at the Masonic Home in 1904.

MORE MINGLEING OF BOYS AND GIRLS

Eight of the institutions reported that more mingling of boys and girls is allowed now than formerly. Ten reported they did not allow more, and the remaining two did not report. (see table IV, Appendix C).

In 1928 the Baptist Orphanage first allowed their girls to have visits from the boys of the community. The boys were permitted to have engagements with the girls inside the orphanage and in the community. At the Virginia Conference Orphanage, Friday evening is "date" night for inside and outside callers. Only the girls over sixteen are allowed outside engagements, and only those over seventeen may have them alone. The Jackson Field Episcopal Home was the only institution which reported a decrease in this freedom. Formerly their girls of eighteen were allowed to have callers on Sunday afternoon, and also to attend parties unchaperoned. The superintendent reported that this age was recently considered too young for their group.

INDIVIDUAL RESPONSIBILITY

Thirteen institutions try to develop responsibility in the children, one institution feels this is too hard to do, and the others did not report on this. (See table IV, Appendix C).

At the Masonic Home this individual responsibility is established by means of an honor system. At the Bonney Home for Girls, the Baptist Orphanage, Lutheran Orphan Home, Hughes
Memorial School, Norfolk Female Orphan Asylum, Virginia Conference Orphanage, Boys' Home Covington, and the Lewisport Presbyterian Institute, individual responsibility is developed by giving the children certain tasks and standards for their accomplishment for which the child is responsible. The other four institutions did not state what methods were used to develop responsibility, and six institutions did not report.
CHAPTER V

CLOSER RELATION BETWEEN INSTITUTION AND FAMILY, AND CHILD AND FAMILY.

The child’s fundamental right to normal family life should not be taken away from him unless absolutely necessary, as has been brought out in chapter one. After the child has entered the institution he should still be regarded as belonging to a family group. Formerly the child’s relatives were required to relinquish all rights when he was taken into an institution for care; often they were not even allowed to see or communicate with him after he was admitted. This method of surrendering all rights to the child is still used by some institutions, and it is justifiable in some cases where protection against harmful interference is needed. However there are few institutions today which do not allow, in most cases, the child to keep in close touch with his family. There are social and emotional values attached to the child’s relationship with his own family, however poor the home may be, which are important to his life.

Sixteen institutions reported an effort made to keep the children in close touch with their families. Three reported they did not do this, one because of lack of staff; one because it was not in their line of work, and the other because the child’s relatives lost interest after the responsibility was lifted from them. One institution did not report. (See table 5, Appendix C).
Seven of the sixteen institutions do this by means of correspondence and personal visits between the child and his relatives both in the institution and at the home. The time allowed for these visits ranges from one to two visits a month. In three institutions this is done, in addition to allowing the child to visit, by an outside social agency. Two reported close touch was kept with their families by the superintendent and social worker.

Not only should the institution and child normally keep in close touch with the families, but an effort should be made to rehabilitate the family and return the child, if possible. An institution should not be a permanent substitute for a family home; the child must leave the institution eventually and make adjustments to community and family life; it is important that this adjustment be made as soon as possible. (1)

In the past when the child entered the institution for care, the possibility of returning him to the home was rarely considered. It seems that when he was once in the institution, he was in to stay, regardless of changing circumstances in his own family home or that of his relatives. At present, the close connection between some institutions and families makes possible a knowledge of the advisability of returning the child at any time through a definite plan. Re-investigation on conditions at intervals is necessary because a hasty return of the child to his family, based on superficial knowledge, might simply undo

what the institution had already done for him. (1) With the employment of social workers by many institutions, who visit the child’s family regularly, it is possible to prevent family breakdown and thus conserve a wholesome atmosphere which will make the child’s return advisable.

Fourteen of the twenty institutions studied make a definite effort to rehabilitate the child’s home and return him to it. One reported that the child is returned to the mother if she re-married. Another institution does not take a child if there is any chance of rehabiliting the home, but this is left for another agency to decide. Three institutions do not make any effort to return the child to his home, and the remaining institutions did not reply. (See table V, Appendix C).

At the memorial Home for Girls this is done through the social workers of the Richmond Children’s Aid Society. They keep in close touch with the families and try to educate and help them to see, and assume, their responsibilities. At the Richmond Male Orphanage an attempt is made to re-establish the home when possible.

The Baptist Orphanage began their program of rehabilitation in 1928, and it is carried on by the social worker and by outside agencies. At St. Vincent’s Orphanage, this work began one and a half years ago, and case work methods are now used. At the Lewiscot Presbyterian Institute the policy is to return the child after he has made sufficient progress, or when the mother is advised to return him to be placed in a foster-home. The method

(1) Ibid, p. 103.
or father remarry. In the last five years over a hundred children have been returned to their homes from the Virginia Conference Orphanage.

If the proper financial conditions, and the proper environment permit, the children of the Lutheran Orphan Home are returned to their families. Since the employment of social case workers at St. Joseph's Villa, every effort has been made to straighten out family difficulties. This is done through personal visits to the family if in Richmond, and else where through social agencies or church pastors. The Hines Memorial Pythian Home reported family rehabilitation to be outside the Home's jurisdiction, however, the lodges of the children in the city where they live do everything possible to re-establish the home. Encouragement of family contact, and interest in the child, is a policy at the Norfolk Female Orphan Society. At one time the children were kept until they were eighteen years of age regardless of the family's condition, now the child is returned to the family or relatives as soon as they are able to care for them properly.

**FINDING**

When it is impossible for the child's own home to be re-established so that he may be returned to it, and when an adequate social investigation shows the child's need for more individual care than he would receive in an institution, then it is advisable for him to be placed in a foster-home. The method
of placing out children is an old one, and has been done by
nearly all orphanages. The procedure is different now from
former methods.

"Institutions need to recognize the fact that placing
children in families is not so simple a process as it has some-
times been considered, but is a complex and difficult piece of
social work requiring special training. Because of changes in
ideals of education and conditions of farm labor and domestic
service fewer children under sixteen years of age are now placed
for their economic value on farms or in homes than was the case
in the early years of placement by institutions. It is now re-
cognized that a high degree of care and skill is required for
adjusting the child to a foster home and safeguarding his wel-
fare." (1) The early agencies had no adequate investigation
of the foster home as shown by the "wholesale distribution"
of dependent children in the early part of the nineteenth
century by the agencies in New York and Boston.

Placement or home finding should not be limited to a
special age when the child will be discharged from the institu-
tion. Thirteen of the twenty institutions reported that the
placement of children did not depend upon whether they had reached
a special discharged age. Five institutions reported they did not
place children, and two institutions reported that home finding
was limited to children of a certain age. (See table V. Appendix 6).

For the last two years the policy of the Memorial Home for

(1) Ibid., p. 104.
Girls has been to do everything that is for the good of the child. The child is placed with the mother or father, if they remarry and can give the child a good home, or with relatives. Until one and a half years ago, no planned effort was made at St. Vincent’s Orphanage to place the children in homes. But since the admission of children was placed in the hands of the Bureau of Catholic Charities in Richmond, the Diocesan Director has appeals made in each parish for homes. St. Joseph’s Villa also works in conjunction with the Bureau of Catholic Charities, which finds homes for the children, regardless of age. Six years ago the Children’s Bureau in Norfolk began the work of making all the investigations and placements of the children at the Female Orphan Asylum. During the last six years, forty-five children have been placed in homes from the Foundling Hospital. This has been done chiefly through applications to the superintendent. Two years ago a program of placing children was started at the Virginia Conference Orphanage. This is done by means of investigation and references of each home.

**DISCHARGE AND AFTER-CARE**

"Children should not be discharged from the institution on the basis of physical age but according to their preparation to make their way in the community in the light of their educational and other individual needs. They should not be sent out without some definite plan for their future. The institution should be responsible for fitting into community life each child whom it discharges by:
1. Returning the child to his own home if suitable.
2. Finding a suitable home if his own is not the proper place.
3. Finding work to which he is adapted.
4. Providing for further education if desirable.
5. Making a church connection.
6. Finding wholesome recreation. (1)

It is evident that the institution's responsibility does not end with the return of a child to his own family, or placement in a foster home. Children still need advice from those who have an understanding of their needs and possibilities. The duration of this supervision naturally depends upon the needs of each case. Follow-up care is especially necessary when the separation has been very long, for the child may find it difficult to adapt to new surroundings. Often when the child is not closely looked after, the family may grow careless and allow very unfavorable conditions to exist. "In assuming the care of children the institution acquires an opportunity and obligation to see they have a fair chance after leaving." (2)

After care may be provided by one or more trained members of the institution's staff or through cooperation with another agency which is equipped to give such care. "The character of the institution, its equipment for this type of social work, and the services that are available from other agencies in the community will determine which of the methods of providing supervision and assistance to children after they leave the institution is to be used." (3)

Fifteen institutions reported that follow-up care was given their children. The Lynchburg Female Orphan Asylum reported this was impossible since no field worker was employed. The Hughes Memorial School reported no follow-up care, as yet, since they had not operated long enough to have children leave the institution. Three institutions did not report. (see table V, Appendix C).

At the Bonney Home for Girls, follow-up care is carried on chiefly through correspondence. During the last two years this has been done at the memorial Home for Girls through the board and superintendent. Follow-up care for the boys at the Richmond Male Orphanage is done through the Children's Aid Society and also through the superintendent. Follow-up care has been given the children from the Baptist Orphanage since 1929; this is done through the social worker. The Lutheran Orphan's Home and the Lewiscot Presbyterian Institute give this care by means of correspondence and visits by the superintendent. The children from St. Joseph's Villa placed in Richmond, or placed in foster homes outside Richmond are followed-up by the Bureau of Catholic Charities, by a Sister, or by a social worker. Children returned to relatives are referred to pastors if outside Richmond. This first began in 1924, and was reorganized in September 1930. Since the establishment of the Hines Memorial Pythian Home the children have been given follow-up care; employment is found whenever possible.

At the Virginia Conference Orphanage, the follow-up care
consists of four visits a year by the social worker. Since 1916, 
follow-up care has been given children from the Boy’s Home, 
Covington, by means of correspondence, visits, and inquiries by 
local social agencies.

Cooperation with other agencies is necessary and helpful 
in follow-up care. The best interests of the child should be 
considered, in deciding whether the institution or an outside 
agency shall do this work. It is more desirable that super-
vision of the child’s care be carried through by the same 
agency, if possible, because this will give him security in 
the feeling he belongs somewhere. The methods of cooperation 
between the institutions were discussed in chapter two.

Some institutions with the finest records often lack 
these influences which are most vital for the child’s happiness and well-being. The moral and spiritual training of the 
children, together with the development of good habits and the 
assertion of the right influences in their daily life are the 
most important factors. When there is the danger of materialistic material values for the spiritual, this is true then there 
is an over-emphasis on the physical factors of institutional 
life.

When institutions first grew up, the standards for staff 
personal were very poor. It was considered that almost anyone
CHAPTER VI

DEVELOPMENT IN ADMINISTRATION
AND HOUSING

"The measure of the worth of an institution is to be found not in its buildings, grounds, and equipment but in the degree to which it fulfills a real need in the child-caring program and gives to the child such care and training as will most nearly compensate him for the loss of the spiritual, educational, and emotional values of a normal home. Buildings and equipment are only important means to an end. The personalities and ideals of the board members, superintendent, matrons, teachers, and all the institution workers create the spirit of the institution, and upon that spirit the vital interests of the child depend." (1)

Some institutions with the finest equipment often lack those influences which are most vital for the child's happiness and well-being. The moral and spiritual training of the children, together with the development of good habits and the exertion of the right influences in their daily life are the most important factors. Often there is the danger of substituting material values for the spiritual, this is true when there is an over-emphasis on the physical features of institutional life.

When institutions first grew up the standards for staff personnel were very poor. It was considered that almost anyone

(1) Ibid, p. 7
was qualified, and anyone willing to undertake the work was trusted to do so. Today, we know that those who come into direct contact with the daily life of children need wide experience and an understanding of child psychology that they may be able to give sympathetic supervision. The general scale of salaries paid is too low to attract people with the degree of education and culture needed.

"No investment which institutions can make for the welfare of their wards is more important than that necessary to obtain persons of the right kind of personality and training. Experience in general social work, such as family case work and specialized social work for children, is of value to the supervisory staff, as is also experience in teaching. The following minimum requirements for members of the supervisory staff have been suggested:

1. Good health.
2. Training and experience which gives an understanding of the needs of childhood and a sympathy with modern social-work policies.
3. A background which gives an appreciation of culture.
4. A youthful point of view.
5. Stability of character and ethical principles. Children are very keen to detect the weakness of a vacillating person.
6. An innate sense of humor." (1)

The personnel of the staff naturally depends upon the size of the institution and the kind of work which it does. The

specialists along certain lines, such as physicians, nurses, dentists, psychologists, psychiatrists, teachers, and recreational directors are needed, but lack of funds often prevent securing these workers for full time. Usually some arrangements with community agencies are made. The most usual, and immediately necessary, members of the staff are: the superintendent, or executive head; supervisory staff; field or social worker; business division; housekeeping staff and farm workers.  

1 The superintendent should be well educated and have some general experience in social work, if he is to adequately direct the work of the institution. "He should be energetic, resourceful, and possess executive ability. He needs to be alive to the progress being made in child caring work and able to select and adopt those measures which will be of most value to the children cared for in the institution."  

2 The cottage mother is a prominent personage of the supervisory division. Mr. R. F. Hough, Superintendent of the Baptist Orphanage, Salem, says, "I believe the ideal cottage mother to be the most important person in our institutions. It is her privilege to develop and mould the character of those children entrusted to her care, and this is a God-given privilege denied the natural mother, hence, it is a sacred trust. I have been profoundly impressed with the return of ex-boys and girls to the orphanage. They rarely ask about the superintendent, but invariably ask about their former cottage mother."  

1 Ibid, pp. 11-14  
2 Ibid, p. 11  
3 Hough, R. F., "The Cottage Mother, Her Place and Importance." pp. 7-10
Much of the child's happiness comes directly from the housemother's attitude. Happiness is a firm basis for the training of self-reliance and control. It is hoped the time will come when all institutions employ real trained housemothers.

The recent trend in many institutions caring for dependent children is the recognition of the need of case work and the employment of trained social workers for this. The main functions of the social worker are: to make an investigation prior to the child's admission; keep in touch with the family while he is there; and supervise him after his discharge from the institution. The value of this service has been discussed in Chapters II and V.

Twelve institutions reported their standards for staff personnel had changed in recent years. Five reported their standards had not changed, and three did not reply. (see table VI, Appendix C). Six institutions require professional training for their staff; twelve do not; and two reported that training was preferred but not required. (see table VI, Appendix C.)

The staff personnel at the Bethany Home consists of the superintendent, two matrons, secretary, seamstress, dietitian, mechanic, and two farm hands. Professional training is not required, and the standards have not changed. At the Bonney Home for Girls, the staff consists of two supervisors, for whom professional training is not required. The Memorial Home for Girls employs a superintendent, and assistant superintendent, a registered nurse, and a housekeeper. Professional training is not always required. The workers at the Richmond Male
Orphanage are: a superintendent and assistant, matron, cook, and an athletic coach.

At the Baptist Orphanage the standards for staff personnel have changed since 1928: there are now sixteen matrons in charge of the cottages and various other activities, a nurse, five teachers, a farm manager, dairyman, printing office manager, case worker, play and religious director. Professional training is required of all except the matrons, who must have some college training.

At the Lutheran Orphan Home the staff consists of the superintendent, farm manager, supervisory matron, four housemothers, a teacher, social worker, property supervisor, housekeeper, and secretary. Professional training is not required, but is preferred when possible.

Formerly, the Sisters in charge of the institution also taught school at St. Vincent’s Orphanage. Since December 1931, more Sisters have given their entire time to special duties at the Orphanage. The standards for staff members have changed at St. Joseph’s Villa; professional training is now required. The staff consists of six administrative and clerical workers, seven teachers, a nurse, eight matrons, and eight maintenance workers.

Standards for staff personnel have not changed at the Mines Memorial Pythian Home since its establishment in 1927; professional training is required. The staff consists of the superintendent, housemother, cook and general helper, secretary, music instructor, teacher, and physician. The standards at the Norfolk
Female Orphan Asylum have changed in that a higher type of workers are now employed.

The standards for staff personnel have changed recently at the Jackson-Field Episcopal Home, however, professional training is not required of the staff which includes the superintendent, two housemothers, and a cook. At the Masonic Home the best workers possible are obtained; professional training is not required. Besides the superintendent, there are eight housemothers, six teachers, a nurse, religious director, secretary, music teacher, band director, glee club director, and three helpers.

Professional training is required for the teachers, case worker, and nurse at the Virginia Conference Orphanage. The standards have greatly changed in the last four years. There are now employed, a superintendent, a supervisor of supplies, six teachers (including a music teacher), seven cottage mothers, an office secretary, engineer, farmer, nurse, and case worker.

The standards have changed somewhat at the Lynchburg Female Orphan Asylum. A superintendent (a graduate nurse with social training), an assistant superintendent, seamstress, matron, farm manager, and dairyman are employed.

With an increase in funds in 1916, and the employment of a better director, higher grade workers were obtained at the Boy's Home, Covington; professional training is desired, but not always obtained, in the workers employed. A superintendent, business manager, rector, farm manager, housekeeper, laundress, cook, printer, five housemothers, one secretary, and a physician
are employed.

Professional training for the nurse, only, is required of the staff at St. John's Orphanage. The other members are a dietician, seamstress, and four governesses.

RECORDS

The keeping of case records for each child was a thing unknown in the early institutional care for children. The basic facts about the child, such as his age, parents' name and address, and date of admission were meagerly kept. Ideally, there should be full, individual case records, containing complete information about the child, his family and background. A case study and personality analysis should be a matter of routine for each child. This ideal has been realized in some institutions, and there seems to be a trend toward it in others.

"The primary purpose in keeping records is to collect such information concerning each child in the institution's charge as is necessary to give prompt and effective care, to safeguard the parent and child from separation, and to serve as a guide in planning for the future care of the child. A secondary purpose in keeping records is to collect information to meet requests for facts and figures." (1) It is important that the information recorded is definite and accurate; medical records should be kept.

Seven institutions reported there had been a change in their method of record keeping. In three institutions there

(1) Ibid, p. 108.
has been no change; ten institutions did not reply. (see table VI, Appendix C). Thirteen institutions reported their system of recording made possible more individual work with the children; and ten reported it made possible better evaluation of their work. (see table VI, Appendix C).

The Bethany Home for Girls keeps a complete record of each child. The Bonney Home for Girls uses a filing system which started twelve years ago. During the last two years an envelope filing system has been used at the Memorial Home for Girls. A running file system has been used at the Richmond Male Orphanage for the last two years.

In 1929 the method of recording at the Baptist Orphanage was changed to comply with the standards set by the Child Welfare League of America. This new system makes possible a better knowledge of the facts governing each case. In the last five years, more complete records have been kept at the Lutheran Orphan Home. A separate file for each child containing a complete record for admission together with a doctor's certificate, also records of dismissal and medical records are kept. This makes possible more adequate treatment of each child.

St. Vincent's Orphanage keeps very full individual records, containing a face sheet, examination reports, letters, and chronological data. This system is being gradually developed at present. Better handling of the individual child is made possible by this method of recording. A change in the methods of recording was made in September 1930 at St. Joseph's Villa. The more
complete records now kept make possible more intelligent handling of the child through knowing more of his abilities and disabilities.

A very full system of recording has been in use at the Hughes Memorial School since its beginning in 1927. Formerly, the superintendent of the Female Orphan Society assembled facts as best he could from parents or relatives, and kept this on cards. At present, the information is obtained by the Children's Bureau. Prior to 1923, the system of recording was very inadequate at the Virginia Conference Orphanage; it consisted almost wholly of the letters for admission. Now individual records are kept, and also a card file for general information. The Boy's Home, Covington, has adopted the method of recording recommended by the Child Welfare League of America.

HOUSING

New ideals of the physical aspects of child-caring institutions have led to the development of a type of construction very different from the original congregate form, which is the cottage type. This adaptation of the family home is looked upon as the most desirable plan for housing since it affords more individual care of the child. In many of the present institutions, a group of cottages and other necessary buildings have replaced the former congregate structure. In the cottage, from twelve to twenty children form a family group. In some institutions this group is a complete housekeeping unit, while
in some there is a central kitchen where the meals are prepared and
served in the cottage dining rooms, and in still another type
there is the central diningroom and kitchen.

The values of the cottage type may be seen in the following
points:

1. The child can take part in all the activities of the
   household as in a normal family.
2. More informality, and individual freedom of action is
   afforded.
3. As a result of helping in the cottage, the child learns
   how a family home is managed.
4. The child can more easily adjust to family life later.
5. Individual health habits are more easily learned, and
   there is less danger of disease.
6. Families can be kept together.

A good example of the cottage type of institution, outside
the State, is Carson College for girls in Flourtown, Pennsylvania.
There are ten cottages, with nine children each. The children
of varying ages are placed so that each cottage is like a family
group.

"The congregate type of institution is characterized gener-
ally by large buildings for the care of children en masse, with
little approach to family life. In spite of its evils, many
substantial congregate buildings have been constructed for in-
stitutions in recent years. Thousands of dependent children are
in institutions of this sort, in which they cannot receive the de-
gree of individual care they should have." (2)
An example of the congregate type of institution, outside the State, is Girard College in Philadelphia. The twelve hundred boys receiving care, sleep in a large dormitory, and eat in one central dining room. The atmosphere is very abnormal; there is little opportunity for social life.

The trend now seems to be toward the cottage system. Three of the twenty institutions use this plan of housing, and in five institutions the cottage and congregate systems are combined. Eight institutions have the congregate system, and four did not report which system was used. (see table VI, Appendix C). Thirteen institutions reported recent improvements, and enlarged accommodations in their buildings. (see table VI, Appendix C).

In July 1931, a new, modern, dormitory for girls was opened at the Bethany Home. During the last two years, several improvements have been made in the building at the Memorial Home for Girls. A large library and study hall were made out of a room not needed on the first floor. New furniture has been added to the sleeping rooms. A well-equipped infirmary, with a private bath and sun porch was recently added. During the year of 1931, a cottage for older boys was opened at the Richmond Male Orphanage. Painting and repair work was also done in the two dormitories, which house sixteen boys each.

Cottages and a congregate dining hall are in use at the Baptist Orphanage. Between 1925 and 1930, the following improvements and enlarged accommodations were made; a cottage for girls was erected; two other cottages were remodeled; an industrial building was built; a home for the superintendent
was constructed; and the dining room was remodeled. For the last five years, the children at the Lutheran Orphan Home have lived in new buildings consisting of four cottages, and an administration building. Each is modern and up-to-date in conveniences. A new congregate building, comprising two dormitories, was erected in December 1931 at St. Vincent's Orphanage. This enlarges the capacity of the institution from thirty-three to fifty. Two years ago, improvements were made in the kitchen and dining room of the Lewisoot Presbyterian Institute.

St. Joseph's Villa was opened as an entirely new institution in November, 1931. The cottage plan is used; there are thirteen buildings, including eight individual cottages, school, chapel, gymnasium, rectory house, and a home for the staff. This enlargement increased the capacity from seventy-five to one-hundred and ninety.

The boy's dormitory at Mines Memorial Pythian Home was recently remodeled. In 1928 two wards with five beds each was installed at the Norfolk Female Orphan Asylum. In 1930, a new fire escape was installed. Small tables were put in the dining room to replace the large tables; a radio was also installed.

In 1927 a cottage was built for sixteen younger children. Since December, 1931, better floors, plumbing, and safer laundry accommodations have been installed. In 1919 six cottages, each accommodating twenty boys and a house mother, were built for the Boy's Home in Covington.
CHAPTER VII

SUMMARY AND CONCLUSIONS

The previous chapters show that there have been changes in the work for children in all the institutions studied.

The fact that five institutions use less signed surrender now than formerly shows that less emphasis is being placed on the legal procedure of the parent's giving up all rights to their child. In general there is a trend toward more individual study of the child, as shown by the employment of social case workers in nine of the institutions. This trend is further seen by the fact that eight institutions require psychological examinations, and seven require psychiatric examinations of their children. Emphasis on physical health and medical care is seen in all the institutions. Special training for mental defectives is given in four institutions. This further shows the trend in individual study of the child.

Fourteen institutions cooperate more with other agencies now than formerly. This indicates a trend toward more broad-minded handling of the work. The fact that thirteen institutions have expanded their recreational programs, and that six of this number employ trained directors, shows a trend toward higher standards in this field.

A greater effort is being made to prepare the child for normal adjustment to community life after he leaves the institution, so that he will not be set apart. One means of doing this is through attendance at outside public schools as shown
in eighteen institutions, and by the provision of education beyond the high school as shown in fourteen institutions. Vocational training is another means of developing this adjustment as seen in the work of sixteen of the institutions. Expansion in the religious program of six institutions, and an emphasis on the child's taking part in these programs in fifteen institutions, also shows an effort to prepare the child for present and future life. The allowance of more freedom in fourteen institutions and an attempt to develop responsibility in the children of thirteen institutions further shows a trend toward more adequate preparation for community adjustment.

Another trend is seen in the increase in emphasis upon conserving the child's right to home life: outside the institution through the aid of Mother's pensions, the rehabilitation of the child's home, and by home finding; inside the institution through attempts to make the environment as home like as possible by means of the cottage system and by the employment of better qualified staff members. Sixteen institutions definitely try to keep in close touch with the families of their children. Fourteen institutions attempt to rehabilitate the child's family so that he may be returned to it, and sixteen institutions give follow-up care to their children after placement. The standards for staff qualifications have changed in twelve institutions; professional training is required in six. This shows the trend toward better trained personnel. More individual work of the children as a result of changes in recording is shown in
thirteen orphanages. Five institutions use the cottage system of housing which is definitely a trend toward more home-like treatment of the child.

It is possible to summarize all of these trends by saying that the present work in the institutional care for children is most clearly distinguished from the former work, in the attempt to study and supply the needs of each individual child, in the way which will best prepare him for life adjustment with the maximum of happiness and usefulness.

The duty of institutions to each child under care is well expressed by the following poem:

THE SOUL OF A CHILD

"The soul of a child is the loveliest flower That grows in the garden of God. Its climb is from weakness to knowledge and power, To the sky from the clay and the clod. To beauty and sweetness it grows under care, Neglected, 'tis ragged and wild. 'Tis a plant that is tender, but wonderfully rare - The sweet, wistful soul of a child. Be tender, O gardener and give it its share Of moisture, of warmth, and of light. And let it not lack for thy painstaking care - To protect it from frost and from blight. A glad day will come when its bloom shall unfold, It will seem that an angel has smiled, Reflecting it from beauty and sweetness untold In the sensitive soul of a child." (1)

(1) Used by permission of Mr. R. F. Hough, from "The Cottage Mother, Her Place and Importance."
APPENDIX A.

QUESTIONNAIRE

[Content continues on the page]
Trends in Work of Child Caring Institutions in Virginia

Read toward more individual study of child

1. Do you employ a social case worker (check) Yes ___ No ___
   a. Part or whole time? (underline)
   b. How long have you employed one? Years ___ Months ___
   c. Has she had professional training? Yes ___ No ___

   Kind of training

   __________________________

   __________________________

2. Are following examinations required of your entrants?

   Medical ________ Psychological ________ Psychiatric ________

   a. How long has each been required? (Years, Months)

   Medical ________ Psychological ________ Psychiatric ________

   b. Are examinations made by your staff or by another agency (underline)

   c. Are subsequent examinations required?

   If so at what intervals? ___

   Development of Mothers' Aid

   1. Do you give mothers' aid? Yes ___ No ___
      a. If so, has there been change in amount: What increase ___

      Decrease: ___ Why ___

      __________________________

      __________________________

      Under what circumstances is it given? ___

      __________________________

      __________________________

      How and when did it commence? ___

      __________________________

      __________________________

      Development of home finding not limited to children of special discharged age.

   1. Do you limit home placement to children of special discharged age?
      Yes ___ No ___
2. What change has there been in home finding and how and when did it begin?

3. Are children followed up after leaving institution? Yes ___ No ___
   a. If so, how?

   b. When did this begin?

Greater stress on recreation with view to health, happiness and character development.
1. What recreational facilities and programs do you have?

2. How have you developed and expanded this field?

   a. When did this begin?

3. Do you employ a trained recreational director?
   a. How long have you done so?

Greater freedom and development of self direction of children within institution.
1. Have you given more freedom to your children?
   a. How and when did this commence?

2. What changed methods of discipline do you employ?

   a. When were they changed?
1. What methods were used formerly? ____________________________

__________________________

__________________________

2. Is it been possible to develop more individual responsibility? ____________________________

__________________________

3. Are children prepared to make adjustments in community and industrial life? ____________________________

__________________________

__________________________

4. Discipline of boys and girls.

1. Do you allow more now than formerly? Yes ___ No ___

__________________________

5. When did this commence? ____________________________


1. What is your present program? ____________________________

__________________________

__________________________

2. How and when was it developed and expanded? ____________________________

__________________________

__________________________
5. Do you encourage active participation by children?

How?

Elder standards for staff personnel.

1. Have your standards changed in past ten years?

How and when?

2. What workers constitute your staff? (Give number and positions)

3. Is professional training required?

More cooperation of your institution with other institutions or agencies.

1. Do you cooperate more with others? How?

When did this commence?

2. Do you use central registration system, clearing children or foster homes with other institutions or agencies?

Changed policies in relation to families of your children.

1. Are you able to keep in close touch with these families?

How?
2. Is effort made to rehabilitate family and return child to own home?
   How?

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

5. What chance, if any, and when in above?

   ________________________________________________________________

   ________________________________________________________________

6. Greater care and consideration regarding admission to institution.
   1. What policies govern admission as to types of children received?
      ________________________________________________________________

      a. Do you have territorial limitations? If so, what?
         ________________________________________________________________

      b. Do you have limitations as to faith of parents? That?
         ________________________________________________________________

      c. Do you have restrictions as to mental defectives? Physical
         defectives? If so, what?
         ________________________________________________________________

      d. Do you accept children needing only temporary care?
         ________________________________________________________________

      e. Do you accept illegitimate children?
         ________________________________________________________________

      f. How and when have admission policies changed in recent years?
         ________________________________________________________________

   2. Is investigation by social worker required? Then did this
      requirement begin?

         ________________________________________________________________

   3. Is there less requirement of signed surrender from parent or guardian?

         ________________________________________________________________

   4. When do you require court commitment?

         ________________________________________________________________
1. What change, and when, has been made in these requirements?

2. The attendance of children at outside public schools and more educational opportunities of various kinds for children.

3. What is your educational program?

4. How much of this is through public school system?

5. Do you give opportunity for education beyond high school?

6. Are the children given vocational or vocational training?

7. Is there special training for mentally defective children?

8. How and when were the above items expanded?

Better record keeping.

1. What is your present record system?

2. How and when has it changed?
1. Do your records make possible better handling of individual child?_____
   a. More careful evaluation of your work? _____ For? ______

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________

   ___________________________________________________________________
APPENDIX B.

1. INSTITUTIONS
   (a) Those included in study
   (b) Those replying
   (c) Type as to sex
<table>
<thead>
<tr>
<th>Name</th>
<th>Reply</th>
<th>Male</th>
<th>Female</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portsmouth Orphan's Home</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Odd Fellow's Home - Lynchburg</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Alexandria Children's Home</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baptist Orphanage - Salem</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bethany Home - Richmond</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bonney Home - Norfolk</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Boys' Home - Covington</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hayes Memorial Ind. School - Staunton</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presbyterian Orphan's Home - Lynchburg</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hines Memorial Pythian Home - N. Market</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Hughes Memorial School - Danville</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Jackson-Field Episcopal Home - Jarrat</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lewiscot Presby. Insti. - Big Stone Gap</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Lutheran Orphan's Home - Salem</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lynchburg Female Orphan Asylum</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methodist Female Orphanage - Petersburg</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Norfolk Female Orphan Asylum</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orphan's Home - Timberville - (Summer Home)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. John's Orphanage - Clarendon</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. John's Academy &amp; O. Asylum - Dumbarton</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Vincent's Orphanage - Roanoke</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turney Home - Norfolk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weaver Orphan Home - Hampton</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundling Hospital - Richmond</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Memorial Home for Girls - Richmond</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Richmond Male Orphanage</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Va. Conference Orphanage - Richmond</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Name</td>
<td>Reply</td>
<td>Male</td>
<td>Female</td>
<td>Both</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------</td>
<td>------</td>
<td>--------</td>
<td>------</td>
</tr>
<tr>
<td>Masonic Home - Richmond</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Joseph's Villa - Richmond</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C.

1. Table I - Admissions
2. Table II - Admissions
3. Table III - Recreation and Education
4. Table IV - Religious and Moral Training
5. Table V - Closer Relation with Families
6. Table VI - Administration and Housing
<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hospital</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trauma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treatment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exposure in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weigh Child to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More free</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More positive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desire to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise more</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sustained</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More appetite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More rest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More sleep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weigh child</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Height child</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sleep behavior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eating habits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More durable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More energy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More free</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More positive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desire to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise more</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More sleep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More rest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More appetite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More rest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More sleep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More free</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More positive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desire to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise more</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More sleep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More rest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More appetite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More free</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More positive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desire to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise more</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More sleep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More rest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More appetite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More free</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More positive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desire to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise more</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More sleep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More rest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More appetite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More free</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More positive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desire to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise more</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More sleep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More rest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More appetite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More free</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More positive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desire to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise more</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More sleep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More rest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More appetite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More free</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More positive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desire to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise more</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More sleep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More rest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More appetite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More free</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More positive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desire to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exercise more</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More sleep</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More rest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More appetite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More free</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memo</td>
<td>Close Relation with Families</td>
<td>Attempt to Re-Habilitate</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Zone V</td>
<td>Municipal Home</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Memorial Home</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>St. Jerome</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Hospital</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>St. Joseph's</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>St. Vincent's</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Loretto</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Drummond Home</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Caledonia</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Orphanage</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Orphan Female</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Orphan Male</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Boys Home</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Boys Asylum</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Girls Home</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>Girls Asylum</td>
<td>X</td>
</tr>
</tbody>
</table>

To: [Handwritten note]

(Handwritten note)
<table>
<thead>
<tr>
<th>Facility</th>
<th>St. John's Orphanage</th>
<th>St. John's Orphanage</th>
<th>Boy's Home Corrington</th>
<th>Lynchburg Female</th>
<th>Virginia Conference</th>
<th>Lunenburg Female</th>
<th>Martins Home</th>
<th>Episcopal Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Staff required</td>
<td>Not</td>
<td>Yes</td>
<td>Not</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Professional training</td>
<td>Required</td>
<td>Not required</td>
<td>Required</td>
<td>Not required</td>
<td>Required</td>
<td>Not required</td>
<td>Required</td>
<td>Required</td>
</tr>
<tr>
<td>Change in use</td>
<td>More individual work</td>
<td>Better evaluation</td>
<td>More individual work</td>
<td>Better evaluation</td>
<td>More individual work</td>
<td>Better evaluation</td>
<td>More individual work</td>
<td>Better evaluation</td>
</tr>
<tr>
<td>Housing system</td>
<td>Congregate</td>
<td>Cottage</td>
<td>Combined</td>
<td>Not reported</td>
<td>Not reported</td>
<td>Not reported</td>
<td>Not reported</td>
<td>Not reported</td>
</tr>
<tr>
<td>Administration and housing control</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

---
Name: Mary Esther Hollowell

Date and Place of Birth: July 9, 1909, in Guilford College, North Carolina.

Date and Place of Education:
- Public Schools, Guilford, North Carolina, Diploma, 1927.
- A.B., Guilford College, 1931.

Occupation: Research Assistant, Mary and William Hull, 1931-1936.