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EDUCATIONAL CRITERIA TO BE OBSERVED WHEN EMPLOYING THE STAFF OF AN ORPHANAGE

by

WILLIAM BROUGHTON LORD

A thesis submitted to
the Faculty of
The Consolidated University of North Carolina
in partial fulfillment
of the requirements for the degree
Master of Arts in Education

Greensboro

1945

Approved by
Franklin H. McNutt
Adviser

ACKNOWLEDGMENTS

The writer wishes to express sincere appreciation to Dr. Franklin H. McNutt, Associate Dean of the Graduate School, University of North Carolina, for constant guidance, encouragement and sympathetic understanding in the preparation of this study; and to Miss Anna Reger, Assistant Professor of Education, Woman's College of the University of North Carolina, for her kind technical assistance.

The writer also wishes to express his gratitude to all those who assisted in any way, especially to the members of the Jury, whose judgments were invaluable.

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CHAPTER I

INTRODUCTION

Origin of the Proolem

In America, life is unique and precious. Each individual is recognized according to his capabilities and development irrespective of his station in life. No two children require similar treatment. Every child is an independent social unit. The soul of American life is to respect a person for what he is. As a result of this philosophy the social and educational adjustments must be made individually. Every one has his own problems. To insure the most effective solution of these problems the individual must be reckoned with as an important person. The child is the concern of all people. Proof of the truth of this statement is the existence of an orphanage.

Teachers and all adults responsible for child guidance rejoice in the fine statement of purpose in the "Children's Charter." In accepting the charter from the White House Conference on Child Health and Protection, Herbert Hoover said:

> Children are our most precious possession. The children's charter condenses the fullest knowledge and best plans for making every child healthier, safer, wiser, better, and happier. The children's charter recognizes the rights of the child as the first rights of citizenship. These rights are for every child, regardless of race, color, or situation, wherever he may live under the protection of the American flag.[1]

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[1]Helen B. Pryor, As the Child Grows. (New York: Silver, 1943),p. 36.

In summarizing the value of the individual in American life Adams described in the "American Dream" as follows:

> That dream of a land in which life should be better and richer and fuller for every man, with opportunity for each according to his ability or achievement... a dream of a social order in which each man and each woman shall be able to attain to the fullest stature of which they are innately capable, and be recognized by others for what they are, regardless of the fortuitous circumstances of birth or position.[2]

When a child is committed to an orphanage he is in danger of losing his identity in the crowd. In such a case he fails to become adjusted to his new home. Thus, one sees the tremendous responsibility of an orphanage staff in administering to these children, especially with respect to their peculiar needs. The success of a home in its child-care and child-training work will depend upon the personality and training of the staff. This study is concerned with the educational welfare of orphan children and especially that aspect of their education gained through adult contacts.

It is essential, for the children's optimal growth and development, that all employees in an orphanage possess certain qualifications that will meet adequately the educational needs peculiar to the orphan child.

When employing the staff of an orphanage that will meet the peculiar educational needs of the children, there are criteria to be observed. With this in mind a classification of personnel was constructed in terms of the importance of the child-contacts of the group. It seemed a legitimate basic assumption that if the educational needs of orphans be known, these needs could better be met if the employees were selected in terms of carefully worked out criteria.

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[2]James Truslow Adams, The Epic of America (Boston: Little, 1931), p.415.

Statement of the Problem

The subject of this thesis is: Educational criteria to be observed when employing the staff of an orphanage.

The general question is: What are the educational criteria that should be observed when engaging the several categories of employees of an orphanage?

The specific questions to be answered are:

1. What educational needs are peculiar to orphans?

2. What are the component parts of the staff of a well ordered orphanage?

3. What is the relative educational importance of each segment of the staff?

4. What qualifications should be possessed by individuals in each segment in order to satisfy the needs of the children with whom they are in contact?

Delimitation of the Problem

The thesis is concerned only with the qualifications of the employees as they affect the children's development. It has no concern with the technical skills of the laborers or the semester hours of preparation of the teachers. For the purpose of the study it will be assumed that such items are checked against other criteria, such as civil service regulations or teacher certification requirements.

The study is concerned with the physical qualifications of the staff only as these might affect a child's normal development. Such physical handicaps as tic, stuttering, and lisping would not be desirable in any member of the staff. Neither has the study any concern for the physical health of the staff other than that it be free from contagious

diseases.

Methodology

1. To determine the educational needs peculiar to orphans by:

a. A survey of the literature on the subject.

b. Interview with competent individuals with orphanage background.

c. Observation of the children and the comparison of their conduct with that of non orphans.

2. To determine what is a typical staff through:

a. Analysis of the employees of a representative denominationally sponsored orphanage.

b. Submission of the analysis to heads of other types of orphanages to determine likenesses and differences.

3. To determine the relative educational importance of each segment of the staff by:

a. Construction a child-contact index to reveal relative importance.

b. Interview with orphanage superintendents and others of orphanage experience.

4. To determine what qualifications should be possessed by the individuals in each segment in order to meet the needs peculiar to orphans by:

a. A search of the literature on the subject.

b. Interview with competent individuals with orphanage experience.

c. Analysis of individuals that children love and respect.

Definition of Terms

Orphans.- For use in this study the child is considered an orphan if he has no home. His homeless condition may be brought about by any one of the following causes: Desertion or moral unfitness of one or both parents; One or both parents dead or physically or mentally incapacitated.

Orphanage.- An orphanage is an institution that has for its object the support and caring for and training of orphan children.

Houseparent.- A houseparent is one who cares for the children in a cottage home. The houseparent is the substitute parent, interested in the children's educational welfare.

Educational Criteria.- For the purpose of this study, educational criteria shall include standards for evaluating such viewpoints and overt behavior of employees as may influence children in contact with them.

Staff.- The staff of an orphanage includes: administration, teachers, houseparents, supervisors, and laborers.

Survey of the Literature

To avoid duplicating previous work the following indexes were carefully checked:

Palfrey, Thomas R., and Coleman, Henry E. Guide to Bibliographies of Theses- -United States and Canada, 2nd edition Dhicago: American Library Association 1940.

United States. Library of Congress. Catalogue Division. List of American Doctoral Dissertations. Washington: Government Printing Office, 1912-1938.

Doctoral Dissertations Accepted by American Universities. New York: H..W. Wilson Company 1933/34 - 1941/42.

Monroe, Walter Scott. Ten Years of Educational Research, 1918-27.

University of Illinois, Bureau of Educational Research, Bulletin No. 42 August, 1928. Urbana, Illinois: University of Illinois, 1928. p. 377.

United States. Office of Education, Library, Bibliography of Research Studies in Education 1926-27 to 1940. Washington: Government Printing Office, 1929-1940.

Good, Carter Victor, "Doctors' Theses Under Way in Education," Journal of Educational Research. January 1931- January 1943.

Gray, Ruth A. Doctors' Theses in Education: A List of 797 Theses Deposited with the Office of Education and Available for Loan. Washington: Government Printing Office, 1935, p. 69. (U. S. Office of Education Phamphlet No. 60.)

Barstad, Anvor and others. Register of Doctoral Dissertations Accepted in partial Fulfillment of the Requirements for Degree of Doctor of Philosophy, Vol. 1, 1899-1936, Teachers College Bulletin, 28th Series, No. 4, February, 1937, New York: Teachers College, 1937. p. 136.

New York University. Washington Square Library. List of Doctors' and Masters' Theses in Education. New York University, 1890-June-1936,,, New York: New York University, School of Education, 1937. p. 117.

Northwestern University. List of Doctoral Dissertations, 1896-1934. Evanston, Illinois: The University, 1935.

Monroe, Walter Scott and Shores, Louis. Bibliographies and Summaries in Education. New York, H. W. Wilson Company 1936. p. 470.

School Life. Washington: Government Printing Office, March,1935-March, 1942.

Education Index: A Cumulative Author and Subject Index to a Selected List of Educational Periodicals, Books and Pamphlets. New York, H. W. Wilson Company, 1929-February, 1943.

The Bibliographic Index: A Cumulative Bibliography of Bibliographies. New York, H. W. Wilson Company, 1938-1943.

Parallel Theses

In 1942, at Rutgers University, New Brunswick, New Jersey, John W. Wood wrote a doctoral dissertation entitled:"A Study of the Influence of the School Janitor on the Pupils of the Public Schools of Monmouth County."

Mr. Wood states that the janitor is in a position to influence the pupils through encouragement, conversation, use of profanity and incorrect grammar, use of logic and ability to reason, work habits and workmanship, attitudes toward his job, the pupils, and the school personnel, personal appearance and appearance of building and grounds.

In view of the influence which the janitor may exert on pupils in their accomplishment of the objectives of education it seems wise to recommend that standards of character, workmanship and intelligence be required of all public school janitors.

In June, 1941, at Purdue University, LaFayette, Indiana, Ida Belle Kelly wrote a doctoral dissertation on the thesis entitled: "An Investigation of Teacher's Knowledge of and Attitude Toward Child Behavior in Everyday School Situations."

Miss Kelley contends that the whole child comes to school and the teacher must know and accept this fact before any satisfactory adjustment can be made of the child's difficulties on behavior problems. Miss Kelley further says that the child's attitudes toward difficult social situations is as important as school subject knowledge. It is much more necessary that children develop wholesome, well-adjusted personalities than that they fulfill the traditional academic objectives.

The progressive school administrators are concerned not only

about what teachers know about subject matter but what they know about the children they teach. They are beginning to emphasize a proper balance of intellectual attainments with desirable physical, social and emotional adjustment.

No other closely related works were found.

CHAPTER II

EDUCATIONAL NEEDS PECULIAR TO ORPHANS

Some needs are common to all children. The White House Conference Report lists these needs as follows:

> All children need a home, good health, favorable conditions for growth. They will need education and training, preparation for the responsibilities of later years. They all need to acquire a personal appreciation of the spiritual and ethical values in their experience, to form standards of right living, and to have access to religious inspiration consistent with a developing philosophy of life.
>
> These needs have a different significance at different periods, in different places, and for different children at the same time and in the same place.[1]

That is to say that all children need shelter, food, clothing, security, wholesome environment, adequate educational opportunities, and sound spiritual and moral training.

Every orphan child has had experiences peculiar to himself and these have caused some of the most essential needs to become accentuated beyond the requirements of other children.

It is the purpose of this chapter to select from the needs common to all children, those which are particularly acute for orphans.

Love and understanding are needed by every child if his nature is not to be dwarfed and made sullen and hard. These needs are especially keen in orphans. In many cases the orphan has never known a mother's love. This often results in peculiarities that make him hard to understand. Security is definitely the most important need of an institutional ward. But before there can be any feeling of inner security on the part of the

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[1]White House Conference, Report on Children in a Democracy. (Washington: United States Printing Office, 1942), p. 63.

child there must be expressed on the part of the adults about him a genuine love and affectionate understanding. This is necessary in order to restore that sense of security which he does not enjoy. Kindness alone will not suffice. Else E. Dahl says:

> Experience and new ideas learned from the field of mental hygiene have shown us how inadequate shelter and kindness are in meeting the needs of individual children and how harmful regimentation can be. We have learned that children do not go through life in mass formation---they must learn each one, to become captains of their own lives... In the institution as in the home, the basic needs of the child must be met if we are to provide an atmosphere of happiness and growth. The child needs to feel secure; loved and wanted; he needs to feel that he is important as an individual and not just an unnoticed unit in the mass, so that he can experience a necessary and wholesome self-esteem; he needs a chance for new and different experiences... it is somewhat harder to provide all this for every individual child in a large group than it is in a private home. Yet it can be done.
>
> ...The child who comes to the institution has already had his snug little world of father, mother and home damaged or destroyed or he may never have had such a home. He comes to the institution, therefore with his faith in the world severly shaken. It is the obligation of the institution to rebuild that faith. This takes unusual understanding on the part of the adults who are responsible for the child's care...[2]

Fritz Redl gives further evidence of the importance of love in children's lives in the following statement:

> Without the right kind of love children cannot be happy. Healthy adulthood cannot be attained out of unhappy childhood without some specialized repair work done in between. The production of a happy childhood is one of the best ways of preventing delinquency and guaranteeing satisfactory development. Love is essential for the production of conscience. Research during the last thirty years have proved that a healthy conscience cannot develop without love. Children just do not imitate moral behavior or get used to it. They do not imitate standards in mid-air. What they do imitate is persons to whom they feel strongly attached. Children who are not loved will not have the slightest reason to incorporate the values for which their parents or teachers stand.
>
> The child who is not loved at all, who is rejected and unwanted provides the highest percentage of adult inmates in mental hospitals and jails. The reason is if there isn't any air the organism cannot

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[2]Child Welfare League of America, "When Children Live in Institutions," Bulletin, Vol. XIX, No. 2. (New York: The League, February, 1940), p. 3.

breathe. It is this type of climate to which sufficient attention has not been given.

Love of children is often used as an alibi for all the stupid things dome to them in the pursuit of educational tasks. Love does counterbalance some mistakes but it does not wipe out the effect of all of them. Only the love that can be amalgamated with critical thinking and vivid imagination is educationally productive.[3]

Cutts and Moseley say:

The child who is kept busy and interested is having the best discipline, but he needs good health, he needs affection from his family, his teacher, and his friends, he needs work that is challenging but not impossibly hard, he needs a chance to cultivate his interest, he needs a responsible task of his own to carry out. In all of these he needs a measure of success and a meed of praise.[4]

The most usual form of insecurity is probably that which comes from lack of affection in the home or fears about the family's stability. Of the children whom the diaries list as coming from homes where the parents are unhappily married or homes broken by death or divorce, four fifths are said to be emotionally maladjusted.[5]

The child's behavior may be affected by the breaking up of the home, parental neglect,... overcrowded sleeping and living quarters, inadequate income, and the lack of desirable recreation in the neighborhood.[6]

Concerning children who come from broken homes Cutts and Moseley say further:

One survey of broken homes in a large city system showed that seventeen per cent of all the children come from broken homes. When a generous sample of these was matched with children from normal homes, those from broken homes were found to be more retarded and more given to cheating and to have to a greater extent neurotic feelings of inferiority and depression.[7]

The orphanage child comes from a disturbed home; he lacks the feeling of security, which is so necessary in the development of a well rounded

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[3]Fritz Redl, "Delinquency Prevention and the Role of Love," Childhood Education Journal, XX (December, 1943),pp. 157-163.

[4]Norma E. Cutts and Nicholas Moseley. Practical School Discipline and Mental Hygiene. (New York: Houghton, 1941), p. 278.

[5]Ibid,,p. 143.

[6]Ibid,,p. 129.

[7]Ibid,,pp. 129-130.

life; he thinks that he is not wanted, that no one cares, that he has no home; he is inwardly shy and frustrated; he feels uncertain of himself and withdraws from the group. His mental attitude, toward life in general, is likely to be warped and unbalanced.

"In recent years teachers have become more aware of this danger and in answer to a questionnaire asking what special topic they wanted taken up in a course on behavior problems, more teachers mentioned 'the shy withdrawing child' than any other."[8]

New adjustments must be made in order to cope with this abnormal mental state. This correction is the responsibility of the adults who are privileged to work with him. Only through careful guidance can the child be brought back into a well organized life, which is his rightful heritage.

Cutts and Moseley says:

> If a child is sure of his place in someone's affections he can face the difficult lessons of life with equanimity. If no adult shows the child human warmth and sympathetic understanding he will feel that the world is against him and act rebelliously. If he lacks affection from any source or if he must depend on bad company the result may well be a criminal career or serious mental ill-health.[9]

It is necessary for the child to feel that he succeeds in something. "A measure of success is requisite for self-respect."[10] Nothing will give an orphan greater security after he has made his emotional adjustments than being valued for his part in the scheme of life. Success gives a feeling of belonging to life. Failure carries its own hard discipline.

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[8] Ibid, ,p. 100.
[9] Ibid, ,pp. 140-141.
[10] Ibid, ,p. 141.

Orphan children need to be recognized for their worth in doing some task. He feels more confident because of his ability to do something worthwhile and hence develops a greater self-respect when he is noticed by others.

"Recognition puts the stamp of approval on success and increases the valuable results success may have."[11]

"Tasks, games, and hobbies can be found in the diverse life of an institution through which every child can achieve recognition. If acceptable avenues to recognition are not found, the child may seek undesirable ones."[12]

"The child must feel that others of his own age like him and that he belongs to the group."[13]

Caroline Zachry says, "In our society the child has two basic emotional needs: the need to achieve and the need for affection and social security...His behavior is symptomatic of the satisfaction or dissatisfaction gained during his growth, and indicate how he is functioning."[14]

Concerning love and protection Dr. J. A. Hadfield says:

> The greatest essential of all is that in early childhood the child should have the atmosphere of protection, security, and love. It is very often said that children become neurotic because they have too much love and affection. I do not believe that for a moment. Many children have foolish, anxious, or even sensuous mothers;

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[11] Ibid., p. 142.
[12] Child Welfare League of America, op. cit., p. 8.
[13] Cutts and Moseley, op. cit., p. 170.
[14] Caroline B. Zachry, "Personality Adjustment of the Elementary-School Child," The National Elementary Principal. Fifteenth Yearbook. (Washington: National Education Association, July, 1936), p. 259.

> which is a parody of true love; but the child breaks away from these things. The child will not put up with this kind of fondling and attention. But if you deprive a child of the sense of protection and security, you deprive it of that atmosphere in which it can develop. It is only in an atmosphere of protection and security that the child can experiment, knowing that no harm can come to it. In that way the child gains freedom and confidence to face life.[15]

"A boy or girl who has grown to puberty deprived of essential security in the affection of parents, friends, and teacher is not unlikely to show clearly marked neurotic patterns during the normal conflicts of puberty and adolescence."[16]

A flexible program is essential in an institution for orphans. Messenger says:

> Institutions should have as few set rules as possible, because nothing tends toward regimentation and institutionalization of our children more than a multitude of rules and inflexibility in interpreting them. We must have certain guides for our children to follow, rules to which they should and must conform, but these can be kept at a low minimum. Furthermore, the few rules that are necessary should be more or less flexible to meet the needs and requirements of our individual children. ...this policy means added responsibility and added work for all staff members. It would be far simpler to have definite hide-bound rules, and if these rules were broken certain definite and never-failing punishments would be inflicted. Where freedom is allowed children, in order that they may learn through their own experiences, it calls for more mature judgment and wisdom to set up an all-round discipline which will be most beneficial. Tom or Leslie may break the same rule, but it does not follow that the same treatment should be given both boys.[17]

It is not contended in this chapter that an orphanage gives to the child the same benefits of a home. "There is no substitute for home life

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[15] J. A. Hadfield, "The Making of the Free Personality," New Era, XVII, (September-October, 1936), p. 237.

[16] Caroline B. Zachry, Emotion and Conduct in Adolescence. (New York: Appleton, 1940), p. 13.

[17] Kenneth L. Messenger, "The Individualization of the Child of the Institution," Bulletin, Vol XX, No. 7 (New York: Child Welfare League of America, September, 1941), p. 3.

and intelligent parenthood in the rearing of children."[18] However, it must be pointed out that there are many children who receive much greater benefits and better treatment in an institution for orphan children than in the home environment in which they would have had to live.

The value of the home is well expressed in the Children's Bureau:

> It is in the home that the child's need for affection, security, and opportunities for growth or development, which plays so important a part in shaping his personality, are met or thwarted, Even the most affectionate and intelligent parents may not always fully understand the child's need for security and growth. Security is founded upon the emotional maturity of parents, upon justice, truthfulness, regularity, order and serenity in the home. Opportunities for development can be given the child only by parents who want to see him grow and give him every chance to utilize and enlarge his own powers.[19]

One of the great needs in an orphanage is warmth of personality in personnel. Only this form of radiant love and interest will give the children a feeling of security and well being; will make the best possible substitute for the home and what the children miss most.

Concerning the peculiar needs of orphans Cooper states:

> There are three cravings or desires that are particularily significant for the mental health of the institutional child. These are:
> a. affection, love, response, sympathy, understanding;
> b. recognition, respect, status, standing, success;
> c. adventure, change, surprise, freedom, independence, and initiative.
> In the child's life if these needs are denied reasonable satisfaction, or if their fulfillment is blocked, there arise mental conflicts that produce tension, uneasiness, feelings of inferiority, unhappiness and discontent, and that frequently lead to grave physical, moral, and religious failure or disaster.[20]

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[18]United States Children's Bureau, Facts about Juvenile Delinquency, Government Printing Office, Bureau Publication, No. 215 (Washington: Government Printing Office, 1935), p. 10.

[19]Ibid.,p.10.

[20]John M. Cooper, Children's Institutions.(Philadelphia: The Dolphin Press, 1931), p. 175.

In an orphanage the child is often times overlooked because of the large number of children to be delt with. Concerning this phase of a home for orphan children Cooper says:

> The institutional child can easily be lost in the crowd and become a part of the vast machinery of the institution, and both fail of receiving individual recognition and fall short of acquiring individual status and success. He can likewise easily become undernourished and starved emotionally for want of individual affection, love and understanding.[21]

Carson Ryan says: "A child has a mental life far more delicate and complex than his physical body, far more difficult to keep in order, and much more easily put out of adjustment."[22]

Regarding the importance of love in the life of an orphan Cooper says further:

> There are many undesirable reactions and conflicts affecting physical, mental and moral health that thrive weedlike in a loveless soul. Depriving a child of love is helping to wear him down in body, mind, and soul, and to handicap him for citizenship both in the commonwealth of man and the commonwealth of God.[23]

Thus, permanent damage may be done to the orphan child. Those children who have been denied a sympathetic understanding and a warm personal interest must have love manifested to them in a direct personal way in order that their feeling of security may be restored.

A further proof of the importance of love in the life of a child is the experiment by Dr. William Palmer Lucas as related by Alma H. Jones. Dr. Lucas says:

> The tiniest baby responds to love or its life may be blighted by its lack. The following illustrates: In New York City is a foundlings' home where babies are kept who arrive irregularly or unwelcome. A study of these infants revealed an extremely high

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[21] Ibid., p. 175.

[22] W. Carson Ryan, Mental Health Through Education. (New York: The Commonwealth Fund, 1938), p. 15.

[23] Cooper, op. cit., p. 189.

death rate, although they had the best scientific care. The superintendent decided to hire mothers of the better class to care for them. The babies were given some loving and cuddling and strange enough fewer died, though the standards of physical care were not as good as that of the institution. While this is not an argument against scientific care, it does indicate the importance of love and affection even in the period of early infancy.[24]

Griffin concurs in the above opinion in the following statement:

...there are two kinds of emotional needs which can be satisfied only by the social milieu. The first is the need for personal love and affection. The child needs to feel that his parents - - or someone - -loves him for himself alone...This affection gives him a deep and lasting sense of security.

The second is the need for acceptance and approval by the group... The need for social status and social approval shows itself constantly in children at school. Some children will go to great lengths to gain a cherished recognition.[25]

It is true that the needs of the orphanage child command attention, and must be met by the physical equipment and the personnel of the institution; but the child, too, has a responsibility in accepting and abiding by the standards of his new home. Griffin says,"...not only must the needs of the child be met by his environment, but the child must meet the requirements set by the people and institutions about him."[26]

Orphanage children have known many discouragements, disappointments, and failures before entering the institution. A great majority are shy, timit, backward, and consequently have a feeling of inferiority. The behavior patterns have been formed and will differ somewhat in each child.

Griffin in reference to growth through failure says:

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[24]Alma H. Jones, Influence of Heredity and Environment on Child Development. Booklet Reprint,(Ames: Iowa State College Extension Service, September, 1935), p. 10.

[25]J. D. M. Griffin, and others, Mental Hygiene, (New York: American Books Company, 1940), pp.19-20.

[26] Ibid., pp. 20-21.

> If the child never experiences failure, he will never learn to overcome it... If failure is accepted in an objective way as a challenge--- a challenge to succeed, to overcome the obstacle, to achieve the desired goal from which one is barred for the moment by the failure itself--- the failure is being used constructively and will actually contribute to sound, healthy development. For certain children, therefore, some failure is to be desired. Persistent failure, on the other hand, is dangerous.[27]

Prescott concerning the social needs of the child expresses the following opinion:

> The social needs of the individual grow out of the fact that life must be lived in contact with other people. ... a fundamental need is to live in a relationship of affection or love with someone or several other human beings. Only in such a manner can the individual have an unassailable feeling of his own value. The need appears in very young children and continues throughout life. It is by no means guaranteed to every one... the absence of love in a child's life is marked by the strongest feelings of insecurity. ... the child must feel that he is important in the group, that he is well thought of, that he is valued. ...without this sense of increasing belonging the "security" of the individual is greatly menaced....
>
> A person cannot be adjusted even reasonably well unless he feels that he has attained a worthy and effective selfhood. ...psychic rejection robs the child of the affection which he craves and prevents him from attaining the needed sense of belonging... . It is also serious for a child to be rejected by his playmates or classmates... . Quarreling, shyness, jealously, and all sorts of bizarre attempts to gain attention are the results... . But contemporary thought seems to be forsaking the idea that "problem" behavior is usually the expression of bad heredity and mental deficiency. Instead, it accounts for maladjustment in terms of excessive deprivation, frustration, or insecurity which denies the opportunity to fulfill the basic needs of his developing personality.[28]

The orphan child needs encouragement from the time he enters the orphanage until he leaves and even then a follow up of his activities should be continued at regular intervals. As a general rule a pat on the back of the orphan child helps tremendously in his adjustment. He should be dealt with at all times, and especially when in trouble, with patience

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[27] Ibid., p.24.

[28] Daniel Alfred Prescott, Emotion and the Educative Progess. (Washington: American Council on Education, 1938), pp. 110-138.

and understanding.

Regarding the child's needs and the treatment of those needs Frank says:

> ...intensive studies are showing many of the delinquents and criminals are not bold transgressors of law, but are the unhappy, emotionally starved or distorted individuals who are seeking some outlet or release for their own inner conflicts and unhappiness.
>
> If the child is given adequate reassurance and affection, made to feel that despite his fumbling errors and mistakes he is always loved and wanted, then he may set the whole pattern of his life career and develop an image of himself as a worthy individual.
>
> A child desperately needs the security of stable, persistently uniform situations, of dependable human relations, and of endless patience and tolerance. The more insecure and unhappy an individual is within his private world, the more his personality processes will be directed to some form of defensive or offensive activity as a release for the strong feelings that dominate his life.[29]

Observing the danger of ridicule Strang says; "After five years of age an increase has been observed in fear of ridicule, fear of loss of prestige, and fear of events that might threaten a child's status and future security.[30]

There is a need for more individual work in an orphanage. The child's welfare should be given first attention at all times. Concerning individualization and regimentation Messenger states:

> So many institutions have developed ways of individualizing their children that our old methods of regimentation and "routinization" should no longer have any place in our programs. ... Far too many institutions still hang on to policies and procedures which produce the results of mass treatment. There is nothing more important in institutional work today than a policy which calls for the maximum of individual attention and study of each child in these group homes.

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[29]Lawrence K. Frank, "The Basic Needs of the Child," Mental Health in the Classroom. Thirteenth Yearbook of the Department of Supervisors and Directors of Instruction. (Washington: National Education Association, 1940), pp. 3-25.

[30]Ruth Strang, An Introduction to Child Study.(New York: Macmillan, 1938), p. 328.

Every institution caring for children should have as its basic philosophy the firm conviction that every policy, every decision, and every procedure, must be based solely on the thought that each child is a separate and distinct personality, and that he must and will be considered as such.

In order that we may help each child who comes to the institution we should admit.. only those whose needs can be met by our program. This is one of the most difficult responsibilities of any institutional group, and, at the same time, one of the most important.[31]

From the Manual for Cottage Mothers in Institutions the following is revealed:

Children whose lives have been badly disorganized, who have lived with nervous or psychopathic parents, or who are emotionally unstable should have the service of a psychiatrist. Often a different way of living or a new environment is all that such a child needs and given that he may get along without the help of a psychiatrist....

Insecurity and inferiority are characteristics we may expect to find in some members of any group of children and certainly we should look for them among children in institutions. When a child comes to the institution usually it means that he has forfeited some of the security which children usually find in a family home. In institutional work we face a responsibility for helping children to forget that they are dependent, to get away from impressions that they are inferior to other children.[32]

The well known president of Carson College for Orphan Girls, who is also an educator says:

There are three great inclusive needs of children. The first is a need for home, which means to the child, security, rest and special understanding; which means for him an emotional 'center of gravity'. Every child first of all must have a chance to be rooted in the living warm affection of a person who is "mother" or who takes the place of "mother"; rooted also in a place that peculiarly to himself, is a background that feels right...

The second great fundamental need of children is for success; for a measure of real success in their interests and activities outside the family as well as within the circle of the home. We all know children who are silent and day-dreaming, or who are embittered, or fearful, or sneaky, or bullying. They are all children who do not know success. They have not experienced the glow of self-respect which

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[31]Messenger, op. cit., pp. 1-2.

[32]Child Welfare League of America, Manual for Cottage Mothers in Institutions. (New York: The League, April 1, 1931). pp. 19-20.

comes from accomplishment recognized by their peers.

The third...need or right of children, is for a measure of experience in the world as it is. Children need experience with money, real money; with neighbors, friends, community life. Orphanage or dependency in itself is sufficiently abnormal. Children with this background, all the more need normal activities, normal interest, normal experience, in the world as it is. Children learn by living, and by living today. Let us not measure our work in terms of preparing to get ready to begin.[33]

With a realization of these peculiar needs the houseparent will find his or her life with the children full of educative situations, through which he or she may have a tremendous influence on their lives.

One of the Alumni of an Orphanage presented the viewpoint of the Alumnus regarding the total value of the benefits derived from orphanage care. He states:

> You who are here are here because you are grateful to a foster home, and love and respect it. This home is not a stigma to live down; it is an ideal to be lived up to.
>
> I know that the people entrusted with the running of this great home are successful because they are doing what they have undertaken, and are doing it well. It is a very difficult job to take the place of father, or a mother to a child and raise that child so that he or she becomes a normal, happy individual. It requires time, patience, skill, and understanding. It requires love, faith, and courage. It requires devotion to duty and sacrifice. These are the elements of your success. The kind of success that teaches a child to believe in you: the kind of success that has brought you and this place distinction and honor.[34]

A second method of determining the needs peculiar to orphans is the interviewing of expert individuals having orphanage experience. Several of the interviews are given. Dr. I. G. Geer, general superintendent of the Baptist Orphanage of North Carolina, Thomasville, North Carolina, says:

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[33]Elsa Ueland,"The Care of Children in Institutions, National Conference of Social Work, Proceedings, Fifty-first Annual Session--- (Chicago: The University of Chicago Press, 1924),pp.128-129.

[34]M. Luther Pittman, "Homecoming Address," (delivered at Mills Home, Thomasville, North Carolina, August 6, 1939).

> There are five major needs of an orphanage child. First, he needs a sense of security which includes a consciousness of a friendly atmosphere, love and affection, and someone to manifest a definite interest in him.
>
> The second is a need for a good strong body. This calls for wholesome food, medical care, regular habits in work, play and sleep.
>
> He needs self-confidence; give him a chance to use what he has.
>
> He needs family ties; no matter how poor or unfit his people may be, do not allow a complete break to come between him and his family.
>
> Fifth, he needs to know that he has possibilities of success in the future.

Miss Sarah Elmore, superintendent of Mills Home, Thomasville, North Carolina, says, "Orphanage children need love, protection, guidance and frequently a building up of health. Orphanages correct: eating habits, regular hours sleep, rest, exercise and elimination."

Mr. R. D. Covington, treasurer of the Baptist Orphanage of North Carolina, Thomasville, North Carolina, says:

> Orphanage children need love and understanding. The child has had a sudden jolt from a broken home into a new place. He needs a great deal of patience for adjustment.
>
> He needs to be carefully guarded to develop him to co-operate with his age group in work, school and play. While doing this we must not neglect his individual talents. We should encourage and help him to develop along this line.
>
> He needs to be encouraged to go forward in his life's chosen work and be helped financially and otherwise.
>
> He is also in need of something lasting and eternal in Sunday School and Church. Being properly related to God will effect to child's relation to others.

Mr. J. A. Macmillian, editor of Charity and Cildren, orphanage paper for the Baptist Orphanage of North Carolina, Thomasville, North Carolina, says: "Orphanage children need security, understanding, recognition, medical care, a firm kindness and leadership."

Miss Hattie Edwards, case worker for the Baptist Orphanage of North Carolina, Thomasville, North Carolina, says:

> Above all the orphan needs a feeling of security; a feeling that he is wanted (every effort should be made to meet this need).

> An essential need is understanding. The orphan child has a need of affection and love of an understanding matron. Other needs are food and medical care.
>
> There are some children who have trouble adjusting to group life. They need more individual attention.

Mr. O. V. Woosley, superintendent of Children's Home, Winston Salem, North Carolina, says, " Children need a sense of security, otherwise they are groping around into uncertainty. Orphan children need adjustment, sympathy, food, clothing, and an understanding personality which is as good a substitute for a parent as possible."

Mrs. Louise Blake, case worker for the Baptist Orphanage of North Carolina, Thomasville, North Carolina, says:

> Children come to the Orphanage undernourished physically and emotionally. The orphanage child needs understanding, affection, medical care, food, correction of bad habits and the formation of good ones, and psychological understanding. Most orphans are retarded in school work.
>
> A need for recognition and individual attention is essential in dealing with orphanage children. All workers need the mental hygiene approach. When a child comes to the orphanage he clings to the case worker for affection and protection.
>
> The motive for stealing, begging and some forms of lying disappear in an orphanage. Stealing pencils, tablets, and clothing stop when the child comes to the home. When the same is issued to all there is no incentive to steal. Stealing for competition also disappears.

Mr. W. B. Lord, teacher in the Baptist Orphanage of North Carolina of North Carolina, Thomasville, North Carolina, states, "The orphanage child needs love, a personal interest, recognition, understanding, encouragement, praise, a sense of belonging, security, a degree of success, and a substitute for kinship ties."

Miss Edith Clemmons, houseparent in the Baptist Orphanage of North Carolina, Thomasville, North Carolina, says, " The orphanage child needs a sense of security, kindness, patience, gentleness, understanding and a firm interest."

Miss Bessie Carter, houseparent in the Baptist Orphanage of North Carolina, Thomasville, North Carolina, says, "The greatest need of an orphan is to know that someone cares and is interested in him. Some children feel that they are not wanted or loved by their people. Another need is that the child be made to feel that he is improtant and is worth something."

Mrs. I. P. Frazier, houseparent in the Baptist Orphanage of North Carolina, Thomasville, North Carolina, says:

> The cottage tries to meet the need of the child's home life by keeping new ones, on entering, in the house and kitchen to help with this work.
>
> The orphan child needs love, understanding, to belong, a buddie his own age, adequate food, cleanliness, to own things, to feel that this is "our house", to be noticed, church attendence, praised and encouraged.

The third method of determining the needs of orphans is the interviewing of orphanage children. Three questions are asked:

I. What did you miss most when you first entered the orphanage?

II. How long were you at the orphanage before you became satisfied?

III. Who met your needs?

The following interviews reveal what they have to say:

Randolph says, "I missed affection and a sense of belonging in the orphanage. It took me three years to find someone to fulfill that need. The satisfaction was found in a teacher."

Milton says:

> The thing I missed most was my mother's love and understanding. I missed the freedom of a normal boy. I thought the orphanage had a wall around it and children could not go outside. However, I found that this was not true and in about two months I was a happy little boy because a houseparent and teacher took an interest in me."

Margaret says:

> I needed understanding and love. I thought the orphanage was a terrible place when I first came because the older girls treated me badly. It was about four years before a teacher and houseparent showed me that I was just as important as anyone else. Now I love the place because of the interest that has been shown in me.

Paul says, " I missed my father's love for me and his companionship and understanding. I found immediately on coming to the orphanage satisfaction in my houseparent."

Jewell says, " I missed my grandmother and brothers. I liked the orphanage when I first came. I became satisfied because of one of the larger girls."

Percy says, "I missed my two small brothers but I felt satisfied immediately because larger boys were good to me. They would buy me candy."

Bertha says, "I missed my mother most. I missed her love and understanding. In about four months I found my needs supplied by a houseparent.

Betty Marie says, "I missed my brother and sister. They seemed to understand me and I felt secure with them. I was here about two weeks before I became satisfied and happy. This was brought about because of the interest and understanding of a houseparent and a teacher."

Donald says:

> I missed the companionship of mother and father. I missed someone to go to for advice and to find out how I was getting along. I used to go to my father when I got into trouble and he would help me get it straightened out.
>
> I thought of the orphanage as a place crowded with people and I was scared. In about three months a teacher filled my need along with a couple of boys who made orphanage life easier.

Robert says, "I missed my father, aunt and uncle. I missed their companionship, personal love and individual attention. It was about two years before I found someone to supply the interest and affection

of my people. This person was a teacher."

Edith says, " I missed the companionship of my grandmother most. She was just like a mother to me. I was here three or four months before I became satisfied. The girls were nice to me and a houseparent came to my rescue."

Formulation of Orphan Education Needs

An analysis and evaluation of the foregoing evidences yield the following list of orphan needs. This will serve as the basis of a study of the qualifications of orphanage employees.

1. Security

A sure place in the affections of some elder or elders and also of the children.

2. Success

Each should have marked success in some activity, however small, thus to give a measure of distinction necessary for sound personality development. A reasonably high self-emoluation.

3. Normal Activities

Very essential inasmuch as much of the life of an orphan is not normal.

4. Independence

Orphans must have an unusual measure of independence for they lack that chief resource of other children, a family.

5. Individual Study and Analysis

Because of their peculiar circumstances many undesirable compensations or asocial traits may develop. They need constant study by competent individuals.

6. Proper Response Models

Elders who may be imitated and proper behavior sets a standard.

7. Social Competence

Social competence takes one far and is needed in a generous measure by those without the backing of a family.

8. Spiritual Resources

Orphans are in need of the steadying influence of religion.

9. Vocational Competence

Orphans often must be self-supporting at a relatively early age.

10. Health and good health habits

CHAPTER III

ANALYSIS OF THE STAFF OF A TYPICAL ORPHANAGE

The Baptist Orphanage of North Carolina is a representative denominationally sponsored institution. It maintains two physical plants: Mills Home in Thomasville, North Carolina, with which this chapter is concerned, and Kennedy Home at Kinston, North Carolina. Mills Home is the larger plant. In it four hundred nineteen children are cared for (two hundred five boys and two hundred fourteen girls). In the Kennedy Home there are one hundred forty children (sixty five boys and seventy five girls).

The sixteen cottages on the Mills Home Campus vary in size and construction. Each cottage has the small type dormitories and individual dining units.

Mills Home is situated on a four hundred eighty acre tract of land which includes a campus of fifty acres. The administration building is located near the center of the grounds. A wide valley, which lies north and south, separates the boys' cottages from the girls' cottages. The many trees, abundance of shubbery and flowers, the rolling campus make a beautiful appearance especially in the spring and summer.

In addition to the cottages for children, the eleven homes for married workers and the administration building, there are separate buildings for the library, kindergarten, vocations, and infirmary, printing shop, sewing rooms, laundry, a dispensary and gymnasium, silos, barns and various storage rooms. One building is used for both school and religious services.

The recreational life of the children is well provided for by a swimming pool, athletic field and tennis courts.

Classes of Employees and Duties

I. General Superintendent

The General Superintendent is responsible for the operation of the Baptist Orphanage of North Carolina, which includes Mills Home, Thomasville, and Kennedy Home, Kinston. It is his duty to keep the two institutions' need before Baptists and friends of the State in order that liberal contributions, gifts and bequests may be made for adequate care and support of the children in the homes. He authorizes the disbursement of funds and plans work with the heads of the various departments.

II. Superintendent of Mills Home

The Superintendent of Mills Home has under her supervision the cottages and their operation, the sewing rooms where the children's clothes are mended and made, the infirmary and supplies. It is her duty to look after the material needs of the children. She makes all plans for remodeling and repairing the cottages.

III. Teachers

The Mills Home School is a unit of the Thomasville City School System. However, the responsibility of selecting and retaining teachers lies with the General Superintendent and the school principal, The State School Curriculum is used. It is the duty of the teachers to guide each child into experiences which are both happy and profitable.

The elementary school includes grades one through seven. The High school begins with the eighth grade, and continues through the eleventh. The first twelfth grade, which is being added under the state school system,

will be graduated in 1947. There are three hundred seventy six children in school. Two hundred four of this number are girls and one hundred seventy six are boys.

The Mills Home School Faculty is composed of twelve women and four men. There are two specialists included in the faculty. They have besides their classroom duties, work connected with the musical program of the school and orphanage. One directs the glee clubs and choir, and instructs and directs the band. He also trains singers and instrumentalists to represent the Orphanage at the various association, conventions and churches of the State. The other specialist teaches the first grade, piano, accompanies the glee clubs, choir and serves as church organist.

IV. Houseparents

The seventeen houseparents are the substitute parents who stay in the cottages with the children. Their duties are to look after the children's clothes, see that the house is kept in order, counsel with the children and supervise their study. The houseparents in the girls' cottages are assisted by two girls in planning, preparing and serving the meals.

V. Case Worker

There are two Case Workers in the Main office at Mills Home. Their duties are to investigate all applications for admittance to the Orphanage. This department keeps a record of the background of each orphan who enters the institution. A complete record of child adjustment and progress is also kept in this office.

VI. Dietitions

The seven dietitions plan, prepare and serve the meals in the boys' cottages. They are assisted by two boys in each cottage. There is

a dietition in each of the three nurseries who is assisted by two girls.

VII. Treasurer

The treasurer of the Baptist Orphanage of North Carolina receives all contributions, gifts, bequests, payments on loans and other funds.

VIII. Editor

The Editor of Charity and Children, which is the weekly paper of the Baptist Orphanage, informs the Baptist of the State as to the amount of the contributions form the different churches. The paper also carries orphanage news which is of interest to friends throughout the State. About fifty thousand copies are mailed each week.

IX. Stenographers and Bookkeepers

There are seven stenographers and bookkeepers in the administrative segment of the staff. Their duties are to take dictation, write letters and keep books for the different departments.

X. Farm Superintendent

The farm superintendent has under his supervision the growing of food and feed crops. All food supplies except staple groceries are provided through the farm.

XI. Supervisors

The seventeen supervisors inthe laundry, sewing rooms, printing shop, dairy, infirmary and farm plan and direct the various jobs.

XII. Laborers

The nine laborers, assisted by the children, do all the work on the farm and on the grounds.

Educational Significance of Employees

The educational significance which the employees have for the

children is measured by an estimate of the number of hours-contact per year. This information is given later in the chapter in tabular form which serves as an index of educational importance.

Educational contacts of employees with the children are as follows:

I. General Superintendent

The General Superintendent of the Baptist Orphanage of North Carolina has under his direction four hundred nineteen children at Mills Home, Thomasville, and one hundred forty at Kennedy Home, Kinston.

While the General Superintendent has no definite daily child-contact assignment, he is tremendously important as the contact man between the Baptists of the State and the Orphanage. His services are most important in employing the staff which makes the contact with the children.

The orphanage child feels free to contact the General Superintendent at any time. The children often take their problems to him and he always listens understandingly and sympathetically to their stories. It is the policy of the General Superintendent to discipline the children by arriving at a mutual understanding which often corrects behavior problems. His knowledge of the background of every child at the orphanage is most valuable for a patient, tolerant and sympathetic approach.

Sometimes through these unassigned conferences the General Superintendent gets helpful suggestions as to the general view of the orphanage personnel. Especially is this true of boys and girls who have graduated from the institution.

II. Superintendent of Mills Home

The Mills Home Superintendent has under her direction four hundred nineteen children. Besides dealing with the more serious dis-

ciplinary cases and holding advisory conferences she visits a different cottage each day for the noon-day meal. She usually spends about an hour with the children assisting the houseparent with minor problems of conduct and by making general suggestions that may be needed.

III. Teachers

Teacher contacts are made both in the elementary and secondary divisions of the Mills Home School. The seven elementary teachers have large classes and keep the same children throughout the school day. The high school teachers have small classes which in most cases change teachers with the change of periods. There are seven secondary teachers including the principal. The length of the school year is nine months.

IV. Houseparents

The seventeen houseparents are with the children all the time except when they are at school or at work. They supervise the three meals and a two hour assigned study hall in each cottage.

V. Bookkeeper and Secretaries

An office secretary and the social service office have three errand boys. There are two girls who assist in the bookkeeping office. These girls are trained by the Treasurer.

VI. Supervisor and Assistants

There are seventeen supervisors and assistants who have chidren under their direction. They instruct and advise the children at their different jobs.

VII. Physical Education

Two physical educational directors are employed for the summer months. They supervise the play periods for all of the children during the twelve weeks.

VIII. Pastor

A full time pastor is employed for the Mills Home Baptist Church. While the work of a preacher is of tremendous responsibility it is difficult to estimate the child-contact hours.

IX. Laborers

There are nine laborers on the farm and grounds who are assisted by a few of the children.

Indices of Educational Importance

At this point it becomes necessary to give an educational value or index number to each type of employees in order that the criteria for their employment may be determined . One approach to that value or index of importance is the number of child-contact hour of each class of employees. This is done in the following tables.

TABLE I

Child-Contacts with the 13 Members of the Administrative Staff

	Classification	Duties	No. Children under Supervision	Boys	Girls	Hour Contact	Hour Activities under Supervision	Pupil Hour	Hour Per Week	Hour Per Year	Educational Index of Importance
1	General Superintendent	Adm	559	270	289	x	x	x	x	x	x
2	Mills Home Superintendent	Adm	419	205	214	x	x	x	x	x	x
3	Editor	Adm									
4	Stenographer Bookkeeper	Adm									
5	Postman	Adm									
6	Stenographer	Adm									
7	Farm Superintendent	Adm	120								
8	Treasurer	Adm	2			2	4	4	22	1,056	1
9	Office Secretary	Adm	2			2	4	4	22	1,056	1
10	Bookkeeper	Adm	2			2	4	4	22	1,056	1
11	Director of Social Service	Adm									
12	Social Service	Adm									
13	Social Service Secretary	Adm	1			2	4	2	11	528	1

TABLE II

Pupil Contact with the Elementary Teacher Personnel

	Classification	Duties	No. Periods No. Pupils in each	Hours Contact	Total Pupil Hours	Pupil Hour Per Week	Pupil Hour for 36 Weeks	Educational Index of Importance
1	First Grade and Piano	Instruction	36 7	4 2	158	790	28,440	28
2	Second Grade	Instruction	38	6	228	1140	40,040	40
3	Third Grade	Instruction	28	6	168	840	30,240	30
4	Fourth Grade	Instruction	28	6	168	840	30,240	30
5	Fifth Grade	Instruction	34	6	204	1020	36,720	37
6	Sixth Grade	Instruction	34	6	204	1020	36,720	37
7	Seventh Grade Public School Music	Instruction	37 268 & 35	2 1 per Wk & 4	214 5 & 268	1070	44,568	45

TABLE III

Pupil Contact with the Secondary Teacher Personnel

	Classification	Duties	No. Periods No. Pupils in each	Hour Contact	Total Pupil Hour	Pupil Hour Per Week	Pupil Hour for 36 Weeks	Educational Index of Importance
1	School Principal	Adm. and Supervision	1-7 2-5	1 1	12	60	2,160	2
2	Teacher Vocational Agriculture	Instruction	1-12 2-4 3-2	1 1½ 1½	21	105	3,780	4
3	Teacher	Instruction	1-25 2-21 3-21 4-7 5-11	1 1 1 1 1	85	425	15,300	15
4	Teacher and Athletic Coach	Instruction	1-18 2-9 3-6 4-37 5-25	1 1 1 1 1	95	475	17,030	17
5	Teacher	Instruction	1-21 2-25 3-25 4-21 5-18	1 1 1 1 1	110	550	19,800	20
6	Teacher Vocational Home Economics	Instruction	1-17 2-13 3-11	1 1 1	41	205	7,380	7
7	Teacher	Instruction	1-13 2-10 3-11 4-10 5-11	1 1 1 1 1	55	275	9,900	10
8	Librarian							

TABLE IV

Child Contact with Houseparent

Classification	Duties	No. Children Under Direction	Hour Contact	Hour Activity Under Supv.	Pupil Hour 1 day for 9 Mo.	Plus 1/3 of 1 day for 12 Mo.	Hour Per Week	Hour Per Year	Educational Index of Importance
1 Houseparent	Cottage Food	20	6	9	120	160	960	46,080	46
2 Houseparent	Cottage Food	27	6	9	162	216	1296	62,208	62
3 Houseparent	Cottage Food	27	6	9	162	216	1296	62,208	62
4 Houseparent	Cottage Food	27	6	9	162	216	1296	62,208	62
5 Houseparent	Cottage Food	27	6	9	162	216	1296	62,208	62
6 Houseparent	Cottage Food	27	6	9	162	216	1296	62,208	62
7 Houseparent	Cottage	25	6	9	150	200	1200	57,600	58
8 Houseparent	Cottage	22	6	8	132	176	1056	50,688	51
9 Houseparent	Cottage	27	6	8	162	216	1296	62,208	62
10 Houseparent	Cottage Food	27	6	8	162	216	1296	62,208	62
11 Houseparent	Cottage	26	6	9	156	208	1248	61,504	62
12 Houseparent	Cottage	26	6	9	156	208	1248	61,504	62
13 Houseparent	Cottage	24	6	9	144	190	1140	54,720	55
14 Houseparent	Cottage	27	6	9	144	190	1140	54,720	55
15 Houseparent	Cottage	27	6	9	162	216	1296	62,208	62
16 Houseparent	Cottage	24	6	8	144	192	1152	55,296	55
17 Houseparent	Supply Houseparent	25	6	9	150	200	1000	48,000	48

TABLE V

Child Contact with Dietitian

Classification	Duties	No. Children Under Direction	Hour Contact	Hour Activity Under Supervision	Pupil Hour for 1 day for 9 Mo.	Pupil Hour for 1 day for 12 Mo.	Hour Per Week	Hour Per Year	Educational Index of Importance
1 Dietitian	Food	4	2	4	8	11	66	3,168	3
2 Dietitian	Food	4	2	4	8	11	66	3,168	3
3 Dietitian	Food	4	2	4	8	11	66	3,168	3
4 Dietitian	Food	4	2	4	8	11	66	3,168	3
5 Dietitian	Food	4	2	4	8	11	66	3,168	3
6 Dietitian	Food	4	2	4	8	11	66	3,168	3
7 Dietitian	Food	4	2	4	8	11	66	3,168	3
8 Dietitian	Food	4	2	4	8	11	66	3,168	3
9 Dietitian	Food	4	2	4	8	11	66	3,168	3
10 Dietitian	Food	4	2	4	8	11	66	3,168	3

* Food means the planning, preparing and serving of food.

TABLE VI

Child Contact with the Supervisors and Assistants

	Classification	Duties	No. Children under Direction	Hour Contact	Hour Activity Under Supv.	Pupil Hour per 9 Mo.	Plus 1/3 of 9 Mo. 12 Mo.	Hours Per Week	Hours Per Year	Educational Index of Importance
1	Sewing Room	Supervisor	15	4	4	60	80	480	23,040	23
2	Sewing Room	Assistant Supervisor	15	4	4	60	80	480	23,040	23
3	Sewing Room	Assistant Supervisor	15	4	4	60	80	480	23,040	23
4	Sewing Room	Supervisor	15	4	4	60	80	480	23,040	23
5	Laundry	Supervisor	15	4	4	60	80	480	23,040	23
6	Laundry	Assistant Supervisor	15	4	4	60	80	480	23,040	23
7	Nurse	Care for the ill	4	2	4	8	11	66	3,168	3
8	Assistant Nurse	Care for the ill	4	2	4	8	11	66	3,168	3
9	Print Shop	Foreman	13 13	2 2	4 8	26	26	143 143	5,148 1,716	7
10	Print Shop	Assistant Foreman	13 13	4 6	4 8	52	78	286 429	10,296 5,148	15
11	Print Shop	Assistant Foreman	13 13	4 6	4 8	52	78	286 429	10,296 5,148	15
12	Farm	Foreman	22 30	4 3	8 9	88	90	484 495	17,424 5,945	23
13	Farm	Dairyman	15 12	4 5	9 10	60	60	420 420	15,100 5,040	20
14	Farm	Supervisor Truck Farm	4 25	5 4	8 9	20	100	110 550	3,960 6,600	11
15	Farm	Poultry man	2 4	4 4	8 9	8	16	44 88	1,584 1,056	3
16	Supplyroom Supervisor	Distribution of Food	2	4	8	8		44	2,112	2
17	Assistant S.R.Supv.	Distribution of Food	2	4	8	8		44	2,112	2

TABLE VII

Child Contact with the Laborers

	Classifieation	Duties	No. Children Under Direction	Hour Contact	Hour Activity Under Supv.	Pupil Hour 9 Mo.	Pupil Hour 12 Wks	Hour Per Week	Hour for 12 Wks	Hour Per Year	Educational Index of Importance
1	Laborer	Shoe Shop	[illegible]								
	Farm	Care of hogs	3	6	8	18		99		3,514	
2	Laborer	Asst on Farm	10	7	9		70	385	4620	8,134	8
		Keep Campus	1	4	4	4		22		792	
3	Farm	in order	2	6	8		12	66	792	1,584	2
		Keep Building	1	4	4	4		22		792	
4	Carpenter	in order	1	8	8		8	44	528	1,320	1
		Plumbing &	2	4	4	8		44		1,584	
5	Plumber	Electric Work	2	8	8		16	88	1056	2,640	3
		Operator	2	8	8	16		88		3,168	
6	Farm	Machinery	3	9	9		27	148	1776	4,944	5
		Truck	1	8	8	8		44		1,584	
7	Farm	Driver	2	9	9		18	99	1188	2,772	3
		General	1	8	8	8		44		1,584	
8	Farm	Farm Work	2	9	9		18	99	1188	2,772	3
		General	2	8	8	16		88		3,168	
9	Farm	Farm Work	6	9	9		54	297	3562	6,730	7
		General	1	8	8	8		44		1,584	
10	Farm	Farm Work	4	4	9		16	88	1056	2,640	3

Explanation of Tables

Table I

1. General Superintendent of Mills Home and Kennedy Home

2. Superintendent of Mills Home

3. No Assigned Educational contacts with Children

4. No Assigned Contacts with Children

5. No Assigned Educational Contacts with Children

6. No Assigned Educational Contacts with Children

7. The Superintendent of farm has little Assigned Educational Contact with Children.

Table III

The Librarian assists the teacher in selecting the reading material for the children. Each school day several grades visit the library for reference work or for general reading. The educational contacts of the Librarian are greater during the summer as the library is a favorite place for the children. The child-contacts are more regular and more definite during the summer months.

Table V and VI

The educational index of importance of four supervisors and the laborers range from one to eight hours. While this indicates few hours of child-contact it is highly important that these members of the orphanage staff be of moral character, that they refrain from profanity, risque jokes, and that they be an example of good work habits.

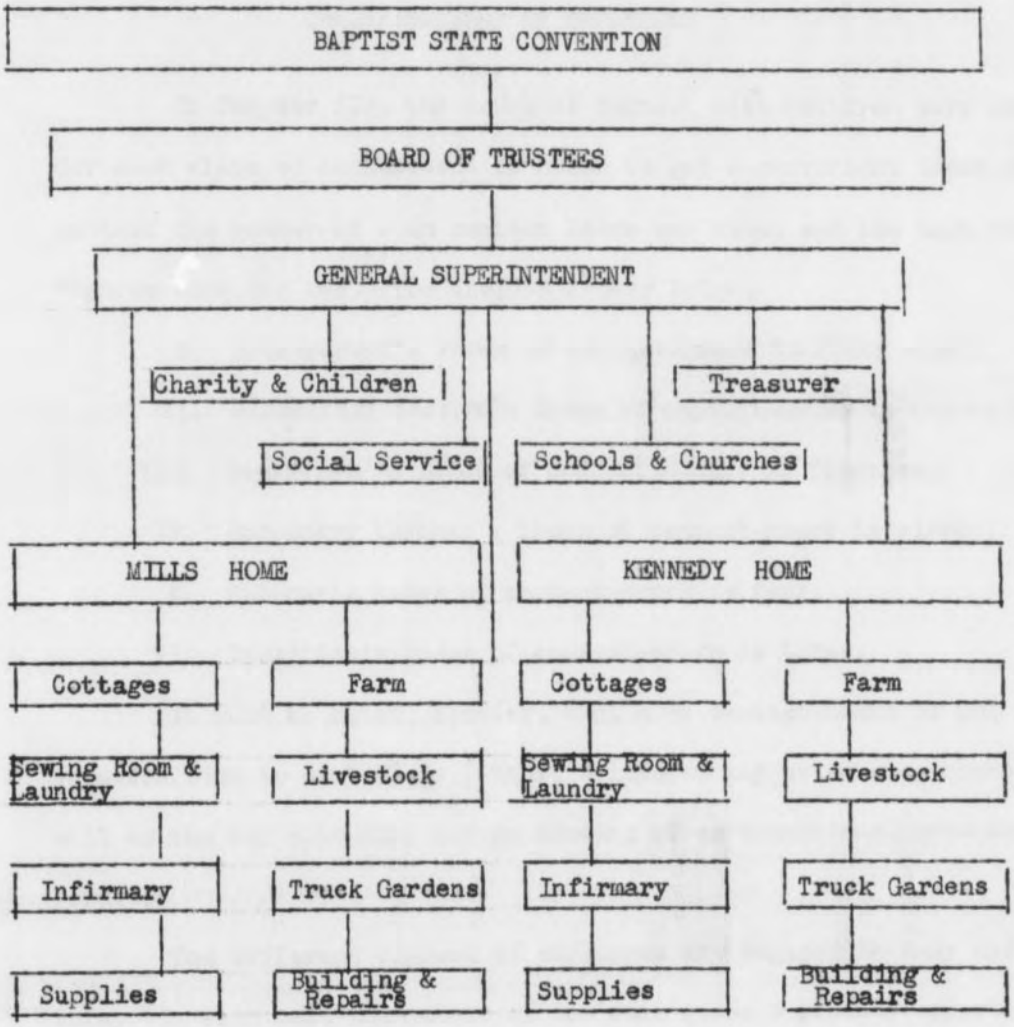
TABLE VIII

Indices of Educational Importance of Each Class of Employees

Classification	Index for Class
Administration	1
Elementary Teachers	35
Secondary Teachers	11
Houseparents	58
Dietition	3
Supervisors and Assistants	14
Laborers	4

The Index for teachers represent nine months, while the houseparents represent twelve months.

BAPTIST ORPHANAGE OF NORTH CAROLINA SETUP



CHAPTER IV

QUALIFICATIONS OF EMPLOYEES

In Chapter III, the hours of contact with children were determned for each class of employees. In order to get a convenient index of child contact the number of such contact hours was taken and the last three figures stricken out. The indices appear below.

I. Houseparent's index of contact-hours is fifty eight.

II. Elementary teacher's index of contact-hours is thirty-five.

III. Supervisor's index of contact -hours is fourteen.

IV. Secondary teacher's index of contact-hours is eleven.

V. Laborer's index of contact-hours is four.

VI. Dietitian's index of contact-hours is three.

It must be noted, however, that mere contact-hours do not reveal opportunities to meet needs. Thus, a laborer may be working himself as well as the boy with him, and no meeting of an educational need may be going on.

The different classes of employees are engaged in many different work. In each case the nature of the work gives a greater opportunity to fill certain kinds of needs and denies opportunitues to meet other kinds of needs. This the elementary teacher has great opportunity to meet the need for "success", and relatively little opportunity to meet the need for"vocational comptence".

The opportunity each class of employee has to meet each need is determined by securing the judgments of a jury. The jury is composed of three educators and three members of an orphanage administrative staff.

The educators include:

I. A general educator

II. A principal of an orphanage school

III. A teacher in an orphanage school

The members of an orphange staff include:

I. A general superintendent

II. A home superintendent

III. A social worker among orphans

It is assumed that each employee would have at least some small opportunity to satisfy each need. This minimum is indicated by a single plus sign, "x"; the maximum is indicated by three plus signs, "xxx"; the medium position is indicated by two plus signs, "xx".

Each juryman is asked certain questions to assist him in his evaluation. The questions follow:

Security: With whom would it be most disastrous for the child to quarrel?

Success: Which employee has the best opportunity to open tasks and duties in which success and distinction among fellows can be achieved?

Normal Activities: Which can give the child activities that are identical with those of children on the outside?

Independence: Which has the best opportunity to put the child on his own in some activity?

Individual Study and Analysis: Who has the best opportunity to study and analyze the individual child?

Response Model? In the nature of things, which employee will be imitated most, that is, have the greater opportunity to teach by example?

Social Competence: Who has the best opportunity to teach the social graces by example?

Spiritual Resources: Who has the best opportunity to teach the child his spiritual responses?

Vocational Competence: Which gives the most that can be taken out into the working world?

Health and Health Habits: Who has the best opportunity to teach health and health habits?

Tables IX through XIV show the opportunities of the employees to meet the needs of the child, as evaluated by various individuals.

TABLE IX

General Educator's Evaluation

Needs	House parent	Elementary teacher	Supervisor	Secondary teacher	Laborer	Dietitian
Security	xxx	xxx	xx	xx	x	x
Success	x	xxx	xx	xx	x	x
Normal Activities	x	xxx	x	xxx	x	x
Independence	x	xxx	xx	xx	x	x
Individual Study & Analysis	xxx	xxx	xx	xx	x	x
Response Model	xxx	xxx	x	xx	x	x
Social Competence	xxx	xx	x	xx	x	x
Spiritual Recources	xxx	xx	x	xx	x	x
Vocational Competence	x	x	xx	xx	x	x
Health and Health Habits	xxx	xxx	x	x	x	x

TABLE X

Principal's Evaluation

Needs	House Parent	Elementary Teacher	Supervisor	Secondary teacher	Laborer	Dietitian
Security	xxx	xx	x	xx	x	x
Success	xx	xxx	xx	xx	x	x
Normal Actitities	xx	xxx	xx	xxx	x	x
Independence	x	xx	xxx	xx	x	x
Individual Study & Analysis	xxx	xxx	xx	xxx	x	x
Response Model	xxx	xxx	x	xx	x	x
Social Competence	xxx	xx	x	xx	x	x
Spiritual Resources	xxx	xx	x	xx	x	x
Vocational Competence	x	xx	xxx	xx	x	x
Health and Health Habits	xxx	xxx	x	xx	x	x

TABLE XI

Teacher's Evaluation

Needs	House Parent	Elementary teacher	Supervisor	Secondary teacher	Laborer	Dietition
Security	xxx	xxx	xx	xx	x	x
Success	x	xxx	xx	xx	x	x
Normal Activities	x	xxx	x	xxx	x	x
Independence	x	xxx	xx	xx	x	x
Individual Study & Analysis	xxx	xxx	xx	xx	x	x
Response Model	xxx	xxx	x	xx	x	x
Social Competence	xxx	xx	x	xx	x	x
Spiritual Resources	xxx	xx	x	xx	x	x
Vocational Competence	x	x	xx	xx	x	x
Health and Health Habits	xxx	xxx	x	x	x	x

TABLE XII

General Superintendent's Evaluation

Needs	House Parent	Elementary teacher	Supervisor	Secondary teacher	Laborer	Dietitian
Security	xxx	xxx	xxx	xxx	x	xx
Success	xx	xxx	xxx	xx	x	x
Normal Activities	xx	xxx	xxx	xx	x	xx
Independence	xx	xxx	xxx	xx	x	x
Individual Study & Analysis	xxx	xxx	xx	xx	x	x
Response Model	xxx	xxx	xx	xx	x	x
Social Competence	xxx	xxx	xx	xxx	x	x
Spiritual Resources	xxx	xxx	x	xx	x	x
Vocational Competence	xx	xx	xxx	xx	x	x
Health and Health Habits	xxx	xx	x	xx	x	x

TABLE XIII

Home Superintendent's Evaluation

Needs	House parent	Elementary teacher	Supervisor	Secondary teacher	Laborer	Dietitian
Security	xxx	xxx	xxx	xxx	x	xx
Success	xx	xxx	xxx	xxx	x	xx
Normal Activity	xx	xxx	xxx	xxx	x	x
Independence	xx	xxx	xx	xxx	x	x
Individual Study & Analysis	xxx	xxx	xxx	xxx	x	x
Response Model	xxx	xxx	xx	xx	x	x
Social Competence	xxx	xxx	xx	xxx	x	xx
Spiritual Resources	xxx	xx	xx	xx	x	xx
Vocational Competence	xxx	xx	xxx	xx	x	xx
Health and Health Habits	xxx	xxx	x	xxx	x	x

TABLE XIV

Social Worker's Evaluation

Needs	House Parent	Elementary teacher	Supervisor	Secondary teacher	Laborer	Dietition
Security	xxx	xx	xx	xx	x	x
Success	xxx	xxx	xx	xx	x	x
Normal Activities	x	xxx	xx	xxx	x	x
Independence	xxx	xxx	xx	xx	x	x
Individual Study & Analysis	xx	xx	xxx	x	x	x
Response Model	xxx	xxx	xx	xx	x	x
Social Competence	xxx	xxx	xxx	xx	x	x
Spiritual Resource	xxx	xx	xx	xx	x	x
Vocational Competence	xx	xxx	xxx	xx	x	x
Health and Health Habits	xxx	xxx	xx	x	x	x

The educators and administrative staff members differed somewhat as may be seen in Tables XV and XVI which are arranged in order of importance.

TABLE XV

Evaluation of Three Educators

Needs	Elementary teacher	House parent	Secondary teacher	Supervisor	Laborer	Dietitian
Security	8	9	6	5	3	3
Success	9	4	6	6	3	3
Normal Activities	9	4	9	4	3	3
Independence	8	3	6	7	3	3
Individual Study & Analysis	9	9	7	6	3	3
Response Model	9	9	6	6	3	3
Social Competence	6	9	6	3	3	3
Spiritual Resource	6	9	6	3	3	3
Vocational Competence	4	3	6	9	3	3
Health & Health Habits	9	9	4	3	3	3

TABLE XVI

Evaluation of Three Staff Members

Needs	Elementary teacher	House parent	Supervisor	Secondary teacher	Dietitian	Laborer
Security	8	9	8	8	5	3
Success	9	7	8	7	4	3
Normal Activities	9	5	7	8	4	3
Independence	7	7	7	7	3	3
Individual Study & Analysis	8	8	8	6	3	3
Response Model	9	9	6	6	3	3
Social Competence	9	9	7	8	4	3
Spiritual Resources	7	9	5	6	4	3
Vocational Competence	7	7	9	6	4	3
Health & Health Habits	8	9	5	6	3	3

Although there is a difference in the viewpoints, it is probable that their combined judgments are better than the separate judgments: the combined evaluations of all Jurymen are seen in Table XVII.

TABLE XVII

Educator's and Staff Member's Evaluation

Needs	Elementary teacher	House parent	Secondary teacher	Supervisor	Dietitian	Laborer
Security	16	18	14	13	8	6
Success	18	11	13	14	7	6
Normal Activities	18	19	17	11	7	6
Independence	17	10	13	14	6	6
Individual Study & Analysis	17	17	13	14	6	6
Response Model	18	18	12	9	6	6
Social Competence	15	18	14	10	7	6
Spiritual Resources	13	18	12	8	7	6
Vocational Competence	11	10	12	16	7	6
Health and Health Habits	17	18	10	8	6	6

Before specifying the qualifications for each class of employees, it is necessary to relate qualifications and needs in the abstract. This is attempted in the following Table.

TABLE XVIII

Qualifications Necessary to Meet Child Needs

Child Needs	Employees Qualifications	Evidences
Security	Genuine love of children Understanding of child notives, child behavior, child needs. Skill in using opportunity to make child feel he is valued.	Seeks and enjoys child contacts Relationship happy and profitable Writes to them when they are away Does extra things for them Defends them if unjustly treated Calls them "my children" Children love him Children love the "home" Does not "smother" them
Success	Understanding of individual differences Ability to fit the job to the child Encouraging children along the line of their talents Ability to substitute group and individual work for the conventional competition	Children take pride in their jobs Others notice the job is well done Other children turn toindividual for leadership in this item Self-confidence evident in behavior Envy children in group A leader in some aspect of group life however small that aspect be
Normal Activities	Ability to escape institutionalism Ability to see how things may be done as they are done outside Ability to avoid backstep methods	Life appears "normal" Does things as they are done outside, such as: dressing, eating, studying, playing and working Children have some right to projects of own choice, re, may have a pet, skates, bicycle, as is the case in a normal neighborhood
Independence	Ability to emancipate the child from constant supervision Skill in teaching through understanding and insight which are basic to understanding	No need to "stand over" the child Children do well in life after leaving orphanage Independence is evident in the child's thinking and work Independence in children becomes a trait

	Ability to educate and not to train Showing independence and self-confidence in own work Ability to develop good citizenship	Children imitate and solve their own problems Children are not lead into misbehavior by others
Individual Study and Analysis	Willingness to discover something of the former life of each child and to have the ability to use this knowledge as an aid in guidance Ability to discover the child's aptitudes and capacities Ability to get a response	The child becomes well adjusted The child is dealt with more understanding and sympathy The child is happy Quality of chil's work improves Child shows initiative in assignments
Response Model	Trustworthy, neat, pleasant, even tempered, patient, sympathetic, and poised Possessing exemplary habits of moral behavior, and of language, mammers and dress	Children are dependable They feel comfortable and are at ease in presence of adults Children imitate like habits
Social Competence	A knowledge of the social amenities and ability to teach them Gracious in manner Ability to speak without making gross grammatical errors	Children develop good social habits in speach, dress and manners
Spiritual Resources	Must be a christian Lives, acts and talks in the manner known to be christian	Child becomes a christian and imitates adult involved Child attends church without compulsion. He likes to go to Sunday School
Vocational Competence	Ability to recognize aptitudes and capacities of children for the various vocations Ability to guide children into the fields for which they are best fitted	Post orphanage children show influence of their leader in entering the recommended vocations or some refinement of it Few placement changes are made into different fields after leaving the orphanage
Health and Health Habits	Should have good health and a knowledge of health and hygiene	Children are healthy Children develop good health habits Orphanage children rank high in health examinations given

Chapter Summary

In anticipation of the development of specific rating scales for each type of employee, an index of child contact-hours was prepared for each class of employees, a competent Jury evaluated the opportunities for the meeting of specific child needs by each such class, and the relationship of child needs to employee qualifications was explored.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary and Conclusions

In order to make the findings of this study available for use by orphanage officials, the summary takes the form of rating cards to be used in connection with the initial employment and during a recommended three year probationary period. On the obverse of the card are the data that seem pertinent to a prediction of the success of the individual,such as health, physical disabilities, speech, or the post response of children to the applicant. On the reverse are trait-actions to be checked during the probationary period of service. In every case these are related to qualities needed by the employees in meeting the peculiar needs of orphans and also to the opportunities for giving help that each class of employees may have.

It should be remembered that this study is limited to the educational influence of employees upon orphans associated with them, hence the rating cards do not provide for the evaluation of work-skills, semester hours of preparation and similar items that may also concern the employer.

Houseparent

Judged in terms of child-contact-hours the houseparents are the most important class of employees in orphanage work. The index of importance for this group is fifty eight as indicated by Table IV, Chapter III.

The obverse of the rating card provides for the personal information needed at the time of hiring. It also provides for a record of the impressions gained in the interview. This check list also serves to direct

the employer's attention to pertinent qualities in the applicant.

The reverse of the card lists eight areas of activities each with illustrative trait-actions indicating the negative, indifferent, or positive status of this area. These are to be checked by the employer during the probationary period. An applicant when first interviewed has on her best clothes and is careful of speech and manner. The in-service card will indicate consistence of applicant.

TABLE XIX (Obverse)

Qualifications for Initial Employment

Houseparent

Pre-Service Data

Name_____ Home Address_____
Last First Middle Post Office State

Age_____ Single_____ Married_____ Widowed_____ Divorced_____

Children: Number Boys_____ Girls_____ Dependent_____ Age_____

Church: Denomination_____ Active Membership: Yes_____ No_____

Name_____ Address_____ Record_____

Obvious Physical Handicapps: Vision_____ Hearing_____ Speech____ Tics_____
Carriage_____

Organizations to which applicant belongs:

Organizations	Place

Outside Interests: Name three books read last year_____
Hobbies_____

School level completed: Grade 6 7 8 9 10 11 12 High School 1 2 3 4 College Degree_____

References:
Former Minister_____ Address_____
Three children who know applicant but not related to her
Name_____ Address_____
Name_____ Address_____
Name_____ Address_____

Impression Given in Interview (Check X)

Confused	Fairly at ease	Self-possessed
Evasive	Seems to say what she thinks you want to hear	Frank, honest
Inarticulate	"Well-spoken"	Vocal clear, concise
Gross errors in language	No gross errors	No errors in speech
Dowdy	Neat, clean	Good taste, immaculate

TABLE XIX (Reverse)

	In-Service Rating		
	Negative	Indifferent	Positive
Child Re-Sponse to Houseparent	Active dislike.Complains to others about houseparent.Seek change of cottage.Doesn't return to visit.Fear houseparent	No particular feeling Gets along fairly well	Loves houseparent.Seeks her company. Reluctant to leave.First to be visited on return.Writes letters to her.
Houseparent Response to Children	Dislikes children.Avoids them in leisure time.Always critical. Has pets."Has it in"for certain individuals.	Cares for children only for the work they can do. No feeling of responsibility for children's growth or the development of their talents.	Loves all children.No pets.Seeks and enjoys children's company.Visits them when sick.Writes when they are away. Calls them"my children".Stands up for them in just causes.Protects the weak. Performs extra services for them.
Discipline	Uses corporal punishment.Nags, scolds,uses sarcasm.Unjust at times.Cruel or unusual punishment.Temperament invites trouble Reports minor things to superiors	Usually uses positive methods.Usually fair in judgments.Punishment fits the offenses.	Always uses positive methods.Seldom has disciplinary problems.Leads and guides rather than drives.Senses trouble and heads it off.Cares for all minor infractions herself.
Condition of the Children	Unkempt.Dirty nails,teeth,hair & clothes.Rude,boisterous,quarrelsome,unprepared in school work. Late for school and other tasks.	Fairly neat and clean. Not rated as excellent or delinquent.	Clean,immaculate,well behaved, courteous,studious,prompt with home work or at other tasks.
Atmosphere of the Cottage	Critical,quarrelsome atmosphere. Much disorder.Cottage not clean. Children discontented and unhappy.Children critical.	Usually neeanand orderly.Absense of any strong feeling with respect to the cottage.	Much mutual help. Homelike.Gracious reception of guests.Children proud of cottage.
Attitude of Houseparent toward colleagues,superiors and guests.	Malicious gossip about colleagues Quarrels with many.Disloyalty to superiors.Non-cooperative,deceptive.Disliked by colleagues.Ungracious hostess.	Usually no comment for or against colleagues. Talks to suit company. Inclined to criticize superiors.Usually loyal.Makes little effort to be courteous to guests	Gets along well with colleagues. Generally liked by them.Carries out instructions carefully.Loyal to superiors.Gracious hostess.
Tastes and manners of houseparent	Poor arrangement of cottage and selection of clothing.Clash of colors in clothing.Inappropriate clothing and comment.Loud,boisterous,boorish,crude.	Fair arrangement of furniture.Usually selects appropriate clothing.Generally tactful.Rather careful of conduct.	Neat,well arranged furniture and hangings in cottage.Appropriate and quiet dress. Tactful,considerate of feelings of others.Well modulated voice.Urbane deportment.
Health and mannerism of Houseparent	Extreme nerveousness.Irritable anaemic condition,tic or spastic contraction.Impaired sight or hearing.Speech impediment.Has cronic disease.	Ocaasionally nerveous and irritable.Usually free of impairment of sight,hearing or speech Usually well.	Radiant health,freedom from all unpleasant mannerisms.Excellent personal health habits.Clear,well modulated pleasing voice.

Teacher

The elementary teacher is second only to the houseparent in child-contact-hours. The index of importance is thirty five. The Secondary teacher has an index of eleven. This information is revealed in Tables II and III, Chapter III.

The obverse of the card indicates the qualifications of applicant for initial employment. The personal data are similar to that of the houseparent, but the educational requirements are higher. One source of reference is a roll of the last class taught. This is to make possible an investigation of the reaction of children to the applicant. Items to be checked on impression given in the interview are on this card.

The reverse of the card shows seven areas of activities to be rated as negative, indifferent or positive. This is for use in the in-service probationary period. It directs the attention of the employer to the qualities particularly needed of the teacher of orphans and enables him to descern progress or retrogression through repeated checking in different colors.

TABLE XX (Obverse)

Qualifications for Initial Employment

Teacher

Pre-Service Data

Name_____ Home Address_____
Last First Middle Post Office State

Age _____ Single_____ Married_____ Widowed_____ Divorced_____

Children_____ Number Boys ____ Girls _____ Dependent_____ Age _____

Church: Denomination_____ Active Membership Yes____ No____

Name_____ Address_____ Record_____

Obvious Physical Handicapps: Vision____ Hearing____ Speech_____ Tics____ Carriage_____
Health of applicant: Excellent_____ Good_____ Fair_____ Poor_____
Organizations to which applicant belongs:

Organizations	Place

Outside Interests: Name three books read last year_____
List professional magazines to which applicant subscribes_____

School level completed: College: 1 2 3 4 Graduate____ Degree_____
Type of certification_____ Class_____
Experiences: Number years_____ Grade or subject_____
College: Major_____ Minor_____ Special Talent_____ Piano____
Dramatics_____ Art_____ Athletics_____

References:
Former Minister_____ Address_____
Former Superintendent_____ Address_____
Former Principal_____ Address_____
Roll of last class taught

Impression Given in Interview (Check X)

Confused	Fairly at ease	Self-possessed	
Evasive	Seems to say what she thinks you want to hear	Frank, honest	
Inarticulate	"Well-spoken"	Vocal clear, concise	
Gross errors in language	No gross errors	No errors in speech	
Dowdy	Neat, clean	Good taste, immaculate	

TABLE XX (Reverse)

In-Service Rating

	Negative	Indifferent	Positive
Child Response to Houseparent.	Active dislike for teacher Children are rude, rebellious, sullen, noisy, and non-cooperative. Dislike school. Fear teacher. Complains to others	Neutral attitude. Passive with respect to subjects. Little concern for teacher.	Children love the teacher. Seek his company. Like school. Like their subjects. Say complimentary things to others. Imitate the teacher.
Teacher Response to Children	Critical, harsh, and unfriendly toward children. Unjust. "Has pets". Drives rather than leades. Teaches subject matter rather than pupils.	Usually just in treatment of children. No strong feeling toward children's insterest or success. Inclined to be intolerant of mistakes.	Just in his treatment of all children. Interested in all the child's activities. Always ready to help. Encourages outside contacts with pupils. Teaches pupils rather than subject matter.
Discipline	Prone to use corporal punishment, nagging, sarcasm, and cruel or unusual punishment.	Uses corporal punishment occasionally. Some imposed restraint. Usually reports minor cases to principal. Usually drives.	So-called discipline not much in evidence. Pupils exercise internal restraint. Minor problems are taken care of by the teacher. Leads and guides rather than drives.
Atmosphere of Classroom	Dirty, disordered, barren classroom. Much noise and confusion.	Usually classroom is clean and in order. Occasional noise and confusion.	Clean, neat, attractive classroom. An air of business.
Teacher as a Response Model	Speech impediment. Impairment of sight or hearing. Tic or spastic contraction evident. Dirty teeth and nails. Poor taste in dress. Teacher's personality invites trouble.	Usually has some defect of speech, sight or hearing. Little attention given to dress, language, manners or to moral behavior. Teacher's personality not very striking.	Freedom from all unpleasant mannerisms or defects in speech, sight or hearing. Courteous and poised. Clear well modulated voice. Gracious in manner. Trustworthy, patient and sympathetic. Immaculate. Excellent moral behavior. Reacts vigorously toward good things and against bad things. Teacher's personality prevents trouble.
Attitude of teacher toward Colleagues and Superiors	Malicious gossip about colleagues. Deceptive. Non-cooperative. Disloyal to superiors. Morose, unsocial.	Usually refrains form criticizing colleagues and superiors. Talks to suit company. Usually loyal to superiors. Inclines to be social.	Gets along well with colleagues. Generally liked by them. Carries out instructions carefully. Loyal to superiors. Friendly to all.
Health and Health Habits	Very nerveous, irritable quarrelsome. Poor health habits. Late hours at night. Chronic ailment.	Usually in fair health. Nerveous ocassionally. Health habits fair.	Radiant health. Excellent personal health habits. Has knowledge of health and hygiene.

Supervisor

The index of importance of the supervisor in child-contact hours is fourteen. This information is compiled in Table VI, Chapter III.

On the obverse of the card the pre-service data include personal information , school level completed and references. This card also provides for a record of impressions gained during the interview and guides the employer in his pre-service appraisal.

The reverse of the card shows two areas of activities to be checked by employer during the probationary period.

TABLE XXI (obverse)

Qualifications for Initial Employment

Supervisor

Pre-Service Data

Name_____ Home Address_____
Last First Middle Post Office State

Age_____ Single_____ Married_____ Widowed_____ Divorced_____

Number Children_____ Ages_____ Boys_____ Girls_____ Number Dependent____

Church Denomination_____ Active Membership: Yes_____ No_____

Name of Church_____ Address_____ Record in Church_____

Obvious Physical Handicaps: Vision_____ Hearing_____ Speech_____ Tics___ Carriage___

Health of Applicant: Excellent_____ Good_____ Fair_____ Poor_____

Check School Level Completed:

	Grade						High School			College			
Degree_____	4	5	6	7	8	9	10	11	12	Fresh	Soph	Jr	Sr

References:

Former Minister_____ Address_____

Former Employer_____ Address_____

Former Employer_____ Address_____

Three Children who knew Applicant but not related to him

Name_____ Address_____

Name_____ Address_____

Name_____ Address_____

Impression Given In Interview (Check X)		
Confused	Fairly at ease	Self-possessed
Evasive	Seems to say what she thinks you want to hear	Frank, Honest
Inarticulate	"Well-spoken"	Vocal clear, concise
Gross Errors in language	No Gross Errors	No Errors in Speech
Dowdy	Neat, Clean	Good Taste, Immaculate

TABLE XXI (Reverse)

	In-Service Rating		
	Negative	Indifferent	Positive
Attitude of Supervisor toward Children	Prone to use corporal Corporal punishment. Active dislike for children. Unfriendly. Quarrels with children. Critical. of children's work. Unjust in treatment of children. Drives rather than leads. Children dislike him.	Usually gets along with children. Does not mistreat them. Has no strong feeling. for children or against them. Children indifferent to him.	Friendly. Seeks confidence of children. Understands them. Enjoys working with them. Sympathetic towards them. Just in treatment of all children. Leads rather than drives. Children like him.
Supervisor as a Response Model	Poor workman. Stubborn, ugly disposition. Gets angry easily. Impatient. Personality invites trouble Critical of colleagues. before children. Uses profane language. Tells risque jokes. Makes gross errors in speech. Tic or spastic contraction evident. Negligent of personal cleanliness. Dishonest, untrustworthy.	Workmanship fair. Neutral attitude toward colleagues and children. Usually pleasant. Inclined to use language of the group. Little concern about what children hear or how they are influenced. Personal appearance fair. Needs some "watching".	Excellent workman. A good person. Patient, even-tempered. Personality prevents trouble. Conversation free from profanity and risque jokes. No gross errors in speech. Pleasing personality. Clean and appropriate clothing. Honest, trustworthy.

Laborer

The index of importance of the laborer in child-contact hours is four as shown in Table VII, Chapter III.

The obverse of the card provides for personal information, school level completed and references concerning the applicant. In case of an interview there are items on this card to be checked by the employer on the impression given in the interview.

The reverse of the card shows two areas of activities to be checked during the probationary period.

TABLE XXII (Obverse)

Qualifications for Initial Employment

Laborer

Pre-Service Data

Name_____ Home Address_____
Last First Middle Post Office State

Age_____ Single_____ Married_____ Widowed_____ Divorced_____

Number of Children_____ Ages_____ Boys_____ Girls_____ Number Dependent___

Church Denomination_____ Active Membership: Yes____ No____

Name of Church_____ Address_____ Record in Church___

Obvious Physical Handicaps: Vision____ Hearing_____ Speech_____ Tics____ Carriage____

Health of Applicant: Excellent_____ Good_____ Fair_____ Poor_____

Check School Level Completed: Grade | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | High School

References:
Former Minister_____ Address_____
Former Employer_____ Address_____
Former Employer_____ Address_____
Three Children who know Applicant but not related to him
Name_____ Address_____
Name_____ Address_____
Name_____ Address_____

Impression Given in Interview (Check X)		
Confused	Fairly at ease	Self-possessed
Evasive	Seems to say what she thinks you want to hear	Frank, Honest
Inarticulate	"Well-spoken"	Vocal clear, concise
Gross Errors in language	No Gross Errors	No Errors in Speech
Dowdy	Neat, Clean	Good Taste, Immaculate

TABLE XXII (Reverse)

	In-Service Rating		
	Negative	Indifferent	Positive
Attitude of Laborers toward Children	Dislikes children unfriendly, unkind, unjust. Quarrels with all children. Children dislike to work with him.	Usually gets along with children. Does not mistreat them. Just as soon not have children around. Children indifferent to him.	Likes children. Enjoys having them around. He is a good buddy to them. Encourages and praises when children do good work. Children like him.
Laborer as a Response Model	Laborer is not a good man. Poor workman. Easily hindered. Quits early. when superior is away. Always dirty. Uses profanity freely. Tells risque stories in presence of children. Children poor workers under his direction.	Fair workman. Ocassionally beats time. Usually clean when reporting for work at the beginning of the day. Careless in the use of profanity. Tells ugly jokes occasionally in the presence of children. Results with children only fair.	Good man. Good workman. Excellent work habits when superior is away. Body and clothes always clean at the beginning of the day. Speech in good taste always. Children become skilled under his direction.

Dietition

The term "dietition" in this connection is frequent but inappropriate. She is really the cottage cook.

The index of her importance in child-contact hours is three. This information is given in Table VI, Chapter III.

On the obverse of the card the pre-service data are practically the same as that for the laborer. The applicant is rated during the interview and the impression given is checked on this card.

The reverse of the card refers to in-service rating. The two areas of activities are to be checked during the probationary period.

The head dietition for all cottages is a member of the secondary school faculty and teaches Home Economics. She is rated on the card for teachers.

TABLE XXIII (Obverse)

Qualifications for Initial Employment

Dietition

Pre-Service Data

Name_____ Home Address_____
Last First Middle Post Office State

Age_____ Single_____ Married_____ Widowed_____ Divorced_____

Number of Children_____ Ages_____ Boys_____ Girls_____ Number Dependent____

Church Denomination_____ Active Membership: Yes____ No_____

Name of Church_____ Address_____ Record in church_____

Obvious Physical Handicaps: Vision_____ Hearing_____ Speech_____ Tics____ Carriage_____

Health of Applicant: Excellent_____ Good_____ Fair_____ Poor_____

Check School Level Completed: Grade High School

6	7	8	9	10	11	12	

References:
Former Minister_____ Address_____
Former Employer_____ Address_____
Former Employer_____ Address_____
Three children who know Applicant but not related to her
Name_____ Address_____
Name_____ Address_____
Name_____ Address_____

Impression Given In Interview (Check X)

Confused	Fairly at ease	Self-possessed	
Evasive	Seems to say what she thinks you want to hear	Frank, Honest	
Inarticulate	"Well-spoken"	Vocal clear, concise	
Gross Errors in language	No Gross Errors	No Errors in Speech	
Dowdy	Neat, Clean	Good Taste, Immaculate	

TABLE XXIII (Reverse)

	In-Service Rating		
	Negative	Indifferent	Positive
Attitude of Dietition toward Children	Dislikes children. Nags, quarrels. Reports minor things to superior. Lazy, Children do most of the work. Unfriendly, unjust. Seeks to have child's duty changed.	Gets along with children fairly well. Has little for or against children. Usually reports minor things to superior.	Likes children. Enjoys their company. Pleasant, kind and considerate of them. They feel at ease in her presence. She encourages and praises. Leads and guides.
Dietition as a Response Model	Bad influence. Poor worker. Keeps dirty kitchen and dining room. Unkind, loses temper easily. Unclean personal habits. Late for meals. Poor dining room etiquette. Many gross errors in speech.	Influence fair. Work fair. Usually keeps kitchen clean. Personal cleanliness fair. Little attention given to proper preparation and serving of meals. Some gross errors in speech.	Good woman. Excellent worker. Has initiative. Keeps kitchen and dining room clean. Serves tempting meals. Always on time with meals. Kind, sympathetic, understanding. Proper dining room deportment. No gross errors in speech.

Recommendations

As a result of this study the following recommendations seem justified.

I. To insure a optemmatic exploration of the applicants' pertinent qualifications, the rating cards developed in the preceding sections should be used. They should be adapted to the specific situation in which they are used and perhaps amplified to include non-educational but important additional criteria.

II. The pre-service rating of the applicant should include the testimony of children who know him. This is prime evidence and should be given weight beyond that of other testimonials and recommendations. Child responses to an adult unerringly indicates the qualities isolated and emphasized in this study.

III. Inasmuch as even the most careful pre-service rating will contain a large margin of error, it is strongly recommended that there be a three year probationary period of employment, during which the employer may appraise the work of the new employee.

IV. During the probationary period the employer should rate the worker annually using the card developed in the preceding section. This may be done by checking its appropriate rectangle, the first year in black, the second in red, and the third in blue. This will enable the employer to recognize improvement or regression.

V. As a guide for self-improvement, the employee should have a copy of the in-service rating card. He should know the standards that are being used in the evaluation of him and his work.

VI. It is recommended that salary differentials be established in terms of the ratings received and the annual improvement shown.

VII. It is strongly urged that all health ratings be given by the orphanage physician or one designated and paid by it. The applicant's personal physician is bound to him by a rigid ethical code and therefore his testimony, even if given, cannot be considered competent.

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APPENDIX A

List of Administrative Staff Members, Elementary Teachers, Secondary Teachers, Houseparents, Dietitions (Cottage Cook), Supervisors and Assistants, and Laborers as shown in Table I through VII in Chapter III.

I. Administrative Staff Members:

1. Dr. I. G. Greer
2. Miss Sarah Elmore
3. Mr. J. A. MacMillian
4. Mrs. Frances Koontz
5. Mr. W. C. Millsaps
6. Mrs. Jean Hedrick McCain
7. Mr. C. C. McCain
8. Mr. R. D. Covington
9. Miss Sallie McCracken
10. Miss Mary Marlow
11. Miss Hattie Edwards
12. Mrs. Louise Blake
13. Miss Mabel Bean

II. Elementary Teachers:

1. Mrs. W. B. Lord
2. Miss Ruth Honeycutt
3. Mrs Edgar Royce
4. Miss Julia Warner
5. Miss Ethel Johnson
6. Mrs. W. L. Charles
7. Mr. W. B. Lord

III. Secondary Teachers:

1. Mr. Romulus Skaggs
2. Mr. Edgar Royce
3. Miss Eva Holder
4. Mr. W. H. Brown
5. Miss Myra Olive
6. Miss Louise Edwards
7. Miss Lydia Beavers
8. Miss Beatrice Council

IV. Houseparents:

1. Mrs. Lettie Britton
2. Mrs. G. W. Edwards
3. Mrs. J. N. Shockey
4. Mrs. Ola Nipper
5. Mrs. J. P. Rabb
6. Miss Eva Faircloth
7. Miss Mary Hedgecock
8. Miss Edith Clemmons
9. Miss Willie P. Mizelle
10. Mrs. F. V. Garrett
11. Mrs. I. P. Frazier
12. Mrs. MinniemBray
13. Mrs. Maude Seagle
14. Mrs. H. T. Hilliard
15. Miss Viola Hester
16. Miss Bessie Carter
17. Mrs. Hannah Crocker

V. Dietitions:

1. Mrs. Avery Kay
2. Miss Elizabeth Ripple
3. Miss Ida Coley
4. Mrs. Daisy Brown
5. Mrs. S. T. Hensley
6. Mrs. Alma Petrie
7. Miss Swannie McHargue
8. Miss Virginia Fields
9. Mrs. A. E. Barbee
10. Miss Velna Daughtry

VI. Supervisors and Assistants:

1. Miss Willie Sherman
2. Mrs. W. P. Adinger
3. Mrs. Lou Johnson
4. Miss Sue Wright
5. Mrs. S. B. Crump
6. Mrs. Roy Lapp
7. Miss Betty Hamilton
8. Mrs. Franklin Bailey
9. Mr. C. M. Howell
10. Mr. H. T. Hethcock
11. Mr. Tom Whitley
12. Mr. Paul Edinger
13. Mr. Clyde Jones
14. Mr.Roy Lapp
15. Mr. H. G. Early
16. Mrs. Mattie Handy
17. Mrs. John Swing

VII. Laborers:

1. Mr. Franklin Bailey
2. Mr. Mont Hughes
3. Mr. F. L. Gailey
4. Mr. A. C. Hines
5. Mr. A. C. Louya
6. Mr. Brantley Mall
7. Mr. Glenn Russell
8. Mr. Thomas Thompson
9. Mr. John Swing
10. Mr. Lonnie Gray

APPENDIX B

The following letter is evidence of effective child guidance.

February 19, 1945

Dear Mr. _____:

This is a brief letter in reference to Mr._____, from the Mills Home, who is now a patient in the _____Hospital. As you know, Mr. _____ came to us because of fainting spells.

After careful study, we have been unable to find any organic basis for these attacks and have come to the conclusion that these attacks are on a functional basis. Under pentothal sodium hypnosis, we learned that he is rather concerned about his school work, particularly English, and admitted that he was not very happy at the Mills Home, although he gave no specific reason.

We have assured him that there is nothing organically wrong with him, and that he will probably have no more of these attacks. We asked him who on the faculty or staff at the Mills Home he felt as though he could go to whenever he had problems, and he gave your name. Some helpful guidance from you may be of great benefit to this boy.

Sincerely yours,

APPENDIX C

The following information concerning the health of orphanage children from a Charlotte, North Carolina newspaper, "The Charlotte News-Observer, is given in which Dr. I. G. Greer, Superintendent of the North Carolina Baptist Orphanage said:

> I have made some investigation relative to what some of the orphanages of North Carolina have been able to accomplish with their health programs. By contacting five large orphanages of North Carolina: Presbyterian Orphans' Home, Barium Springs; Methodist Children's Home, Winston Salem; Methodist Orphanage, Raleigh; Masonic Orphanage, Oxford; Baptist Orphanages, Thomasville and Kinston; I find the following facts which should be of interest. There are at present 1,138 men and women in service who grew up in these institutions. Sixteen, or 1 2/5 per cent, have failed to qualify for military service. According to the state record as a whole, 56 8/10 per cent have failed to qualify. During the past five years only seven children in these five institutions have died from natural causes. These figures are all the more significant when we realize that almost every child admitted comes undernourished, and in need of medical attention.

Three hundred twenty five boys and girls from the Baptist Orphanage of North Carolina have been examined for military service. Three out of this number were rejected because of physical defects. This number is less than one per cent,(.99).