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IOWA ANNIE WITTENMYER HOME



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OUR 100<sup>th</sup> YEAR

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This is the 100th anniversary of the founding of The Iowa Annie Wittenmyer Home in Davenport. Much has happened and much progress has been made since that day of November 11, 1865, that the first inhabitants, 150 soldiers' orphans, arrived in Davenport aboard a steamboat to take up residence here.

Even the name is different. The Iowa legislature in 1949, changed it from "The Iowa Soldiers' Orphans' Home and Home for Indigent Children" to "The Iowa Annie Wittenmyer Home" to honor the heroine of the Civil War whose untiring efforts resulted in its founding.

Annie Wittenmyer wouldn't recognize the Home if she were to return today, yet she would immediately realize that the humanitarian principles on which it was founded and which were so dear to her heart have not changed over the century.

Once only the orphans of soldiers were admitted to the Home, but now its doors are open to any neglected child in need of care. Children are now spending shorter periods of time in the Home, with every effort made to either return them to their natural parents or place them in responsible foster homes. Great emphasis has now been put upon aiding the emotionally disturbed child. Modern methods of psychiatry and psychology have been utilized as fully as possible to educate the child socially, emotionally and physically to eventually become a reputable, self-supporting member of the community.

This, then, is a salute to Annie Wittenmyer and the countless others who have truly obeyed the Biblical command: "Suffer the little children to come unto me."





Annie Wittenmyer

children and it was perhaps this thwarting of the maternal instinct that later made her feel such concern for the children of others.

#### STAYED TO HELP

When the Civil War came, Mrs. Wittenmyer's brother was wounded. Unmindful of the dangers she might encounter, she hurried to the front to visit him. There, she was stunned at the terrible plight of the sick and wounded. To Mrs. Wittenmyer's mind, there was only one thing she could do. She stayed to nurse the sick and wounded and comfort the dying.

This was the start of a career that would forever enshrine her in the hearts of her countrymen, particularly those in her adopted Iowa. For years she traveled up and down the Mississippi River, braving danger and disease to minister to the wounded and dying in hospitals and camps. To dying men she gave words of consolation and hope. To the wounded, she brought tender care and the knowledge that someone really cared. She was on the steamboat "City of Memphis" as it moved slowly along, packed with 750 sick and wounded soldiers from Sherman's Army at Milliken's Bend. And she was with a group of badly wounded men shivering in small tents in the dead of winter, and, at great personal risk, she brought them food and supplies.

Mrs. Wittenmyer was appointed State Sanitary Agent by the Iowa Legislature and Secretary of War Stanton gave her a pass to go through the lines with her supplies. It was during this time that she recognized the need for

The story of The Annie Wittenmyer Home is a long one, 100 years to be exact, and is characterized by the selfless deeds of countless people who gave of their time, their energies, their minds and hearts, to make it what it is today.

The story must begin with the lady who gave the Home its name--Mrs. Annie Turner Wittenmyer, Iowa's "Angel of the Civil War." Ironically, it was amidst the thunder of cannons, the screams of the wounded and dying, the horror of the War between the States, that the idea of a home for homeless children was born.

Annie Turner was born in Sandy Springs, Ohio, on August 26, 1827. She received a good education, and in 1847, married William Wittenmyer, an Ohio merchant. Had not fate decreed otherwise, she might have lived out her days as a wife and mother. She bore five children, but only one survived infancy. She loved

special diet kitchens for the ill soldiers, one of her greast contributions to human welfare. Prior to this time, all soldiers had been fed alike, regardless of their physical condition. But under Mrs. Wittenmyer's prodding, the special diet kitchens were set up to provide specialized food as recommended by the surgeons. Today, the diet kitchen is an integral part of every modern hospital. More than 100 such kitchens had been established by the close of the Civil War.

She numbered among her warm personal friends, President Lincoln, General U. S. Grant, Secretary Stanton, and Surgeon-General Barnes, as well as countless thousands of soldiers to whom she was wife, mother and angel of mercy.

#### HELP OUR CHILDREN

More and more, as she moved among the wounded and dying, Mrs. Wittenmyer remembered what so many of them had told her: "Don't worry about us; see that our wives and children are taken care of."

Thus was formulated the idea for an institution that endures to this day, changed, it is true, from Annie Wittenmyer's original concept, but stronger and more diversified than she ever dreamed it might be. It must be remembered that at this time of Iowa's infancy, the poor and the shiftless were considered a menace to any community. The idea prevailed that the poor should be given only a minimum of aid. Aid to the poor in their own homes was rare. Instead, they were trundled off to the poorhouse. This, it was hoped, would encourage them to become self-sufficient. Children were also sent to the poorhouses, thrown in with the derelict, the insane, the drunkard and the prostitute.

Many of the soldiers called up for the Civil War came from these poor families and they grieved for the plight of their loved ones, envisioning them in poorhouses or farmed out to slave for heartless masters. And Annie Wittenmyer grieved with them. But Annie Wittenmyer was not one to fret about a problem and do nothing. She believed in direct action. On September 23, 1863, she attended a Soldiers' Aid Society meeting in Iowa City. There, she argued and pleaded that society had a duty to care for the children orphaned by war.

The following month, people from all over Iowa met in Muscatine, passed a resolution for an asylum for children, set up an organization, and named Annie Wittenmyer a member of the board. The trustees first met in Des Moines in February, 1864, to discuss fund raising. The birth of The Iowa Annie Wittenmyer Home was imminent.

#### CHILDREN MOVE IN

In July, 1864, a large brick building was found at Lawrence, in Van Buren County, and three weeks later, 21 children were moved into it. Tirelessly, Annie Wittenmyer moved about the state, giving hundreds of lectures, appealing for help for the war orphans, carrying out the promises she'd given to dying

men at the front. Soldiers in the field contributed more than \$45,000 to her cause. Homes were established near Farmington, and at Cedar Rapids.

Mrs. Wittenmyer headed a delegation to Washington, D. C., to try to secure the almost new, but abandoned, Camp Kinsman army camp in Davenport, as a home for the war orphans. The delegation obtained approval for temporary use of the camp and all its supplies and equipment. On January 22, 1866, Congress formally approved transfer of the camp and all its equipment to the private organization, The Iowa Soldiers' Orphans' Association.

As soon as temporary approval for use of the camp was given, it was cleaned up and painted. On November 11, 1865, the steamer Keithsburg arrived in Davenport, with more than 150 soldiers' orphans aboard.

#### STAYED AS MATRON

Mrs. Wittenmyer consented to remain as matron of the new Home. The Association then petitioned the 11th General Assembly to take over the Home as a tax-supported institution. Transfer was made to the State of Iowa on June 6, 1866. The legislature also provided for the establishment of the "Board of Trustees of The Iowa Soldiers' Orphans' Home." The board held its first meeting on June 6, 1866. The Cedar Falls branch of the Soldiers' Orphans' Home had already been established, and in the fall of 1866, the branch at Glenwood was set up to serve the western part of the state. During the years 1866 to 1876, the three homes had an average enrollment of 721 children.

Mrs. Wittenmyer continued to serve as matron until 1867. Then, with the Home firmly established under state control, this energetic woman left and went on to conquer new worlds as author, lecturer, temperance worker and Relief Corps officer.

When Annie Wittenmyer died on February 2, 1900, she left behind countless mementoes of a brave, courageous and big-hearted woman. One of the most enduring is The Iowa Annie Wittenmyer Home as it was named by the State legislature in her honor in 1949.

#### A CHRONOLOGY OF THE IOWA ANNIE WITTENMYER HOME

1860--Mrs. Annie Wittenmyer points out need for home for orphans of Civil War soldiers. Money solicited and building purchased in Van Buren County in August, 1864, to house 21 soldiers' orphans. Camp Kinsman site in Davenport, obtained and 150 children arrive on November 11, 1865. Congress formerly approves transfer of Camp Kinsman to Iowa Soldiers' Orphans' Association. State takes over Home as tax-supported institution June 6, 1866.

The Davenport Home's cottage plan, later widely copied, actually developed because due to the several scattered buildings of the former Camp

Kinsman, no centralization of the children in one building was possible. Under this system, it was possible for the cottages to give more family life and the children could be more nearly individualized than if all were cared for in one building.

1870--Institutions at Glenwood and Cedar Falls closed and children transferred to Davenport, The Home opened to orphaned children of non-veterans. The Administration Building, with all records, burned in 1877.

A change in the original concept of The Iowa Soldiers' Orphans' Home occurred in 1876, when the Sixteenth General Assembly passed an act closing the Homes at Cedar Falls and Glenwood, and transferring all inmates to Davenport. The same act opened the Home to such destitute children as the trustees felt should be admitted. Previously, only the orphans of soldiers had been accepted.

By 1879, recreation was included in the Home's curriculum and the children were taking part in various holiday festivities, such as visits to the opera house, fairs and river excursions, a practice that continues to this day.

1830--A program of foster home placement of children with non-relatives is started.

Many appeals for admission were made on the basis of need for medical care and nursing. This made more adequate hospital facilities a necessity. A dispensary was developed and a trained nurse added to the staff.

In 1889, a central administration building was requested to relieve congested conditions. A severe water shortage ended when city mains were extended from Davenport to the institution. Numerous other improvements at this time included the addition of the schoolhouse, establishment of a kindergarten, and an increase of three additional teachers and a music instructor.

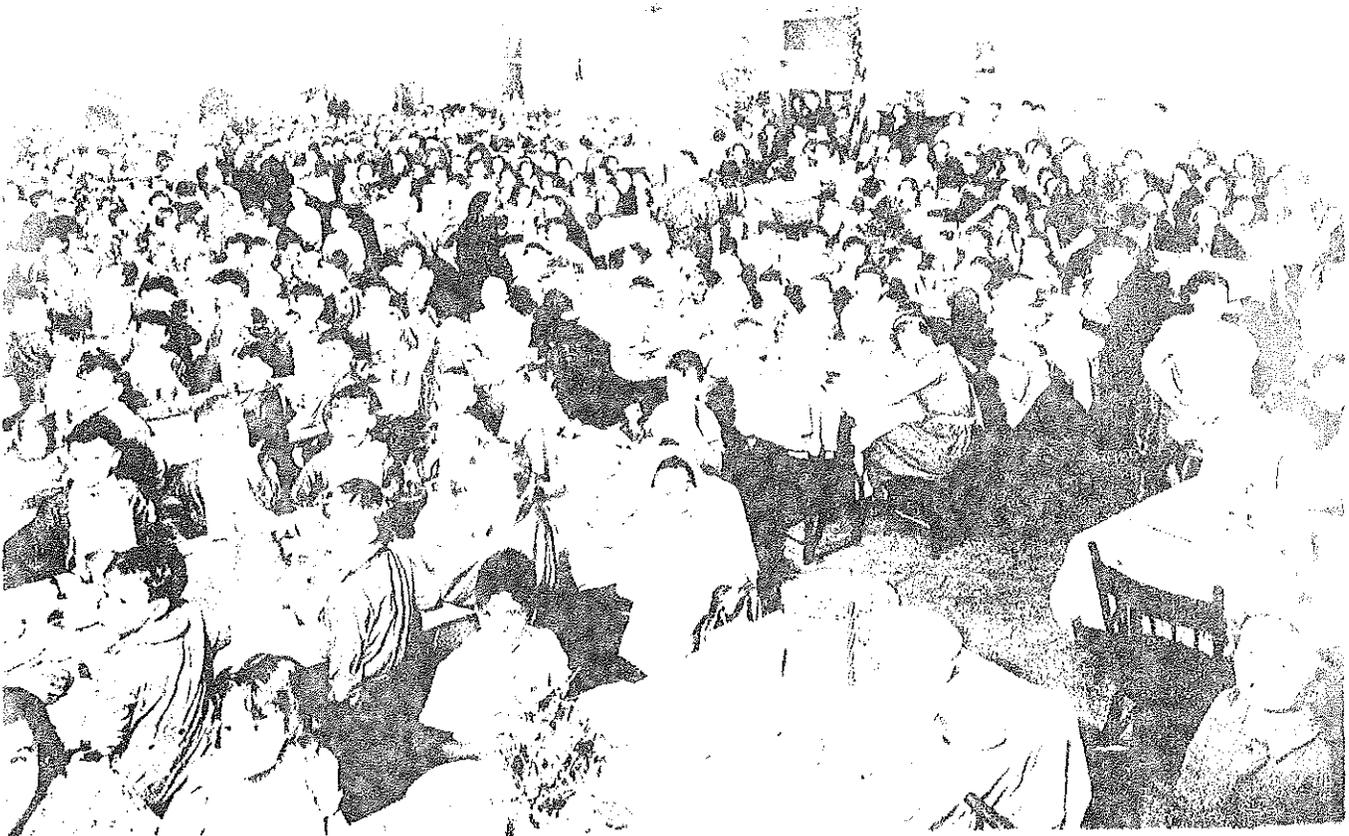
The legislature in 1876, charged the trustees with assisting the children in finding homes and suitable employment following discharge, a practice not previously followed. All placements from the Home had to be with the consent of the child's parents.

1890--The Institution is given full custody of children in order to prevent their placement with unworthy relatives. The first social worker is employed in 1898, to find and supervise homes for children away from the Institution.

By 1898, the Iowa Board of Control of State Institutions was created, controlling all intake to and placement from The Iowa Soldiers' Orphans' Home. The Board assumed responsibility for the investigation and supervision of all foster home placements. All children placed in the Home later became wards of the State until they reached the age of 21.

1900--The State in 1904, assumes one-half the cost of care of non-veterans' children. The State pays the total cost of care for veterans' children at the institutiton. Juvenile Court Act is passed, defining type of care at the institutions.

1910--First attempt made to keep children in own homes. Superintendent recommends financial assistance to worthy parents to keep children out of institution for poverty reasons only. Request made for appropriations to "board out" children. First use of psychologists from State University of Iowa in 1914. Two more workers added to field staff. Beginning of emphasis on recreational program.



Crowding in Early Days

1920--Institution begins to encourage community and children to participate in great number of programs sponsored by local groups. The latter part of the 1920's sees more young children being admitted and an increased adoption program with a waiting list for adoptable babies.

1930--An intensive association with Child Welfare Research Station in Iowa City is started. A program develops to educate employees to understand children's problems. Intensive psychological testing program developed, and many retarded children transferred to other institutions. An increase of children being admitted with medical problems. Children not required to wear uniforms after 1934.

1940--During war years, most efforts of the administration directed to securing employees.

1950--First superintendent with experience and training begins development in child care program on a personalized basis. Strong emphasis put upon child placement. In-service training of employees accelerated. Begin psychological and social service at the institution on a professional basis. Better screening prior to placement results in fewer returnees.

Full-time psychologist, social worker added as well as more teachers and nurses. Backlog of adoptable children exhausted so adoptions begin from new arrivals. Limited use begins of institutional funds for boarding home care.

Majority of children left in Institution slow learners or hard to place. School programs for this type of child are stressed. Begin to see more children out of Institution in foster homes than in.

Number of school age adoptions show marked increase.

As the original concept of the Home changed, there were fewer and fewer soldiers' orphans, and today, there are, with rare exception, no orphans at all. The pattern of care has changed as the need has changed. Whenever possible, almost any child who has an inadequate parent has been considered for admission.

1960--As space is available, slow learners begin to be admitted. Help given to those with emotional or behavior problem. Placement of older children becomes more difficult. Beginning of special allocations for boarding home payment to supplement costs paid from funds already allocated for care of children in the Institution. Begin to put emphasis on total institutional setting as means of providing better atmosphere conducive to good mental health. Much emphasis put upon building stronger program in Cottage Life. School goes out of farming business. Emphasis put upon helping more disturbed children. Number of children per cottage reduced. Iowa Annie Wittenmyer Home celebrates 100th year of its founding.

More and more children with emotional problems are being admitted to the Home. There is a noticeable trend in a decreasing number of readily

adoptable younger children. Since many need long-term care, their stay here will probably be longer.

There has been an earnest attempt at The Iowa Annie Wittenmyer Home to develop a "therapeutic community" setting in order to make the Institution a happy place in which to live and where now added professional employees can give maximum service.

#### FROM HERE TO FAME AND GLORY

At least two persons who formerly resided in The Iowa Annie Wittenmyer Home have gone on to gain international fame and renown.

One was William A. (Billy) Sunday who became a famous evangelist known the world over. The other was Wayne King, the orchestra leader whose music has been heard and enjoyed by millions.



William . Sunday

Billy Sunday arrived at the Home, then the Iowa Soldiers' Orphans' Home, in 1874, when the Glenwood Home was closed and the children transferred to Davenport.

In his autobiography, Mr. Sunday recalled his stay at the Davenport Home. "At both Homes, religion had an important place in our training. All our teachers and officers were Christians. I never knew a boy from either Home to be an infidel or a criminal. Of those of whom I have kept track, some became lawyers, merchants, farmers, railroad men, educators. I was the only one who ever became a big-league baseball player," he stated.

Mr. Sunday's father had died in service during the Civil War. His mother was poor and unable to support him and his brother Edward. Reluctantly, she sent them to the Soldiers' Orphans' Home at Glenwood, from which they were transferred to Davenport.

Wayne King entered the Iowa Soldiers' Orphans' Home in Davenport in 1908. At an early age, he showed great interest in music and became particularly skilled on the trombone, an ability that turned him into a great performer and won him fame and fortune.



Wayne King



#### ABOUT THE SUPERINTENDENT

James Holmes was appointed Superintendent of The Iowa Annie Wittenmyer Home on December 1, 1959. His appointment was made by the Iowa Board of Control and Mrs. Elizabeth Palmer, Director of the Board's Division of Child Services.

Mr. Holmes came to The Iowa Annie Wittenmyer Home in February, 1953, as a social worker. He is a graduate of the State University of Iowa where he majored in sociology. He has taken advance courses in the SUI School for Social Workers.

#### THE SUPERINTENDENT REPORTS

As The Iowa Annie Wittenmyer Home completes 100 years of service, records indicate a total of 11,750 children have been in the Home since its founding.

The pattern of care has changed from veterans' orphans to all orphans, and then to dependent and neglected children. More counties are seeking help

to care for children who do not seem to fit into our society's expected behavior patterns. The need for more specialized facilities to care for "more disturbed" children, along with an increase in the availability of funds, has provided an incentive to counties to provide more foster home placements for the "normal" child.

Although the Iowa Annie Wittenmyer Home is still only legally committed to care for dependent and neglected "normal" children, there has been an attempt to help the counties in the care of more difficult children. The service of more intensified care will mean a larger professional staff, a longer term of care, and probably fewer children in the Institution.

#### TWO TYPES OF CHILDREN

Today there are two rather definite types of children in the Institution. A survey in 1963, indicated that 50 per cent of the children in the Institution belonged in foster homes or back in their own homes. Forty-two per cent belonged in the Institution as they did not appear ready to live in the community. Three per cent of the children here, we felt, belonged in a different setting with more specialized care in handling of emotional problems.

Five per cent were classified as mentally retarded and did not fit into our program. We had many more than five per cent of our children who were retarded, according to psychological tests, but felt many of these were progressing within the Home's setting.

#### FEWER ADOPTIONS

Fewer children are being placed in adoptive homes, but more time is being spent recruiting foster homes and counseling with natural parents toward the return of children. Many counties have been very cooperative in working with us toward supervision and payment for foster home care, while some counties are still clinging to the old concept that removal of the child to a state institution means also the removal of county responsibility.

#### INTEGRATED PROGRAMMING - THE STRENGTH OF GROUP CARE

The present program of the Institution is two-phased and is centered around foster home placements and residence care. As much as possible, children are placed in foster homes as soon as possible as it is felt that ultimate care must be given in the community and not in an institutional setting.

It is the aim of the Home to increase the efficiency and coordinate the facilities of each and every department to their best ability for the best possible service to the children. There has been an attempt to develop a "therapeutic community" setting. A consistent, happy, educational setting can do much toward alleviating problems. With the present limited number of professional personnel, it has been felt that the "Therapeutic community" approach can give the most help to the most children. With this type of

setting, it is possible to build a sound program for the so-called "normal" children and make it possible for more professional personnel to later augment the program with more individual therapy for those in need.



Picnic on Campus

#### COTTAGE LIFE

The group living process of a child in an institution is usually the most meaningful experience. The cottage is dominant in the interaction process of children with each other and with the adults in charge of the cottage. The regularity and diversification of the experiences - if pleasant - give tremendous potentiality for training in social living. For years, institutions have been criticized for encouraging dependency in children due to regimentation. If used correctly, the group experience can be a tool for independency as well as teaching the child competency and poise in relationship with many diversified types of people and groups.

Cottage life instills proper homelike training. Basic ideals in this program provide responsibility, cleanliness, cooperation, sportsmanship, training or development of the entire human being. Routine daily living provides the state for this program. Supervision of health habits, table manners, details before and after school, recreation rules of games and studying must be conducted for the benefit of the student. Dependent and

and neglected children have been deprived of general home training. To fulfill the program of home training, an adult housekeeper on duty twenty-four hours a day becomes the instructor. Individual guidance is attempted on a non-professional level to each student. Operating with usually a maximum of sixteen students per cottage provides too little time for each student. However, as much individual attention as possible is given to develop the personality of each student.



Girls' Cottage

A flexible leisure time activity schedule is set up to provide proper use of out of school hours. Either boy or girl groups or combinations are used to instill positive social living and give vent to energies. The Home has many facilities for recreational activities. All children old enough are assigned work responsibilities. Weekly religious and Bible school classes are held for each cottage to instill religious training.



Inside View of Girls' Cottage

An allowance is provided for each child for spending money and personal items. Each student must learn to budget. Each student, with supervision, may choose its own clothing. A regular charge system encourages individual responsibility for care of clothing.

Weekly academic staff meetings are held to help houseparents with their problems, present new ideas or discuss procedures in effect. Special speakers, Mental Health movies and staff take charge of the program. Weekly discussion sessions are held with smaller groups of houseparents.

## CLINICAL DEPARTMENT

The function of the Department of Psychological Services at The Iowa Annie Wittenmyer Home is to assist in understanding, predicting and controlling behavior of either personnel or students.

Secondly, the department is responsible for specific job functions, such as testing and evaluating both children and employees, assisting in the in-service training program for houseparents, individuals and group counseling of children, is responsible for all outside placements in other institutional settings or out-patient service, except for foster home placement. In foster home placement, it is necessary to furnish a psychological evaluation and recommendation.



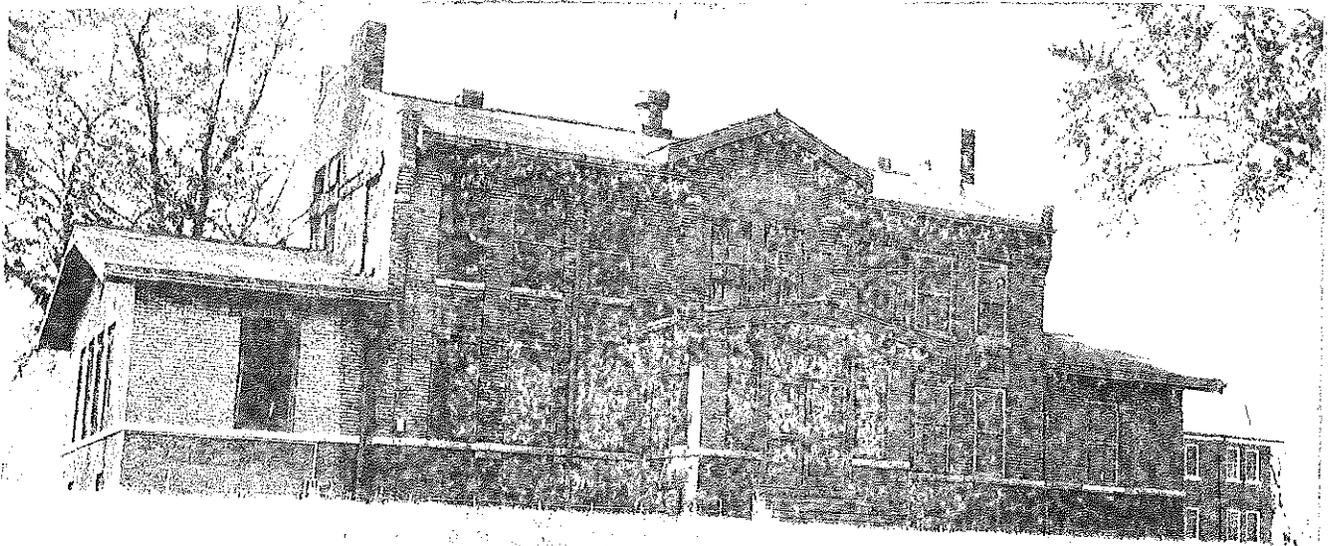
Group Counseling

One of the important functions of this department is, of course, counseling houseparents concerning their children and their problems therewith. This will always be an important aspect of the department's duties, as we are not only concerned with the individual student's behavior, but also his environment (especially under the houseparents) and most important, the interaction between the two.

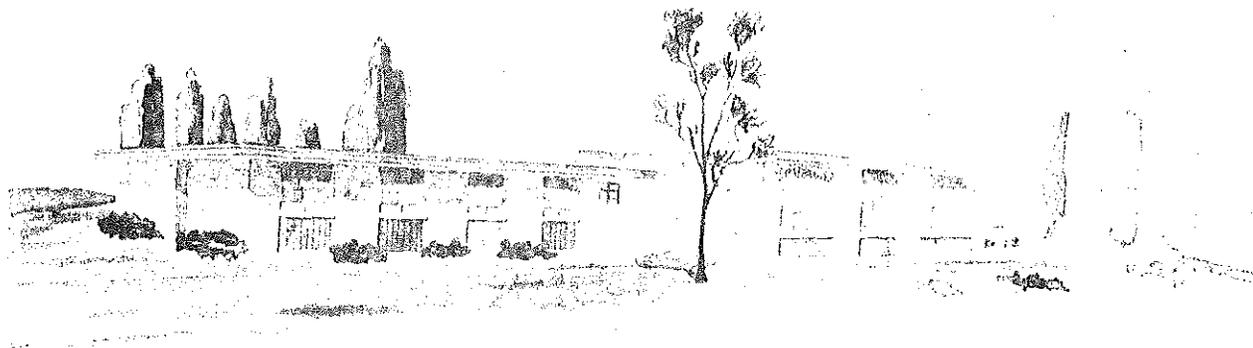


Individual Counseling

There has been an awareness in working with more difficult children that some of them are not able to adapt to the regular program of the institution. These children need stricter control, more counseling and guidance and, in general, a much more controlled and therapeutic living situation. The Home has been experimenting in this area in the old isolation hospital. Intensive controlled care has been offered several really disturbed children with quite good results.



Experimental Cottage

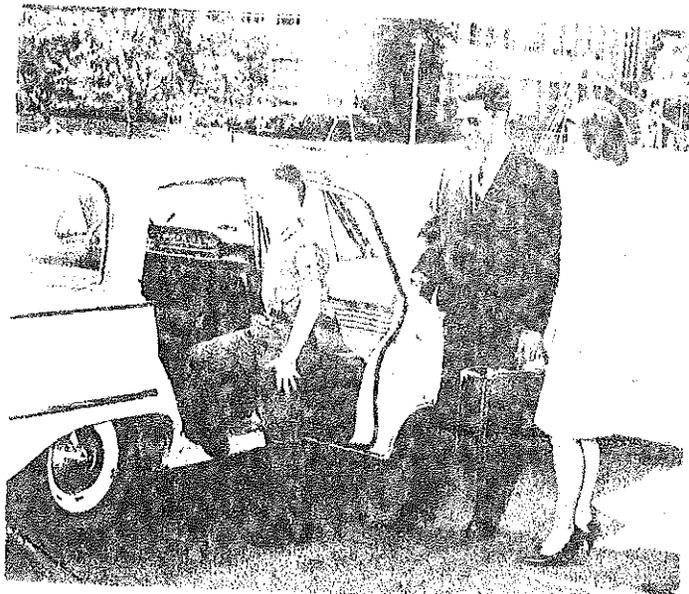


#### New Mental Health Unit

The sale of the farm land made it possible to make funds available for erection of a suitable building for intensive mental health care of a limited number of students. The new building should be ready for occupancy sometime in the Spring of 1966.

#### LOOK TO THE FUTURE - LEARN TO ACCEPT

#### Social Service



The Social Service Department is responsible for planning for the children's return to the community. The program then must be geared to meet the individual needs of each child by wisely determining the best possible planning for the child. The program ranges from the planning, preparation and the placement of the younger child in an adoptive home, a boarding or free foster home or a relative's home, preparation and planning for the older child

A New Foster Home

who may need vocational training, to the high school graduate who is ready to assume the responsibilities of a position and own living arrangements before release from the custody of The Iowa Annie Wittenmyer Home.

Planning for the children involves the efforts of the Social Service Department and staffs of each department; efforts and cooperation of field social workers of the Children's Division, and all other agencies, at the county or state level, who are interested and attempting to effect a plan that is best suited for children from infancy through the teen years, being cognizant of each child's capabilities, emotionally, physically and mentally.

The Social Service Department's concept of meeting the needs of children is that children should have a complete family and home for development and maturation. To meet the needs of the child, a foster home program for children of all ages should be available when the child is ready to move from the institutional setting.

#### Education

The educational policy currently pursued is to work with the child at the performance level at which he comes to the school. From this point, he must be treated primarily as an individual rather than as a type or a member of a specific grade.



School Building

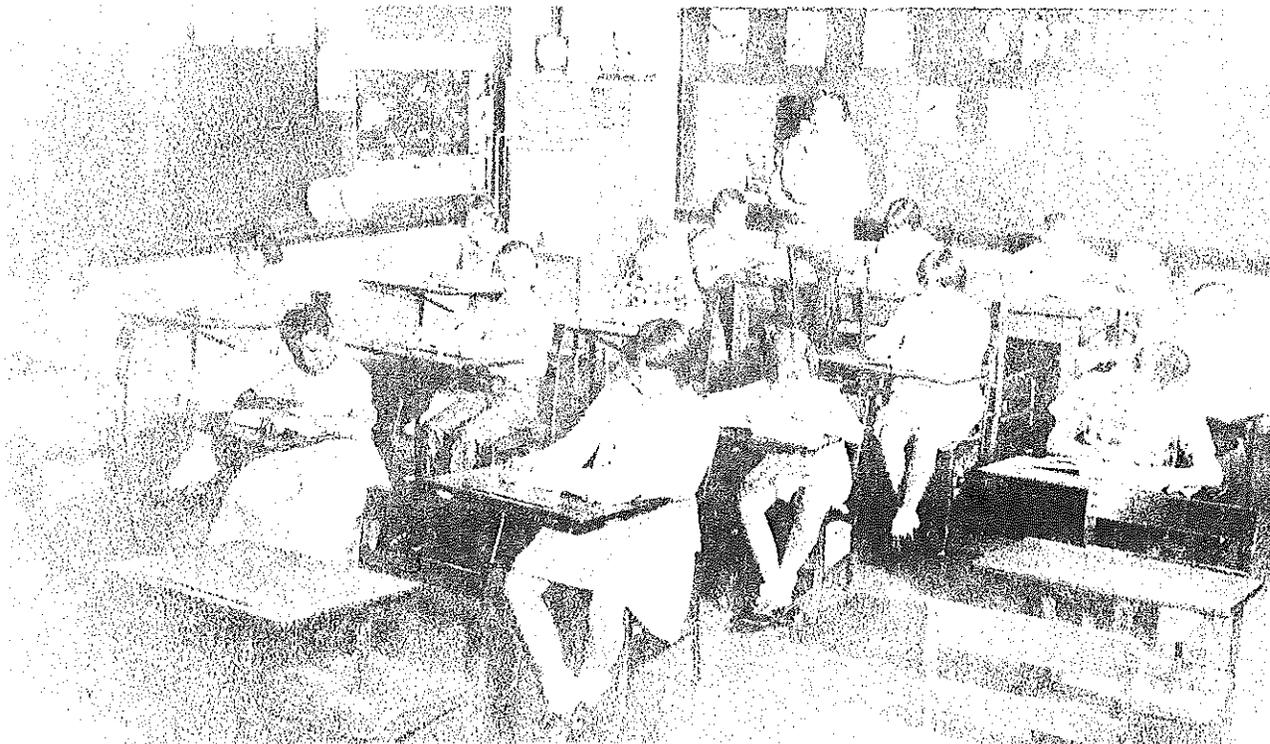


Preschool

In addition to the preschool and kindergarten through ninth grade, the school has maintained two rooms for the slow learners, one room for a few emotionally disturbed boys who could not get along in a regular group, and a primary room between kindergarten and first grade for those who are too slow in developing to work on the first grade level.

Past emphasis has been on a heavy schedule in Homemaking and Industrial Arts for all children since it was assumed that most of them would probably receive little education after leaving the Home. With the increased stress on high school attendance, and with plans for transfer of the ninth grade to the public schools already consummated, the courses are being reorganized to correlate more closely with those offered by the city schools. The school has continued the policy of maintaining small classes.

It is hoped for the future that it will be possible to hire a Vocational Coordinator to set up a work training or apprentice type program. Within the Institution there are already departments that could give training in carpentry, plumbing, painting, electrical work, car maintenance, store-room work, clerical work, dining room service, cooking, laundry work and nurses' aide work to name only a few of the possibilities. Department supervisors are willing to cooperate in a better training program while they use the children to help them with their work but they are so involved in the



### School Classroom

management of their own departments that they need a coordinator to help them develop a better program. It is felt that the addition of the position of Vocational Coordinator would be a very wise investment in the future for the children.

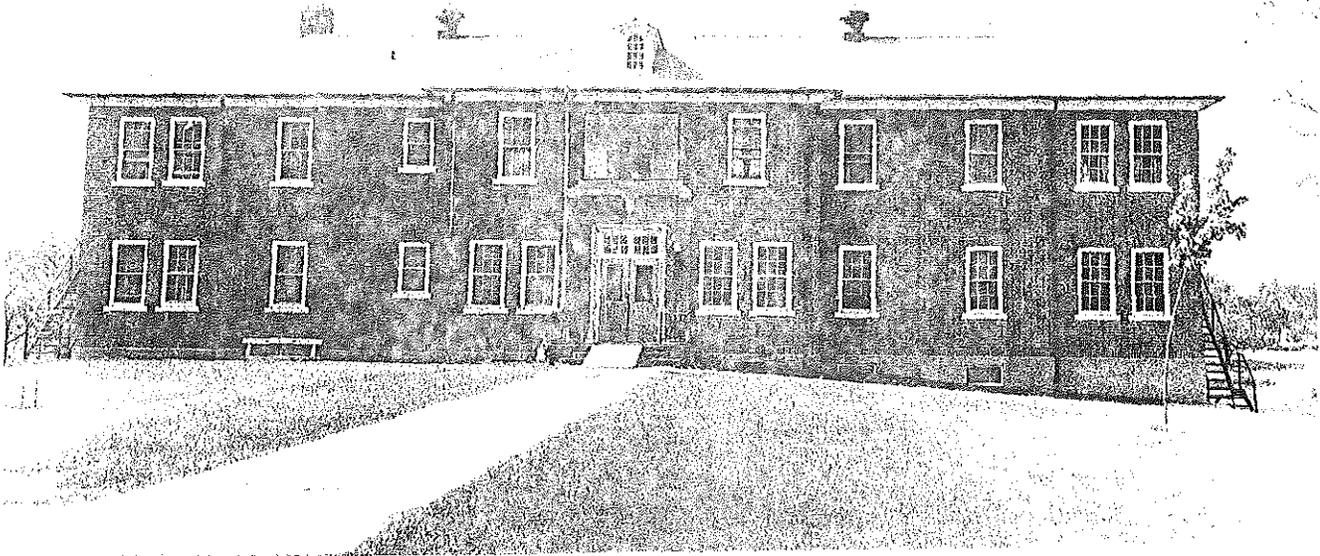
### Hospital and Nursery

The hospital at The Iowa Annie Wittenmyer Home is manyfold in purpose. First, all children admitted to the Home under three years of age live in the hospital. They stay until they are able to feed themselves, sleep in a full-sized bed, are toilet trained, and are socially adjusted to group living. Some children have to stay until they are much older because they need much more physical care than can be given in cottage living. Some are mentally retarded and are unable to ever be cared for in the cottage.

The hospital also cares for the children that live in the cottage. When they become ill, they are referred to the hospital.

The Out-Patient Clinic at The Iowa Annie Wittenmyer Home is ever increasing in size. For the past two years, the number of out-patients has doubled. In 1964, 24,771 children were cared for in the clinic. Many children in this group are accident prone and have many emergencies. The children are

cared for routinely at any of the three daily clinic periods during the day. The children are seen for emergencies, minor accidents and ailments, and for medications and treatment as ordered by the doctor.



### Hospital

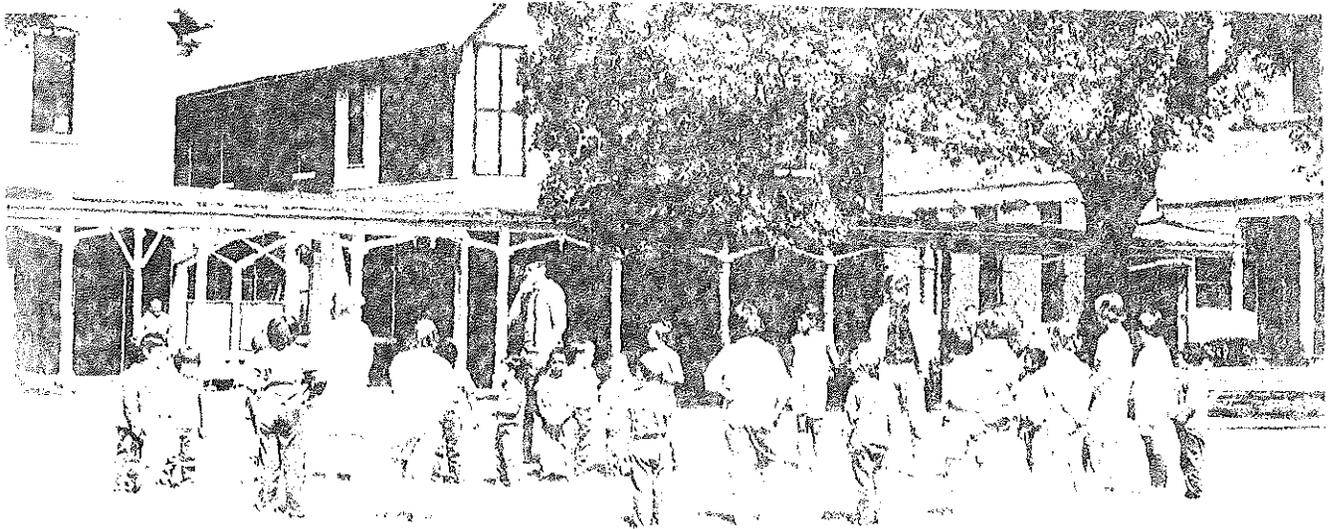
The Home has a very detailed Public Health Program for all the children on the grounds as well as the children living in the hospital. Upon admission to the Home, the program immediately goes into effect. Each child is examined by a pediatrician before he is taken to a cottage to live. For each and every child, a program which includes small pox vaccination, polio immunization, Wasserman, T.B. patch test and flu vaccine is carried out. Good health habits are taught, which most of the children have not known before coming to us. Oral hygiene, physical cleanliness and plenty of rest is emphasized repeatedly.



The professional medical and dental staff at the hospital includes a leading

pediatrician of the city who spends two mornings a week examining the children for entrance, adoption, placement and referral to the University Hospitals at Iowa City. He, also, is on call at all times. A local dentist visits one day weekly and works in a modern dental room to care for all our children's dental problems. Each child is seen at least once every six months. An orthodontist sees, by referral, any special dental problems. Some children are fitted for dentures and many have had orthodontia treatment. All of the children are screened and examined by an ophthalmologist. He prescribes glasses or possible surgical correction. At the present time, a surgeon sees the children for fractures and needed suturing. When recommended by the doctor, special corrective shoes are fitted and worn by children that have special problems with their feet.

#### Recreation Department



#### Group Recreation

The Recreation Department provides physical activity for the growing child and gives an acceptable outlet for release of pent up emotions and inhibitions. The program helps to teach cooperativeness and helps the learning process by giving an opportunity to play in an environment that is associated with enjoyment.

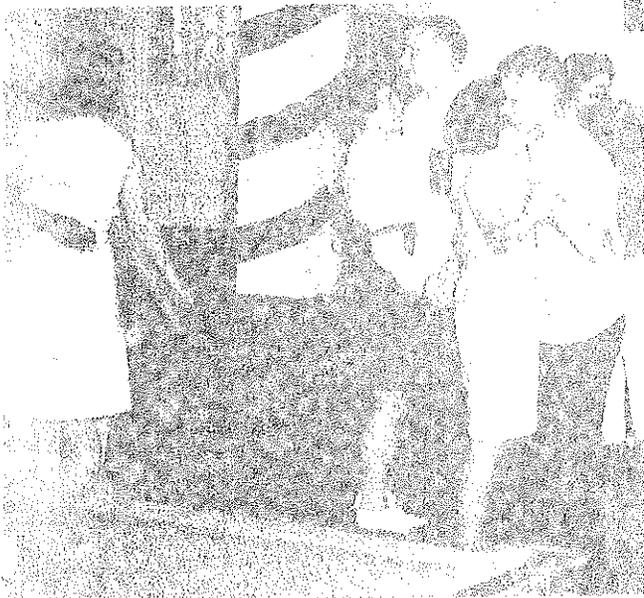
The Institution has facilities for baseball, basketball, football, swimming, volleyball, tennis, badminton, skating, miniature golf, dancing and theatrical work. Individual intramural and competitive sports are incorporated into the program. Teenagers in particular need many activities.



Baseball Game

Fortunately, for the institution, the metropolitan area of Davenport, provides many other outlets of recreation, such as plays, musicals and fairs. The people of the community have been very cooperative and interested in the Home.

The Canteen is the busiest recreation center and the most popular. Here, like basement recreation areas in the home, the children get together to talk, dance, play games and have refreshments.



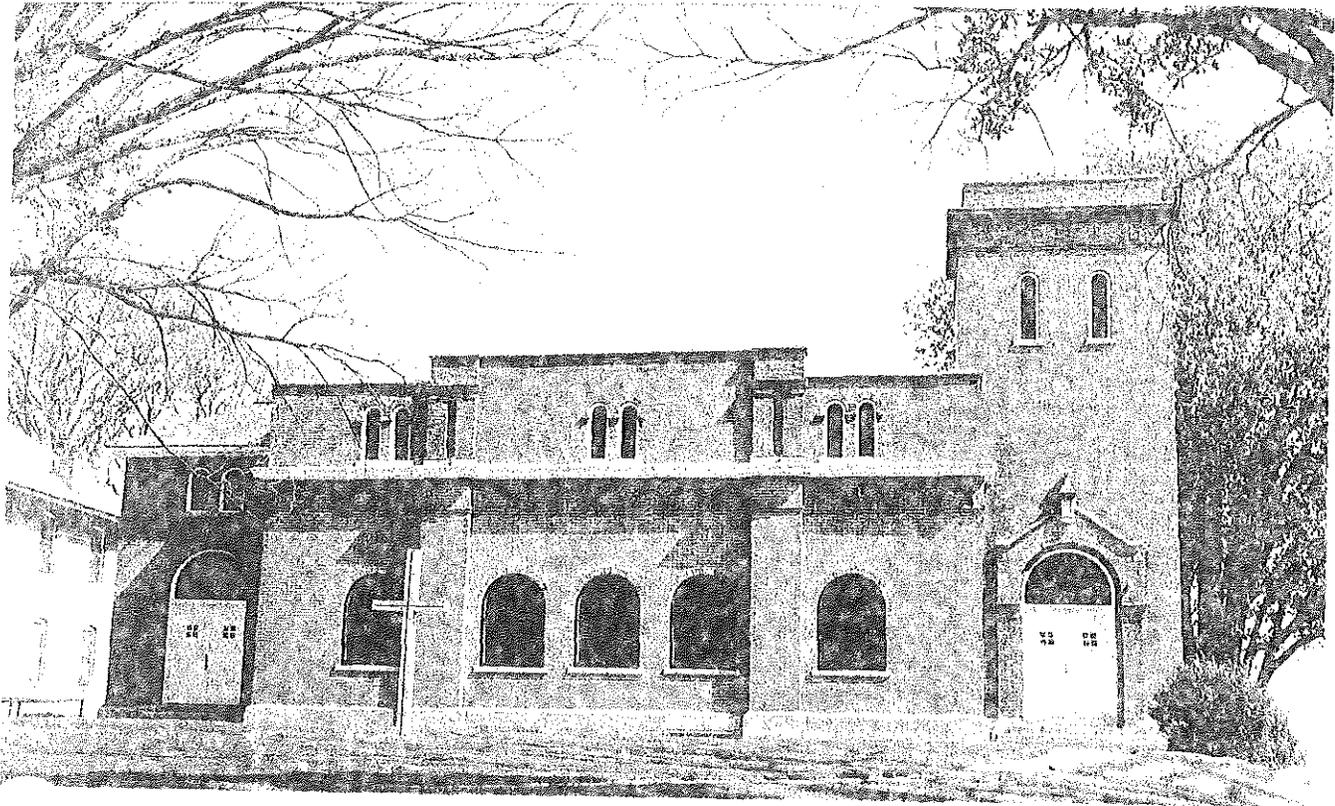
Dancing in Canteen



Fun in Canteen

## Church

Recently a full time chaplain has been employed. Besides strengthening the more traditional program, it has been possible to do some rather intensified counseling with a selected few children. Students from Augustana College interested in seminary work have taken over Sunday School classes, giving the children more opportunity for experiences not directly related to institutional personnel. The County Ministerial Association has been requested to sponsor a program enrolling the older students to go to a church of their choice off-grounds.



## Chapel

Youth meetings and the sponsorship of choral groups give the children a possibility of expression in a religious setting. Students are taught stewardship and giving through an offering and by service. Group meetings in cottages are held by the Chaplain. The newly decorated Chapel will be dedicated during the Centennial observation.

## The Physical Setting

In order for the children to appreciate some of the nicer things in life, raise their standards and reach out for a better life, it is necessary to have good accommodations for them. The physical setting can be a definite asset in a "therapeutic community" approach to training of children.

The beauty of the institutional buildings and grounds is exceptional. The cottage type planning centered around the administrative facilities is very convenient. Unfortunately, it takes a good deal of time and money to maintain the many old buildings. The newest building is the school which was completed as a W.P.A. project in 1939.



Storeroom

One of the significant programs established by the Business Office has been the new approach to the issue of clothing. For years, children in the Institution were not given much choice in the selection of clothing. Much of the clothing was issued to the cottage without designated individual ownership. Due to this approach, there was little appreciation or care of clothing.

At a very nominal cost, used fixtures from two local clothing stores were purchased. The old storeroom was remodeled and redecorated and modern display cases were installed. A charge system was set up where children were given a definite allowance of clothing. The children were allowed to pick out their own clothing from a fairly large stock. The laundry individually marked each piece of clothing. Because of the new approach, the children have a new interest in their clothing and are taking better care of it. They have also begun to learn the value of clothing due to the price marking of each item. Besides giving training to the children, this approach has saved the Institution money because of the better care of clothing.

The personnel responsible for maintenance and other allied services not directly involved with the children furnish the children with most of the possibilities for work experience. In this way, it is necessary for them to become personally involved. At times, maintenance personnel have become the confidant of the children and have been very valuable in helping children with some of the daily counsel. The departments offer a good resource for vocational training in several areas. Work experience, along with educational, recreational and daily living experiences, are all part of the children's training.

#### Construction and Remodeling

As we celebrate the 100th anniversary of The Iowa Annie Wittenmyer Home, we should remember that most of its buildings date back to the 1800's or early 1900's. The newest building was erected in 1939. The buildings present a costly maintenance problem. Several are becoming outmoded in function. There will be continual need for replacement of old buildings in the next several years.

#### Special Problems

There has been a very decided increase in the number of children placed in foster homes by the Institution, as well as by the various counties. However, there are still many children in the Home who deserve a family. It will not be possible to relax efforts to provide foster home care.

Iowa badly needs facilities for the "undomesticated" or "unsocialized" child who is not able to fit into normal community life. We feel an acute responsibility to do as much as possible to help this type of child. To do this will mean further emphasis on foster home care for children capable of living in a community, as well as added professional staff in the Institution. The type of staff needed for the more difficult children is more in line with the staff necessary at a Mental Health Institute.

### Visits Encouraged

Many people, including personnel of welfare departments, probation offices, juvenile court judges and private agencies, as well as private citizens, have an outdated and obsolete image of a children's home. To counteract the misconceptions, tours of the Home are continually being urged. It is estimated that from 400 to 500 people visit annually. Professional staff members are encouraged to give talks to civic groups. The Davenport newspapers, in particular, are very responsive to printing articles.

THE WITTENMYER CREED

"THE BASIC AIM OF THE IOWA ANNIE WITTENMYER HOME IS TO EDUCATE ACADEMICALLY AND SOCIALLY, EMOTIONALLY AND PHYSICALLY, THE CHILDREN COMMITTED SO THAT EVENTUALLY THEY CAN BE SELF-SUPPORTING, SOCIALLY ACCEPTABLE CITIZENS. ALTHOUGH THE FUTURE OF THE CHILDREN MUST REST WITHIN THE COMMUNITY, THE PRIMARY PURPOSE OF THE INSTITUTION MUST REST WITHIN TRAINING IN THE GROUP SETTING."