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A comparative study of trends and practices of guiding, counseling, and dealing with the unwed adolescent mother for adjustment with a view toward improving current methods of coping with this group of students in the schools of South Carolina.

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Boston University
A COMPARATIVE STUDY OF TRENDS AND PRACTICES OF GUIDING, COUNSELING,
AND DEALING WITH THE UNWED ADOLESCENT MOTHER FOR ADJUSTMENT WITH A VIEW
TOWARD IMPROVING CURRENT METHODS OF COPING WITH THIS GROUP OF STUDENTS
IN THE SCHOOLS OF SOUTH CAROLINA

A Thesis

Submitted by

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(A.B., Benedict College, 1951)

In Partial Fulfillment of Requirements for the
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CHAPTER I

INTRODUCTION

Statement of the problem - A fourfold purpose was proposed in this study. It sought (1) To present an overall picture of trends and practices employed by public high schools and state divisions of social service in the process of assisting with the adjustment of the unwed mother; (2) To attempt, on the basis of criteria set forth in the literature, an evaluation of the methods and procedures used by these agencies; (3) To create, on the part of educators, an awareness of these methods and to provide information that will assist in the improvement of attitudes toward the unwed mother; (4) To propose, on the basis of the findings of this study, new methods to be used by schools of South Carolina in dealing with the unwed adolescent mother from the aspect of guiding and counseling her toward adjustment.

Justification - Illegitimacy and unwed motherhood, as social tragedies, are perhaps as old as society itself. Florence Clothier attests to this with her statement: 1

"The problem of illegitimacy always has and probably always will confront organized society. Being a problem of many facets, it must be approached from many directions."

Generally, when faced with a problem, man proceeds to solve the problem. While there has been considerable interest in and services to the unwed mother from the viewpoint of the welfare of her child, comparatively little has been done toward aiding this young, troubled girl in making the adjustment to life, which every normal human being is expected to make.¹ That this is an area worthy of research is evidenced by the baffling problem thrust upon school administrators, counselors, and officials by the increasing number of unwed mothers who re-enter or apply for re-admission into the public schools of South Carolina. It is further evidenced by community pressures and prejudices brought to bear upon schools that accept these individuals for further study.

In commenting on the effects in the classroom caused by the return of the unwed mother, following the birth of her baby, The U. S. News and World Report cited this observation:²

"These young mothers, for the most part, when they are required to return to school are harmful to the morale and distractive to the groups. They have had an emotional and psychological change. To be with other children their own age oftentimes is not advisable."

May one consider this as further evidence of the need for improved methods of assisting this group in adjusting to life and society?

Finally the need for scientific data concerning the problem that will aid in formulating and proposing improved methods of dealing with the unmarried mother may be substantiated by Goodrich C. Schauffler's comments:

"The growing number of pregnant unmarried women who go to physicians for care need understanding and sympathetic treatment beyond the 'ordinary call'. Often these cases can have 'impressively happy endings' if decently handled....."

May one conclude, then, that in proportion to the amount of scientific data concerning the problem of unwed motherhood in schools and to the extent that educators understand, appreciate, and use this information, new and improved methods of dealing with the problem will evolve? Thus, it is believed that information obtained from this study will enable the school to assume more fully its role in the adjustment process of this group of maladjusted individuals and more fully discharge its duty to humanity.

Scope of the study - In this investigation a study has been made of the programs designed to facilitate the adjustment of the unwed adolescent mother, age 10 to 19, of State Departments of Guidance and Personnel Services and of Social Work, respectively. The guidance and social work agencies of eight states and the District of Columbia were included in the study. The states of which the agencies were included in the study have the following geographic locations:

1. Two Southern states, South Carolina and Georgia.
2. Two Middle-Atlantic states, Maryland and New York.
5. One Western state, Utah.
6. The District of Columbia.
Excluded from this study were the programs of private agencies. This study did not include the adjustment programs of unwed mothers beyond twenty years of age, since such mothers are usually removed from the high school program.

Assumptions - Certain assumptions were made in this study. First, it was assumed that the differing attitudes and opinions of the citizenry of various states would necessitate different methods of coping with the problem of unwed motherhood. Second, that some of these programs are better than others, either partially or entirely. Third, that from the study of the programs of various states and various programs within a state suggestions for improving the present methods of handling the unwed mother in schools in South Carolina could be made.

Expected outcome - From this study the writer anticipated formulating a proposal for an improved program for dealing with the problem of the unwed mother in the schools of South Carolina.

Definition of terms - In this study an unwed mother is considered to be any girl or woman who, without marriage, gives birth to an offspring. According to Butcher and Robinson: ¹

"For many of these young women, motherhood is limited to the decision they make for their baby's adoption."

Herein, the decision concerning the baby's adoption will not influence the use of the term as defined above.

Schmideberg says:

"A girl is physically and emotionally capable of intercourse and motherhood at puberty."

Realizing that pubescence, according to individual differences in the rate of physical development, is reached at varying age levels, this study considers as an adolescent any girl, 10 to 19, who is capable of motherhood.

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CHAPTER II

REVIEW OF THE LITERATURE AND BACKGROUND OF THE STUDY

Description of the Unwed Mother

It would be well if a term other than "unwed mother" were used to describe the girl or woman who becomes pregnant without marriage, after separation or divorce, or bears a child for a man other than her husband. All too often the term conjures up a stereotyped image, obscuring the woman herself. On the other hand, for many of these young persons, true "motherhood" depends upon the decision they make for their baby's adoption. Still others are married, separated, or divorced, with the baby born outside of marriage.¹

From the time unwed motherhood was recognized as a social problem, there have been erroneous ideas about the identity of the unwed mother. Vincent states that:²

"In the majority of investigations reported, the sampling of mothers were taken from public institutions, or psychiatric clinics. This method of sampling has prolonged the picture of the unwed mother as an extremely young, poor, uneducated, or psychologically disturbed female."

This portrayal has persisted despite the impression of many professional people working with the unwed mother that this a phenomenon occurring quite frequently among middle income, normal and well-education women.

Beliefs that she is a member of a gang designed to seduce men, a "bop-talking", "hip-shaking" female from the other side of the tracks, or a farm girl seduced in a hayloft by a city slicker are all false. Such conceptions lull people into the belief that unwed motherhood is peculiar to a certain type of girl and cannot strike at home. There is no "typical unwed mother". Unwed mothers are ordinary girls---some are intellectually gifted, others intellectually retarded. They can be beautiful, "in-between", or plain. They come from fine homes or impoverished ones. Their fathers may be salesmen, industrialists, shopkeepers, laborers. They can be anybody's daughters.\(^3\)

The unwed mother, age 10 to 19, is still in school or job hunting for the first time and is generally torn between the protection of school and the power of a pay check. Generally she is overtly aware of her sexuality and that of the opposite sex. An impulsive, volatile person, she is thoroughly unrealistic about her goals and capacities. She is defiant of parents and social restrictions in a stubborn, unaware fashion and is incapable of saving herself from trouble. Among the group of unwed mothers age 15 to 19 illegitimate pregnancy appears to be an impulsive mistake more than with the older group.\(^4\)

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\(^4\)Ibid.
In an attempt to obtain an unbiased report of the educational, socio-economic status of the unwed mother, Vincent made a survey of the unwed mother on a non-agency, non-psychiatric, non-institutional basis. His survey tended to show that when an investigation is made on an unbiased group of unwed mothers, illegitimacy is not tinted purely by such factors as race, age, education, socio-economic status. Findings in his study suggest that many of these unwed mothers come from "established" middle-class homes. The data of Vincent's study were based on a 71 per cent response from 576 doctors who provided information on 137 unwed mothers, (those who had never been married), with their babies having been delivered in private practice in Alameda County, California, during 1952. Of the 137 mothers delivered in private practice, Vincent reports that:

- 83.9 per cent were white;
- 51.8 per cent were 22 years of age or older;
- 38.0 per cent had attended or completed college and 34.3, 24.8, and 35.8 per cent respectively of their fathers, mothers and alleged sexual mates had attended or completed college;
- 60.5 were employed in professional or white collar jobs or were college students, and only 8.8 per cent were employed in semi-skilled or unskilled jobs;
- 36.5 per cent of the 74 who were working, received a salary of $251.00 dollars or more per month;
- 78.4 per cent of those who came from out of state to have their baby in California had attended or completed college;
- 50.0 per cent of those who had attended or completed college were mated sexually with a man seven or more years their senior;

5 Vincent, op. cit., p. 564.
70.0 per cent of those with less than a 12th grade education were mated sexually with a man the same age or not more than two years their senior; 90.0 per cent of those who had attended or completed college were mated sexually with an alleged mate who had attended or completed college."

Because there are those who, for arbitrary reasons, obtain their statistical data from biased sources such as public institutions, welfare agencies, or psychiatric clinics and proceed to blur the picture by having the figures show an overwhelming amount of illegitimacy among a certain ethnic sub-group, Vincent feels that there is a vital need for more inclusive samples in studies of unwed motherhood as well as a need for additional future research concerning the problem. 6

In recent years doctors have observed and documented an impressive percentage of increase in the number of teenage pregnancies. Most of these pregnancies are among so-called privileged homes. Says Dr. Schauffler: 7

"Illegitimate pregnancies occur far more often among college girls, as well as among those who do not finish high school; in families of our neighbors; and, possibly in our own."

Nowadays doctors in private practice who see young girls in serious trouble are frequently impressed by the fact that the subjects in most cases are sweet, nice, normal girls from some of the "swankiest" homes.

May it be concluded then that unwed mothers can be of any age, race,
or religion, from any economic or social background, with any degree of education or any kind of job? They may be some of the girls next door or some of the women in the filthiest slum areas. In commenting on the identity of the unmarried mother, Butcher and Robinson state:

"Whoever she is, her experience of unmarried motherhood is an interruption of her ordinary way of life. Crucial questions face her--about her child's future and the replanning of her own life."

The unwed mother considered herein is a troubled individual--just as a woman in an unhappy marriage is a troubled individual.

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8 Butcher and Robinson, op. cit., p. 4.
Changing Attitudes toward the Unwed Mother

Historically and conventionally the term "illegitimate" formerly applied to the child of an unmarried woman. Polite society previously ignored the putative father and his part in the whole affair. Society condemned the mother, stigmatized the child, and forgot the father. The first step toward a change of attitudes toward the unmarried mother occurred in 1922 with the adoption of a proposed Uniform Law. By this law the parents of a child born out of wedlock had to be responsible for the necessary maintenance of the child, education, and support. The alleged father was liable to pay the expenses of the child's funeral, if it died, and the cost of the mother's pregnancy and confinement. The mother could also recover from the father of the child a reasonable share of necessary support for the child through legal representation. Failure of the father to support the child when paternity had been established could be punished by Law.

Institutions and agencies first organized to render services to unwed mothers were influenced and motivated by two factors: the first, moral rehabilitation and the second, protection of these women and girls since they wished to conceal their maternity. With secrecy being the

most important part of the treatment, emotional rather than rational attitudes often prevailed. Such situations were considered so shameful and would be so cruelly punished by the community, that no consideration was given to the health of the child, the rights of the unmarried mother or her parents, or the child's father.

The community's attitude has been considerably modified in recent years and the primary motive is now the protection of the child and the development and social adjustment of the mother. Institutions and agencies now assist the mother with her every problem and recognize the rights and responsibilities of the child's relatives in its welfare.

This shift in emphasis had several causes. First, society became aware of the high rates of infant mortality among illegitimate children. The publication of facts regarding certain types of commercial agencies aroused public opinion as to society's responsibility of safeguarding the unmarried mother.11

Under several programs, operated by the United States Children's Bureau, many health and social services are today made available to the unwed mother and her child. The unmarried mother who wishes to keep her child and has the support of her parents and the community seems to present no problem, since she would return home to assume direct care of the child. Many authors and caseworkers stress the importance of keeping the mother and child together to establish ties of affections


11 Ibid.
and to promote the possibility of more mothers' keeping their children permanently. Social workers who have been most successful in helping unmarried mothers to solve the problems caused by this dilemma are those who regarded the girl in this light.

3

Some Pertinent Causes—Psychological, Social, Personal

One can approach the question "why" with at least one generalization: it is not usually the sophisticated young woman or the truly delinquent child who "gets into trouble". It is easier in some cases than in others to understand the underlying circumstances. One may readily understand the plight of the seventeen year old daughter of strict, moralistic parents, who rebels but lacks new standards to guide her. One may understand, too, a fourteen year old who has been shunted about among relatives and neighbors and has had neither parental love nor satisfying standards of family life. Other cases present a more baffling picture, if the girl's life situation is taken at face value.

A preliminary survey of the available data on unwed motherhood reveals that historically a variety of etiological factors have been emphasized. Studies made during the 1920's stressed such factors as "Immorality" and mental "deficiency." Findings in the 1930's point to the factors of a "broken home", "poverty", little "education", and

12Butcher and Robinson, op. cit., p. 4.
domestic "occupation". Within recent years, unwed motherhood has been explained increasingly as an accepted pattern of life in a sub-culture.\textsuperscript{13} At present, the most frequent emphasis appears to be upon psychological processes.

The most current studies conclude that unwed motherhood is a product of unresolved parent-child conflict and represents an unrealistic way out of inner difficulties.\textsuperscript{14} In considering the psychological aspects of the problem of unmarried parenthood, one must not forget that the instinctive psychological sexual and reproductive urge takes little recognition of marriage rites. Illegitimacy in our culture results from a constellation of sociological and psychological factors.\textsuperscript{15}

A careful consideration of the roles of motherhood and fatherhood in the emotional life of the individual is basic to the understanding of the psychological implications of unmarried motherhood. Because the role of the man in the act of reproduction terminates with conception, and that of the mother continues from impregnation to internal nourishment during the gestation period, to external nourishing, guarding, caring for, and training of the child, motherhood is more important in the psychic economy of the woman than is fatherhood in the psychic economy of the man.\textsuperscript{16}

\textsuperscript{13}Vincent, op. cit., p. 562.
\textsuperscript{14}Ibid.
\textsuperscript{16}Ibid.
Since the experience of maternity is the biological and psychological goal of womanhood, maternity opens the gateway to the satisfactions and freedom of inner tensions characterizing maturity.\(^{17}\) Psychological motherhood, divorced from a warm feeling of self-satisfaction and an almost overwhelming outwardly directed tenderness, is not completely experienced maternity. Complications and entanglements of life in society have introduced psychological barriers to full maturity through motherhood. Whether or not giving birth to a child leads to a full experience of maturity, its implications in the psychology of the woman are inevitably tremendous. Though little boys and girls are different primarily because of constructional and biological factors, the pattern of their psychological development remains the same until the age of four, five, or six. The mother's exclusive attention and love is demanded by both of them.\(^{18}\) As he grows the boy is able to make certain necessary adjustments and identify with his father more easily than the girl can detach herself from her mother. During this stage some girls' frustration and disappointment may lead them to turn away from all sexuality.

Growing up is not easy, especially for a girl. Says Clothier:\(^{19}\)

"Normal femininity is reached only by the roundabout path via the feminine form of the oedipus complex. The little girl must transform her exclusive intense love of her mother into hostility and at the same time must become tenderly attached to her father."

\(^{17}\)Ibid.

\(^{18}\)Ibid.

\(^{19}\)Ibid., p. 538.
Often the little girl, in her bitterness and anger at discovering her anatomical deficiency, seeks someone to blame for her handicap. So the mother, the most important on the girl's horizon, who in the course of daily education must frustrate and make demands upon her daughter, becomes a scapegoat. Perhaps the strongest reason for the girl's rejection of her mother is that she blames her mother for the girl's being an inferior being—that is, inferior to boys. Thus the mother loses her place as love-object for the girl and becomes the object of unconscious hostility. Often the girl turns to the father at this point, hoping to receive love and admiration from him.

One sees the usual normal intensification of biological and psychological sexual needs in adolescence distorted by a neurotic base. The disturbed girl's original wish to be made into a boy must be modified in terms of reality. As a substitute the girl longs to possess a baby of her own and phantasies receiving it from her father. Originally this wish for a baby arises as a compensation for her not being born a boy. Many women experience normal sexual sensation only after having given birth to a child. It seems to take this creative experience to assure them and to compensate their own feelings of feminine inferiority. Where there has been an early deprivation, especially by the mother, one frequently finds that the relationship to the putative father is a casual one, that he is only a tool by which to achieve the pregnancy.

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20 Ibid.

The girl often sees herself, unconsciously, as a depreciated person, one who is not deserving of normal love since she may have been responsible for losing the mother's love through her ambivalent feelings toward the mother.

For the girl, normal development consists in the attainment of balance between passivity and activity. As a girl comes into adolescence, her sexual urges are heightened. In a normal situation in which there is a warm, healthy relationship between the mother and her daughter, and when the mother's attitudes are such that she cannot only give the girl instruction about sexual matters but also give her the vital emotional help in finding a way of dealing with her impulses, the intensity of the girl's sexual urges is reduced, and she is able to find a solution to her maturational problems. Such a mother calls the girl's attention to the reality consequences of sexual intercourse outside of marriage and the fact that it may result in conceiving a child and having to assume responsibilities for which the girl is not prepared. If the girl has seen in her own home the positive values of loving a husband and rearing children, she is better able to set standards for her own behavior and to derive satisfaction from patterning after her mother.

On the other hand, however, if a mother is herself conflicted about sexual matters, and if her own conflicts are activated as her daughter enters adolescence, she will be either restrictive, setting rigid standards without clarification, or will be vacillating and overpermissive.

22 Clothier, op. cit., p. 540.
Thus she fails to give her daughter any concept of the results of unrestrained behavior. The mother may draw away from the girl, with the result that without the mother's warmth and support, the girl's impulses are intensified. According to Goldsmith: 23

"Sex and love are not separate systems, and a satisfying tie between mother and daughter reduces the strength of the girl's urges."

Deprived of a warm relationship with her mother, the girl often finds her impulses breaking through. She then turns to men hoping to find the love her mother is not giving her, as well as in search for sexual gratification. The only other available solution is a neurotic inhibition of her sexual urges and a return to childish dependence on her mother.

If the mother-daughter relationship is sound and the girl's development is normal, the mother is able to help the girl work out her own standards of behavior and to solve the conflict between dependence on the mother and sexuality. By assisting her daughter in working out a solution for coping with her sexual drives, the mother demonstrates her willingness to have her daughter grow up and become independent. Consequently, the girl achieves a healthy emancipation from her parents and is able to make a satisfactory heterosexual adjustment. In the case of the unmarried mother, the normal maturational process has been interrupted, thus producing an unstable girl for whom misfortune was inevitable.

Therefore a girl's ability to face reality and to make a wholesome sexual adjustment depends to a large extent upon the kind of mother-daughter relationship experienced from early pubescence through adolescence. The adolescent girl has an extraordinarily urgent need for a mother-person to aid her in making the transition from a psychologically dependent child to a wholesomely emancipated adult. Many caseworkers have reported that they (the caseworkers) themselves have had to become the "good mother" where mother-daughter relationships were bad. Thus it is a mother's unrelenting duty to try to understand her daughter, to endeavor to maintain a wholesome relationship with her, to absorb all the girl's guilt feelings about sex and mature marriage—help her to accept sexuality as something that is not bad in itself but may lead to certain undesirable results. Where the mother person fails to do this, anything, including illegitimacy on the part of the daughter, can and does happen. Unmarried motherhood, then, is a product of:

1. The girl's inability to face reality, which may cause her to turn to adolescent phantasies which may play an important role in producing illegitimacy.

2. Failure of the mother to produce and maintain wholesome mother-daughter relationships enabling the girl to emancipate from the mother and make a reasonably good heterosexual adjustment.

3. Perhaps, an unconscious, neurotic desire to punish her mother for the mother's inadequacies.
This is not to imply that the psychological approach to the cause of unwed motherhood is the only appropriate one in working with the unmarried mother. As has been previously stated, like all other human problems, the cause of unmarried motherhood is a many faceted thing. Hickey points out that:\footnote{Margaret Hickey, "More Than a Place To Hide--Homes for Unwed Mothers," \textit{Ladies Home Journal} (August, 1958), 75:23.}

"The unanimous agreement among social workers is that illegitimacy is a symptom rather than an accident that might happen to anyone. One cannot point to a single basic cause—but he can be sure an emotional factor is present. Unmarried parents are emotionally confused people. This confusion can generally be traced to the girl's relationship with her own family members."

Illegitimacy presents a special social problem because of society's attitude toward the girl victimized by unwed motherhood. Our culture will still penalize the girl or woman who has a child out of wedlock, even though one has only to look about him at the very structure of society itself for much of the nucleus of illegitimacy. Dr. Schaufller lashes out at society for the apparent increase in illegitimacy in the United States and the social attitudes that he believes underlie the precocious sex activities of young people. Says he:\footnote{"Sex and Emotional Shambles," \textit{Time} (July 5, 1954), 64:38.}

"There is a greatly increased awareness of sex. It is stimulated and maintained by the sex hysteria which is a calculated instrument of modern journalism and so called entertainment.... There are loose practices, bad examples and lack of supervision in parental and home influence, liquor, narcotics, automobiles, auto courts, and gang influences which tend, in certain groups, almost to force premarital sex practices.... Young people nowadays are exposed to teachings such as those of Freud and Jung.
and to research such as that of Kinsey, without the cooperation of a mature intelligence. The result is an emotional shamble."

Is society guilty of abetting illegitimacy? Inferring from what Dr. Schauffler implies, the answer would seem to be "yes". Other than the psychological approach, how else may the increase in the number of pregnancies among nice, unmarried girls be explained? It may be because privilege, in a money sense, has spread so wide that there is scarcely a lower class anymore. Perhaps one would be more inclined to think that it is because youngsters who were once sheltered and disciplined are now allowed an exposure to an experience of the seamy side of sex formerly limited to older groups and depraved settings.

An idea is prevalent that modern boys and girls receive a better and more realistic education in sex than did their parents. But Dr. Schauffler feels that young girls, today, at first awareness of the relationship between men and women, are confronted with the whole "tree of sex", instead of the "leaves and branches". He believes that teaching sex to large groups is not wholesome. 26 Dr. Schauffler contends that: 27

"Children today are subjected to sex in its rawest form before they have the faintest concept of its total meaning in life, and adults furnish the example. We have only to look about us to realize that, as a nation, we are obsessed—with the superficial aspects of sex; you might say, with sex as a form of amusement. This is not true as corollaries of love, marriage and child bearing. It is an almost hysterical bandying about of symbols, coming close to fetish worship. This unrealistic sex is found in advertisements, in magazine

26Schaufler, op. cit., p. 43
27Ibid.
illustrations, in movies; it is heard over radio and seen on T.V.; it is splashed on the covers of paper backed books and through the comic magazines.

According to his nature an adult may laugh at the writhings of Elvis Presley, or the exaggerated posturing of the 'hot dames' on the covers of pocket books and in the movies; laughing or turning away in disgust, but to children these things are sex education.

Teenage girls have more knowledge of a certain kind about sex than parents have acquired by middle age. The very atmosphere of the society in which we live promotes this. With so many things geared and designed to play on the girl's emotions, the most intelligent girls assent themselves to sex without love, or even considering marriage or the possibility that a baby may be the result. They often commit themselves to salvage some self-respect, without demanding anything of the boys.

World War II accentuated and accelerated the normal time-table of sex. Because of the emotional quality of the time, youthful marriages were accepted. Thus today's girl feels that if she falls into trouble marriage is the way out."

Thus it would seem that society's stake in contributing to a girl's illegitimacy is almost as big as is its stake in condemning her act.

Home life itself appears to be an attributing factor of the problem. Approximately three out of five intrinsically decent teenagers who make this tragic mistake come from families in which there is little affection. Adolescents need tender, sympathetic understanding to curb their emotions. Failing to find an outlet for the emotions, they are likely to turn to false relationships which seem to promise what they seek, flight from a loveless home, into confusion, precocious romances.

\[ \text{Ibid.} \]
Since the need for parental love tends to express itself in some girls through the desire to have a baby, radio and television are poor substitutes for a real family life. This is particularly true, considering the privileges children are given today: less supervision, more money, automobiles, liquor, beer, and "pep-pill" parties. Should society not expect a breakdown in moral restraint? more precocious sex and sex excesses? more young lives in chaos?

Insofar as teenagers are to be held responsible for their sexual troubles, who is more to blame, the boy or the girl? According to Dr. Schauffler, in eighty per cent of the cases the boy is responsible. Girls have their faults too, but it is the continuing insistence, the relentless masculine pressure, which eventually overcome the natural hesitation and unwillingness of the girl, with her feminine instinct to please. 29

Other personal reasons causing girls to yield to the sexual approaches of boys and men are for popularity's sake, a desire which may stem from selfish mothers' egos to have their daughters much sought after. On the other hand, fear of being boycotted by the boys causes some girls to indulge in the sex act half willing and half ignorant of the consequences.

Because boys today are less disciplined and less morally inclined than formerly, reckless boys pursue girls for sex alone with the same rebellious spirit that causes them to drive cars too fast. Such daring is admired within the gang, and there is no concern for the consequences, since boys are subjected to unhealthy family lives, too. With the sex drive being greatest in the male at adolescence, how could the boy be

29 Tbid., p. 112.
expected to abstain himself with the ever present environmental stimula-
tions---suggestive songs, torrid movies, shocking magazines? While one
blames these heedless boys, it must be acknowledged that they are also
victims of circumstances.

Still other personal reasons igniting illegitimacy stem from a lack
of clarification of the reason for and importance of religious and moral
laws. Few teenage girls are aware of the compelling reasons for such
laws until they find themselves illicitly pregnant. Often then the
pregnancy is punishment enough. One objective should be kept in mind--
that the girl's life shall not be ruined and that she shall emerge
wiser, stronger, better able to cope with future temptations.

The number of illegitimate births can never be accurately determined
because of fallacies and other disguises in reporting. Nevertheless,
according to the reports of the National Office of Vital Statistics,
there has been a sharp rise in the number of babies born out of wedlock.
It is estimated by that office that in 1938, 88,000 illegitimate babies
were born; 90,000 in 1940; 142,000 in 1950; 193,500 in 1956; and over
200,000 in 1958. 30

A further breakdown in the 1956 figures by age of the unmarried
mother follows: 31

<table>
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<tr>
<th>Age of Mother</th>
<th>Number of Births (in round figures)</th>
<th>Percentage in Age Group</th>
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<tr>
<td>under 15 years</td>
<td>4,000</td>
<td>2.2%</td>
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</table>

30 Butcher and Robinson, op. cit., p. 7.
31 Ibid.
Age of Mother | Number of Births (in round figures) | Percentage in Age Group
--- | --- | ---
15, 16, 17 years | 37,000 | 19.1%
18 and 19 years | 36,000 | 18.5%
20 through 24 | 59,000 | 30.4%
25 through 29 | 29,500 | 15.2%
over 29 years | 28,000 | 14.6%

Alone, apart, unprepared—helpless in the face of the immediate problems and hopeless about the future—these are the feelings that are characteristic of the unmarried young girls who are pregnant. How does responsible society help a person in such a plight? Society believes in a person's trying to solve his own problem, but society strives to provide resources to help him help himself. The major services needed by the unwed mother are (1) casework services, (2) maintenance for the mother, (3) medical care and hospitalization for the mother and her child, (4) maintenance and planning for the child. Through the skill of several professions, social welfare, medicine, law, specialized help is given to the unwed mother. The support of the church and special help of educators are also available to her. Of course, the services offered must have two qualities in order to have special meaning to the pregnant person—regard for her privacy and immediate availability.

Methods of Social Service Assistance

Wherever she may live, facilities for helping the unwed mother are
woefully few. She may turn to a state public welfare agency, the
Salvation Army, a Florence Crittenton Home, or a similar organization.
Nevertheless, a Children's Bureau report points out: 32

"Invariably, voluntary and public agencies report inade­
quate funds and insufficient staffs to offer med­
ical care and social services needed by unmarried
mothers and their children."

Social caseworkers have and are still doing a tremendous job of help­
ing troubled, unmarried mothers find suitable solutions to their problems.
However the degree of effective casework assistance to unmarried mothers
depends upon such determinants as the handling of emotional pressures;
practical arrangements for the mother and child; help to the mother in
thinking through important decisions; acceptance among the worker,
mother, and other interested persons; and certain intangible values such
as support coming to the mother from her relationship with the caseworker. 33

Where services to the unmarried mother are found, help to this
troubled person will be successful in direct proportion to the caseworker's
understanding of the mother, based on careful diagnosis of the case­
worker's skill in treating these problems. 34 Although there are several
approaches which the hospital and other social workers can use in dealing
with these persons, the worker should begin where the unmarried mother
is, with the problems which the unmarried mother describes as most dis­
turbing and pressing. The troubled girl should be approached as a total

32 "Babies Without Names" Newsweek (June 30, 1958), 51:79.

33 Leonard Aloysius Dalton, A Study of Twelve Unmarried Mothers Admitted
to Quincy City Hospital between April, 1948 and February, 1951,

being, whose incapacity to meet her life situation partially or wholly renders her dependent on others for help. Since in the first interview, harm may be done by shutting out the mother as a person and by increasing her resistance to help, the worker needs to acquire, and use in treatment, knowledge of the precipitating factors in the client's pregnancy, her underlying behavior patterns and conflicts, and the social, economic, and familial setting to which she will be returned. This means then that the caseworker should take active responsibility for discussing attitudes of parents and community and for presenting social and economic problems in rearing a child born out of wedlock.

It is known from psychiatric orientation and from casework experience that most unmarried pregnancies have a neurotic base and is frequently a symptom of unresolved love-hate parental relationships originating in early childhood. Therefore, in casework, this circumstance in her life cannot be correctly understood or adequately helped unless the pregnancy is viewed as the outcome of behavior that has been determined by the mother's psychological and biological needs, her personality organization, her cultural, social, and economic environment. In planning help for problems created by this behavior, the caseworker must remain fully aware of its purposive nature and of the need to establish casework diagnosis upon an understanding of how the illegitimate pregnancy has served and is serving the needs of each particular girl. These needs

must be viewed in the light of the girl's personal history and of the environment in which she has lived.

Upon establishing the desired empathy between the caseworker and the expectant mother, the worker should make sure to do something about the establishment of acceptance between the client and other interested persons. Although the parents may or may not have been active participants in the girl's situation, their wishes must be understood and included as an integral part of the basis of each decision made by the worker. Often the capacity to want and use help, as well as the wisdom of the help given, determines whether or not the change for the adolescent is toward health or toward greater destruction. Along with these go the nature of the help the parents seeks. The reason for consideration of parents needs and feelings lies in the fact that the girl's relationship to her parents has a vital bearing on the integrity of her ego.

Maternity home care and adoptive placement for her baby are often needed by the unmarried mother and provided for by the caseworker. One resource that the unmarried mother is almost compelled to use is the hospital. Medical care is provided during both the pre and post natal periods. Confidential help in planning the future for the child and aiding in thinking through her problem and making a wise decision are given to the unwed mother by the social worker.

After assisting the mother with her most pressing problems, often she asks, directly or indirectly, for assistance in making better personal
adjustment. Since her illegitimate pregnancy is the result of an attempt to solve certain emotional conflicts, and often her central problem is one of emancipation from her parents or the result of the girl's own unmet need for affection from her mother, the caseworker sometimes has to be the "good mother" for the young unmarried mother. The caseworker is in a peculiarly fortunate position to become a substitute parent, in particular she can become an "amended", loving substitute mother. Conscious assumption of such a role by the caseworker gives the client a feeling of acceptance and of equal importance. This is vitally important since early childhood deprivations leave the client open to future illegitimate experiences. The social worker's aid in the personality development of the young unwed mother is frequently of tremendous value in curtailing similar future experiences on the part of the young girl.

One of the unusual aspects of the unmarried motherhood problem is the wish to get away from home during pregnancy to take on anonymity. Particularly strong is this impulse among girls and women who plan to place their babies for adoption. Girls who stay at home are more often those already separated from their parents and living in apartments or those from families where neither the girls nor their parents know what services are available. 36

The fact that facilities are not available or are not known contribute greatly to the number of girls who do stay at home. Though the

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36 Butcher and Robinson, op. cit., p. 10.
social workers and the psychiatrists have learned much about the most effective ways of dealing with the psychological problems of the unmarried mother, the question that still remains unanswered is how the community can so structure its social resources that information about them is available to the unwed mother. Disseminating such information presents a complexed problem, but one of the first steps is to make known to unwed mothers that they need not face their problems alone.

In larger cities pregnant girls who wish to take on anonymity may move from one area of the city to another. In other instances they may move from one city to another, from one part of the state to another, from a rural area to an urban center; or the young woman may travel from one coast to another to receive help. Many girls, not knowing of services in another part of their own state, travel great distances for help. During pregnancy some girls and women stay in hotels, apartments, furnished rooms, with relatives or friends; still others seek maternity homes or similar facilities for unmarried mothers.

The modern maternity home provides a satisfactory living arrangement for many pregnant girls and women. There are approximately 150 maternity homes scattered across the United States. The metropolitan area of New York boasts of 11 homes; Chicago has 4; the state of California has 8; Florida has 4. Fifty-one maternity homes in the United States are affiliated with the Florence Crittenton Homes Association, and 35 are operated under the auspices of the Salvation Army.37 The progressive

37 Ibid., p. 11.
social service leadership of these national agencies has extensive influence upon the whole field of services to unmarried mothers, as well as upon the work of their own homes.

The purpose, spirit, and basic service of most maternity homes under social service direction are comparable. They aim to be comfortable, cheerful, and more than just "a place to hide". Rules and customs are designed to offer as much flexibility and freedom as is consistent with maintaining order in group living. Personnel is chosen on the basis of their warmth and understanding as well as their professional skill. Though the resident group is widely varied and changing, a special effort is made to create a harmonious atmosphere in which girls can participate on the basis of cooperation and give-and-take.

Even though recreational and vocational opportunities vary from home to home, in many homes a full program of activities is planned to keep the girls occupied. Crafts, parties, movies, trips, concerts and shows serve to keep the days lively and provide subjects for topics of conversation other than symptoms of pregnancy.

Care for the pregnant girl in foster homes or family boarding homes is a newer development. Few agencies, such as the Sheltering Arms Service concentrate on the foster home care alone; others, like Inwood House in New York, offer both maternity home care and foster home care. The general purposes of the foster care programs are similar to those of the maternity homes. Under the auspices of social service, they have well worked out plans for parental care, delivery, and confinement, and
use social caseworkers to work directly with the individual girls and
to select and supervise foster homes.

The selection of foster homes is of utmost importance, if the period
of care is to be both comfortable and constructive. A number of con-
siderations are important including: the attitude toward unmarried
parenthood, liking for young people, imagination about providing free-
time activities, security in the neighborhood, responsibility with
respect to health care, the ability to refrain from exerting influence
on the girl's decision for her baby, and an ability to work with the
agency in the interest of the girl.

In comparing the two types of care, Butcher and Robinson feel that
the maternity home offers the richer and more comforting value of group
experience and more varied programs of activities; while foster homes
may provide more individual attention and supervision and the realities
and reassurances of family life. Some girls profit more by one type
while others profit more by the other. The individual differences among
the girls served seem to determine the better of the two types of service.

Three kinds of financial assistance are needed by the unmarried
mother:

(1) She needs direct cash assistance to tide her over a period
of lack of employment during a part of the pregnancy or
immediately after.

\[\text{Ibid., p. 14.}\]
(2) Funds for medical care and hospital services are needed.

(3) Many girls need special financial help to get established after the birth of the child. Agencies often advance sufficient funds for a girl to maintain the service of the private physician whose care she was under before registering with the agency. In other instances, agencies help secure medical and hospital care free or at rates geared to what the girl can pay.\(^{39}\)

Some social agencies maintain emergency cash funds for the girl who needs temporary help until definite plans are made for her care during pregnancy. Such funds are also used after the baby is born to help the girl get back home or to live until she returns to work and receives her first pay check.

The fees for maternity and foster home care vary considerably in different parts of the country. They are often scaled according to the girls' ability to pay. Where necessary, free service is provided. Many homes obtain help from their public departments of welfare for care of girls found eligible for this assistance. The amount of this assistance varies greatly from state to state or city to city. In some areas no public welfare assistance is available; in others it may be limited greatly by residence requirements and by methods of investigation that make the girl fearful of the service. However, the cost of parental care, delivery, and confinement must be met for all pregnant girls regardless of where they reside during pregnancy. Many girls manage to

\(^{39}\text{Ibid.}\)
pay the voluntary hospital's clinic fee for parental care, delivery, and confinement; others are able to pay for a private doctor and private hospital care. Free care for needy girls is usually available either in voluntary or in city or county hospitals. Many maternity homes receive substantial portions of their support from Community Chests or United Funds.

5

Methods of Dealing with Unwed Mothers in the Schools

Many unmarried mothers are currently students who will probably from decision or legal compulsion return to public school. What then are the attitudes of school officials concerning the return of these girls to school, and what, if any, specific provisions are made for them? According to the U. S. News and World Report, school officials in Washington find the situation quite disconcerting. It has been observed that when girls in the seventh, eighth, ninth, and tenth grades have become "premature" mothers and are then required or permitted to return to a school setting, the psychological change and enforced degree of maturity greatly effects their abilities to adjust themselves to normal school activities.

It is reported that, for the most part, the young mothers simply do not do well in the classroom setting, and boast about their former pregnancy. This creates curiosity and develops disrupting attitudes

among other teenagers. In one instance, a young teenager who had become an unwed mother kept showing snapshots of her offspring to her close friend, an eighth grade pupil, until she created such a strong desire within this young, innocent girl that the eighth grader was determined to duplicate the feat of her friend. After having had several sexual intercourses with young males and not getting pregnant, she developed a definite psychosis. This situation is serious and inspite of all counseling, when these "premature" mothers return to school, they boast of their child or children to their school friends. This serious reaction and conflict of standards is demoralizing to all the children who are aware of the situation.\(^1\)

Officials in Washington feel that some form of training should be provided for these girls regardless of their (the girls') wishes. This should be done even if it requires the establishment of special schools for them. These girls should be taught how to care for their offspring and should be given other forms of instruction of which practical value can be made.\(^2\)

Some school systems permit and require these unwed mothers who have not passed the compulsory attendance age to return and continue school. Often school officials arrange for these girls to attend school in another district. But in many cases, because of the anticipated effect on other young people, expulsion is the only solution. Still other school systems have teachers for home bound cases teach these girls at

\(^1\)Ibid.
\(^2\)Ibid.
home. In Detroit, Houston, Seattle, and Washington, D. C., the Board of Education sends public-school teachers to conduct classes for residents of maternity homes.\textsuperscript{43}

The youth of many of the girls has prompted the development of school programs in maternity homes. In New York the Board of Education provides visiting teachers for grade-and-high school pupils through its Bureau of Physically Handicapped; other special services are rendered by its Adult Education Division. In Oregon, two agencies collaborate to employ teachers with funds furnished by the state legislature. Hopeful that many of its girls will marry happily, the Toledo, Ohio home conducts family-life counseling classes. To be able to keep up with their school work and to take examinations or even graduate while in the home is of utmost value to the younger girls in residence.\textsuperscript{44}

Such attempts to deal with human problems constructively often do produce happy results---young women who go home with a new sense of confidence and responsibility.\textsuperscript{45}

\textsuperscript{43}Hickey, \textit{op. cit.}, p. 23.
\textsuperscript{44}Butcher and Robinson, \textit{op. cit.} p. 12.
\textsuperscript{45}Ibid.
CHAPTER III

DESIGN OF THE STUDY

In this comparative study of trends and practice of guiding, counseling and dealing with the unwed adolescent mother, a review of the literature was a fundamental prelude to the realization of the study. It served an important function in that background information relative to the characteristics of unwed mothers—some of the psychological, social, and personal causes of unwed motherhood; some methods of social service assistance to unmarried mothers; some attitudes toward unwed parenthood; and some methods of dealing with this problem in schools were found therein.

State Departments of Guidance and Personnel Services and of Social Work of eight states and the District of Columbia were asked to ascertain whether an organized program designed to facilitate the adjustment of the unwed mother who re-enters public school is maintained by their respective agencies. These agencies were also asked to give a detailed description of the program if one exists. They were further asked to describe their current methods of coping with the unwed adolescent motherhood problem in regard to the continuance of their education in case no organized program exists.

The writer does not feel that this is a completely representative sampling of the methods since the states surveyed is relatively few to show an adequate picture of the current trends and practices of
coping with the unwed motherhood problem in the majority of the public schools of the nation. However, it was felt that more similarity in methods of coping with the problem exists among states within the same geographic location than would exist among states of a more widely scattered geographic range. Therefore states from five geographic sections, the Southern, Middle-Atlantic, New England, Central and Western, were included in the survey.

A form letter, a copy of which is included in Appendix A, was sent to State Departments of Guidance and Personnel Services and of Social Work, respectively.

Replies were received from six Departments of Guidance and Personnel Services; all nine of the consulted Departments of Social Welfare responded. The Departments of Guidance and Personnel Services of the states of South Carolina and Georgia and that of the District of Columbia sent no replies to the letter.

In addition to the letter of response, the Department of Welfare of the state of New York sent a pamphlet entitled "The Unmarried Mother" and that of Connecticut sent a Department Manual. These have been used to supplement the study.

On the basis of the replies of the respondent agencies, Charts I and II, showing the various methods of handling the problem employed by guidance and social work agencies respectively, were constructed. An "x" was placed opposite of a state under each trend and practice currently used by the particular agency of that state. Comparisons of
the trends and practices employed by the respondent guidance agencies of the various states were made. A comparison of the trends and practices used by social work agencies of various states were made. Trends and practices employed by various guidance agencies were compared to those employed by various social work agencies. From the reported trends and practices of these surveyed agencies a proposal for an improved program for dealing with the unwed motherhood problem in schools in South Carolina was devised.
<table>
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<tr>
<th>State</th>
<th>Method of Care Taken</th>
<th>State</th>
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<tr>
<td>4. Maine</td>
<td>State Law Requires Unwed Mothers, 16 and below, to Attend Regular School -- Given Individual Counselor</td>
<td>5. Maryland</td>
<td>School System is Required by Law to Accept Unwed Mother, 16</td>
<td>6. Michigan</td>
<td>School System is Required by Law to Accept Unwed Mother, 16</td>
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*Table showing the methods of care taken with the unwed mother program as reported by various states.*
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<td>Some Type of Organized Program</td>
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<td>No Organized Program</td>
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<td>Department of Welfare Supervises Private and Voluntary Programs</td>
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<td>Private Maternity Homes Used by Public Agencies</td>
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<td>Academic and Vocational Education provided by Maternity Homes</td>
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<td>State Board of Education Supplies visiting Teacher for Maternity Homes</td>
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<td>Home Teacher Supplied for Girls Remaining at Home</td>
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<td>Situation Handled by County Welfare Departments</td>
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<td>Funds available to Mothers Returning Home till plans are made</td>
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<td>Casework Service Available to Mothers Returning to Their Communities</td>
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<td>Unwed Mothers Frequently Return to Regular Public School</td>
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<td>Employment Training Program by State Department for Committed Wards</td>
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<td>Mothers Served by Agency Beyond School Age</td>
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<td>Problem Recognized by Agency--No Concerted Plans</td>
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<td>Each Case Handled Individually</td>
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counselor who provides a liaison with any community services which may be needed.

IV. New York reported that the state law requires unwed mothers to continue in school. Local school authorities are obligated under the penalty of the law to accept these girls unless authorities can otherwise prove immorality. Placing her in the regular program and assigning her to an individual counselor draws less attention to the situation, authorities feel.

V. Utah reported that the problem is handled locally by each of the forty school districts in the state. In some districts the girl is not allowed to attend school during pregnancy but may return after the child is born. During the time she is out no help to keep current with her subjects is provided. Other districts allow unwed mothers to continue their schooling to a point of discretion determined by the administration. Specific help is given to the adolescent mother by visiting teaching service. In still other districts where the youngsters marry later, they are denied the privilege of attending regular school but are encouraged to attend adult class in the evening until graduation. Each local board of education has the responsibility of dictating the policy that seems to suit the needs of the district.
VI. Michigan has no organized program. No comment was made relative to the handling of the problem.

Chart II shows the methods of coping with the problem as reported by the social work agencies. Only two of the nine agencies consulted reported that some form of organized program is maintained by the agency; the other agencies reported that no organized program for the named purpose is maintained by the agency.

The State Department of Social Work of:

I. Connecticut reported that it has some type of organized program for coping with the specified problem. Continued academic and vocational education for the unwed adolescent mother is provided by maternity homes.

II. The District of Columbia reported that it has no organized program for this purpose. Casework service is available to the unwed mother upon her return home. This is maintained until adequate plans are made. Employment training is provided by the Department of Welfare for its committed wards.

III. Georgia has no organized program for this purpose. The situation is handled by the county Welfare Departments. Funds are available to the unwed mother until adequate plans are made. Casework service is available to the unwed mother upon her return to her community. The unwed mother frequently returns to regular public school. Employment training is provided by the State Department of Welfare for its committed wards.
IV. Illinois reported that through its regional offices it has an organized program for the stated purpose, though relatively new and small in scope. Most of the mothers served by this program are beyond school age. Continued academic and vocational education for the unwed mother of school age is provided by maternity homes. Educational planning and adjustment for these younger mothers is recognized as a problem, but there has been no concerted planning to meet this situation.

V. Maryland has no organized program. Private and voluntary maternity homes are used by public agencies. Continued academic and vocational training is provided by maternity homes.

VI. Michigan reported that it has no organized program. No comment as to how the situation is dealt with was made.

VII. New York reported that direct service is not given by this agency, but it supervises both private and public child placing agencies. Private maternity homes are used by public agencies which pay for the girls placed by them. Continued academic and vocational education are provided these girls by the maternity homes until they can return to public school. The Board of Education generally furnishes a teacher who holds regular classes in the maternity home. A home teacher is provided for girls who remain in their homes instead of going to a maternity home.
VIII. South Carolina has no organized program for this purpose. No comment as to how the problem is dealt with was made.

IX. Utah has no organized program and relies on maternity homes for the continued education, both academic and vocational, of unwed mothers. Unwed mothers frequently return to public school. Each case is handled individually.

The charts above indicate four things:

I. Fifty per cent of the respondent guidance agencies leave the problem of unwed motherhood in the schools to be handled by the local school districts.

II. Eighty per cent of the respondent social work agencies rely upon maternity homes for the continued vocational and academic training of unwed mothers.

III. More of the respondent social work agencies have centralized organization for coping with this problem than have the respondent guidance agencies. Twenty-eight per cent of the respondent social work agencies have some type of organized program; while zero per cent of the respondent guidance agencies have organized programs.

IV. Only twenty-five per cent of the fifteen respondent agencies, both guidance and social work, have some form of organized program for coping with the problem as compared to seventy-five per cent of these agencies that have no organization for this purpose.
CHAPTER V

Summary and Conclusions

The purpose of this study was to present an overall picture of trends and practices employed by public high schools and state divisions of social service in the process of assisting with the adjustment of the unwed mother; to attempt, on the basis of criteria set forth in the literature, an evaluation of the methods and procedures used by the agencies; to create, on the part of educators, an awareness of these methods and to provide information that will assist in the improvement of attitudes toward the unwed mother; and to propose, on the basis of the findings of this study, new methods to be used by the schools of South Carolina in dealing with the adolescent mother from the aspect of guiding and counseling her toward adjustment.

A study of the literature pertaining to the unwed mother was made. Pertinent background information --- some psychological, social, and personal causes of unwed motherhood; methods of social service assistance to unwed mothers; changing attitudes toward unmarried mothers; and some methods of dealing with the unwed parenthood problem in schools --- was gained from this study of the literature.

The State Departments of Guidance and Personnel Services and of Social Work of eight states and the District of Columbia were surveyed. To obtain the information a letter was sent to these agencies. They were asked to ascertain whether an organized program designed to facilitate the adjustment of the unwed mother who re-enters public school is maintained by their respective agencies. They were asked to give a
detailed description of the program if one exist. They were further asked to describe their current methods of coping with the unwed motherhood problem in regard to their adjustment and the continuance of their education in case no organized program exists.

The states of which the agencies were surveyed have the following geographic locations:

1. Two Southern states, South Carolina and Georgia.
2. Two Middle-Atlantic States, Maryland and New York.
5. The District of Columbia.

After analyzing the data these conclusions were reached:

I. The number of state guidance agencies reporting that no organized program for facilitating the adjustment of the adolescent unwed mother is maintained in their schools is significantly large to show that little concerted planning to meet this need has been done from the guidance angle. Since unwed motherhood is predicated on the girl's inability to face reality, to make a wholesome adjustment, and is symptomatic rather than accidental, the continuous increase of unwed motherhood in schools with so little concerted planning to cope with the problem should be cause enough for serious consideration of what is happening to the field of guidance --- that purports to assist the individual in solving problems arising in his life as well as to promote his growth in self-direction.
II. The number of guidance agencies reporting that the responsibility for coping with the unwed motherhood problem is left to the local school districts suggests a tremendous inconsistency in dealing with the problem within states. From this practice could come as many different methods of handling the situation as are districts in the state, which may tend to penalize some persons more severely than others. There is an urgent need for centralized planning to cope with this problem at the state level, since little is being done from the guidance agencies.

III. The number of social work agencies maintaining some type of centrally organized programs to aid the adjustment of the unwed mother indicates that slightly more has been done by social work agencies than by guidance agencies of some states.

IV. The maternity home is relied upon in far too many cases for the continued vocational and academic training of these girls, without the support of visiting teachers supplied by State Boards of Education. Maternity homes are relatively few; staffs are inadequate; periods of residence for most girls are too short for training to be very effective; many pregnant girls do not register with maternity homes; therefore these factors seem to make additional methods of coping with the problem imperative.
V. The New York state law requiring unwed mothers under sixteen to return to school and obligating school authorities to accept them unless immorality can be proved seems very feasible, since it tends to unify the method of handling the problem within the state and assures the adolescent of continued education. The practice of having the unwed mother return to the regular school program and assigning her to an individual counselor, as is done in New York and Maryland, seems very practical since this tends to draw less attention to the situation. Some school districts in Utah seem to have a practical method of dealing with the problem also. Allowing the pregnant girl to continue her schooling to a point of discretion, supplying a visiting teacher to keep her current with her subjects during her absence, and encouraging those who marry later to attend adult evening classes appear to be excellent ways of strengthening and encouraging these disturbed young girls. The extensive use of case work services, as is employed by social work agencies, seems a remarkable way of helping these young people make a wholesome adjustment.
A PROPOSAL FOR AN IMPROVED PROGRAM FOR DEALING WITH THE
UNWED MOTHERHOOD PROBLEM IN SCHOOLS IN SOUTH CAROLINA

Authorities agree that whenever a school-aged child must be with-
drawn from school, he needs an interim learning experience. Children
who must be withdrawn because of a serious personal or social problem
also need serious help with these problems. Unwed adolescent mothers are
seriously disturbed people, having both personal and social conflicts with
which they themselves are not able to cope. These, then, should be the
major considerations in establishing written policies regulating the
treatment of unwed mothers in the schools of South Carolina.

If the state is to adequately fulfill its responsibility for educating
all of its citizens, the objectives of both state and local school
authorities, in dealing with the unwed motherhood problem should be:

1. To provide a consolidated method of handling the unwed
   motherhood problem whereby all public school authorities
   within the state shall conform to essentially the same
   methods of coping with the situation.

2. To provide, assure, and require continued academic or
   vocational training in public institutions of the state
   for these pupils, who because of circumstances, need an
   education or some trade by which to earn a livelihood just
   as much or even more than the non-problematical pupils.

3. To provide, during the necessitated absence of the unwed
   mother from regular school, some form of interim school
program integrated with the programs of study in the various schools which the girls would enter.

4. To provide curriculum experiences within this interim program which would increase successful performances despite increased tensions.

5. To provide a guidance program to assist the girls in gaining some insight into their social and academic problems.

6. To allocate the funds necessary for maintaining the interim program and other necessary, special educational services to the unwed mother.

7. To provide the services of any other professional persons, such as social worker, caseworker, or psychologist, to help problematical students adjust themselves.

The objectives of the adolescent girls enrolling in this program should be:

1. To have something to do during the waiting period.

2. To keep up with subjects already started in school in order to receive credits.

3. To get some individual help to overcome school deficiencies.

4. To get help on personal problems.

5. To re-enter public academic or trade school for the continuance or beginning of such courses as would be in keeping with the requirements of their chosen careers.

The objectives of the parents of the unwed mothers should be:

1. To accept for themselves and the child such professional aid as
would strengthen parent-child relationship and help to alleviate social and personal problems.

2. To assume a sympathetic, understanding attitude toward the girl's pregnancy with a realistic view such as would enhance the curtailment of a similar future experience on the part of the girl.

3. To cooperate with school authorities in the continued schooling of the girl in order to assure the best possible vocational and educational opportunities for the child.

To adequately cope with the objectives of all concerned the writer offers the following proposal:

I. That a state law, requiring unwed mothers under sixteen years of age to continue their schooling and obligating local school authorities to accept them back in the regular school program unless the authorities can prove the unwed mother immoral otherwise, be enacted.

II. That, upon placing the unwed mother in the regular program, she be given an individual counselor who would provide a liaison with any community services needed. If marriage follows later, that she be encouraged to attend adult evening classes until graduation.

III. That the adolescent expectant mother be allowed to continue her schooling before confinement to a point of discretion to be determined and written by the county school officials. That, during her period of necessitated absence from school, an interim school program be provided to keep her current with subjects previously begun. Such a program could be
furnished through the cooperative efforts of the State Board of Education and maternity or foster homes, by establishing centrally located special classes, or by visiting teacher service. The expenses of such a program should be born by the state.

IV. That each county have access to the service of a caseworker to work with these adolescent mothers.

Almost any text on educational psychology will list the needs of the adolescent as recognition, acceptance, and direction. To cast the unwed mother aside, to forbid her re-entrance to regular school, or to place her in a special class after the birth of her child may tend only to intensify her feelings of rejection, unworthiness, and confusion. Such action closely resembles society's original attitude toward unwed mothers and conveys an undercurrent that permeates lay citizens today: either consciously or unconsciously, they feel that girls who become pregnant out of wedlock are to be punished. Or is this an attempt on the part of society to cover up its guilty feelings about its past oversight of the girls' basic needs?

Girls who are forced to drop out of school because of their pregnancies may hesitate to return after falling behind, although continuance in school would be best. Some whose work has suffered because of their emotional upsets may become too discouraged to ever try school again. In an interim program it is possible to give special attention to special needs. Girls who have had no special attention at home or in school in the past often thrive in this kind of experience. Those who have taken
school lightly suddenly settle down to a new interest in school work. Some girls who have supposed that school days were over, find that education looks much more desirable when they realize that they can keep up with their classes, and they are overjoyed when they find that they can re-enter regular school.
Appendix A

Post Office Box 334
Williston, South Carolina
January 12, 1960

Director of Guidance and Personnel Services
State Department of Education
Columbia 1, South Carolina

Dear Madam:

I have become interested in the problems connected with the adjustment of the unwed adolescent mothers who have attended or are now attending public high schools, and have chosen this subject for the Master's Thesis which I am writing for Boston University.

I am sending this to you in the hope that you will ascertain for me whether your agency maintains an organized program, carried on by the public schools, which is designed to facilitate the adjustment of the unwed adolescent mother who re-enters public school. If such a program exists, please give me a detailed description of it. If you do not have time to do so, will you be kind enough to have someone in your Department who is qualified do so? I am cognizant of the fact that such inquiries are time consuming, but I should greatly appreciate this information, since it will aid this educational project tremendously and I believe that you would data from your state included in this study.

Please enclose with your reply copies of any reports relative to current trends and practices of guiding, counseling, and dealing with unwed adolescent mothers who are enrolled in the public schools of your state.

I am sure that you have invaluable information which you would like to contribute to this worthy educational cause.

Very truly yours,

Wilsie L. Greene

(Miss) Wilsie L. Greene.
THE UNMARRIED MOTHER

BY RUTH L. BUTCHER
AND MARION O. ROBINSON

PUBLIC AFFAIRS PAMPHLET No. 282
THE UNMARRIED MOTHER

BY RUTH L. BUTCHER
AND MARION O. ROBINSON

Miss Butcher is the Executive Director of Inwood House in New York City and a past Chairman of the National Association on Service to Unmarried Parents. Miss Robinson is a well-known writer on social welfare topics. . . . The drawings in this pamphlet were done by Alexander Dobkin.

An attractive 19-year-old girl speaks with sorrow and recognition of her childhood sweetheart’s immaturity — his inability to face up to marriage even after her pregnancy is known to him.

A motherless 14-year-old seems dazed, unable to discuss at all her mistaking of a 16-year-old boy’s attentions for the love she craved so badly.

A 22-year-old sobs and asks over and over “How could I have been so foolish?”

A competent 28-year-old is hopelessly attached to a married man, hinging all her plans on the remote possibility of his obtaining a divorce.

The devoted parents of an only child want the best possible plans for her care, trying to hide their deep emotion for the sake of helping their daughter.

An 18-year-old boy discusses care for his 16-year-old girl — he wants to be responsible but he knows their parents want them to finish school and wait to see how they feel about marriage later.
who is she?

It would be well if a term other than “unmarried mother” were used to describe the girl or woman who becomes pregnant without marriage. The term conjures up a stereotyped image, obscuring the young woman herself. Strictly speaking, it is not always accurate. For many of these young women, motherhood is limited to the decision they make for their baby’s adoption. Others are married, separated, or divorced, with the child born outside of marriage.

The unmarried mother may be the girl next door or the woman on the other side of the tracks. All authorities agree that there is no “typical” unmarried mother. She may be of any age, race, or religion, from any economic or social background, with any degree of education or kind of job. Consider the girls and women who may at any given time live together in a maternity home, awaiting the birth of their babies: An intelligent college girl with devoted parents. A 14-year-old who has never known stable family life. A factory worker, struggling to finish night school. A girl who never holds a job long. A girl who was engaged to be married. A victim of rape. A divorced woman, worried about her older children. A brilliant graduate student. A girl who is mentally retarded. A local girl; a girl from a distant state; a non-citizen. A girl who has always been a behavior problem. A girl who is “the last person to whom you would ever expect this to happen.”
parents feel worry about their children. To provide the proper guidance and direction for youngsters and at the same time to help them develop their own standards of behavior admittedly call for parental balance and flexibility. Particularly in regard to sexual behavior, it is hard to teach the values of personal control or the ability to defer satisfaction in the face of pressures. Nevertheless, families in all areas and classes in America today, many authorities believe, are developing children and youth of marvelous health and maturity who have within themselves the ability to inquire, experiment, and act with a balance of intelligence and humility.

But often the parents' own personalities and life adjustment work against the achievement of such desirable family relationships. When we add to the usual problems of growing up the difficulties created by divorce, separation, desertion, death, or illness — the obstacles faced by the younger generation sometimes seem overwhelming. Some parents are excessively strict or domineering; others are too lax. Both laxity and strictness can have adverse effects upon the children if they react with feelings of inferiority or of being unloved. Serious personality problems in the parent can make children more emotionally vulnerable. Where parents neglect or disregard their children altogether, youngsters experience severe deprivation, adding serious psychological difficulty to the struggle to grow up.

When we consider the inconsistency of attitudes toward sex in our society today, we add problems for thousands of girls and women. Advertisements, movies, literature abound in erotic allurements. Freedom for dating is demanded and given to young girls without commensurate guidance. Having overcome many of the old taboos about sex, we now sit back and keep our fingers crossed, hoping no harm will come of it.

In our society, information about the use of contraceptives to prevent pregnancy is fairly widespread. Yet we find that many women who know about birth control methods do not use them and, as a result, become pregnant. Why were they not used? There are a number of reasons, we find, besides religious scruples. They include a failure to look at consequences, impairment of judgment, or some
doubtedly they have personal problems also. With the woman, pregnancy requires the facing of problems, different as they are. This encourages her growth and necessitates the securing of help. If more men realized how many girls admit their own responsibility in the relationship and have no wish to punish the man or involve him in lifetime of obligation, their own sense of responsibility would be encouraged. Many do realize this and do everything within their means to offer financial and psychological support, but many, many others become elusive or accusing — fearing blame, involvement, financial obligation.

the size of the problem
Newspaper articles often dramatize the rise in out-of-wedlock births in the United States, emphasizing the number of very young girls involved. These reports serve a purpose by giving the facts and catching the attention of the public. They also tend to stimulate thinking about the problem itself — the extent to which it has always existed and the amount of human suffering involved.

That there has been a sharp increase in the number of babies born to unmarried mothers may be seen in the official reports of the National Office of Vital Statistics. They estimate that there were 193,500 illegitimate live births in the United States in 1956 — or 4.6 per cent of the total births. The 1950 figures were 141,600 and 3.9 per cent.

A further breakdown of the 1956 figures by the age of the unmarried mother follows:

<table>
<thead>
<tr>
<th>Age of Mother</th>
<th>Number of Births (in round figures)</th>
<th>Percentage in Age Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>under 15 years</td>
<td>4,000</td>
<td>2.2%</td>
</tr>
<tr>
<td>15, 16, 17 years</td>
<td>37,000</td>
<td>19.1%</td>
</tr>
<tr>
<td>18 and 19 years</td>
<td>36,000</td>
<td>18.5%</td>
</tr>
<tr>
<td>20 through 24</td>
<td>59,000</td>
<td>30.4%</td>
</tr>
<tr>
<td>25 through 29</td>
<td>29,500</td>
<td>15.2%</td>
</tr>
<tr>
<td>over 29 years</td>
<td>28,000</td>
<td>14.6%</td>
</tr>
</tbody>
</table>
How does responsible society help a person in such a situation? Does it offer a way to meet the problem? Will the same society which regards unmarried motherhood as unacceptable extend its hand to help the individual caught in the problem?

It is impossible to talk about the services the unmarried mother needs without referring to our society’s attitudes toward helping people in trouble. American democracy, based on the dignity of the individual, strives to offer dignified ways of meeting life’s major problems. We believe in people trying to solve their own problems, but we also strive to provide resources to help them help themselves.

Several professions contribute from their specializations to help the unmarried mother. Social welfare, medicine, law, all provide essential services. The support of the church and the special help of educators are also available to the girls and women involved. Whatever the service offered, it must have two qualities to have special meaning to the pregnant woman — regard for her privacy and immediate availability.

SOCIAL WELFARE SERVICES

Social service agencies exist solely to help people in trouble. They help the unmarried mother in two ways — through social casework, by strengthening the young woman’s ability to solve her own problems, and through the provision of practical services to help meet many of those problems. These two approaches — individual counseling and agency services—are interdependent, complementary, and usually of equal importance.

Family services, maternity homes, children’s welfare agencies, adoption agencies, Departments of Welfare, and the social service departments of hospitals are among the agencies whose help is most frequently sought. Increasingly, joint planning between agencies insures each girl’s receiving the care she needs with the least delay and without duplication of effort.

Social work also calls on many other professions to help the young pregnant woman with school work, vocational advice, dental care,
either savings, ability to work till late in pregnancy, or financial help from parents. It is an advantage if the girl has friends who will stand by her through the awkward months of late pregnancy.

A great many young women work during early and middle pregnancy and then enter maternity homes. This is encouraged by social workers when appropriate employment and living quarters can be found. But young women should receive prenatal care and counseling help from the very early months of their pregnancy, regardless of when they enter a maternity home. Help may be needed in finding suitable jobs and temporary living quarters.

In many parts of the country, social workers can provide help, including careful planning for the baby, and good prenatal care, delivery and confinement, regardless of where a girl may be living during pregnancy.

**maternity homes**

The modern maternity home provides a satisfactory living arrangement for many pregnant girls and women. Although a few old-fashioned homes remain to remind us of the stricter, and more moralistic, cheerless homes of the past, these become rarer each year. Probably no type of institution took so long to develop modern social leadership, nor moved so far so fast once it was obtained, as the maternity home.

Each year close to 20,000 girls and women enter the approximately 150 maternity homes which are scattered across the United States. Only five states lack any home, but some states and regions are much less well covered than others. The New York City metropolitan area alone has 11 homes; Chicago has 4; the state of California has 8. On the other hand, Florida has only 4, and Miami none although many young women are attracted to this transient community where it seems easy to become lost. The unmarried mothers least covered by the services of maternity homes are young Negro women in the South.

Fifty-one maternity homes in the United States are affiliated with the Florence Crittenton Homes Association, and 35 are operated under the auspices of the Salvation Army. Together these homes
help possible in making decisions and plans for her child and herself. Homes with no social caseworkers usually secure the services of other agencies so that no girl will lack this important individual help.

People who are unacquainted with maternity homes are usually impressed first by their cheerfulness. Most people expect them to be grim and morbid. It is a great tribute to the young women in the homes that though each suffers acutely from the experience and the necessity for making a difficult decision, they invariably respond to the help given with respect and dignity, cooperation and resilience. All those who work in maternity homes remark on this. It gives the work its quite unique character.

Admission policies of homes have changed drastically in the last decade or two. There are many fewer restrictions. The need of the applicant and the ability of the home to help are paramount considerations. Girls expecting second babies; women who are married, separated, or divorced; girls with behavior and personality problems — all are now generally accepted.

**foster homes**

Care for the pregnant girl in foster homes or family boarding homes is a newer development. A few agencies concentrate on this one type of maternity care alone (for example, the Sheltering Arms Service in Philadelphia); others like Inwood House in New York City offer both maternity home and foster home care. The general purposes of foster care programs are similar to those of maternity homes. They are under social service auspices, have well worked out plans for prenatal care, delivery, and confinement, and use social caseworkers to work directly with the individual girls and to select and supervise the homes.

The selection of foster homes is, of course, of great importance. If the period of care is to be both comfortable and constructive, careful evaluation must be made of the quality of the family life. A number of things are important including: the attitude toward unmarried parenthood, liking for young people, imagination about providing free-time activities, security in the neighborhood, responsibility with
care she was under before coming to the agency. In other instances, agencies help secure medical and hospital care free or at rates geared to what the girl can pay. Finally, after the birth of the child, many girls need special help, especially vocational training, to get back on their feet.

Many social agencies maintain emergency cash funds for the girl who has exhausted her savings and needs temporary help until definite plans are worked out for her care during pregnancy. If a pregnant girl is about to be evicted, or if she has spent her last dollar for bus fare to the part of the state where the maternity home is located, a small sum of money can meet the present emergency and restore the young woman’s confidence until permanent plans can be made. Such funds are also used after the baby is born for the girl who needs money to get back home or to live on until she returns to work and receives her first paycheck. Girls who are ill during pregnancy or are unable to work may need financial help over a longer period of time.

The fees for maternity home and foster home care vary considerably in different parts of the country. They are usually scaled according to the savings or income of the girls. Free service is provided when necessary.

Many homes obtain help from their public welfare departments for care of girls found eligible for this assistance. The amount of this assistance varies greatly from state to state or city to city. In some areas no public welfare assistance is available; in others it may be limited greatly by residence requirements and by methods of investigation that make the girls fearful of the service. Obviously, the cost of prenatal care, delivery, and confinement must be met for all girls and women regardless of where they reside during their pregnancy. Some are able to pay for a private doctor and private hospital care. Many more can manage the voluntary hospital’s clinic fee for prenatal care, delivery, and confinement. Free care for girls without funds is usually available either in voluntary or in city or county hospitals. Many maternity homes receive a substantial portion of their support from Community Chests or United Funds.
temperaments. She must be a "doer" as well as a counselor — shopping with teen-agers, accompanying girls to hospitals or courts. She must give motherly advice where appropriate and accept the admiration of a youngster if she furnishes a wholesome ideal for the girl. She must be sensitive to the girl's feelings about her.

**knowing where to go**

Unmarried mothers say frequently that it was just "the hand of fate" which led them to the agency which could help them. They feel strongly that the services should be better known and their suggestions in this respect have been adopted for the benefit of other girls. Social workers, physicians, clergymen, and attorneys have worked together as individuals and through professional agencies and associations to bring information about available facilities to the public. In some communities special committees do this job. Not only do these efforts help girls know where to come, but they encourage girls to seek help earlier in their pregnancy, thus decreasing the period of uncertainty, strain, and tension, and enabling the girls to obtain medical care sooner. As the general public gains understanding of unmarried mothers and a knowledge of the services available to them, it is better prepared to support good services.

Community planning has resulted in many places in a centralized source of information. Chicago has for many years assigned this function to the Women's Service Division of the United Charities. In California the plan is for all agencies to be prepared to give information and guidance. New York City also follows this plan but has, in addition, a well-publicized central information bureau.

**if you are asked for advice**

Help the young person to know there is a way to meet her problems. Be assuring. A combination of sympathy and matter-of-factness helps. Give her the feeling she isn't alone.

Don't try for easy solutions that relieve only a momentary anxiety or solve a temporary problem.

Know your community resources and try to know the right agency
all the attitudes which have surrounded her during her life. To one girl adoption may be an acceptable solution, implying sacrifice for the good of the baby. To another it may bring feelings of great guilt and imply lack of love and caring. Young girls still living with their families are subject to the pressures, emotional reactions, or limited experience of parents who also need help if thoughtful decisions are to be achieved. Frequently the social caseworker is needed to help the girl distinguish between her own feelings and those of her parents.

For many girls who are very young, or are overburdened or inadequate, it is inevitable that adoption would seem the wisest solution. In this country young people need a chance to develop their potentialities, finish education, solve problems that prevent them from having good relationships with the opposite sex, and have successful jobs and marriages. With some exceptions, these all seem harder for the girl who keeps her baby. She is tied down. Jobs and education are interrupted. She has less chance of receiving further help and less opportunity to meet appropriate men and future husbands.

This is not to say that some girls cannot keep their babies and do it well. Some girls have true maternal feeling, are basically satisfied and able to give good care. But unfortunately, many of the girls who keep their babies are those who seem least able to do it well. These are the girls who are deprived emotionally themselves and cling to the baby as their one possession, feeling that it will make up to them for other lacks in their lives.

**Adoption**

Adoptions in the United States continue to increase each passing year. In 1955, of the approximately 26,880 children adopted by non-relatives and placed by social agencies, 21,235 or 79 per cent were born to unmarried mothers. Another 21,120 children were placed independently of social agencies; of these, 12,038 or 57 per cent were the children of unmarried mothers.

The United States Children's Bureau of the U. S. Department
The placement of babies by an intermediary who profits financially by the transaction (the black market) is illegal in almost all states and is far less common than either agency adoption or the well-intentioned private adoption. No one needs convincing that for mothers, babies, and adoptive parents, the whole idea of paying a price for or profiting from the sale of babies is unwholesome, and that the lack of concern for proper human values makes the success of this kind of placement far from assured.

The changes which have taken place in most adoption agencies within the last few years have great significance for all those involved in an adoption. The foremost change is the widened concept of the adoptable child, the new faith in the ability of American families to love children with handicaps.

Consider the significance of this for the unmarried mother. She can really work on her decision during pregnancy with the expectancy that what she decides can be accomplished. Naturally, babies with handicaps may take longer to place, but progressive adoption agencies take responsibility for temporary plans while finding a permanent home.

Another notable advance in adoption agency practice of significance to the unmarried mother is the possibility of earlier relinquishing and adoption of the baby — within a few weeks or even a few days after the mother leaves the hospital. No longer need a girl be kept from using agency services because of red tape and delays.

A common question in regard to the adoption practice and work with the unmarried mother is, "Do the girls see their babies?" The most common reaction seems to be "How could you give up your baby if you saw him?" Most girls who plan adoption do not at first plan to see their babies. But much depends on the individual, and there is some difference of opinion on this matter among counselors.
uncle? Is he accepted for who he is? How will things go when the child is no longer a beguiling, helpless infant but a growing child—demanding, reactive, naughty, needing shoes and tonsillectomies and dentistry, posing questions, comparing himself with others? Will the mother have chances for recreation, companionship, other satisfactions, or will the child be asked to fill too large a place in her life? If the child is placed with relatives, what is the understanding of the arrangement? Who is "mother"?

difficult problems
The problem of these "families without marriage" remains, however, a challenge to thoughtful people. As in all families, there are those who do good, bad, and indifferent jobs of raising children. There are wonderful mothers who raise happy and successful children on the slender resources of public assistance, or who combine such aid with as much hard work as they can do. But it is also true that some mothers are grossly inadequate, and that the standards in some of these families are injurious to the children. Once children start growing up, however, it is not easy to suggest their removal, even if child welfare resources were adequate to care for them all. Children may feel tenaciously strong ties to even the most neglectful of parents. Many, if separated, will keep the mother’s image before them and live for the day of return to her.
LEGAL SERVICES

Some pregnant women may seek help with respect to their legal rights. They want to know what they can expect of the father. Perhaps even more frequently unwed fathers seek legal advice and counsel. Probably the greatest contribution of the legal profession is, however, felt by the unmarried mother indirectly, through the legal advice obtained by agencies in setting up their policies and practices and through the laws which define the mother's and the child's rights. The fact that adoption is a legal contract in which all three parties must be protected makes this an important area of legal responsibility. The services of the legal profession are also needed in the shaping of new legislation to meet our increasing sense of social responsibility.

WHAT HAPPENS AFTERWARD?

No accurate picture can be given of what happens to girls and women afterward. The very nature of the problem makes such information even less accessible than in other types of social assistance, despite the close tie most girls feel with the people who befriended them during their period of need. Many girls let agencies know of later marriages, send pictures or come in to show off their children.

One study provides some clue to the permanence of help, though the sample was small. In 1952 Inwood House in New York City located 54 of 73 representative girls it had served eight years earlier. Most of these were found to have married (almost all having told their husbands of their experience) and to be living normal community lives. Others were well employed. The decision made regarding their babies had, by and large, continued to seem right to the girls. There were difficulties, but major ones were few and usually occurred with girls who had been unstable or deprived over a long period of time. Further out-of-wedlock babies were rare and with only one exception were born to girls who had kept their babies.
The National Association on Service to Unmarried Parents is an organization to which other national and local organizations and individuals belong. It focuses attention on the problem and offers a channel for coordination among the national agencies. It publishes the Directory of Maternity Homes in the United States.

The Canadian Welfare Council has done a great deal to stimulate development of services in Canada, has written material and issues a monthly publication.

**supporting welfare and health services**

Rising costs create problems of financing welfare and health services, but there are added problems for agencies which serve unmarried mothers and their children. The fact that many young women are without funds, that many leave their own communities and states to conceal pregnancy, creates a need for a more uniform solution and better cooperation among voluntary and public services. Some states have excellent public welfare policies: residence laws are flexible, investigation of need sensitive, and payments to maternity homes and hospitals generous. But in many states and communities the reverse is true and the burdens on voluntary budgets are exceedingly heavy.

**A WORD ABOUT PREVENTION**

There has been a good deal more talk than action on what can be done to reduce the amount of pregnancy outside of marriage. This is understandable when causes are so complex.

The basic question is: How does a society produce maturity in its young people? Actually the things that give people a belief in themselves, that afford dignity and the development of one’s potentials, that produce genuine satisfactions, are the things that would help to prevent pregnancy out of wedlock. Good housing, a good job for father, mother’s not working long hours, good schools, good job opportunities for youth, good health and other general care — all these create a more favorable climate for youth growing up. The job
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149. How to Tell Your Child About Sex
148. Comics, Television, Radio, Movies
144. Understand Your Child—From 6 to 12
141. Enjoy Your Child—Ages 1, 2, and 3
136. Planning Your Family
125. Broken Homes
121. When You Grow Older
127. Keeping Up with Teen-Agers
113. Building Your Marriage

Social Problems
277. Getting Together for Community Service
275. What's In the Air?
270. How Can We Stay Prosperous?
268. We Must Find a Basis for Peace
266. Worrying About College?
262. The Labor Movement in the U.S.A.
258. What's Ahead for Civil Service?
257. A UN Peace Force?
249. So you Didn't Go to College
248. Liberal Education in an Industrial Society
246. The Enemy Property Issue
241. The Case for Competition in Electric Power
237. Economic Development and the World Bank
230. Our Natural Resources
227. When Congress Investigates
226. The UN—10 Years of Achievement
179. Loyalty and Security in a Democracy

Health and Science
272. Will My Baby Be Born Normal?
271. The Story of Muscular Dystrophy
267. Your Operation
265. W.H.O.—Its Global Battle against Disease
263. Your Community and Mental Health
259. Good News for Stroke Victims
256. Effects of Radiation and Fallout
253. Allergy—A Story of Millions
252. Cell Examination—New Hope in Cancer
251. Water Fluoridation: Facts, Not Myths
243. Understanding Your Menopause
229. Psychologists in Action
228. New Medicines for the Mind
220. Cigarettes = Lung Cancer?
215. Save Your Sight
212. Gains for Handicapped Children
210. The Retarded Child
201. Medical Research May Save Your Life
197. Doing Something for the Disabled
196. Mental Health—Everybody's Business
191. Science vs. Chiropractic
184. How to Live with Heart Trouble
172. When Mental Illness Strikes Your Family
166. Arthritis—Its Treatment and Problems
158. Cerebral Palsy—Its Scope and Management
156. T.B.—New Hope and a New Challenge
139. Live Long and Like It
138. Good News about Diabetes
137. Know Your Heart
120. Toward Mental Health
118. Alcoholism—A Sickness That Can Be Beaten
96. Epilepsy—The Ghost Is Out of the Closet
69. Vitamins and Health
38. The Facts About Cancer

Intergroup Relations
273. Who's My Neighbor?
255. A Guide to School Integration
245. Fear and Prejudice
244. What's Happening in School Integration?
233. Fair Play for All Americans
85. The Races of Mankind

□ Please send me the following pamphlets from the above list. Order by number.

No. Quan. No. Quan. No. Quan.

□ Please enter my subscription for the next 45 Public Affairs Pamphlets for $7.00.
□ Please enter my subscription for the next 30 Public Affairs Pamphlets for $5.00.
□ Please enter my subscription for the next 15 Public Affairs Pamphlets for $3.00.
□ Remittance enclosed. □ Please bill me. (In orders of $1 or less, please send cash or stamps.)

Name:

Organization:

Street:

City and State:
January 13, 1960

To: Interested Agencies

From: Bernard Shapiro, Commissioner
State Welfare Department

Re: Unmarried Mothers and Children Served by the State Welfare Department
July 1, 1958 through June 30, 1959

Attached is a compilation of unmarried mothers served by the District Offices of the State Welfare Department for the fiscal year ended June 30, 1959.

Because of some difficulties in definitions for reporting purposes some figures are duplicated, but we believe they are a close approximation of the number served and the amount of money spent.

We would also like to call your attention to the annual statistical report, issued October 5, 1959, of children reported in placement by public and private agencies on June 30 or December 31, whichever was the end of the fiscal year for the reporting agency. Agencies reported an increase of 153 more children in approved adoption homes than was reported the previous year.

We hope this report will prove helpful to you. If these figures are used in relation to reports by other agencies, caution is urged since several agencies may be involved in an individual case and duplication of figures might result.

Sincerely yours,

[Signature]

Bernard Shapiro
Welfare Commissioner

Enc.
### Connecticut State Welfare Department
### Special Report
### Services to Unmarried Mothers and Their Children
### July 1, 1958 through June 30, 1959

#### ALL DISTRICTS

### I. The Unmarried Mothers

<table>
<thead>
<tr>
<th>Under 21 Yrs. of Age</th>
<th>21 Yrs. of Age &amp; Over</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>NW</td>
<td>White</td>
</tr>
<tr>
<td>A. 1. Number of Referrals Received During Year</td>
<td>147</td>
<td>113</td>
</tr>
<tr>
<td>a. Number accepted for casework service and/or financial assistance through CW Funds</td>
<td>120</td>
<td>95</td>
</tr>
<tr>
<td>b. Number referred to other agencies (public or private)—no further service or financial assistance given</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>c. Number withdrawn</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>2. Number where service was completed during year</td>
<td>78</td>
<td>65</td>
</tr>
<tr>
<td>3. Number currently being served and/or financially assisted</td>
<td>41</td>
<td>29</td>
</tr>
<tr>
<td>4. Number currently pending study for acceptance for casework services and/or fin. assistance</td>
<td>7</td>
<td>3</td>
</tr>
</tbody>
</table>

### B. Source of Referral

1. State Agency or Institutions
   a. Long Lane School | 29 | 13 | 0 | 0 | 42 |
   b. State Farm | 9 | 8 | 13 | 5 | 35 |
   c. DOW - State Ward | 17 | 8 | 0 | 0 | 25 |
   d. Other State Agency or Institution | 8 | 5 | 10 | 9 | 32 |

2. Community Referrals
   a. Private Agency | 59 | 29 | 3 | 3 | 94 |
   b. Local Welfare Department | 7 | 24 | 9 | 7 | 47 |
   c. Hospitals | 6 | 20 | 3 | 0 | 29 |
   d. Self-referral | 7 | 1 | 6 | 0 | 14 |
   e. Schools | 5 | 0 | 0 | 0 | 5 |
   f. Other - i.e., doctors, clergy, attorney, individual, etc | 6 | 5 | 1 | 3 | 15 |

### C. Unmarried Mothers Served and/or Financially Assisted through CW Funds

1. Casework service only, no public or private agency financial assistance | 7 | 5 | 6 | 1 | 19 |
2. Casework and financial assistance (CW Funds) | 27 | 44 | 0 | 0 | 71 |
3. Casework services—other public funds | 42 | 20 | 23 | 15 | 100 |
   a. ADC | 5 | 1 | 1 | 5 | 12 |
   b. Other state agency or institution | 36 | 18 | 16 | 4 | 74 |
   c. Local Welfare Department | 1 | 1 | 6 | 6 | 14 |
4. Financial assistance only. Casework service provided by other agency | 52 | 24 | 0 | 0 | 76 |

### D. Total Amount Expended for Unmarried Mothers - CW Funds - July 1, 1958 through June 30, 1959

1. Hospital and Medical Expenses | $9,595.64 |
2. Board and Room | 8,153.93 |
3. Maternity Home | 4,945.45 |
4. Clothing & Incidentals | 1,232.18 |
5. Funeral | 0 |

Total Expended $23,927.20
### II. Children of Unmarried Mothers

#### A. Total number of children of unmarried mothers served by Child Welfare during year

<table>
<thead>
<tr>
<th></th>
<th>Mother Under 21 Yrs.</th>
<th>Mother 21 Yrs. &amp; Over</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>White NW</td>
<td>White NW</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>73 76</td>
<td>26 13</td>
<td>188</td>
</tr>
</tbody>
</table>

1. Service and financial assistance by Child Welfare

|                     | 57 56                 | 6 3                    | 122   |

2. Service only - no Child Welfare financial assistance

|                     | 16 20                 | 20 10                  | 66    |

#### B. Whereabouts of Child. Completed Cases of Children Served on Non-Commited Basis

1. Committed to State Welfare Department

|                     | 37 24                 | 22 5                   | 83    |

   a. In foster care - not released for adoption

|                     | 22 20                 | 13 2                   | 57    |

   b. In foster care - released for adoption and awaiting adoption placement

|                     | 12 3                  | 4 2                    | 21    |

   c. In adoption placement

|                     | 3 1                   | 5 1                    | 10    |

2. In care of private agency

|                     | 18 6                  | 1 0                    | 25    |

3. With mother

   a. On ADC

|                     | 7 16                  | 0 3                    | 26    |

   b. Without ADC

|                     | 7 17                  | 1 0                    | 25    |

4. With Relatives

   a. On ADC

|                     | 1 5                   | 0 0                    | 6     |

   b. Without ADC

|                     | 1 4                   | 0 1                    | 6     |

5. Died

|                     | 3 2                   | 0 0                    | 5     |

#### C. Amount Expended for Services to Non-Commited Children through Child Welfare Funds - July 1, 1958 through June 30, 1959

1. Hospital and Medical

|                     | $5,276.06             |                       |       |

2. Board and Care of child in foster placement

|                     | $6,816.97             |                       |       |

3. Board and Care of child with mother

|                     | $347.27               |                       |       |

4. Board and Care of child with relatives

|                     | $302.81               |                       |       |

5. Clothing and Incidental

|                     | $1,248.03             |                       |       |

6. Funeral

|                     | $75.00                |                       |       |

Total Expended

|                     | $14,066.14            |                       |       |

------------------------
TOTAL EXPENDED FOR MOTHERS & CHILDREN

|                     | $37,993.34            |                       |       |
### III. Unmarried Mothers and/or their Non-Committed Children Currently Being Served (6-30-59)

<table>
<thead>
<tr>
<th></th>
<th>Mother Under 21 Yrs.</th>
<th>Mother 21 Yrs.&amp;Over</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>White NW</td>
<td>White &amp;NW</td>
<td></td>
</tr>
<tr>
<td>A. Unmarried Mothers - awaiting birth of child</td>
<td>19</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>1. Casework service only - no financial assistance from Child Welfare funds</td>
<td>4</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>2. Casework service and financial assistance from Child Welfare funds</td>
<td>15</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>B. Children Currently Served</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Whereabouts of Children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. With mother</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>b. With relatives</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>c. In foster care (including institutional placement)</td>
<td>6</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>d. In hospital</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>e. Other placement</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

MGS.T
12/3/59
540 Services to Unmarried Mother

540.1 Definition of Unmarried Mother

The term "unmarried mother" will be used to include the unmarried woman, and
the divorced, separated, widowed, or married woman who is pregnant and whose
husband is not the father of the child.

540.2 Services Needed by the Unmarried Mother

Services needed by the unmarried mother include the following:

1. Casework services, to include
   a. unmarried mother
   b. putative father
   c. child

2. Maintenance for the mother

3. Medical care and hospitalization for the mother and child

4. Care, maintenance and planning for the child

The Department may provide all or part of these services depending on the
unmarried mother's needs and on conditions established by the Department for
eligibility for financial assistance as outlined in Index No. 541.2.

541 Services Provided the Unmarried Mother by Child Welfare Program

541.1 Casework Services

Casework services are given to all unmarried mothers who wish to accept and
use the services of the Department. Through these services the worker
helps the unmarried mother review her problem, explore available resources,
clarify her relationship with her parents and the putative father, and move
forward a sound plan for herself and her baby.

541.2 Financial Assistance from Child Welfare Funds

The following are eligibility requirements for and considerations involved
in the providing of financial assistance from Child-Welfare funds:

541.21 Maintenance for Unmarried Mother Under 21 Years of Age

1. Age

   Girl must not reach twenty-one years of age before the expected birth
   of baby.

(continued on following page)
If the mother wishes to keep the child, her own maturity and stability, the amount of protection and help her relatives will give her, her capacity to give the child the necessary care and protection, the cultural pattern from which she comes, all are evaluated in considering her plan. She is helped to understand her responsibilities and what will be involved in bringing up a child without a father. Unless the relatives are willing and able to give the necessary care and protection, the young mother should be encouraged to release the child for adoption and rebuild her own life.

If her plan to make a home for the child is sound but she lacks financial resources, she is requested to make application for ADC. Such application may be made six weeks before the birth of the child (see Manual Vol. 1, Index No. 347.31). This period of time is necessary to process the application but no award will be made until after notification is made of the birth of the child. If the application is approved, payment for hospital costs of mother and child may be made from Public Assistance funds from the date of the child's birth.
OTHER SERVICES FOR CHILDREN

Services to Unmarried Parents

544 - 544.1

544 Resources Available to Unmarried Mother

544.1 Resources for Maintenance of Pregnant Mother

As part of the casework service, the worker determines with the mother the way in which her maintenance during pregnancy can best be met from:

1. Her own resources (work and/or savings)
2. Parents, relatives, friends
3. Putative father
4. Other social agency
5. Town, if over 21 years of age
6. ADC, if she has other children under 18
7. Child Welfare, if girl is under 21 years before expected birth of child
8. Combination of above
AN ACT CONCERNING ADOPTION OF CHILDREN.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

SECTION 1. Section 6867 of the general statutes is repealed and the following is substituted in lieu thereof: Each adoption matter shall be instituted by filing an application in a probate court, together with the written agreement of adoption, in duplicate. The application shall be signed by one or more of the parties to the agreement, who may waive notice of any hearing thereon. Except in the case of (1) a child sought to be adopted by a step-parent, sister, brother, aunt, uncle or grandparent or (2) a child received by the proposed adopting parent from an agency outside this state with the written consent of the welfare commissioner, no application shall be accepted by the probate court unless the child sought to be adopted has been placed for adoption by said commissioner after being committed to him or by an agency licensed by said commissioner under section 2636 of the general statutes. The application and the agreement of adoption (in case the minor is an inmate of a child-caring institution, children's home or similar institution or organization or any temporary home for dependent and neglected children,) shall be filed in the court of probate for the district where (such institution is located and in all other cases the application and the agreement of adoption shall be filed in the court of probate for the district where the natural parent or guardian of the person of the child or) the adopting parent resides or, in the case of a minor under the guardianship of the welfare commissioner or an agency licensed by him, in the district where the main office or any local office of the commissioner or such agency is located. One of such duplicates shall be sent forthwith to the commissioner of welfare. The court of probate shall request the commissioner of welfare or one of the organizations or institutions specified in the preceding section to make an investigation and written report to it, in duplicate, within ninety days from the receipt of such request, the duplicate of which report shall be sent forthwith to the commissioner of welfare. Such report shall be filed with the court of probate within said time and shall indicate the physical and mental status of the child and shall contain such facts as may be relevant to determine whether the proposed adoption will be for the welfare of the child, including the physical, mental, social and financial condition of the parties to the agreement and the natural parents of the child, if known, and the religious affiliations of the child, the parties to the agreement and the natural parents of the child, if known, shall be included in the report, but such report shall not set forth conclusions as to whether or not the proposed adoption will be for the welfare of the child. Any such report shall be admissible in evidence subject to the right of any interested party to require that the person making it appear as a witness, if available, and subject himself to examination. Upon the expiration of such ninety-day period or upon the receipt of such report, whichever is first, the probate court shall set a day for a hearing upon the agreement and shall give reasonable notice thereof to the parties to the agreement and to the child, if over fourteen years of age. At such hearing the court of probate may deny the application, enter a final decree approving the adoption if it is satisfied that such adoption is for the best interest of the child, enter an interlocutory decree as hereinafter provided or order a further investigation and written report to be filed, in duplicate, within such specified time as it shall direct, a duplicate of which shall be sent to the commissioner of welfare, and may adjourn the hearing to a day subsequent to that fixed for filing the report. If such report shall not have been filed with said court within such specified time, the court may thereupon deny the application or enter an interlocutory or final decree in the manner herein
provided. The court of probate, if satisfied that the proposed adoption will be for the best interest of the child, may enter an interlocutory decree approving the adoption until the matter is finally determined, and shall designate a day not less than twelve months nor more than thirteen months from the date of filing the application and agreement of adoption when the matter of finally approving or disapproving the adoption will be heard. At such hearing, the court of probate, if satisfied that such adoption should then be finally approved, shall enter its decree to that effect, or it may continue the matter for further investigation in accordance with the procedure hereinbefore provided or it may disapprove the adoption. The interlocutory decree shall not be set aside without sound cause which shall be duly specified and entered into the record. At any time during the period when the interlocutory decree is in force the court of probate on application of any party to the agreement or the commissioner of welfare and after a hearing, reasonable notice of which shall be given to the parties to the agreement, to the commissioner of welfare and to the child, if over fourteen years of age, may enter a final decree approving or disapproving the adoption. From the date of the entry of any such interlocutory decree, and while the same is in effect, the child shall be deemed for all purposes to have been adopted. For each report the court of probate may assess against the adopting parent or parents a reasonable fee covering the cost and expenses of making such investigation, which fee shall be paid to the state or to the child-caring institution, children's home or similar institution or organization or any temporary home for dependent or neglected children making the investigation and report, as the case may be, provided such report shall be made within such ninety-day period or other time set by said court. The court of probate shall ascertain as far as possible the date and the place of birth of the child and shall incorporate such facts in the final decree.

SECTION 2. This act shall take effect July 1, 1958.

Certified as correct by

________________________________________
Legislative Commissioner.

________________________________________
Clerk of the Senate.

________________________________________
Clerk of the House.

Approved May 9, 1957.

Abraham A. Ribicoff (signed)
Governor.
Authorized Connecticut Adoption Agencies
(Continued from previous page)

DIOCESAN BUREAU OF SOCIAL SERVICE
(Norwich Diocese)
62 Broadway, Norwich
50 Washington St., Middletown
42 Jay St., New London

CHILDREN'S CENTER
1400 Whitney Ave., Hamden

CHILDREN'S SERVICES OF CONNECTICUT
1680 Albany Ave., Hartford
75 West St., Danbury
302 State St., New London
3 Ann St., So. Norwalk
105 Church St., Torrington

FAMILY AND CHILDREN'S SERVICES OF STAMFORD
79 Worth St., Stamford

FAMILY SERVICE OF NEW BRITAIN
33 Court St., New Britain

GREENWICH CENTER FOR CHILD AND FAMILY SERVICE
40 Arch St., Greenwich

JEWISH FAMILY SERVICE OF NEW HAVEN
152 Temple St., New Haven

JEWISH SERVICE BUREAU OF BRIDGEPORT
1188 Main St., Bridgeport

JEWISH SOCIAL SERVICE OF HARTFORD
91 Vine St., Hartford

LUTHERAN SOCIAL SERVICE
305 St. Ronan St., New Haven

WOODFIELD CHILDREN'S VILLAGE
1899 Stratfield Road, Bridgeport

Do YOU Know About the NEW Law Regarding
ADOPTION in CONNECTICUT?

An EXPLANATION of the LAW which becomes effective July 1, 1958

Prepared by the Connecticut Child Welfare Association, Inc.
210 Prospect St., New Haven, Conn.
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**Theses**

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Powell, B. R., A Study of the Services to Unmarried Mothers at the Industrial School for Girls at Lancaster, Massachusetts, Unpublished Master's Thesis, Boston University, Boston, Massachusetts, 1950.