“The design of the institution is to furnish, in the first place, an asylum, in which boys under a certain age, who become subject to the notice of our police, either as vagrants, or homeless, or charged with petty crimes, may be received, judiciously classed according to their degree of depravity or innocence, put to work at such employments as will tend to encourage industry and ingenuity, taught reading, writing and arithmetic, and most carefully instructed in the nature of their moral and religious obligations while at the same time, they are subjected to a course of treatment, that will afford a prompt and energetic corrective of their vicious prosperities, and hold out every possible in document to reformation and good conduct.” - SRJD

In 1831 the House of Refuge expanded on the previous annual report and rescued juvenile thieves, vagrants, gamblers, and pickpockets. The children were taught how to read and write. In addition, they learned skills and responsibilities. The positive outcome gained support from the public and the government. The House of Refuge received donations and big portion of the money came from the hospital fund, which the government gave them separately. The mayor and a small number of people went against the House of Refuge’s actions. Even though the House of Refuge was unsuccessful in reforming some children and received blame from others, its work still brought a positive change for those children. 650 out of 850 children became better Americans.

In the Seventh Annual report, we see the transformation from these delinquent, unruly children to well-behaved, well-mannered, and civilized children. These former delinquents served in a strict mandated daily routine which now characterizes them as young gentlemen. All the children had jobs depending on their age and experience with the jobs. Children in the House of Refuge manufactured products such as brushes, clothes, shoes, hats, bed stands, and wooden tables. All food for all inmates was provided exclusively by the inmates of their respective houses. Since the rise of the disease ophthalmia, the government mandated cleanliness and structure. On sunrise everyday of the year, a bell would alert the children that they had fifteen minutes to get their bed and arrangements together. Afterwards they proceeded to the wash rooms. After they finished washing themselves, they were evaluated to make sure they washed properly. Once the children were checked in, they went to morning prayers. Then they continued their strict schedule of work and school as well as breakfast lunch and dinner to make sure they were productive during the day.

- Inmates were divided into four classes. The most worthy were classified as class 1 and each wore a badge to the class they belonged to.
- Classes showed how well-mannered the children were.
- Rewards and discipline were given according to the class the child was in

The system of rewards and punishments helped maintain cheerful obedience within the kids.

After identifying consistent factors between the 6th and 7th annual report, we realize that the House of refuge brought upon itself many stages of evolution as time passed by. With each annual report, the House went under some sort of change. A look at the 6th report reveals that the House of Refuge focused on educating the children in reading and writing while the 7th report focused more so on civilizing the children to be ready to transition into society and to be able to pass down their morals to their own children.