



CARE AND STATUS OF DELINQUENTS

AT THE

OREGON STATE INDUSTRIAL SCHOOL FOR GIRLS

W. H. Moffatt  
Director

BY

HELEN J. McCARTER

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## INTRODUCTION

All institutions ought to be examined periodically to see whether they are satisfying the specific needs for which they are designed, or doing any useful work, or doing it as well as it could be done by other institutions which might be put in their places . . . Every group frequently might ask itself whether its institutions are really accomplishing what they are supposed to accomplish, whether they are being supported merely for traditional or sentimental reasons, or whether it lacks the mental and moral energy to consider that results are desired and how those results can be properly attained . . .<sup>1</sup>

Purpose. The purpose of this study is to make an analysis of the Oregon State Industrial School for Girls in order: (1) to determine the type of services that it is rendering; (2) to compare those services with standards for similar institutions; (3) to ascertain what effect those services and the institutional life at the Oregon State Industrial School for Girls have upon the attitudes and behavior patterns of the girls committed there.

No intensive investigation has been made of this school in the past, although from time to time certain surveys were conducted which have been either referred to the State Board of Control or published for the benefit of the public at large. A report of the survey of public welfare in Oregon made by the Governor's Interim Commission on Public Health and Welfare in 1934<sup>2</sup> includes a brief verbal picture of the Oregon State Industrial School for Girls. In 1933 a special committee made an investigation and reported its findings and recommendations to the Governor. On several occasions the Advisory Board of the

1. Hertzler, Joyce O., Social Institutions, p. 198

2. Stevenson, Mariotta, and Leet, Glen, "Survey of Public Welfare in Oregon". 1934.

School has prepared reports on conditions at the institution and presented them to the State Board of Control. All of these studies and a few others<sup>1</sup> have been of the survey type. The survey technique of investigation, however, gives but a surface impression and fails to disclose those facts which can be revealed only by means of "participatory" observation<sup>2</sup> of the interaction within the institution and of the effect of this process upon the interacting units.

The present study was undertaken (1) with the hope of observing the external aspects of the services and life at the Oregon State Industrial School for Girls, and, also (2) to obtain an insight into those more subtle processes that go on within the institution and which have an important influence upon the formation of behavior patterns of the persons involved.

Sources of information. Data were collected from: (1) official records of OSIS; (2) personal interviews with officers of the institution and with members of the advisory board; (3) the files of and correspondence with county court officials; (4) school authorities and welfare agencies in Oregon; (5) personal interviews with the girls at the institution and with members of the families of some of these girls; (6) living in the institution for two months and two weeks, from July 11 to September 26, 1935 continuously, and visiting the place thereafter periodically.

Two tests of mental ability were administered, the results of which were used for this study. Forms A and C<sup>3</sup> were given at the

1. Dr. W. H. Slingerland in Child Welfare in Oregon (1918) and Margaret Reeves in Training Schools for Delinquent Girls (1929) included OSIS, but both of the above studies were of the "survey" type. Miss Reeves made a study of fifty-seven training schools located throughout the U.S.  
2. Expression suggested by Dr. S. H. Jameson.  
3. See Appendix form Forms A and C.



school during the fall of 1935. The information obtained from these provided clues for further investigation. Form B<sup>1</sup> and personal letters were sent to various schools, welfare agencies and institutions in the State after each girl's family had been cleared through the Portland Confidential Exchange.

Procedure. The study was initiated in the summer of 1935. The writer spent two and a half months in residence at the school during which time she had freedom to contact the officers and girls of the institution. Since September, 1935 further visits have been made to the school from time to time which have afforded a wide range of contacts.

The group of girls selected for special study represents the institutional population as of July 26, 1935 and, in addition, those girls who were admitted to the school between the above date and September 26, 1935. The total number is sixty-nine.<sup>2</sup> During the two and a half months of residence at the institution personal interviews were made with every officer and with each of the sixty-nine girls. Life historical data were obtained either orally or in writing from every girl.<sup>3</sup> Some difficulty was encountered in securing this material as certain girls were afraid that anything they might tell of their personal lives might serve to incriminate them. To use a current expression: "We've been lied to so much we don't know what to believe . . . ."

"Anything that you tell them here they hold against you."

The two tests of mental ability administered were the Otis Self-

1. See Appendix for Form B.

2. Two girls who were released from the school before contact could be made with them are not included in this study.

3. The content of these interviews was verified before being used as a basis for case analysis.

Administering Test of Mental Ability<sup>1</sup> Higher Examination, Form A and the Terman Group Test of Mental Ability, Form A. The tests were given during the summer of 1955 and six weeks apart. Because of changes in the population during the interval between these two tests it was possible to obtain scores of fifty-three girls (of the sixty-nine) on both tests. Eight were given only the Otis (Higher) test; seven were given only the Terman test and one was not given any.<sup>2</sup> The I.Q.'s<sup>3</sup> of the Terman test for the seven girls have been made comparable to those of the Otis Higher Examination for purposes of comparison with the results of another study.<sup>4</sup>

Chapter I deals with the origin and historical development of the Oregon State Industrial School for Girls, the objectives for which the school was established, and the system of control and supervision. In Chapter II the present structure and organization are discussed, including

1. The Otis Self-Administering test of Mental Ability Intermediate Form A was also given. Since the Intermediate Form is less applicable for the age-group tested, and inasmuch as the Otis Higher was administered to a larger number of girls, the results of this Intermediate Form have not been used in the present study.
2. From the results of a test administered prior to commitment, the girls' I.Q. has been computed as 86--dull normal!
3. Intelligence Quotients.
4. The coefficient of correlation between the tests is .94 as determined by standard measure method. The mean for the Otis Higher Examination of the fifty-three girls who also took the Terman test is 97, and that for the Terman test for the same group is 93. Since there is a systematic difference of four points between means the Terman I.Q.'s of the seven girls who took only that test have been interpreted in terms of Otis I.Q.'s by adding the systematic difference to these scores thus making the test results comparable. The seven interpreted Terman results and the sixty-one Otis Higher Examination results are used in this study. See page 61. The S.D. for the Terman Test for the 53 girls taking both tests was 12.1; the S.D. for the same group on the Otis Higher Examination was 11.1.

ecological and physical aspects of the plant, maintenance, and personnel.

The selection factors in commitment to the OSIS are discussed in Chapter III. These factors fall into two major categories: (1) court policies and practices; (2) social factors, including an analysis of those factors in the pre-institutional life of the sixty-nine girls.

Chapter IV includes a description and analysis of the provisions and services at the institution. Parole and release practices are discussed Chapter V. Chapter VI deals with the formation of attitudes and behavior patterns on the girls as a result of institutional life.

The case studies<sup>1</sup> presented in Chapter VII were selected from the sixty-nine studies as illustrative of the institutional population. Because of the complexity of factors involved in many of these cases it is difficult to classify them into strictly distinct types. The classification that follows is based upon the combination of what has seemed to be most outstanding factors in each case stressing (1) the hereditary and developmental factors as evidenced by intelligence levels and psychic adjustments, and (2) environmental factors.

- I. Girl of average or above average intelligence, whose home environment is apparently favorable in every respect except for the presence of personality conflict between girl and other members. Delinquency primarily due to this conflict and to strong influences outside of the home.
- II. Girl of average or above average intelligence, whose home environment is unfavorable principally because of inadequate parental supervision. Delinquency due to a combination of home and outside influences.
- III. Girl (a) below average intelligence or (b) average intelligence but with certain personality maladjustments, whose home environment is apparently favorable, but delinquency attributable primarily to influences outside of the home.
- IV. Girl of (a) dull normal or lower intelligence or (b) average intelligence but with certain personality maladjustments, whose home conditions are decidedly unfavorable. Delinquency attributable to factors both within and outside of the home.

1. Pictitious names are used in case studies.

The following outline<sup>1</sup> was used in the cases as they appear in Chapter VII.<sup>2</sup>

## I. The Family

### A. Present status of:

1. The parents
2. The siblings

### B. History, including a summary of the parents' early life, their married life, residence of family, occupations, et cetera.

## II. The Girl

### A. Pre-institutional history (before commitment to OSIS)

### B. Institutional history (at OSIS)

### C. Post-institutional history.

## III. Major characteristics of the total situation.

The history of the girl has been divided into three sections. The "pre-institutional history" includes her known delinquencies and the factors directly responsible for her commitment to the Industrial School; "institutional history" refers to her adjustment and reactions to the school; and the "post-institutional history" refers to her adjustment after release or parole. The section on "major characteristics of the total situation" contains a short summary of the main features of the case based on information available to date. The mental traits and intelligence ratings are included in this classification as indicative of the innate ability of the girls. The family background and home environment are stressed because, as indicated by Cooley, the family provides the primary group contacts in which the first social conditioning of the individual person takes place.

1. The above outline has been altered to fit the needs of certain cases, but in general it has been followed.

2. Adapted after an outline prepared by Paul B. Foreman in his State Care for Juvenile Male Delinquents in Oregon, 1935.



CHAPTER I  
ORGANIZATION OF THE OREGON STATE INDUSTRIAL SCHOOL  
FOR GIRLS

Institutional care of female juvenile delinquents or "wayward girls" in the State of Oregon prior to 1913 was handled by four semi-public institutions maintained by private subscriptions and augmented by state funds, and one public institution maintained by county funds. These were: The Florence Crittenton Home<sup>1</sup>, the House of the Good Shepherd<sup>2</sup>, the Louise Home<sup>3</sup>, the Salvation Army Rescue Home<sup>4</sup>, and the Frazer Home<sup>5</sup>. The first four were privately managed; the fifth was under the direct jurisdiction of the Multnomah Juvenile Court<sup>6</sup> and used for temporary detention only. All of these homes were located in or near Portland, and a large proportion of the admissions were from Multnomah County although all of them accepted girls from any part of the state. The institution to which a particular girl might be sent was largely accidental, as there was no coordination among them and very little

1. Now the E. Henry Wenne White Shield Home which receives unmarried pregnant girls.

2. Now St. Rose's Industrial School, which receives delinquent girls (excepting those who are feeble-minded and venereal).

3. The Louise Home, a unit of the Pacific Protective Society, cares for "all girls needing friendship, medical aid, legal or friendly advice" (Oregon Bluebook, 1935-36, p.47) including delinquent (from 12-18), venereally infected (from 12-21), and pregnant girls (up to 21 years of age)

4. Now the Salvation Army White Shield Home which "is open to any girl in need, venereal cases excepted, regardless of creed or circumstances" (Oregon Bluebook, 1935-36, p. 48)

5. Since 1931 Frazer Home has admitted only boys. The girls under the jurisdiction of the Court of Domestic Relations are sent to some other institution for temporary detention.

6. Now the Court of Domestic Relations.

among the social agencies that often directed girls to them.<sup>1</sup>

#### A. Origin and Historical Development.

For several years prior to 1913 need for a state maintained and operated school for female juvenile delinquents in Oregon had been recognized. Mrs. Lola S. Baldwin instituted a state-wide campaign in 1905 toward that end. The groups supporting the movement were principally the police department and club women of Portland, and the county judges, physicians, especially from Multnomah County, and other institutions for delinquent girls who wished to be relieved of their most troublesome cases.<sup>2</sup> It was not until the meeting of the Oregon State Legislature in 1915, under the administration of Governor West, that laws were passed for the establishment of the school. At that time the State Board of Control was authorized to establish the Oregon State Industrial School for Girls.<sup>3</sup> An annual appropriation of twenty-five thousand dollars (\$25,000) was made for the years 1915 and 1916 for the purchase of grounds, erection and equipment of buildings, and maintenance during those years.

In 1913 the school was opened temporarily in the old Polytechnic building located on the grounds of the Oregon State School for the Deaf in Salem. There were three employees: the superintendent,<sup>4</sup>

---

1. The Boys and Girls Aid Society of Portland formerly had both dependent and delinquent children under its jurisdiction, but in recent years has restricted its services to the former group.

2. A former member of the advisory board of OSIS, interview, S-27-36.

3. Oregon Code S 67-2101 (presented on p.3)

4. Mrs. E.M. Hopkins was the first superintendent.

a teacher, and housekeeper. The early population, for the most part, consisted of "undesirables" from other institutions, and venereally diseased girls committed by the county courts. The building, formerly an old school, was made habitable largely by the efforts of the superintendent with the help of the other employees and the girls. One of the upper floors was made into a dormitory, at one end of which was a wooden cage in which was a wooden cage in which unmanageable girls were locked; however, when it was found that this was impracticable they were transferred to the Oregon State Penitentiary to remain until they showed a willingness to cooperate at the Industrial School.<sup>1</sup> Elementary training was given in sewing, cooking, laundry and garden work. School classes were held for one-half of each day.

From July 16, 1913 to September 30, 1914, thirty-six girls had been received; sixteen were paroled during that period; two were transferred to other institutions; one escaped and was not returned; one returned from parole; and eighteen were present on September 30, 1914. During this time the number of employees had increased to five,--the superintendent, teacher, attendant, housekeeper, and farmer.<sup>2</sup>

In February 1915 the school was moved to its present location, about five miles southeast of Salem. The only building was a brick cottage large enough to accommodate the officers and thirty-five girls. With the increasing demand on the part of the committing courts for more admissions the building was remodeled to provide for fifty girls.

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1. Interview, A former member of the Advisory Board of the OSIS.

2. Oregon Bluebook, 1913-14, p. 95.

In the report of the superintendent to the State Board of Control for the biennium ending September 30, 1914, the purpose of the school is stated as follows:

As it is a new institution for the State of Oregon, we wish we could let all citizens of the State know that the school is a place where these girls can have an opportunity or 'chance'. Here they do have the chance to become useful and efficient members of society. Here they are given the proper training to make them honest, clean, moral citizens, which will prepare them to go out into the world and face it with the knowledge that they have a place there and are going to find and hold it . . .

A half day of academic school work was provided and training given in the "household pursuits and homemaking", which, consisted primarily in work for the maintenance of the institution.

The second biennial report of the Child Welfare Commission in 1917 stressed the fact that the school was overcrowded and recommended provision for the "extra number of girls now needing the protection of the State".<sup>2</sup>

In 1918 W.H. Slingerland completed a study of child welfare work in Oregon. Among other institutions included was OSIS.<sup>3</sup> He reported that the industrial training offered at the school was not all that it was represented to be. Among others he specified that:

. . . deficiencies are not to be laid to the charge of the officers and workers, but are due primarily to the smallness of the school and the force of employees. Provision for more vigorous schooling, academic, musical and industrial, necessitates many more teachers and larger and more varied equipment. . .

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1. State Board of Control, First Biennial Report, 1914, p. 208.

2. Oregon's Duty to the Children, State Child Welfare Commission, Second Biennial Report, (1917) p. 28.

3. Hereafter this abbreviation will be used for the Oregon State Industrial School for Girls.



During the year 1917 a total of 77 girls were in care . . .

The school session covers only half of each school day; the other half day the girls spend in domestic or farm work. About four acres of the tract are in cultivation, and the girls do all of the work except the plowing and cultivating. The arts and crafts of housekeeping are taught in the intervals, as the work demands; and other accomplishments as time and the presence of suitable teachers will permit. The recreation provided for the girls is limited because of lack of equipment. There is no gymnasium. There are no basketball or tennis grounds. There is little chance for teamplay, and no skilled play director. The only room for recreation is the schoolroom, which is altogether too small for social purposes. In this room there is dancing once a week. Once a month the girls are permitted to give an entertainment to which outsiders may be admitted. The great need for facilities for social games, of an out-door playground, of an enlarged library and more periodical literature, and of an adequate assembly room, are too apparent to require argument.

The length of time that a girl remains in the institution depends very largely upon her own conduct. The girls may win a parole after a number of months of residence, by obtaining credit for excellence in work done and personal behavior. After a girl is paroled a report to the superintendent is required once a month. Visits to the girls out on parole are also made. . . A parole officer should be provided.<sup>1</sup>

During the biennium of 1917-18 there was a change of superintendent.<sup>2</sup>

Provisions were made for part-time dental services, and during the next biennium a part-time physician was added to the staff. In August 1920 the present superintendent was appointed.<sup>3</sup>

The 1921 legislature made an appropriation of fifty thousand dollars (\$50,000) for a new building which was completed in the spring of 1922. Although this relieved the crowded living conditions shortly after, a fire partially destroyed the older building; thus again

1. Slingerland, W.D., Child Welfare Work in Oregon, pp. 21-22.

2. Mrs. Margaret L. Mann was newly appointed.

3. Mrs. Clara C. Patterson.

making crowding necessary until the reconstruction of the building.

Under the present superintendent many improvements were made in the physical plant: the grounds were parked, the fields tilled so that swampy lands might be put under cultivation; several farm buildings were added. However, the major policies and basic services at the institution remained about the same as under the former superintendents.

During the early history of the institution the superintendent had charge of the parole work. But with the steadily increasing population it became more and more evident that a parole officer was indispensable. In 1926 the parole work on a part-time basis was taken over by the former farm supervisor.<sup>1</sup> During 1927-28 a full-time woman parole officer was employed. In 1929 the laundry supervisor assumed the position of parole officer and is now employed in that capacity.

The population at the school reached its highest peak in 1928-30 with an average daily inmate population of 74.1. Since that time, with the lowering of biennial appropriations, it has been the policy to keep the inmate population between sixty and sixty-five. This means that girls are paroled sooner, perhaps, when the institution is crowded, or parole is delayed if the population is near or at that figure.

## B. Objectives and Other Legal Provisions in the Establishment of

### The School

The Oregon State Legislature of 1913 passed the following law for the establishment of the school:

1. Mr. T. E. Armstrong was given charge of the parole work for both the Fairview Home and OSIS.

The governor, secretary of state and state treasurer, acting as the state board of control, are hereby directed and authorized to locate, establish, construct and equip an institution to be known as the Oregon State Industrial School for Girls, to be used as a place of detention for girls between the ages of twelve and twenty-five years, as hereinafter provided; said institution to be conducted in such a manner as will give, preferably, an industrial education to the inmates, and promote their moral, mental and physical welfare.<sup>1</sup>

The law provided that commitments to the institution be made by the courts handling juvenile cases,<sup>2</sup> that the girls committed should remain under the jurisdiction of the school until they reached their majority<sup>3</sup> unless sooner paroled or released according to the regulations of the State Board of Control. Authority was given to the courts handling juvenile cases to commit any girl between the ages of twelve and eighteen who was considered "delinquent" as defined by law, in Sections 33-619 and 33-620 of the Oregon Code. The latter reads:

Persons of either sex under the age of eighteen years who violate any law of the state, or any city or village ordinance; or persistently refuse to obey family discipline; or are persistently truant from school; or associate with criminals or reputed criminals; or are growing up in idleness and crime; or are found in any disorderly house, bawdy house, or house of ill fame; or are guilty of immoral conduct; or visit, patronize, or are found in any gaming house or in any place where any gaming device is or shall be operated, are hereby classed as delinquent children and shall be subject to the legal regulations and provisions of the juvenile court law and other laws for the care and control of delinquents; provided, however, that so far as possible all children under fourteen years of age accused of any of the above delinquencies, until a court hearing takes place, shall be regarded as neglected or dependent children, and shall not be arrested, although on petition they may be detained for their own and the community's welfare; and that none shall be classed as delinquent until their cases have been passed upon and an appropriate order entered therefor by a court of competent jurisdiction.<sup>4</sup>

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1. Oregon Code, § 367-2101.

2. Ibid. § 367-2102.

3. Eighteen years was considered "majority" at that time. However, the 1927 Legislature raised it to twenty-one years, because certain girls who were not considered ready to be discharged were legally released at eighteen years of age.

4. Oregon Code., § 33-620.

Section 33-619 refers to "dependent children":

Persons of either sex under the age of eighteen years, who for any reason are destitute, homeless, or abandoned; or are dependent upon the public for support; or have not parental care or guardianship; or who are found begging or gathering alms; or are found living with any vicious or disreputable persons; or whose home by reason of neglect, cruelty, drunkenness, or depravity on the part of the guardians, or other persons in whose care it (they) may be is an unfit place for such children; and any persons under fourteen years of age who are found playing musical instruments upon the streets to induce the giving of gratuities, or who accompany or are used in aid of adult persons in so doing, shall be classed as dependent children. Persons of either sex under eighteen years of age whose parents or guardians neglect or wilfully fail to provide for them; or allow them to have vicious associates, or to visit vicious places; or fail to exercise proper parental discipline and control over them are classed as neglected children. It shall be the duty of courts and other public officers to labor with the parents or guardians of such children, and if possible induce them to perform their neglected duties. Subsequent to suitable efforts to compel the parents or guardians to rectify said neglect, and in event of the failure of such efforts, neglected children shall be classed as dependents.<sup>1</sup>

Legal provisions for the commitment of females between the ages of eighteen and twenty-five are somewhat different than for the younger age group:

All females between the ages of eighteen and twenty-five years, convicted by any court of competent jurisdiction of petit larceny, vagrancy, habitual drunkenness, of being a prostitute, or visiting disorderly houses or houses of prostitution, or of any other like offense, or of any other misdemeanor whatever of a like or different kind, and who in the judgment of the court, are not proper subjects for treatment in some other state institution may be sentenced and committed to the said industrial school. Such commitment shall be for a term of not more than three years; provided, however, that such female inmate may be paroled, or released, if in the judgment of the board such action is advisable, before the sentence is fully served.<sup>2</sup>

### C. System of Control and Supervision.

1. Oregon State Board of Control. In 1913 the State Legislature created the Oregon State Board of Control to act as a supervisory agent for all the state institutions.

1. Oregon Code, § 33-619.

2. Ibid., § 67-2103



For the purpose of governing the several institutions . . . there is hereby created a board, the official name and style of which shall be the 'Oregon State Board of Control'. Said board shall consist of the governor, who shall be ex-officio chairman, the secretary of state and the state treasurer. . .<sup>1</sup>

The State Board of Control is hardly in a position to give OSIS the consideration it deserves and demands not because its members are wilfully neglectful, but because of their manifold duties they cannot be expected to acquire knowledge of modern methods of institutional care of delinquent girls. Many states find it advisable to have a mixed membership on their administrative board for corrective institutions in order to insure a better understanding of the problems involved.<sup>2</sup> The Advisory Board was originally established with the hope that the influence of women in an ordinary capacity might offset the lack of understanding and impersonal handling that might be expected from a board composed entirely of men.

2. The Advisory Board. The Advisory Board was established by the state legislature of 1913 with the following provisions made by law:

There shall be appointed by the governor, and serve at his pleasure, an advisory board, consisting of three women, citizens of this state, whose duty it shall be to visit the said institution as often as they may deem it advisable, but not less than once each quarter, and report in writing to the said board of control such suggestions and recommendations as may appear to be for the best interest of the institution and the welfare of the inmates. The actual necessary expenses of the members of said advisory board, incurred in the performance of their duties, shall be audited and paid in the same manner as the other expenses of the said institution are paid.<sup>3</sup>

1. The Oregon Code. § 67-1401.

2. Reeves, Margaret, Training Schools for Delinquent Girls. Miss Reeves found that forty-eight out of fifty-seven of the schools included in her study had boards, and twenty-six had mixed membership.

3. Oregon Code, § 67-2105.

The attempts of this Advisory Board to cooperate with the present administration, however, have met with little success. Its suggestions and recommendations made from time to time, such as to change the penal aspects of the school, to make use of certain available psychiatric services, to provide recreational facilities, to remove certain officers, et cetera, have been ignored or laid aside. The failure of the Advisory Board to function as originally planned, however, leaves the school at a disadvantage. The supervision of the school in reality falls upon the State Board of Control, whose knowledge of modern methods of institutional care of delinquent girls is limited, and upon the superintendent they appoint.

3. The Child Welfare Commission: This body<sup>1</sup> was established by the state legislature of 1913 for the chief purpose of supervising child-caring agencies in the State of Oregon.

It shall be the duty of the child welfare commission, by its members or agents, to inspect and supervise all the child-caring agencies, societies or institutions, public or private, whether incorporated or not, within the state. The commission is hereby given right of entrance, privilege of inspection, and access to all accounts and records of work and children, for the purpose of ascertaining the kind and quality of work done and to obtain a proper basis for its decisions and recommendations. . . . Inspection and visitation of child-caring organizations by the child welfare commission shall be made at unexpected times with irregular intervals between visits and without previous notice to the agency, society or institution visited; . . . The principal purpose of such visitation shall be to offer friendly counsel and assistance on child welfare problems, and to offer friendly counsel and assistance on child welfare problems, and to advise on progressive methods and improvements of the service.<sup>2</sup>

1. The Child Welfare Commission is composed of five members: one to be appointed by the President of the University of Oregon; another by the President of the State Medical Association; and three "interested citizens" to be appointed by the Governor of the State.

2. Oregon Code § 33-721.

The Child Welfare Commission has, then, a legal duty, the investigation of rumor of abuses and neglect in child-caring agencies, and, if these are found to be serious, to report them to the State Board of Control. The private and state-aided institutions caring for children report population changes to and receive their per capita allotment through the Child Welfare Commission but this procedure does not apply to the state institutions. While the law provides that the commission has the duty to "inspect and supervise all the child-caring agencies, societies, and institutions, public or private", all state institutions are at the same time placed under the jurisdiction of the State Board of Control, and in practice it is this latter body which actually regulates and supervises the activities of the state institutions. Thus, the contact that the Child Welfare Commission has with OSIS is an occasional inspection tour through the buildings or an investigation of some particular case that has been referred to it.

The Child Welfare Commission is cognizant of the need for a well-planned program for dealing with the problems of juvenile delinquency in Oregon which can be gleaned from one of its recent publications. To quote:

There is to date little that could be recognized as a State program for dealing with delinquency. Four private institutions subsist largely on State support yet the State has nothing to say regarding treatment of the children who are their wards and no division of function has been worked out among them. There is even something approaching competition on particular cases. The private institutions in some instances are doing excellent work and merit commendation. Yet the system of payment of public money to support them while the two public correctional institutions go without adequate support and standards is obviously illogical. Furthermore there is urgent need for a program of prevention in the counties.

Neither the two public correctional institutions nor the four private ones contribute to a program of prevention of delinquency in the counties. Its sources go unchecked.<sup>1</sup>

The commission with its present limited staff of workers is unable to remedy the present situation as long as its legal powers are restricted to a supervisory and advisory nature.

#### D. Summary

OSIS was established in 1915 in order to provide for delinquent girls between the ages of twelve and twenty-five years in the State of Oregon. During the twenty-three years of its existence various changes have taken place in the physical plant; however, the basic services have remained practically the same, although the methods of handling delinquents in correctional institutions in the United States have changed considerably during that period.

The Oregon State Board of Control acts as the governing body for OSIS, as well as for the other state institutions in Oregon. Because of its manifold duties, it is highly improbable that such a body would be in a position to give OSIS the attention that it demands. The Advisory Board which was provided by law, to assist the administration by making suggestions and recommendations for the betterment of the institution, has been inoperative largely because of the attitude of the present administration. The Child Welfare Commission has as a duty the inspection and supervision of the child-caring agencies and institutions in Oregon, including OSIS. This work is left to the State Board of Control. Occasionally, investigation is made regarding some specific case at OSIS, but otherwise the Child Welfare Commission has no active relationship with that institution.

1. State Child Welfare Commission, Eighth Biennial Report, Child Care in Oregon, p. 41.



CHAPTER IX  
PRESENT STRUCTURE AND ORGANIZATION OF  
THE OREGON STATE INDUSTRIAL SCHOOL FOR GIRLS

A. Physical Aspects

1. Location. The location of the school has not been changed since 1915. Although it is approximately five miles southeast of Salem, there is no transportation service to the institution except that of a small bus which passes about ten o'clock Sunday mornings<sup>1</sup> on its way to Salem and returns at approximately ten o'clock Sunday evenings. "There isn't enough travel to make it pay to run oftener" was the reason given for service only on Sundays. Several of the workers own cars, and the state provides the superintendent and the parole officer each with a car. The girls in the institution go to town so infrequently and so few at a time that the lack of transportation facilities is not a real problem.

In the immediate vicinity of the school are neighboring farms and other state institutions, among which is the Fairview Home--the state institution for the feebleminded. The farm lands of OSIS and Fairview Home are adjoining. The somewhat isolated position of OSIS segregates the institution from the Salem community.

The grounds include about fifty acres, of which approximately thirty-five are under cultivation. The buildings are situated on an elevated portion of the grounds, which are parked largely with lawn and shrubs. The land below the hill and a small portion on the hill itself is cultivated and used for raising feedstuffs restricted to institutional consumption.

2. Attractiveness of site and water supply. The grounds of the school have more than once been compared to those of a country estate or a summer resort. The closely-cut green grass and well-pruned shrubs, the I. Recently, 9:00 o'clock bus service into Salem has been added.

tall majestic firs--all lend a freshness and beauty seldom surpassed. A large portion of the grounds surrounding the buildings is parked with lawns, and flower beds line the driveways and are arranged throughout the landscaped yard. There is a large stone outdoor fireplace and a cement tennis court located near one of the cottages. The grounds are sufficiently large for almost any type of organized recreational activities that the school might provide.

Water for institutional use is obtained from a well on the lower portion of the grounds; a small electric motor pumps the water to a storage tank located on the hill not far from the institutional buildings.

3. Buildings and equipment. There are two apparently well-constructed and well-kept brick cottages in which the officers and girls are housed. From the outside these buildings appear no different from those of a private boarding school, except for the iron bars on almost every window.<sup>1</sup> The cottages both have three floors above ground and a basement, and are built on similar plans. The quarters occupied by the girls are almost identical in both cottages.

The laundry equipment, heating plant and commissary for the entire institution, a high school room (used as a sewing room in the summer), and a room for storing canned goods are situated in the basement of "A" cottage. The first floor is occupied by the main office, the parole officer's office, a reception room, a recreation room which is also used

1. In one cottage the bars fit on the outside window frames; in the other they are made in between the glass panes. Some of the windows are not barred, e.g., those of the rooms of a few of the officers and of the main office.

as a study room, a chapel, and a sewing room as the need arises; two dining-rooms for officers and one for girls, a kitchen and two pantries, rooms for three girls and a bath for them, two officers' rooms, a wash-room, and the dispensary. On the second floor are the girls' rooms and three officers' rooms located at opposite ends of the corridors, and two bathrooms for the girls' use. In the attic are several officers' rooms, a bathroom, a sewing room, and a locker room in which the personal possessions and clothes of the girls are kept until their departure from the institution.

In the basement of "B" Cottage are two school rooms, and a room for storing canned goods; the remainder has been largely made into a recreation room. One of the school rooms is also used as an auditorium and a chapel as the occasion may demand. On the first floor of "B" Cottage is a small reception room, and officers' and girls' dining-room, a kitchen, two pantries, four sleeping rooms for girls, an officer's room, a bathroom, and the superintendent's apartment. On the second floor are the sleeping rooms and bathrooms for girls, and two officer's rooms at each end of the corridor. On the third floor are four rooms, two of which are used by officers. The larger part of this attic is finished for use as a dormitory, but is not occupied at present.

Living quarters of the subordinate officers consist in sleeping rooms which serve the purpose of living rooms as well. Some officers have a private bath; others share the bathroom with one or two fellow officers. The superintendent's apartment, located on the main floor of one wing of "B" Cottage, consists in a reception room, a living-room, two bedrooms, a dining-room, a kitchenette, and a bathroom. Its location offers a degree of seclusion from the rest of the school, although there is a door connecting the apartment with the main corridor of the building.

There is no gymnasium or playshed. The only place indoors for recreational activities is in the recreation or school rooms of each cottage, but these are inadequate in size and equipment for organized recreational or athletic activities except on a minimum scale.<sup>1</sup>

The institutional farm buildings consist of a milk house, a root house, chickenhouses, tool sheds, and several barns and garages.

For the most part, the furniture at OSIS is old but kept in good repair.

#### B. Maintenance.

The State Board of Control acts as a purchasing agent for the school. Requisitions for supplies are sent to the board, and, if approved, the goods are ordered for the institution, the cost being deducted from the institution's budget.<sup>2</sup>

The amount appropriated for OSIS by the state legislature for the millennium 1955-56 was fifty-six thousand, nine hundred and thirty-one dollars (\$56,951.00). Of this amount twenty-nine thousand, two hundred and thirty-one dollars (\$29,231.00) were allotted for wages, twenty-

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1. In one cottage the recreation room is well filled by the furniture. There is sufficient space only for those recreational games that are played at tables, such as cards, dominoes, etc., and dancing, for a few couples at a time. The recreation room in the other cottage is larger, and much better equipped for recreation. It is much better because it will accommodate all the girls in such activities as dancing, but it hardly provides more room than would be needed for three pingpong tables and courts.

2. Oregon Code, § 67-2106, § 67-2107.



seven thousand three hundred dollars (\$27,300.00) for operating expense, and four hundred dollars (\$400.00) for capital outlay.

The following figures, taken from the Superintendent's report to the State Board of Control for the months of August 1935 and February 1936, are due indicative of the population changes and institutional expenditures during a summer and winter month.

	August 1935	February 1936
No. of inmates during month	62	63
No. received	4	3
No. returned	1	3
No. transferred	<u>1</u>	<u>3</u>
	68	69
No. of inmates discharged	1	2
No. of inmates paroled	<u>3</u>	<u>1<sup>a</sup></u>
	64	66
Inmate days	1957	1794
Average no. of inmates	63	62
Officer and employee days	551	580
Average officer and employees per day	18	20
Per capita cost per day--foodstuffs	.166	.12
Per capita cost per day--all expenses	1.149	1.16
Per capita cost per month--all expenses	35.619	35.35
Per capita cost per day--payroll	.45	.48
Per capita cost per month--payroll	13.35	13.92
Per capita cost per month--exclusive of payroll	22.28	19.45
Merchandise on hand at the beginning of the month	5,159.86	4,898.54
Purchases during month	<u>2,225.61</u>	<u>1,956.91</u>
	7,385.47	6,855.45
Consumption during month	<u>2,249.17</u>	<u>2,068.50<sup>b</sup></u>
	5,136.30	4,786.95

a. The girl considered as paroled in February 1936 had been in a work home since September 1935.

b. The total for the item "Consumption during month" for February 1936 did not amount to the same as the total of the itemized account of articles consumed during month which was \$2,668.50 on the superintendent's report to the State Board of Control.

In addition to the appropriation for expenses each state institution in Oregon may raise from the sale of its products or services a fund called the Institutional Betterment Fund.<sup>1</sup> This may be used at the discretion of the administration for institutional needs. An account of the expenditures from this fund are submitted to the State Board of Control in a monthly report. This arrangement makes possible small purchases without a requisition to the Board of Control. The various methods of raising the Institutional Betterment Fund at OSIS are by having the girls do contract sewing for other institutions or departments of the state, by selling handwork at the State Fair, et cetera.

Practically all of the feedstuffs necessary for institutional consumption are produced at OSIS, the work being done principally by the girls. Most of the other work in maintaining the institution, such as cooking, sewing, laundry work, et cetera, are done by them also. With the free use of the girls' labor and with efficient management, OSIS has been operated at a minimum cost.

The following table is adapted from one presented in the Eleventh Biennial Report of the Oregon State Board of Control for the biennium ending June 30, 1934<sup>2</sup> in which the average number of inmates and per capita cost in each of the state institutions is given. Although there may be changes in these items in the present biennium, these figures may be used for comparative purposes.

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1. Oregon Code § 67-1410.

2. Eleventh Biennial Report of the Oregon State Board of Control, p. 27.

TABLE I  
AVERAGE INMATE POPULATION AND PER CAPITA COST  
PER DAY IN THE OREGON STATE INSTITUTIONS  
FOR THE BIENNIAL PERIOD ENDING  
JUNE 30, 1934

Institution	Average Number Fed	Per Capita Cost per day
Oregon State Hospital	2,186	.4549
Eastern Oregon State Hospital	1,254	.395
Oregon State Penitentiary	818	.705
Oregon Fairview Home	874	.463
Oregon State Training School	97	1.283
Oregon State Tuberculosis Hospital	251	1.30
Eastern Oregon Tuberculosis Hospital	136	1.5189
Oregon State School for the Blind	50	1.47
Oregon State School for the Deaf	120	1.2684
Oregon State Industrial School for Girls	67	.984
Oregon State Soldiers' Home*	109	1.1494
Oregon Blind Trades School	56	1.22
	<u>8,018</u>	<u>12 .1916<sup>a</sup></u>

\*Soldiers' Home was taken over by the Federal Government May 8, 1933.

In Table I it may be seen that of the twelve state institutions, OSIS averaged fifth from lowest per capita cost per day. The four institutions with the lower per capita cost are composed largely of adults and all have over eight hundred population, whereas OSIS has an average population of sixty-seven adolescent girls. It is to be expected that the institutions with the larger populations might produce institutional foodstuffs on a wider scale at less proportionate cost. Considering the type and quantity of the population and the services that OSIS is expected to render, it appears that the administration has managed well to keep the institutional per capita cost at its low level.

However, in comparing the daily per capita cost of OSIS with that

a. The total \$12.1916 refers to the cost of 12 persons--one from each of the above named institutions--per day. This number should be divided by 12 to give the "per capita cost per day" of all these institutions to the State. This would amount to \$1.016.

of Fairview Home, leaving the number of inmates out of consideration, it may be seen that the former has a per capita cost of .984 while the latter one of .463, or less than half. Notwithstanding the differences in services required, it is evident that Fairview Home is able to maintain itself at a much smaller cost than is OSIS. In view of the proximity of these two institutions, the possibility of combined services, (especially crop raising, dairying, and laundry work as part of institutional maintenance) demands serious consideration and cannot be ignored from a financial point of view.

### C. Personnel

1. Selection. The superintendent of OSIS is appointed by the State Board of Control. Such appointment tends to be colored by political affiliation rather than determined by training and personal qualifications. It is improbable that the members of this political body (State Board of Control) are qualified to understand the nature of the problems involved and to know what qualifications are essential for the superintendent of a progressive correctional institution for adolescent girls. The superintendent at OSIS is given full freedom in carrying out the administrative functions of the institution being accountable for her actions solely to the State Board of Control.

The superintendent employs and dismisses the subordinate officers<sup>1</sup> without interference from the State Board of Control. The Advisory Board is not consulted in this matter. The freedom in the selection of subordinate officers that is given the superintendent has resulted in an

I. No contracts are signed for employment at the OSIS.



obvious nepotism. The catering to relatives and to "old family friends" is conspicuous in the selection of employees. The following happened to be the situation during the period this study was made. One of the vacation relief officers hired during the summer was directly related to the superintendent, while another is said to be a blood relative. The bookkeeper and the superintendent, although not directly related, have a common interest in the marriage of members of their families; that is, a daughter of the superintendent married a step-nephew of the bookkeeper. The parole officer and her sister, the relief officer, as well as certain other officers were "old family friends" of the superintendent. The farm supervisor, his wife, his sister, and her husband, are all employed at the institution, and at one time a brother of the farm supervisor was also employed there. Until last fall, for two years, the cooks in both cottages were sisters. When the practice of nepotism becomes ingrained in an institution the possibility of undesirable practices is greatly increased since this often gives rise to the employment of officers on the basis of relationship rather than their qualifications for the work assigned.

A check by the Board of Control or the Advisory Board might have prevented the above situation.<sup>1</sup>

## 2. Positions held and tenure of office of the present personnel.

At present there are eighteen employees on the regular payroll. Their positions are: Superintendent, bookkeeper and commissary, parole officer, three teachers, two cooks, farm supervisor, two matrons, relief officer, laundry and sewing supervisor, outdoor matron.

<sup>1</sup> However, the system of permitting a well-qualified superintendent to select her own staff without any interference is a preferable plan. Reeves, op.cit., p. 61.

night nurse, physician, dentist, and laboratory technician. The last three are on a part-time basis. Considering only the full-time employees, there is one officer to every four or five girls. This is the average ratio in similar institutions throughout the United States.<sup>1</sup>

The present superintendent has been in charge of the institution since August 25, 1920. The dates of employment of the subordinate officers range from 1921 to 1935. One-half of the regular employees have been employed for more than six years, and four or 22.2 percent have held their positions for over ten years.<sup>2</sup>

3. Training. As yet the Children's Bureau in Washington, D. C. has not formulated standards for the training and qualifications of workers in schools for delinquent girls. Conditions differ throughout the United States and no set of standards is equally applicable to every state. However, by presenting minimum standards for similar institutions a comparison with present conditions at OSIS may be legitimately made.

Among the qualifications for superintendents of child-caring institutions as set up by the Department of Social Welfare in the State of

1. Reeves, op. cit., p. 69.

2. Bowler and Bloodgood, Institutional Treatment of Delinquent Boys. "The personnel problem in this connection is one of maintaining a balance between too constant a turnover and the accumulation of too many employees who have fallen into a routine. Too frequent changes in personnel, either through dissatisfaction of the individual worker or through discharge, tend to be injurious to staff morale and to the stability and smooth operation of the program. On the other hand, institution workers who remain in one place and one job for many years will have a tendency, unless they are very exceptional people, to get into a rut and to remain at a standstill so far as development is concerned. They are likely to become dependent on tradition and to constitute a dead weight that retards progress when new methods are introduced. Probably the most successful management will be the one that so manipulates appointments and removals as to keep a rather steady flow of new blood coming in, at the same time never having such frequent changes as to threaten the stability of the training program." p. 227.

New York are included in the following:

1. The chief executive, director or superintendent should be qualified by professional training and experience in the fields of social work and education. If his experience has been exclusively in one of these fields, further training should be secured in the other. A knowledge of business administration is also desirable.
- . . . .
3. He should be an able administrator familiar with modern standards of child care.
- . . . .
5. He should interpret to his board recognized standards of child care and should be responsible for initiating and carrying out a modern program.
6. He should have the responsibility of employing and discharging all members of the staff.
7. He should hold staff meetings at regular intervals to discuss plans and policies with his staff and require case conferences to promote better understanding of individual children.
8. He should organize a program of education for the continued training and development of the staff.<sup>1</sup>

After making a study of fifty-seven schools for delinquent girls located throughout the United States, Margaret Reeves concludes:

(The superintendent) constitutes the greatest single factor in the success or failure of a training school for girls. She should not only be a good executive, but what is of even more importance, a student of behavior problems. She should have had special training or experience in social case work outside of an institution. No other agency has been able to solve the problem presented to her. This is a task which demands the highest type of training.<sup>2</sup>

Lehkerkerker makes the following statement concerning the qualifications necessary for a superintendent of corrective institution for delinquent women:

. . . That she be a person of broad education along the lines of psychology and social work, and with much practical experience, preferably both in extra-mural social work and in institutional service . . . It is particularly important . . . that the superintendent should know the point of view and the techniques of modern

1. An Outline of Practices and Aims for Children's Institutions.  
 2. Reeves, op. cit., pp. 88-89.

case work, especially psychiatric social work, which are essential in the adjustment of delinquents.<sup>1</sup>

According to modern standards the superintendent of a correctional institution for girls should be a woman with training in social work both outside and within a corrective institution, qualities of an administrator and leader, a scientific point of view, and a knowledge of modern methods of caring for delinquent children in a public institution.

The present superintendent has had two years of high school training, some work in nurses training, and business and office experience before becoming an employee of the state.<sup>2</sup> Comparing this with the educational qualifications of superintendents from fifty-two similar institutions as presented by Reeves, the Oregon standards seem to be near the bottom of the list.<sup>3</sup>

Existing standards as to the qualifications of subordinate officers in institutions for delinquents and dependents vary from institution to institution, and for each position. Reeves found in her study that most superintendents preferred people who had had special training in their professions in "certain types of work. . ." <sup>4</sup> but very few were interested in having trained social workers on their staffs. However, the more progressive institutions are making effort to raise the standards of em-

1. Lohrerkorker, Eugenia G., Reformatories For Women in the United States, p. 266

2. Letter from Budget Division, State of Oregon, reporting records in that office, 4/18/36. Whether the superintendent has a scientific point of view and a knowledge of the modern methods of institutional care of delinquent girls will be illustrated in Chapter IV.

3. Reeves, op. cit., p. 80.

4. Reeves, op. cit., p. 72 ff.



ployees in personnel service by requiring social welfare training or its equivalent of the majority of their employees.<sup>1</sup>

The characteristics considered as most essential in employees in corrective institutional work are: a pleasing personality, open-mindedness, initiative, leadership, a sense of humor, and, above all, a scientific point of view.<sup>2</sup> Lohrkorker stresses an even-temper and emotional balance as the most important traits of institutional workers. The Department of Social Welfare of the State of New York presents the following standards for subordinate officers:

The physician and dentist should have standing in their professional organizations and communities and be in touch with modern developments in their respective fields. If possible, they should, in addition, be child specialists or at least have a major interest in the care of children.

Case workers (parole officers) should preferably be graduates of an accredited school of social work or eligible for membership in the American Association of Social Workers. If they do not have those qualifications, they should be graduates of a recognized college and have successful experience in an approved agency dealing with either dependent or delinquent children.<sup>3</sup>

In a section on 'Parole' the Advisory Committee on Penal Institutions Protection and Parole of the National Commission on Law Observance and Enforcement lists the elements essential to a good parole system:

Appointment of officers possessing, as nearly as possible, the following qualifications: A high school education, and in addition one of the following--(1) at least three years' acceptable experience (full-time basis) in social case work with a social agency of good standing or in a recognized school of social service. The parole officers should also be persons of tact and good address.

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1. Bowler and Bloodgood, op. cit., referring especially to N.Y. and California institutions, p. 238.

2. Lohrkorker, Op. cit., p. 273.

3. An Outline of Practices and Aims for Children's Institutions, p. 13.

possessing personalities making it likely that they will be effective in influencing the behavior of others.<sup>1</sup>

Besides having a degree at some college or teacher training institution, teachers are preferred who have had courses in sociology, case work, child guidance, the arts, and teaching methods, and to have special abilities in "locating and developing leading interests of pupils", "handling a group with a minimum of repression", "allowing freedom without license", et cetera.<sup>2</sup> Thus, an institutional teacher should have the qualifications of a public school teacher and many others which are necessary in the understanding and handling of delinquent and dependent children.

Although standards for the qualifications of the remaining officers vary, there is an insistence upon a sympathetic attitude toward the children in their care, a pleasing personality, a scientific attitude--seeking "causes" rather than dwelling upon the "acts".<sup>3</sup>

Turning to the standards and actual conditions at OSIS concerning the training and qualifications of the present subordinate officers, the superintendent does not hire trained workers, and a few that were formerly in her employ were most unsatisfactory because they had learned much "in books" that was inapplicable in institutional life. The main qualifications that she is interested in when hiring a subordinate (female) officer are that they are "motherly types that understand the girls".

If I can get a nice, motherly woman and train her here it works out much better. We look for women of high character, patient

1. Williamson, Margaretta, The Social Worker in the Prevention and Treatment of Delinquency, pp. 115-16.

2. An Outline of Practices and Aims for Children's Institutions, pp. 13-14.

3. Bowler and Bloodgood, op. cit., pp. 228, 29.

4. Reeves, op. cit., pp. 74-75.

and kind, and who have the girls' interests at heart, and are firm but kind.<sup>1</sup>

The superintendent's policy may be gleaned from the following:

No, when I hire officers I don't ask them how far they went to school or if they have a diploma. They aren't here to teach school so they don't need a diploma. I hire them because I know they have a good background--that is what is important here.<sup>2</sup>

The task of a correctional institution is to re-educate its charges by modifying their behavior patterns and social attitudes, the academic training being only a part of the total re-educational program. From the above statement of the superintendent, it may be seen that she recognizes a need for formal education and a "diploma" only for teachers of the academic school subjects, but the necessity of employing trained workers for other types of institutional service is ignored.

It is becoming increasingly apparent that:

The task of training schools for delinquents is fundamentally an educational one, if education be defined in a broad sense to include the study, treatment, readjustment, and motivation of the individual.<sup>3</sup>

The school physician received his M.D. from the Rush Medical School (Illinois) and has had one year internship and six years practice in institutional work.<sup>4</sup>

The dentist is not "Dr." as he is called. According to his own statement he has never received his degree; however, he has had "post-graduate" work under various dentists as a substitute for formal training

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1. Interview, 7/28/35.

2. Interview, 3/28/36.

3. Reeves, op. cit., p. 53.

4. Six years practice includes the time spent at OSIS--however, at the same time he has been employed in another state institution.

in dentistry.<sup>1</sup> He has been in institutional work for fifteen years.

Two of the teachers are graduates of the Willamette University in Salem, but neither had teaching experience before coming to OSIS. The third teacher has a life certificate from the State Normal School at Monmouth and is purported to have had fourteen years teaching experience.<sup>2</sup> The night nurse claims to have been a normal school graduate; however, in filling in an "Employee's Personnel Record" card for the institutional files (1935) she gave her education as one year normal. The laboratory technician was enrolled for one semester at Willamette University. Later she took some laboratory and X-ray training in Salem. She had no experience in this work beside this training previous to the institutional work in which she is now engaged. The bookkeeper, the relief officer and one of the cottage matrons have had high school and business college training; they have had some office experience before employment at OSIS. The remaining officers have had no more than formal education than four years in high school and some of them have not had as many as four.

None of the employees has had any special training or experience in social case work and methods of handling behavior problems of delinquent girls.

Very little reading is done by the staff members to give them "a scientific point of view" toward the problems of delinquency. One of the cottage matrons remarked recently:

1. Interview, 9/20/35.

2. In the school year 1934-35 and prior to that time, two of the teachers were not certified by the State Board of Education; for one, there was no record of eligibility, and the other was not eligible for certification in that office. Before that time it was accidental whether a teacher at OSIS was certified or not. Two of the present teachers are certified by the State Board of Education; the third is not certified but is eligible for certification in that office.



No, I don't read books like that. Well, \_\_\_\_\_ (the parole officer) had two books last year that I read in, but I don't remember what they were. I don't see that those books help us any here. We have our own problems to work out and each case is different.<sup>1</sup>

A lack of scientific knowledge of the most commonplace of social facts on the part of some of the officers has been observed in conversations such as the following:

Do you believe in heredity or environment? . . . If all of these girls were sterilized there wouldn't be any delinquency, but of course then we'd be out of a job.<sup>2</sup>

The failure to account for environmental factors and the social and the anti-social conditioning of inherited traits in producing delinquency is most obvious. Again, on another occasion an officer asserted: "I bet over half the people living are sub-normal."<sup>3</sup> Here is shown a lack of knowledge of the meaning of "normalcy" as calculated from a probability curve. These fragments of conversation are indicative of the lack of scientific knowledge displayed by members of the present staff.

4. Salary schedule. All the full-time employees receive maintenance<sup>4</sup> at the institution besides their salary. The physician, the dentist, and the laboratory technician (all on a part-time basis) are also employed by the Fairview Home and receive their maintenance there. Maintenance at OSIS includes board, room, laundry and maid service. The board, for officers, consists in three meals a day served in courses, abundant in quantity and of fine quality.<sup>5</sup>

1. Interview, 5-27-36.

2. Conversation, 7-31-35.

3. Interview, 9-8-35.

4. This has been estimated at \$25.00 but could not be obtained for that outside of the institution.

5. See Officers' Menu, Appendix G.

Salaries are low in comparison with similar institutions in other states.<sup>1</sup>

However, it is difficult to make adequate comparisons because in many schools where higher salaries are paid, skilled and specially trained workers are employed and the type of work they are assigned is often of a much more specialized nature than at OSIS. Reeves and Lekkerkerker both stress the need for an adequate salary schedule if high quality workers are desired in the institution.<sup>2</sup> The superintendent has expressed satisfaction with the present salary schedule at OSIS. "I have no complaint there. Oh, they could be more, but I have no difficulty in securing workers who are satisfactory at these salaries."<sup>3</sup>

At one time the Advisory Board recommended that the salary allotted for parole works be increased so that it might attract a trained worker, but the suggestion was not carried out.

5. Working conditions. Working hours of the full-time subordinate officers are long but much of the work is of a supervisory nature. At all times, unless away from the institution, they are subject to call to duty. Each is allowed an afternoon off every week at which time he (or she) may leave the institution grounds. Once a month the officers are permitted to take "month-ends" of two days; but during the week of the month-end they must forfeit the weekly afternoon off. The month-end vacation schedule has been arranged so that only a few of the officers

1. See Salary Schedule in Appendix A and compare with Lekkerkerker and Reeves in Lekkerkerker, op. cit., 276-77. During the biennium 1933-34 the per capita cost per year at OSIS was \$385.74 and the amount allotted for salaries of total expenditures was 51.6. Compare with schedule on p. 221 Bowler and Bloodgood, op. cit.

2. Lekkerkerker, op. cit. p. 276, and Reeves, op. cit., p. 91.

3. Interview, 9-20-35.

will be away at any one time.

The subordinate officers are directly accountable to the superintendent for their work. There is no rank among the officers, although when the superintendent is absent the bookkeeper acts as a temporary head of the institution. The degree to which the superintendent's authority is respected by the subordinate officers is indicated by the following statement made by the parole officer: "I don't make any calls to families and try to make placements without first consulting the superintende."<sup>1</sup> Dependency of the subordinate officers is again shown by the fact that they must receive the superintendent's permission before leaving the grounds except on days indicated above, even though they are not on duty.

6. Morale. Long hours, constant living under the institutional regime, lack of recreational facilities, and minimum of social contacts, tend to "institutionalize" the officers and to lower their morale.

Although individual officers at OSIS may personally disagree with the policies and practices of the superintendent, they comply with her requests in carrying out the institutional duties assigned to them. There is a minimum of expressed dissatisfaction and criticism by the subordinate officers concerning the superintendent. However, they are less considerate in making remarks about each other even when the girls may overhear them. The disparaging conversations that take place in the pantry or in an officer's room concerning a fellow officer, the subtle, cutting "digs" passed back and forth in one of the officers' dining-rooms at mealtime,

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1. Interview, 2-22-36.

the countermands of orders of fellow-officers to the girls--all indicate a narrowness and maladjustment of some of them in the institution. Attitudes of the officers toward fellow-officers and girls are reflected in the attitudes and conduct of the girls.<sup>1</sup>

Essentially the morale of any institution is directly dependent upon the attitudes of the workers . . . Children are more likely to learn by example than by precept, for social attitudes are contagious. Delinquent children especially need the influence coming from the companionship with wholesome adults whom they can admire and emulate.<sup>2</sup>

D. Summary. Since OSIS is located so as to be partially isolated from the Salem Community there are a minimum of social contacts between "the outside" and the school. The grounds are, for the most part, used for raising products for institutional use. The buildings are apparently well-constructed and kept in good repair. Almost all available space in the cottages is used. With the present average daily population the buildings do not appear overly crowded. However, the lack of a school building and a gymnasium necessitate inconveniences in the institutional routine.

Per capita cost at OSIS is lower than the average in similar institutions. This may be attributed to the system of centralized purchasing, a low salary schedule, the type of purchases, and the amount of goods produced at the institution largely by the labor of the girls.

As far as can be ascertained, the superintendent who is appointed by the State Board of Control is apparently given full freedom in selecting subordinate officers. This policy has resulted in an apparent nepotism.

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1. More of the effect of the personnel upon the girls will be discussed in Chapter VI.

2. Fenton, Norman, et al., The Delinquent Boy and The Correctional School. p. 162.



None of the members of the administrative staff has had any special training or experience in social case work and methods of handling behavior problems of delinquent girls, and apparently little or no effort is being made by the officers to compensate for this deficiency during their employment. The salaries are low in comparison to those in similar institutions in other states, and are not sufficiently high to be attractive to professional or trained workers. Although much of the work is of a supervisory nature, working hours are long, periods for "off-duty" are short, and no special diversion is offered at the institution for the officers. These factors and the very nature of the work tend to institutionalize the officers, lower their morale, and decrease their efficiency.

In Multnomah County the Court of Domestic Relations has a staff of probation officers appointed by the judge with the approval of the Child Welfare Commission. The probation work with female juvenile delinquents for the Municipal Court of the City of Portland is carried on by the Women's Protective Division. Long-time service and training of workers in Women's Protective Division and standards maintained by the Court of Domestic Relations result in a more effective probation service in Multnomah County than that found in other counties. Multnomah girls under sixteen years of age in Multnomah County are referred to the Court of Domestic Relations.

1. Oregon Code, § 99-2125.

2. Stevenson and Cook, Survey of Public Welfare in Oregon, Governor's Interim Commission on Public Health and Welfare, 1935, p. 24.

## CHAPTER III SELECTION FACTORS IN COMMITMENTS TO OREGON STATE INDUSTRIAL SCHOOL

### A. Court Policies and Practices

Commitments to OSIS are made by the county judges in all but three counties. In Klamath and Clackamas counties the cases of juvenile delinquency are handled by the circuit courts, and in Multnomah County by the Court of Domestic Relations, a department of the circuit court. Also, "any court of competent jurisdiction" may commit delinquent women between the ages of eighteen and twenty-five.<sup>1</sup>

The committing judges are not required to have legal training or experience which would qualify them for their positions, much less a knowledge of social welfare and problems of juvenile delinquency. "Few of the county judges who handle juvenile cases have any education in either social welfare or law."<sup>2</sup>

In Multnomah County the Court of Domestic Relations has a staff of probation officers appointed by the judge with the approval of the Child Welfare Commission. The probation work with female juvenile delinquents for the Municipal Court of the City of Portland is carried on by the Women's Protective Division. Long-time service and training of workers in Women's Protective Division and standards maintained by the Court of Domestic Relations result in a more effective probation service in Multnomah County than that found in other counties. Delinquent girls under eighteen years of age in Multnomah County are referred to the Court of Domestic Relations.

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1. Oregon Code, § 67-2103.

2. Stevenson and Leet, Survey of Public Welfare in Oregon, Governor's Interim Commission on Public Health and Welfare, 1934, p. 34.

In many instances they are committed to St. Rose's Industrial School, but if they fail to adjust there, and it is deemed advisable, they are then committed to OSIS. Cases of girls over eighteen years of age are investigated, upon complaint, by the Women's Protective Division and referred to the Municipal Court of the City of Portland; if found guilty, they are "sentenced" to OSIS. Vagrancy is the usual charge made in these cases.

Probation officers are appointed in seven counties<sup>1</sup> other than Multnomah. There are no general requirements or standards for these workers, their appointment and duration of office depending entirely upon the county judge. In the remaining counties probation work, if done at all, is carried on by the county judge, although at times he is assisted in making investigations by the county relief workers or the county nurse. Records of delinquency cases in these courts are meager and the delinquency histories for the most part are only in the minds of the court authorities to be lost when they leave office.

Courts authorized to handle juvenile cases may commit girls between the ages of twelve and twenty-five to OSIS providing they are delinquent as defined by Oregon Code S 33-619 (Child Dependency) and Oregon Code S 33-620 (Child Delinquency) as presented in Chapter I.<sup>2</sup> The law thus considers a girl as delinquent because of certain conditions which make her dependent. One girl was sent to OSIS at the age of nine because of her mother's death and her father's inability to care for her. Another was committed because her home was considered unfit and the family with whom she had been staying was no longer able to keep her. Another was

1. Clackamas, Coos, Douglas, Klamath, Lane, Marion, and Washington.

2. Cf. page 8.

committed at the age of thirteen after she had permitted the second middle-aged man in the past two years to "carnally know her". Officials of interested agencies were of the opinion that the mother was never able to discipline the children and "it is thought that she has even encouraged her daughters in their delinquency". That this girl was more a victim of circumstances and a dependent than willfully delinquent is evident from the details of the case.

The judges (except in the first cited case) were within their legal rights in committing these girls as is the administration of OSIS for keeping them; however, for the welfare of the girls it is a question if this were the best procedure, in view of the statement from the White House Conference, "No child should be sent to an institution for de-linquents merely because no other solution seems to be available".<sup>1</sup>

Discharge from the school is made by the State Board of Control upon the recommendation of the superintendent.

The said board of control shall make and publish rules and regulations governing the paroling, releasing, and discharging of all such inmates, and for the management for the said institution.<sup>2</sup>

It has been the practice of certain county judges to commit girls to OSIS, assuring them and their families that they will be detained there for only three months, six months, or some other limited

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1. White House Conference 1930, p. 352.

2. Oregon Code. S 67-2104.



period.<sup>1</sup> Certain probation officers are also reported to have given similar assurance so that their task in handling the girl before her admission to OSIS might be facilitated or in order to obstruct appeal of the commitment. Those court officials who persist, at the time of commitment, in leading the girl to believe that she will be released in a few months only add to the gravity of the problems at the institution, for the girls soon discover that their detention will be longer than that which was promised and consequently they become discontented, discouraged and at times even rebellious.

The laws concerning discharge, however, are overlapping in that they give this power to the State Board of Control and at the same time to the courts:

. . . the court may commit the child . . . to the reform school or to any other state institution which may be established for the care of delinquent children . . . The child committed to such institution shall be subject to the control of the board of managers thereof, and the court shall, on the recommendation of the board, have power to discharge such child from custody whenever, in the judgment of the court, his or her reformation is complete . . .<sup>2</sup>

1. A justice of the peace "sentenced" a girl (18) to OSIS for a period of eleven months and nine days" and there during the term of this sentence to receive treatment for said disease". The disease was syphilis. The girl could not afford a private doctor and did not have funds to go to the county health unit for treatments. Another girl (17) was committed to the school after she had returned from a neighboring town where she had been forced into prostitution. The girl's father appealed the case and the District Attorney then made an agreement with the father's attorney that the girl would be released when she was cured of her disease. After five and one half months of detention at OSIS the District Attorney called the superintendent and asked that the girl be released as her commitment was not legal. A release was immediately granted.

2. Oregon Code, " 33-629.

Although there are certain deviations, it is the general policy of the administration of OSIS to be independent of the courts when recommending a parole or release to the State Board of Control.

The policies which determine the correctional institution to which a delinquent girl will be sent vary among the county judges. Girls committed to OSIS from some counties are often "first offenders" while other counties send girls to OSIS as a last resort only after all other measures have failed. Thus in the OSIS population, there are girls with widely different delinquency and dependency histories. The state-aided institutions for delinquent girls frequently request that girls be removed from their care or refuse to readmit them on the grounds that they "would materially interfere with, or hamper the general work and purpose of such institution".<sup>1</sup> Inability of the other institutions to discipline girls or their refusal to readmit them is considered by some courts as sufficient reason for commitment to OSIS notwithstanding their previous delinquency history.

Certain judges have committed girls to OSIS as a "trial" rather than sending them to Fairview Home. Girls of normal and dull normal intelligence have been included among these. Upon what authority the judges consider commitments of girls of such intelligence levels to Fairview Home is unknown, as the institution has been established for the feeble-minded.

The appalling ignorance of court procedure and the handling of juvenile delinquency cases on the part of the county judges is quite evident by the following remark made by a county judge when asked for

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1. Oregon Code, § 33-629.

information regarding commitments to OSIS from his county:

Oh, do the girls go there (to OSIS) through appointment?

I haven't done any of that work. I don't like it. I don't know anything about it, but you learn in an office like this, though. No, I haven't sent any girls there. The girls in this county are good.

Lack of knowledge of modern methods of handling problems of juvenile delinquency, lack of training in probation and social case work among a large majority of county court workers, lack of uniformity in policies and practices, "hit-and-miss" commitments to the various institutions--all make for haphazard placement of girls in OSIS. Facts will bear out the statement made by Mr. Foreman in his study of the Oregon State Training School that commitment was as dependent upon the judge as upon the boy.<sup>2</sup>

The sixty-nine girls included in this study were committed from fourteen of the thirty-six counties in the state. Twenty-eight or 40.5 percent, were committed from Multnomah county. Twenty-one of these were committed by the Court of Domestic Relations and seven by the Municipal Court of the City of Portland. The county committing the second largest number of girls was Marion--twelve girls, or 17.4 percent, were committed by the County Judge or the Justice of Peace. Douglas and Clackamas Counties had the next highest number of girls with six, or 8.7 percent, from each. The remaining seventeen girls were committed from ten counties.

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1. Interview, 2-10-36.

2. Foreman, Paul B., op. cit. p. xii.

TABLE II  
COUNTIES FROM WHICH 69 GIRLS WERE COMMITTED TO OGIS

Counties	No. of girls	Percent
Baker	1	1.5
Benton	1	1.5
Clackamas	6	8.7
Coos	1	1.5
Douglas	6	8.7
Jackson	2	2.9
Klamath	2	2.9
Lane	3	4.0
Lincoln	1	1.5
Marion	12	17.4
Multnomah	28	40.5
Polk	1	1.5
Washington	4	5.9
Yamhill	1	1.5
	<u>69</u>	<u>100.0</u>

Most of the girls committed from Multnomah County had residence in the city of Portland. The high percentage from Multnomah County is to be expected since about one-third of the state's population is concentrated in that county,<sup>1</sup> and because of the urban conditions found there. Those counties committing the largest number of girls, have the services of probation officers whereas most of the other counties do not. A closer check on delinquency conditions by these officers and the concentration of population in these counties as well as the varying attitudes of the committing judges may be responsible for the high rate of commitments.

1. The Oregon Blue Book, 1933-34, Population of the State of Oregon in 1930 according to Federal Census Report was 953,786, whereas the population of Multnomah County was 338,241. The county with next highest population was Marion with 60,541 inhabitants.



## B. Social Factors

The social factors that appear to be the most outstanding in the pre-institutional lives of the sixty-nine girls at OSIS included in this study are presented in this section, in order to demonstrate the influences which contributed largely to their commitments.

1. Delinquency petitioners and complainants. Any "reputable person being a resident of the county" may file a petition on a delinquent child.<sup>1</sup> Of the sixty-nine girls, 30.4 percent of the petitions or complaints were filed by relatives, 46.4 percent by city and county officials, 18.4 percent by school authorities, and 5.3 percent by citizens with no relationship to the girls nor any public office. The petitions and complaints filed by city and county officials were in many cases reported by the family of the girl, and the formality of filing the petition or complaint was left to the probation officer, policewoman, or some other officer. This is significant in that in a large number of these cases the parents were incapable of disciplining their girls and therefore resorted to the courts to relieve them of this responsibility.

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1. Oregon Code, § 33-621. "any reputable person being a resident of the county, having knowledge of a child in his county who appears to be either dependent or delinquent, may file with the clerk of a court having jurisdiction in the matter a petition in writing setting forth the facts verified by affidavit. It shall be sufficient that the affidavit is upon information and belief."

TABLE III  
PETITIONERS AND COMPLAINANTS IN THE COMMITMENT OF  
69 GIRLS TO OSIS

Petitioner or complainant	Number of girls filed on	Percent
Relatives	21	30.
City and County Officials	32	46.4
School authorities	12	17.4
Persons with no known relationship or official status	4	5.8
	<u>69</u>	<u>100.0</u>

2. Offenses for which the sixty-nine girls were committed to OSIS.

The diverse policies and practices among the courts making commitments to OSIS makes a classification of offenses difficult. In many cases the charge on the commitment papers is a negligible factor in the total situation.

In Table IV an attempt is made to classify the offenses for which the sixty-nine girls were committed based upon the most outstanding factor in the commitment regardless of the offense given on the commitment papers. Incurrability at home or in another institution for delinquents is the most common offense, twenty-two girls, or 31.9 percent falling under this category. Sex delinquency is next, nineteen girls, or 27.5 percent having been committed on that charge. Sixteen girls, or 23.2 percent were committed for running away from home, court, or another institution, three girls, or 4.4 percent, for treatment of venereal disease, four girls, or 5.9 percent, on charges of theft, two girls, or 2.8 percent, for dependency, two girls, or 2.8 percent, for truancy, and

one girl, or 1.5 percent, for drunken driving. Many of those girls who were incorrigible at home or in another institution or who had run away from either were also sex delinquents and indirectly this was a factor in their commitment. Two cases committed to OSIS for venereal treatments have been discussed earlier in this chapter.<sup>1</sup> The third was transferred from St. Rose's Industrial School as that school does not keep venereal cases. The four cases of theft were associated with either sex delinquency or poor adjustment in the home, or both. Of the two cases of dependency one was committed at the age of nine, remained at OSIS for three months, and was then transferred to the Louise Home; she remained until she was fifteen, after which time she was returned to OSIS. The home of the other dependent was not considered as "fit" for her. The girl is of dull normal intelligence and certain members of her family are considered feeble-minded. It was only upon the insistence of a former probation officer that the girl was sent to OSIS instead of to Fairview Home. The fact of dependency is often obscured among these cases because the girl has committed some act that places her in the delinquent category, although the act itself was committed because of conditions of dependency. The case of drunken driving was that of a twenty-four year old girl who was committed to OSIS rather than to jail since her former jail terms had not been effective in improving her conduct. Of the two cases of truancy, one, a girl of dull-normal intelligence, was committed to OSIS one day before her seventeenth birthday<sup>2</sup>

1. Footnote, p. 37.

2. The State Board of Education requires attendance of children in school until they have reached the age of eighteen years unless they have reached the eighth grade or have some employment.

and approximately two weeks before the end of the school year. The other, a girl of borderline intelligence, failed to adjust in her home, in an institution for delinquents and in a boarding home. She greatly disliked school because of the difficulty she experienced in trying to compete with children of normal intelligence.

There appears to be no relationship between age and type of offense.

TABLE IV

CLASSIFICATION OF OFFENSES FOR WHICH IS GIVEN A HIGH OVERALL RISK RATING BASED ON THE CRIMINAL RECORD FACTOR IN COMBINATION

Offense	Years of Age									
	9	12	13	14	15	16	17	18	19	20
Sex delinquency										
Marriageability or past adjustment										
At home										
In an institution										
Dependence										
From home										
From court or another institution										
Financially distressed and associated										
for treatment										
Dependency										
From										
Dependent behavior										
Dependence										
Total										

a. The girls were limited to a total of two before their birthdays; they have passed their birthdays.



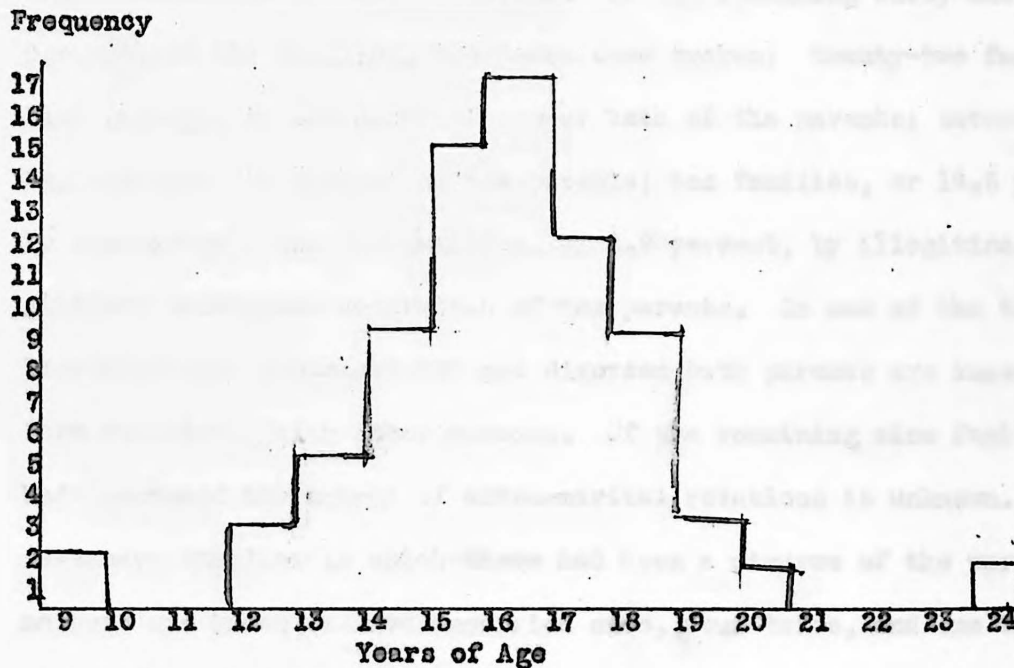
TABLE IV  
CLASSIFICATION OF OFFENSES FOR WHICH 69 GIRLS WERE COMMITTED TO OSIS  
BASED ON THE OUTSTANDING FACTOR IN COMMITMENT<sup>a</sup>

Offense	Years of age														Total	Percent
	9	12	13	14	15	16	17	18	19	20	21	22	23	24		
Sex Belinquency			2	1	4	4	2	3	2	1					19	27.6
Incorrigibility or poor adjustment															22	31.9
At home			1	5	3	4	3									
In an institution	1		1			2	1	1								
Runaway															16	23.2
From home				1	3	3	2									
From court or another institution					2	2	1	2								
Venerably infected and committed for treatment					1		1	1							3	4.1
Dependency	1					1									2	2.9
Theft		1	1			1	1								4	5.9
Drunken driving														1	1	1.5
Truancy					1		1								2	2.9
Total	1	2	4	8	14	17	11	8	2	1				1	69	100.0

a. Two girls were committed a day or two before their birthdays; they have been considered as having passed their birthdays.

3. Age of girls at commitment. The age limits of girls who may be committed to OSIS have been set at twelve and twenty-five years by law. Among the sixty-nine girls the ages at the time of commitment range from nine to twenty-four--the mean age of the group being 15.8 years. The following is a presentation of age of the sixty-nine girls at the time of commitment.

CHART I  
AGES OF 69 GIRLS COMMITTED AT TIME  
OF COMMITMENT TO OSIS



The above is a fairly normal distribution with the exception of the extreme case at each limit. The high frequency at the fourteen, fifteen, and sixteen year levels might well be expected since it is usually during these years that adolescent girls undergo certain physiological changes in the process of maturation and psychological changes in the transitional period between childhood and adulthood. The maladjustments that frequently accompany or result from these changes are often expressed in

anti-social or delinquent behavior. Hence, there appears nothing unusual in this distribution.

4. Marital status of parents at the time of the girls' commitment to OSIS. Family disorganization is apparent by the number of broken homes from which these girls have come. Of the sixty-nine families, in only eighteen, or 26.1 percent, the real parents were living together at the time of the girls' commitment. Of these, four are known to have previously separated on one or more occasions. Of the remaining fifty-one, or 74.4 percent, of the families, the homes were broken: twenty-two families, or 31.9 percent, by the death of one or both of the parents; seventeen, or 24.6 percent, by divorce of the parents; ten families, or 14.5 percent, by separation; and two families, or 2.9 percent, by illegitimacy of the girl and subsequent separation of the parents. In one of the ten families that were separated but not divorced both parents are known to have been cohabiting with other persons. Of the remaining nine families that had separated the extent of extra-marital relations is unknown. Of the seventeen families in which there had been a divorce of the parents, nine mothers are known to have remarried once, four twice, and one three times; four fathers remarried once, and one three times. The remaining parents are either known not to have remarried or their marital status at the time of the girls' commitment was unknown other than that they were divorced. There were three families in which both parents were deceased and nineteen in which either the father or the mother was deceased. Of these nineteen families, nine fathers and mothers remarried once; the marital status of the remainder was still that of widow or

widower or was unknown at the time of commitment. Eight of the sixty-nine mothers had been married previous to their union with the girls' fathers. In two of these families the fathers had also been married previous to the union in which the girls were born.<sup>1</sup>

TABLE V  
MARITAL STATUS OF PARENTS AT TIME OF GIRLS COMMITMENTS TO OSIS

Marital status	No. of parents	No. of families	Percent
Parents not legally married--separated		2	2.9
Present marital status unknown	2		
Parents subsequently married	2		
Parents married and living together		18	26.1
Parents previously separated	8		
Unknown if parents previously separated	28		
Parents separated		10	14.5
Parents cohabiting with another	2		
Marital relations unknown	18		
Parents divorced		17	24.6
Parents remained single	10		
Parents remarried	18		
Marital status of parents unknown	6		
Parents deceased		22	31.9
Both parents deceased	6		
One parents deceased	19		
Living parent remained single	6		
Living parent remarried	10		
Living parent's marital status unknown	3		
	138	69	100.0

The above data refers to the natural parents. Of the sixty-nine girls, six were reared since early childhood in foster homes; four of these girls were legally adopted. Of these six foster homes, three were "broken."<sup>2</sup>

1. These data are tabulated in Table V.

2. Several others were reared for varying periods of time in "broken" homes of relatives other than the girls' natural parents.



5. Marital status of girls at time of commitment. Not only are the parental homes of a large percent of the sixty-nine girls broken, but also the homes of the five married girls<sup>1</sup> of this group were without exception broken. Four couples had separated, one girl was divorced.<sup>2</sup>

6. The position of the girls among their full-siblings. Considering only the full-siblings of these girls, i. e., excluding half and step siblings, there were only eight who were the "only child", twenty-one who were the oldest of the children, twenty-five who were intermediate, and fifteen who were the youngest child at the time of commitment. The number of children in these families ranged from one to thirteen. This does not tell the whole story. Due to the complexity of family relationships in many cases, it is impossible to plot the step- and half-brothers and sisters. But it is significant to note that three girls had one or more foster-siblings; twenty-one had from one to seven half-siblings; and four had one or more step-siblings. In several cases the half-siblings were born of two or more marriages. One mother had children by three, and possibly four men. This is an extreme case but it is suggestive of the complex relationships that are found among the families of a majority of these girls.

- 
1. A sixth girl is purported to have been married under an assumed name, and subsequently separated. This has not been verified, although from various records it is not probable.
  2. The legality of this divorce is questioned inasmuch as the girl has told conflicting stories regarding it and representatives of agencies give different accounts of the case.

TABLE VI  
POSITION OF 69 GIRLS AMONG THEIR FULL-SIBLINGS  
AT TIME OF COMMITMENT TO OSIS

Place of girl among true sibs.														
14														
13													1	
12														
11														
10														
9														
8									1					
7								1						
6								3						
5					1			1		1				
4				2	3	1								
3			4	1				3		1				
2		5	4	1	2			2	1		1			
1	3	0	6	2	2	2		1						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
No. of children, including girl and her full-siblings*														

\*There have been births to parents in at least three girls' families since commitment. The table includes children at time of girl's commitment.

Many of these girls and their siblings have lived for varying periods of time with relatives other than their parents, in foster or boarding homes, and in child-caring institutions. This breaking up of the primary group relationships has resulted in lack of personal feeling and emotional ties between many of the girls and the members of their families. Several have asserted that they do not know or have never seen some of their full or half-siblings.

7. Known court and institutional history of members of girls' immediate families. Family disorganization is again revealed by the number of members of the girls' immediate families who are known to have spent

some time in institutions for dependents or delinquents and in penal institutions. There are known to be thirty-five families, or 50.7 percent, in which there were one or more members (not including the girl at OSIS) in the twenty institutions listed in Table VII. Some families have had more than one member in an institution and others have had members in more than one institution. Members of six families have had court or jail records besides being known to state or state-aided institutions. Seven additional families have had members with court or jail records in Oregon. The total number of families known to have had members in institutions in Oregon and other states and to have had court or jail records in Oregon is forty-two or 61.0 percent. Only twenty-seven families, or 39 percent are not known to have had institutional or court history.<sup>1</sup>

1. It is quite possible that some of these have had institutional histories or court records that were not discovered in the investigation for this study.

TABLE VII  
 KNOWN INSTITUTIONAL HISTORY OF MEMBERS OF 69 FAMILIES (EXCLUSIVE OF  
 THE GIRLS AT OSTIS) IN OREGON STATE AND OREGON STATE-AIDED  
 INSTITUTIONS-- to March 31, 1936<sup>a</sup>

Institution	No. of families known to each institution	Members of families known to each institution
State Institutions:		
O.S. Hospital and E.O.S. Hospital	8	8 <sup>b</sup>
O.S.I.S.	6	8
O.S. Penitentiary	8	8 <sup>c</sup>
O.S. School for Blind	2	2
O.S. Tuberculosis Hospital	1	1
O.S. Training School	10	13 <sup>d</sup>
Fairview Home	4	8
State-aided Institutions:		
For Dependents		
Albertina Kerr Nursery	1	1
Boys' and Girls' Aid Society	2	8
Children's Farm Home	3	6
Christie Home	2	2
St. Agnes Baby Home	2	3
St. Mary's Home at Beaverton	5	7
Waverly Baby Home	3	5
For delinquents, venereal disease, Maternity cases:		
Louise Home	3	3
Frazer Home	2	2
Rose's Industrial School	1	1
Salvation Army White Shield Home	4	4
Wemme Home	3	3
Total	70 <sup>e</sup>	93

a. Relationship includes--father, mother, true and half-brothers, sisters, husband, and children. It does not extend into the realm of uncles, aunts, cousins, and in-laws.

b. Two fathers were formerly in State Hospitals in Washington; a brother in another family was also previously in California State Hospital--all three later committed to Oregon State Hospital.

c. One was formerly in Washington State Reform School, Monroe.

d. One brother at OSTIS was formerly in a children's home in Idaho. A father of one of the girls was formerly at Dupont, is now at McNeil Island.

e. This represents thirty-five cases or 50.7 percent of the families; some of which had members in two or more institutions.



8. Institutional history of the sixty-nine girls prior to their commitment to OSIS. Only twenty-nine girls, or 42 percent, are not known to have had institutional history prior to their commitment to OSIS; forty, or 58 percent, had been inmates of Oregon child-caring institutions; two, or 2.9 percent, in institutions for dependents; twenty-nine, or 42.0 percent, in institutions for delinquents, unmarried mothers and venereally diseased girls; nine, or 13.1 percent, have been in institutions for dependents and also in institutions for delinquents. Eight of the forty had also been placed in boarding or work-homes by courts. At least four more are known to child-caring institutions in states other than Oregon.

TABLE VIII  
HISTORY OF 69 GIRLS IN OREGON INSTITUTIONS PRIOR TO  
THEIR COMMITMENT TO OSIS

Type of institution	No. of girls	Percent
Institutions for dependents	2	2.9
Institutions for delinquents, unmarried mothers and venereal cases	29	42.0
Institutions for dependents and also institutions for delinquents	9	13.1
No known institutional history prior to commitment to OSIS	29	42.0
	69	100.0

The length of time spent by these girls in institutions other than OSIS varied from one month to six years. There is evidence from the behavior of some of the girls at OSIS that they had become "institutionalized" prior to their commitment.

### 9. Families of girls known to welfare agencies. Table IX

shows the number of families known to welfare agencies and institutions in Oregon and other states, referring only to members of the immediate family and not siblings who have married and established their own homes. Only seven, or 10.1 percent, of the sixty-nine families were not known to any welfare agency. The data presented in Table IX is significant in that members in most of these families were unable to cope with their problems or adjust themselves to their social life; hence they had either applied to these agencies and institutions for aid or were referred to them by others. It may well be expected that in those families where there is a lack of resources and an inability to solve familial problems there might also be a lack of ability to control and discipline the children.

TABLE IX  
IMMEDIATE FAMILIES<sup>a</sup> OF 69 GIRLS, WHICH ARE KNOWN TO WELFARE  
AGENCIES AND INSTITUTIONS IN OREGON AND ELSEWHERE

No. of agencies and institutions	No. of families known	Percent
0	7	10.1
1	10	14.5
2	5	7.2
3	5	7.2
4	7	10.1
5	2	2.9
6	7	10.1
7	6	8.8
8	3	4.0
9	3	4.0
10	4	5.9
11		
12	1	1.5
13	1	1.5
14	2	2.9
15	1	1.5
16	1	1.5
17	2	2.9
18		
19		
20		
21		
22	1	1.5
Total		69
		100.0

a. Excluding siblings, half and full, who have married and established their own homes. OSIS is not included among the above institutions unless a sister has also been committed there.

10. Families known to have been aided by relief. At some time during the past ten years thirty-nine, or 56.5 percent, of the sixty-nine families<sup>1</sup> are known to have relied partially or totally upon financial aid from outside. Of these, twenty-three, or 33 percent, were

1. This includes only the immediate family and not homes maintained by married siblings.

on direct relief, one upon work relief, and sixteen, or 23.2 percent, upon both direct and work relief. Eight families had been receiving aid less than six months, and thirty-one for six months or more. This subsidy was provided by private agencies, county, state, and federal relief units. Only thirty, or 43.5 percent, of the families were not known to have received financial assistance during the past ten years.

TABLE X  
IMMEDIATE FAMILIES OF 69 GIRLS KNOWN TO HAVE BEEN ON RELIEF  
BETWEEN JANUARY 1926 AND JANUARY 1936 IN OREGON COUNTIES<sup>a</sup>

Type of relief	No. of families aided	Percent
Direct relief	22	31.8
Work relief	1	1.5
Both direct and work relief	16	23.2
	<hr/> 39	<hr/> 56.5
Families not known to have been aided	30	43.5
	<hr/> 69	<hr/> 100.0

a. This table does not include married siblings who have established their own homes.

11. Pregnancies and children of the girls. Four of the sixty-nine girls are known to have living children and a fifth to have had twins<sup>1</sup> that died in early infancy. Three of these girls are married, but one had her child out of wedlock; the other two girls are single. Eighteen girls have claimed, and some are definitely known to have had, pregnancies which terminated in abortions or miscarriages. Several have had two or more pregnancies and a few claim that there had been so many pregnancies that

1. It is not certain if these children were born in wedlock or not.



they had forgotten the exact number.

12. Sex experiences previous to commitment. The sex histories of these girls before commitment vary widely. A great majority of them have had numerous experiences with the male sex and a few have had homosexual relations and have practiced various forms of sex perversion. The exact number of girls who have prostituted is not known; it is doubtful if this number is over 10 percent. Three girls have been employed in houses of prostitution, two of them forced into this by older men; four are known to have "hustled" independently, three more have been suspected of prostituting but it has not been definitely ascertained.<sup>1</sup> The time spent in this practice varied among the girls from a few days to several months.

Fifteen, or 21.7 percent, of the sixty-nine girls are known to have been sexually abused by older men before they had reached the age of fifteen--four by their natural fathers, two by step-fathers, and nine by one or more men in the community in which they lived. In the cases of four girls, five men were sent to the Oregon State Penitentiary and in a fifth case it was taken to court but the man was acquitted even though sufficient evidence was presented against him.<sup>2</sup> In the remaining ten cases no action was taken against the male offender, either because of ignorance of the situation at the time, or the unwillingness of anyone to sign a complaint. As a direct result of these abuses eight of the girls were sent to correctional institutions in Oregon.

1. In the delinquency histories sent by the court, prostitution was suspected but not verified.

2. Report of Women's Protective Division.

13. Venereal condition. Of the sixty-nine girls, forty-four of 63.3 percent, were free from syphilis and gonorrhea at the time of commitment to OSIS; however, three of these forty-four had been previously infected but the disease was inactive at time of commitment. There were twenty-five or 36.5 percent who were infected with venereal disease at the time of commitment, and five others, or 7.2 percent, contracted a venereal disease either at the institution or while away on parole, making a total of thirty girls or 44 percent who were venereally diseased at OSIS.

TABLE XI  
VENEREAL INFECTION OF 69 GIRLS AT OSIS

Infection	At time of admission	Contracted or became active in institution	Contracted Away from institution	Number	Percent
Gonorrhea	15		1	16	23
Syphilis	5	3		8	12
Both gonorrhea and syphilis	4		1	5 <sup>a</sup>	7
				<u>30</u>	<u>44</u>
Girls never known to have been venereally infected				36	52
Girls previously infected but inactive at OSIS				3	4
a. One girl had gonorrhea upon admission, was paroled, and returned with syphilitic infection.					

14. Leisure time activities and club membership. A survey of the leisure time activities of this group of girls reveals that they have spent much of their leisure time at movies, particularly mystery, comedy and romance films, and at public dances. Sports and parties come next in their recreational interests, hiking and roller-skating being especially popular. As a group they are not interested in reading, but the reading they prefer is detective, adventure, and the "true story" type of literature.

A majority of these girls also prefer to spend their leisure time in a mixed group, with persons older than themselves, or at least of the same age level.

Very few were affiliated with clubs or organizations of any type. Several were known to have belonged to various school clubs which promoted social, athletic, dramatic, or musical activities and a few claim membership in church organizations for young people. However, the group as a whole took little interest in club work. Although most of them preferred to spend their leisure time in mixed groups than with one person, for the most part, the groups were not organized or directed for any special purpose.

15. Religious affiliations. Among the sixty-nine girls, fifty-eight or 84.1 percent, were Protestant, ten or 14.5 percent, Roman Catholic, and one girl is purported to embrace no Christian faith. Although all but one-half were members of a particular church. The church attendance varied from every Sunday to none at all. Religion does not seem to play a dominant role in the lives of these girls.

16. Occupations before commitment. Thirty-one girls or 44.9 percent are not known to have had any remunerative work before commitment to OSIS; the remaining thirty-eight or 55.5 percent are known to have had some type of remunerative employment, a few having been engaged in more than one type of work. Twenty-six had been engaged in housework and (or) caring for children; a few had received training in housework in other correctional institutions but most of them had no training outside of

their own homes. Ten girls had done seasonal work in the canneries, orchards, and hopyards; three had been employed as waitresses; two as "solicitors" for cafes; one as a dancer in roadhouses and in a traveling circus; another as a factory worker. Seven are definitely known to have prostituted, three in houses of prostitution and four independently, although none of them was engaged in this work for a very long period of time, most of them for only several days or weeks, and none may be classed as "professional". Three girls had been employed in offices for short periods, but none was so employed at the time of commitment. Of these, two had had training in commercial subjects in connection with their high school work.

Although more than one-half of these girls had been employed before their commitment, none of them may be considered as "skilled" in any trade.

TABLE XII  
OCCUPATIONS OF 69 GIRLS PRIOR TO COMMITMENT TO OSIS

Type of work	No. of girls	Percent
Waitress	3	
Housework and (or) child care	26	
Office	3	
Cannery, orchard, or hopyard	10	
Prostitution	7	
Miscellaneous	4	
Total number of girls who did remunerative work before commitment	58	55.1
Total number of girls who had no work history prior to commitment to OSIS	31	44.9
	69	100.0

13. Intelligence quotients. The mean intelligence for the group, based on the averaged results of the Otis Self-Administering Test of Mental Ability and the Terman Group test of Mental Ability (as indicated



In the Introduction), is 98 which may be interpreted as "normal". Dr. C. L. Huffaker<sup>1</sup> found the mean intelligence<sup>2</sup> of the Salem school children in the junior and senior high schools to be 104.5. The average intelligence of the OSIS group is lower than the Salem group by 6.5 points. Since the OSIS population is a selective group, largely coming from unfavorable home environments, this difference may be partially attributed to this factor.

TABLE XIII  
INTELLIGENCE QUOTIENTS OF THE GIRLS AT OSIS<sup>a</sup>

I.Q.	Number of girls	Percent	Interpretation <sup>b</sup>
130-139	0	0.0	} very superior
120-129	1	11.5	
110-119	11	16.2	
100-109	20	29.4	} superior
90-99	15	22.0	
80-89	18	26.5	} normal
70-79	3	4.4	
60-69	0	.0	} dull
	68 <sup>c</sup>	100.0	border zone
			febblemindedness

a. Based upon the results of the Otis Self-Administering Test of Mental Ability, Higher examination, Form A, and the Terman Group Test of Mental Ability, Form A for seven girls who took only that test. The I.Q.'s of the Terman test were made comparable to those of the Otis by adding a systematic difference of four points to each of the seven scores, this being the difference in means of the two tests for the fifty-three girls who took both. See p. ix Introduction.

b. Interpretation is adapted from Otis' classification.

c. One girl took neither of the tests; her I.Q. was computed as 86, or dull normal, on a test prior to commitment.

### 13. Formal school attainment previous to commitment. Table XIV

shows the age and grade attained by the sixty-nine girls at the time of admission to OSIS. A few of these girls had been out of school for one or more years; hence, this does not show age-grade retardation. Most of them were in school at the time of admission. This table is indicative

1. Huffaker, C. L., Reorganization for Secondary Education. A Curriculum Study of the Junior-Senior High School, Salem, Oregon. Unpublished, 1935. Huffaker's data was based upon the results of the Otis Self-Administering Test of Mental Ability, administered to 2,634 pupils; approximately half were girls.

2. "Intelligence" refers to I.Q.'s as computed from the above-mentioned tests of mental ability.

TABLE XIV  
AGE AND GRADE ATTAINMENT OF 69 GIRLS AT TIME OF COMMITMENT TO OSIS

Age	Grade									Total
	5th	6th	7th	8th	9th	10th	11th	12th	Above 12th	
12	1		1							2
13	1	2		1						4
14	1	1	2	3	1					8
15	1		2	6	3	2	1			15
16			2	2	6	4	3			17
17			1		5	2	3			11
18			1		2	2	1	1	1	8
19				1						1
20										
21										
22										
23										
24					1					
Total	4	3	9	13	19	11	8	1	1	69

Note: One girl was committed to OSIS at the age of nine; in a short time was transferred to the Louise Home and returned to OSIS at the age of fifteen. In the above table her age and grade upon returning to OSIS are plotted.

of the various grade levels that the administration of OSIS must provide for in the formal education of these girls. A majority of the incoming girls were in the eighth, ninth, and tenth grades. Only one girl had completed high school before admission. The grade levels represented by this group at the time of admission range from the fifth to the twelfth grades.

Table XV has been constructed on the plan presented by Cubberley<sup>1</sup> for age-and-grade distribution, which indicates the degree of acceleration and retardation by years for the last school grade of each girl before her commitment to OSIS.<sup>2</sup> The data for this chart were taken from official records at OSIS, court records, former school records, and statements of the girls. In only a few cases was it necessary to rely upon the girls' statements. Several girls had been out of school for periods of six months to two or more years after which time they resumed their academic studies. Therefore, the retardation in a few instances may be attributed to absences rather than to inability to do average school work.

1. Cubberley, Ellwood P., The Principal and His School, p. 340 ff.

2. Table XV was constructed on the following basis: Those girls who were committed during the school year and were enrolled at any time during that school year were classified by the grade in which they were enrolled that year at their ages at the beginning of the term. The girls who were out of school for a period of a year or more, or who did not intend to continue in school were classified as being in the grade they last attended and at the age at which they enrolled in that last grade. A few girls who were committed in September were counted as if they had begun the next year of school and their age was considered the same as at the time of commitment. There was one exception to this last statement--one girl who had graduated from high school was planning on entering college during the same month as commitment; her age and grade were considered as at the beginning of her last year in high school.

TABLE XV  
AGE AND GRADE DISTRIBUTION FOR 69 GIRLS AT OSIS TAKEN  
AS OF THE AGE AT THE BEGINNING OF THE LAST GRADE BEFORE  
COMMITMENT TO OSIS

Age in yrs. and mos.	Grades by years								Total by age
	5	6	7	8	9	10	11	12	
9-3 to 9-9									
9-9 to 10-3									
10-3 to 10-9									
10-9 to 11-3									
11-3 to 11-9									
11-9 to 12-3	1								2
12-3 to 12-9	1		1						2
12-9 to 13-3	1	1	1						3
13-3 to 13-9		2							5
13-9 to 14-3	1		2	2	1				6
14-3 to 14-9		1		3	1	1			6
14-9 to 15-3	1		1	3	3	2	1		11
15-3 to 15-9			1	4		3	1		9
15-9 to 16-3				3	3	1	1		8
16-3 to 16-9			1	3		3	1		8
16-9 to 17-3									
17-3 to 17-9			1	1	1		3		6
17-9 to 18-3				1		1		2	4
Total by Grade	5	4	6	23	9	11	7	2	69



Again, according to the same table 4.4 percent of the sixty-nine girls were above average in their school grades for their ages; 31.9 percent were average; 27.5 percent were retarded not more than a year<sup>1</sup>; 36.2 percent of this group were retarded more than one year. For the forty-four girls who were below the average grade for their age, the amount of retardation is as follows:

Number of girls	Years retarded
9	1-2
10	1
7	1 1-2
6	2
6	2 1-2
1	3
2	3 1-2
2	4
1	4 1-2

This retardation may be attributed primarily to three factors:

First, since twelve, or 18 percent, of the sixty-nine girls are of dull normal and borderline intelligence it is reasonable to believe that they might be retarded somewhat in their school attainment. Second, as a group these girls are underprivileged and lack opportunities because of poor home environment, broken homes, insecurity of economic status, and lack of interest on the part of the parents. Third, excessive mobility of the families of these girls from town to town and within the larger cities is perhaps responsible for some retardation because of the inability of the girls to adjust quickly to new conditions and to meet the demands made of them.

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1. This "may not be important" according to Cubberley; these cases are not considered as seriously retarded.

### C. Summary

The policies and practices of the courts making commitments to OSIS differ to such an extent that there is little uniformity as to the offenses and delinquency histories of the girls committed from the various counties. While a majority of the girls committed from the Women's Protective Division for some time before commitment and have been in many cases first sent to a corrective institution in that county before commitment to OSIS, many girls from other counties, and a few from Multnomah, are sent to OSIS to receive their first institutional experiences. The commitment of girls to OSIS is as dependent upon the court officials and the facilities in the community as it is upon the girls.

The number of commitments from each county somewhat corresponds to the population of that county in proportion to that of the state, although only fourteen of the thirty-six counties had girls in the OSIS population during the summer of 1935. The rate of delinquency is higher in the counties that employ probation officers. This outstanding fact is probably due to the concentration of population, greater degree of urbanization, and also to the closer check that is made on delinquencies in such areas.

A majority of the petitioners and complainants are court officials and relatives of the girls, and often the court officials sign the delinquency petition after the relatives have referred the girls to them. This shows that there is a conflict within the home and recognition on the part of the relatives of their inability to cope with the prob-

lems presented by the girls.

Although the offenses for which these girls were sent to OSIS fall into eight major categories, the most common of these in the order of frequency in incidences are (1) incorrigibility at home or in another institution, (2) running away from either, and (3) sex delinquency. While only about twenty percent of the girls were sent to OSIS directly because of sex delinquency, of the remaining eighty percent a large proportion were committed indirectly because of this factor.

The ages of these girls at the time of commitment ranged from nine to twenty-four years in spite of the age limits set by law, i. e., from twelve to twenty-five. The mean age of this group at the time of commitment was 15.8 years.

Disorganization in the homes is evidenced in: (1) the large percentage of broken homes among the natural parents, foster-parents, and the married girls themselves; (2) the large number of members of the girl's immediate families who have been in state and state-aided institutions and in county and city jails; (3) the previous institutional history of more than one-half of these girls; (4) the number of families that are known to one or more welfare agencies in the state; (5) and the number of families of this group that have been on the relief roles in the past ten years.

A majority of the girls are "sex wise" but many of them have a distorted and sordid picture of the normal functions of sex. A few of them have prostituted, but none can be classified as "professional". Although many have been pregnant one or more times, only five are known to have had children, and only four of these had living children

at the time of commitment. Twenty-one and seven-tenths percent are known to have been sexually abused by men over twenty-one years of age, and usually much older, when the girls were between the ages of three and fifteen. Other girls have had sexual experience in early childhood with children of their own age. Thirty-six and eight-tenths percent of the girls at OSIS were found to be infected with venereal diseases at the time of admission; seven and two-tenths percent were found to have contracted venereal diseases either while at the institution or while away on parole or escape.

For the most part the girls spend their leisure time without supervision and outside of regulated groups; movies and dancing are their chief recreational interests.

Although most of them claim some church affiliation, religion does not seem to play a dominant role in their life.

Over one-half of the group had been employed at various "odd jobs" before their commitment, but none of them can be classified as "skilled" workers. Most of them were employed in homes doing housework or caring for children.

On the basis of results of tests of mental ability this group may be classified as of normal intelligence, the mean for the group being 98. However, twenty-one girls or thirty-one percent are of dull normal or border-line intelligence, and twelve or eighteen percent, of superior intelligence.

More than fifty percent of the group were retarded for their age in their last school grade before commitment; this is probably due to (1) the dull normal and borderline intelligence of some in the group;





CHAPTER IV  
PROVISIONS AND SERVICES AT THE OREGON STATE INDUSTRIAL  
SCHOOL FOR GIRLS

The legal objectives for which OSIS was established provided that it is to be used as a place of detention for delinquent girls between the ages of twelve and twenty-five and that it should be "conducted in such a manner as will give, preferably an industrial education to the inmates, and promote their moral, mental and physical welfare".<sup>1</sup>

The basic functions of a training school for girls are a scientific study and an adequate program of treatment and re-education of the individual child with behavior difficulties. Such a study should include a thorough physical examination, mental tests and ratings by 'intelligence levels', a study of the child's habits-- physical and mental-- of her personality, emotional life, and a search for all the social influences and forces which may bear a causal relationship to her behavior. The final plan for treatment and re-education for the individual should be based on at least three main inquiries, those of the physician, the psychologist or psychiatrist, and the social case worker.<sup>2</sup>

Their (delinquents) re-education or reconditioning should come about in positive ways--as a result of satisfying experiences in socially accepted behavior accompanied by encouragement, praise, and the enjoyment of social recognition and approval as a result of good behavior. This is the essence of the program at . . . progressive correctional schools.<sup>3</sup>

With the legal objectives of OSIS in mind, together with the most progressive methods for obtaining the objectives in modern correctional schools set forth by the representative authorities quoted, it is the purpose of this chapter to examine the provisions and services at OSIS in order to determine whether or not they are fulfilling their objectives and to see how they compare with established standards for similar institutions elsewhere.

1. Oregon Code, § 67-2101.

2. Reeves, *op. cit.*, p. 193.

3. Fenton, Norman, et al., *op. cit.*, p. 19.

## A. Intake Practices and Classification of Girls

### 1. Receiving procedure and classification for placement within

the institution. An official from the committing court usually accompanies a new girl to OSIS, bringing the commitment papers, and in some cases, a delinquency history. At the time of admission, information is secured by the administration concerning the girl's birth, the names and addresses of her parents, their marital status, her own marital status, et cetera directly from the girl. The girl is then assigned a room. She washes her hair, bathes, and receives a set of institutional clothing. Her own clothing is laundered and placed in a locker with most of her personal effects to be kept until the time of her discharge. It is customary for the girl to stay in her room for the remainder of the first day. The second day she takes her place among the other girls and attends to duties assigned by the superintendent or the officer in charge.

The older girls are usually placed in "A" Cottage and the younger ones in "B" Cottage. However, this is not hard and fast rule for frequently girls who are nineteen or twenty years of age are housed in "B" Cottage. The delinquency history has some bearing on institutional placement but not to a very great extent, since the officer knows very little about the girl at the time the assignment is made. When two girls have been committed for an offense in which both were implicated they are placed in different cottages to discourage their continued association.<sup>1</sup> If the incoming girl is known to be suffering from a venereal disease she is assigned a room at one end of the cottage which

<sup>1</sup> The segregation of girls into the two cottages tends to divide the school into two distinct units between which a minimum of social intercourse is permitted. In the classrooms and domestic art classes, at entertainments and church services the girls of the two cottages are forbidden to converse with each other.

is reserved for such cases.

2. Diagnoses and prognoses through psychological and psychiatric facilities and case studies. Several of the twenty-eight girls committed from Multnomah County previously had been referred to the Child Guidance Clinic for a test of mental ability or for observation.<sup>1</sup> Few, if any, girls from counties other than Multnomah have had this service. Therefore, when the girls first come to OSIS very little is known of their personality disorders or their special behavior problems. There are no psychological or psychiatric services provided at OSIS by which these girls might be individually diagnosed. Without this information the administration must care for all cases in a uniform manner regardless of the complications in each. The delinquency histories from the courts<sup>2</sup> provide some information as to the offenses committed, but the discovery of personality traits and mental characteristics of each girl has to be made by the officers only through contact with the girls over a long period of residence in the institution. And even then, the probability that their observations will be consistent and accurate is greatly reduced by the fact that none of them has had any training to say nothing of experience in psychological or psychiatric work. During the past two years one of the high school teachers has administered Otis Self-Administering Tests of Mental Ability to the incoming girls. It is not known whether any constructive use has been made of the results

1. A few have been considered by the clinic as being "constitutional psychopaths" or as having "psychopathic tendencies".
2. Histories from the courts in Multnomah County are sent to the school with the commitment papers. Very few of the other counties send such information. It has been the policy of the present superintendent to write to the committing judge for histories that have not been supplied. A few judges fail to respond. The histories that are sent often include only the immediate circumstances for the commitment.

of these tests.

Either the superintendent or the parole officer interviews the girls a few days following admission in an attempt to secure a life history from them. The girls often withhold the truth about themselves in the interviews for fear that their period of detention might be increased.<sup>2</sup>

Aside from a request to a dilatory county judge for a delinquency history, one to a principal for a report of school grades, and a short interview with each girl, no directed or organized attempt is made by the administration to secure information on the family background and standards of each girl's home. The Portland Confidential Exchange is never consulted, nor are the agencies that clear cases through it. Members of the immediate family and other relatives, teachers, friends, employers, et cetera, who might be able to give pertinent information which would enable the officers of OSIS to have an adequate and accurate picture of the total situation are seldom if ever consulted. Neither diagnoses nor prognoses are made, and no periodic checks have ever been made to discover the degree of improvement in the behavior and changes in the attitudes of the girls. The girls are given their institutional assignments and very little contact goes on between them and the super-

1. On one occasion this teacher stated that the raw scores were used and no attempt was made to convert them into intelligence quotients. Later she stated that the scores had been computed in terms of I.Q.s.

2. One girl confided, "I wouldn't tell them anything about myself. The more they know the longer they keep you here. I wouldn't have told you only I thought you could help get me out of here." Another stated: "It doesn't pay to tell them anything around here. If they know a lot of stuff about my family they never would let me go. They're sending me home and I know it will be just the same as when I left, but I'm scared to tell them or they'd keep me." These are illustrative of the general attitude of girls in withholding the truth from the officers.



intendant or the parole officer until the time that they are about to leave the institution.<sup>1</sup>

### B. Physical Care

1. General. The dining-rooms in both cottages are kept clean and have a cheerful appearance. In each of the girls' dining-rooms are four tables with room for about ten girls at each table. Before each meal<sup>2</sup> the girls form in a line in the main corridor and march silently, single-file into the dining-room to their respective seats. The officer in charge asks one of the girls to lead in saying grace. The girls are then seated to the count--one, two, three! According to the mood of the officer, the girls may converse in low tones, remain "on silence"<sup>3</sup>, or listen to the radio during the mealtime. At the end of the meal the girls rise to the count--one, two, three and silently file out of the dining room.

The girls have a different menu from that of the officers. Theirs has less variety and is of a different quality.<sup>4</sup> While girls have milk in their diet, it is usually separated, practically all the butter-fat being removed. Butter is infrequently served to the girls but it is always present on the menu on days when there is an inspection tour by the State Board of Control or other official groups.<sup>5</sup>

1. Parole and release practices are fully treated in Chapter V.

2. See schedule of institutional routine, Appendix B.

3. Among her recommendations, Miss Reeves stresses that the girls be permitted to converse during their meals. "It is not natural for them to eat in complete silence, and regardless of any problems thereby created, in every training school girls should be permitted to talk quietly with those at their immediate table." *op. cit.*, p. 241

4. A sample menu for the girls and also one for the officers is included in the Appendix C.

5. For instance, during the summer of 1935 when a delegation of Portland citizens visited OSIS the table was arranged in a harmonious color scheme and butter appeared on the girls' menus for the first time in several days. Since this study was begun butter has been served more frequently than formerly.



Although the table service is simple the girls have an opportunity to gain some knowledge of proper table manners while at the institution. Everything that is served on each girl's plate must be eaten before she may leave the table unless an excuse has been granted by the officer in charge.<sup>1</sup> This ruling occasionally has resulted in girls becoming ill from eating food that did not agree with them. Frequently girls are forced to over-eat in order to clear their plates of food.

There is always a sufficient amount of food so that none need go hungry. To use the words of the school physician, "the trouble is they feed the girls too darn much". The girls' food appears to have a large starch content and it is a usual thing for them to gain as much as ten, twenty, or even thirty pounds within a few months after admission. Several have complained of being constipated, especially during the winter months.

There is some dissatisfaction on the part of the girls regarding the food. "You ought to see some of the slop they feed the girls--left-overs from three or four days-- the officers wouldn't eat anything like that."<sup>2</sup> The girls fail to realize that in order to keep the institutional maintenance at a minimum, economy and frugality must be resorted to. However their bias may be attributable to the wide difference between their own and the officers' menus.

Where there is not a trained dietician on the staff, the services of a nutritionist should be secured and menus submitted for criticism and suggestion at least every six months. Such service may, in

1. This policy has come about because some have refused to eat at times. Reeves makes the following comment: "They should learn to like the foods they need. They should not, however, be forced to eat when not hungry; if they refuse food let them go without it for awhile. . ." op. cit., p. 240. Many girls have practiced deceitful methods of getting by this ruling, such as hiding food in their clothing until they leave the table and can dispose of it; some trade plates so that one may be relieved of eating food while the other may profit by eating more, etc.

2. Statement of a girl who was on duty as officers' cook.

most cases, be found in a nearby hospital or university.<sup>1</sup> Neither of the cooks is a dietician and, as far as is known, neither consults a dietician in preparing the menus, although such service is within their reach for the asking.

Most of the clothing worn by the girls is provided by the state. The articles of clothing which are made at the school are dresses, pants, braziers, nightgowns, and kimono's. The patterns from which these are cut are very plain and unattractive without variation in style; they are so cut that when made up they look very loose and baggy.

The dresses are all of the same cut<sup>2</sup> and as many as twelve or more have been made from the same bolt of cotton print. The girls who take care of the superintendent's apartment and the officers' cooking and scrub wear the plain white dresses while on duty. On Sundays the girls may wear their own dresses which they have brought with them or are sent to them by relatives during their detention. This gives some variation, although it is required that even these dresses be of cotton material. Each girl is provided with a dark wool sweater. The clothes worn by those who work outdoors in the fields or in the barn consist of heavy knickers of dark blue denim and a middie of the same material (now quite faded). In wet weather rubber boots, and caps and coats discarded by the state police are added to the outfit.

The underclothing consists in a cotton vest, worn throughout the year, and pants held up by a drawstring. In the summer the pants are of white cotton crepe and in winter of heavy outing flannel. No slips.

1. An Outline of Practices and Aims for Children's Institutions, p. 56

2. The morning dresses are without collars; those worn in the afternoon have collars. All dresses have short sleeves, a belt, and are rather long. The same dresses are worn throughout the year.

are worn.

Cotton anklets are provided the year around on week days and long, tan cotton hose on Sundays and during the colder weather on weekdays if the girls desire them.

The shoes (oxfords) are purchased in large quantities at privately owned stores in Salem, and are issued to the girls from the institutional supply. A girl may wear her own shoes on Sundays but these must have low or medium heels.

The importance of attractive, individual clothing which will enable each girl to stand out as a distinct personality has been stressed in institutional work as one of the most important items in raising the morale of the girls and in supplying a measure of constructive discipline.<sup>1</sup>

Institutional life offers so few opportunities for individual expression and normal emotional satisfaction, anyway, that any good opportunity which presents itself should be utilized. Clothing is a matter that means much to a woman, and from the mental hygiene point of view it is, therefore, desirable that they be left as much freedom in this respect as possible. . . .<sup>2</sup>

The unattractive, ill-fitting dresses and underclothing provided at OSIS detract from rather than enhance the personality development of the girls. The pattern and size of the clothes are often a matter of ridicule and discontent among them. The carelessness of posture and the indifference as to appearance that is characteristic of many of the girls may be directly attributed to the lack of interest in the clothes they wear. Girls who wear the outdoor clothes with the police officers' caps prefer this outfit to the institutional dresses because the former give a distinctiveness and offer even some small amount of prestige that every girl desires.

1. Rogers, Lekkerkerker, N. Y. Dept. of Soc. Welfare, et al.

2. Lekkerkerker, op. cit. p. 378.

Some correctional schools permit the girls to choose their own clothing under supervision which enables them to have their preference in style and color and also trains them to select their clothing with care. This places upon them a responsibility that they must bear after leaving the school. At OSIS this is lacking since there is no individuality among the clothes worn.

Personal equipment, such as combs, toothbrushes, soap, washcloths, towels, et cetera, is provided by the state. Powder, toilet sets, toothpaste and like accessories must be furnished by each girl if she desires them.<sup>1</sup>

Two weekly baths are required with a change of clothing at each. The girls who work in the kitchen as cooks and servers, the millhouse girls, and those doing certain types of outdoor work are permitted a daily bath.

The girls may wash their hair every two weeks. There is no provision made for haircuts. Those who can afford them are occasionally taken to town for that purpose. Willing officers and certain girls act as barbers, but the results of their efforts are sometimes amusing and almost pathetic. Many of the girls prefer to let their hair grow until the matrons demand that it be cut or worn "up". When given special permission the girls finger wave each other's hair, or occasionally put their hair up "on rags".

Each girl has a separate sleeping room. Occasionally when the population is overly large<sup>2</sup> arrangements are made for some girls to sleep in

1. The girls are not permitted to use rouge, lipstick, mascara, etc.

2. Approximately sixty-five girls or more.

the corridors. All girls sleep on the second floor with their rooms locked<sup>1</sup> except three more "trusted" girls who have rooms on the first floor of each cottage. The rooms are furnished with a single bed, a chair, a dresser, and usually two small rag rugs. A corner of the room is partitioned off for a clothes closet. The beds are fairly comfortable and the linen changed once a week. A set of "Dormitory Rules"<sup>2</sup> is hung on the wall of each room. A copy of the poem "Myself" by Edgar A. Guest is pasted on each door and a Bible is provided in each girl's room.

A chart of the girls' menstrual periods is kept by the matron of each cottage. These show a great amount of irregularity. Some girls do not menstruate for four or five months while others menstruate every two or three weeks. The girls report that they were regular before coming to the institution and some who have left report that their natural cycles were restored after leaving. The great irregularity while in the institution may be attributed to emotional strain.<sup>3</sup>

## 2. Medical.

a. Hospital and dispensary. Physical examinations, blood tests and smears, and treatments for venereal infection and minor illnesses are given in the dispensary at OSIS, the "doctor" days being Monday and Thursday mornings. The dispensary is a small room in "A" Cottage which is shared by the dentist and the physician. According to the latter, it hardly provides the space and facilities that the medical problems of the

1. The doors of the girls' rooms are locked individually, but all may be unlocked automatically by a buzzer in the rooms of some of the officers.

2. See Appendix D for dormitory rules.

3. Irregularity of menstrual periods has also been observed in some other institutions.



institution warrant. In cases of serious infections, operations, fractures, et cetera, the girls are removed to the Fairview Home Hospital where they are usually attended by the OSIS physician. Girls needing several days' observation of their physical condition are referred to the Fairview Home Hospital<sup>1</sup>; Those needing observation for mental disorders and special behavior problems are referred to the Oregon State Hospital, although these cases are rare. Cases of ear, nose and throat trouble are also referred to the latter institution.

Although a physical examination which includes the Kahn test for syphilis, and urethral and cervical smears for Gonorrhea is given to every girl at the time of admission, it has not been the practice of the physician to make a record of the physical condition unless the girl is venereally infected or has some serious ailment. Only since the initiation of the present study has there been an attempt to record the physical condition of every girl. Records of the Kahn tests and slides of the diseased girls are kept in the main office, a copy of which is retained by the physician. Reports on the Kahn test and slides of the non-diseased girls are not kept in most cases.<sup>2</sup> There is no organized filing system for medical reports of the physical condition of these girls, and of their diagnosis and treatment. Frequently, because of the lack of an adequate filing system certain girls needing venereal treatments have not been referred to the physician and only some time later did he discover the error.<sup>3</sup>

Venereally infected girls and others needing medical attention are sent from both cottages to the recreation room of "A" Cottage there to wait their turn. Although some girls read or sew during the waiting time

1. A charge of \$1.50 per day is made.

2. At least these were not available to the investigator.

3. Interview, 9-19-35.

there, many sit and discuss their physical condition, the doctor's statements, the result of their blood tests, et cetera, unless discovered and reprimanded by the attending officer. During these talks they often exaggerate the reports of the physician, or become dissatisfied because the reports of some other girls are perhaps more favorable than their own.

The newly admitted girls are examined by the physician on the first "doctor day" after their arrival. Although many of them had a physical examination at the time of commitment and were "found to be free from infectious disease" a few of these were infected at admission as the first tests or slides of the OSIS physician reveal. Unless the new girls are known to be diseased or are strongly suspected of being diseased they are not segregated from the non-diseased girls before the results of the blood tests and slides are returned. Only recently the policy of boiling the dishes of girls who have not yet been examined or whose physical condition is not yet known, has been established.

Routine blood tests and smears are made about four times a year. There are some girls, however, who do not have such frequent checks on their physical condition. According to the physician girls are always given a complete examination when they return from parole. Whether this is always done or not is doubtful, since many girls assert that they were not completely examined when returned to the institution, and there are no records to substantiate the doctor's claim that they were given the complete examination. One girl was returned from parole and two weeks later given a blood test; in the meantime she had been working in the kitchen

at duties assigned to her. As a minimum requirement Miss Reeves<sup>1</sup> stresses that not only should a complete physical examination be given each girl upon admission to the training school, but also just before placement a complete examination should be made. As far as can be ascertained none of the girls leaving OSIS are thus examined.

b. Venereal cases: syphilitic and gonorrheal. The major problem faced in the medical care at OSIS is that of treating the venereal cases, especially the syphilitic.

Segregation of the venereally diseased girls is made in the institution by assigning them to rooms at one end of each cottage and to bathrooms apart from those used by the other girls. Those with syphilis and those with gonorrhea use the same bathing facilities. The girls with syphilis eat at a separate table in the dining room and their dishes and silver are boiled.<sup>2</sup> It frequently occurs that non-diseased girls and girls who have had a venereal disease but whose cases are inactive have been assigned rooms in the same ward and use the same bathroom facilities as those with active venereal infection.

The dentist reports<sup>3</sup> that occasionally a girl comes to him with open syphilitic sores in her mouth. Upon referring her to the physician the latter discovers that the girl has had negative reactions on her blood tests and has not been receiving treatments.

It is known that a few girls either contracted venereal diseases or their old cases became active during their detention, and that their diseased condition was not discovered for some time. One girl who had

1. Reeves, op. cit., p. 207.

2. In school activities there is no segregation of the diseased from the non-diseased. However, only since the inception of the present study the new girls who had not been examined by the physician and those who had not yet received the report of the Kahn test for syphilis ate at the tables with the non-diseased girls without having their dishes sterilized.

3. Interview, 9-20-35.

been in the institution for at least sixteen months was given a blood test at that time and the results showed an active case of plus four syphilis. Another girl who had been syphilitic previous to commitment was given the Kahn test soon after admission, the result of which was negative. Four months later when she was re-tested it was discovered that she was an active syphilitic case.

It has been an administrative policy to release certain girls who are still active syphilitics providing arrangements are made for further treatments. But those girls who had been paroled or released from OSIS and who have been treated for syphilis are not directly supervised by an outside physician unless the girl secures one herself. Occasionally paroled girls return to the school for blood tests at OSIS expense.

The girls who are taking treatments for syphilis have the same diet as those free from disease. The day that they are given treatments they are allowed to rest or do only light work.

The average length of time during which girls undergo treatments for gonorrhea is from three to six months; however, in some cases a year's treatment is necessary. Three negative slides must be obtained before treatments are stopped.

c. Pregnancies. OSIS makes no provision for the care of maternity cases. Pregnant girls are transferred shortly before confinement to one of the correctional institutions that cares for such cases.<sup>1</sup> A few weeks after delivery the mothers are returned to OSIS and the children usually placed in the care of some agency or institution.

Seven girls included in this study have asserted that they were pregnant at the time of admission, but that they aborted after

<sup>1</sup>. Louise Home, Salvation Army White Shield Home, E. Wemme Home, all in Portland.



having taken some drug which was prescribed by the school physician "to settle their stomachs". The truth of this cannot be established. Several other girls also claim that these seven girls were pregnant or at least had every indication of being; the officers deny that the girls were pregnant.<sup>1</sup>

d. Operations. Operations are performed at the Fairview Home Hospital usually by the OSIS physician. At least five of the sixty-nine girls were operated on for appendicitis while in detention. Several others had this operation prior to their commitment. A few have had nose and throat operations while at the school.

Seven of the sixty-nine have had sterilization operations which were performed with the authorization of the State Board of Eugenics after the recommendation of the superintendent had been made and the parents and girls had given their consent.<sup>2</sup> The reason for the operation is usually given as "feeble-minded" or "moral degenerate". The consent of the parents and girls are often hard to obtain and it is usually after a great amount of pressure from the superintendent that consent is given. An example of this is shown in the following quotation taken from a letter written to a parent by the superintendent in an attempt to gain consent for a sterilization operation.

. . . Since her case has been passed upon by the State Board of Eugenics, I cannot give you any date as to when she may return home until their order has been complied with or some other disposition made of the case . . .<sup>3</sup>

1. It is recognized that the psychological and physiological symptoms of pregnancy claimed by these girls might be the result of pregnancy hysterics. See p. 147.

2. Oregon Code 68-1406. The law states that consent of parents or guardian is necessary when the person is feeble-minded or insane. However it has been a practice to secure consent of the girl and her parents if she is a minor even if she is not feeble-minded or insane.

3. Letter, 7-21-54. See case of Alice Kulp, Chapter VII.



Evidently the superintendent solicited the help of an outside person to gain the consent of the parent, for a letter written to the superintendent from a woman who had no official relationship with the school related how the latter had persuaded the mother and that she believed consent would be gained. The mother did consent and the operation was performed.

In another case the administration worked for over four months, through visits and correspondence, before consent of the parents was granted for a sterilization operation. During this time the parents had solicited the help of the State Board of Control and the judge of the committing court in order to have some other solution than sterilization. The administration is often faced with the problem of convincing parents who, because of mental deficiency or lack of sufficient knowledge of the factors involved, fail to understand the necessity of the operation. Recourse taken by the administration when consent cannot be obtained from the parents and the girl is below normal intelligence is to make a request of the county judge for commitment of the girl to Fairview Home.<sup>1</sup>

#### c. Education of staff.

. . . He (the physician) should assist to some extent in the education and training of the staff. Occasional lectures by the physician will help to promote a better understanding of modern preventive methods . . . <sup>2</sup>

Although it is generally recognized that instruction of staff members along the lines of mental and physical hygiene will do much to

1. Of the sixty-nine girls, a request for commitment to Fairview was made by OSIS administration for two girls. However one died before this commitment, and the other has not yet been committed to Fairview. A third girl was released with the suggestion that if she should be in further trouble she should be committed to Fairview Home where it would be necessary to have the operation performed before release.

2. An Outline of the Practices and Aims for Children's Institutions, p. 33.

instill a scientific attitude toward many of the problems with which they are faced at the institution, such training or instruction is not given at OSIS.

Also the question of keeping the personnel in good physical condition is ignored. The New York State Department of Social Welfare suggests:

Every staff member should be given a thorough physical examination at the time of employment and every year thereafter. Examinations may be given by the institution physician or record submitted to him by each staff member testifying that examinations have been made by their own physician.<sup>1</sup>

Such periodic examinations would be a safeguard not only to the officers themselves, but also to the girls under their care. The nature of such work in correctional institutions taxes both physical and mental strength, and it is only reasonable that the health of the institutional worker should be safeguarded by frequent checks. Such checks might also reveal that certain institutional problems were due to the physical condition of staff members rather than to the girls in their charge.

f. Medical standards. Some evidence of laxity of standards in medical care has already been noted, namely, that new girls and those returned from parole are not segregated from the rest until their blood tests and slides have been returned and show positive reactions. Sometimes it is a week or two before these results are known. Again, some girls who need treatment are not referred to the physician and not until some time later will he discover the error. A few have been found suffering from an active case of syphilis after they had been in detention for several months without treatment. Whether the disease was

1. Ibid., p. 34.

contracted at the institution or was an old case that became active cannot be definitely established; however, these girls were germ carriers during the time they had the disease but were not discovered. Some girls who never have been venereally infected and several who were no longer active cases were found to be using the bathrooms occupied by the venereally infected girls.

Another evidence of laxity of standards is shown by the fact that one girl who had been an active syphilitic since her admission has been acting as assistant to the dentist, handling his instruments and supplies.

The following will also illustrate the carelessness in medical standards. One girl received a small cut on her finger which did not receive medical attention until the entire finger became infected. The superintendent, although not a graduate nurse nor a surgeon, lanced and squeezed the finger instead of referring the girl to the physician for proper medical care. After several days, when the finger became worse, the girl was taken to the Fairview Home Hospital where the physician lanced and treated the finger.<sup>1</sup>

This laxity in the medical standards at OSIS is not entirely to be blamed upon the physician, for many times the matrons, or others responsible do not strictly enforce his orders or fail to refer girls to his attention when it is needed. Again, girls are referred to the physician for examination or treatment when they have no physical illness, but according to the school physician, are "faking". The amount of the physician's time that is taken up with those cases of malingering detracts from that which he might allot to the problems of those who are in need of medical attention.

<sup>1</sup>. See case of Louise Stearns, Chapter VII.

Every little scratch they get they come running to me to fix it up. They're just like babies. If I don't see them then they report that we are caring for them improperly, so it's best to see them all and avoid that criticism.

was the comment of the physician.

The medical problems at OSIS are complicated by the attitude of the girls toward treatment and prevention of disease, such as refusal of some girls to carry out the physician's instructions or to come to the dispensary for treatment. The practice of eating on the same piece of food has also been observed of syphilitic and non-diseased girls who seem unconcerned as to the consequences of such an act. Perhaps proper instruction along the lines of health and personal hygiene might change the attitudes held by the girls and thereby lessen the medical problem at the institution.

3. Dental: The dentist spends Friday morning and afternoon at OSIS repairing, extracting, and cleaning teeth. He tries to examine every girl's teeth about every three months and to clean them about twice a year. Block anaesthesia is used for all fillings and extractions; the fillings are of porcelain and amalgam. Girls who have been paroled have the privilege of returning for dental service.

4. Optical: There is no provision for optical service. It has been observed that several girls were suffering from eyestrain mainly because of lack of proper-fitting glasses. A private oculist in Salem fits at a reduced rate those girls who can afford glasses. Several have glasses already but fail to wear them either because they do not wish to be bothered with them or because the glasses no longer provide a proper adjustment for their eyes. Unless the girls or their families can provide



this service they must remain without glasses.

### C. Social Development

1. Academic training. Of the total population of sixty-five girls on March 26, 1936, forty-seven or 72 percent, were enrolled in academic school work; thirty-four attending high school, nine the eighth grade, two the seventh, one the sixth, and one was ungraded. Several of these girls, however, were taking only one or two subjects. Eighteen girls or 28 percent of the total population were not enrolled in school on the above date.<sup>1</sup>

The school year begins in October<sup>2</sup> and ends in the latter part of May, thus allowing only eight months for school attendance.<sup>3</sup> At various times throughout the school year the girls are called out of their classes to do institutional work, thus interfering with the school program. The schedule for the grade school subjects deviates but little from the standard course of study. At times examinations for the grade school subjects have been secured from the Marion County superintendent of schools. These have been given to the eighth grade girls before graduation. Diplomas have been issued by this same office to the eighth grade graduates from OSIS upon request of the superintendent. However, neither the county superintendent of schools nor the state superintendent of public instruction has any official connection with

1. The school records are poorly kept; the officer who has charge of the other institutional records asserted: "That's something that I don't have anything to do with. That's the teachers' job and I leave it up to them."

2. One officer gave as a reason for not starting school before October that it would "interfere with institutional work if it were scheduled earlier in the year."

3. The school hours are from 9:30 to 11:30 a.m. and from 1:30 to 4:30 p.m. The length of the class periods in the grades is left to the discretion of the teachers. The high school periods are of forty-five minute duration, although a few classes are of shorter length.



OSIS.<sup>1</sup> The high school subjects that have been taught during the school year 1935-36 are English, Health, The Girl and Her Home, World History, Shorthand, Typing, and Music. The textbooks, with a few exceptions, conform to the requirements of the state course of study. Granting of high school diplomas is left entirely to the superintendent; however only one girl is known to have graduated from OSIS.

Educators and social workers alike are becoming increasingly interested in the important role of the school as it affects the development of personality. To this end the modern institution superintendent cannot be content with stereotyped educational methods . . . Advisors in educational methods may be readily found, and well-trained, modern educational directors for institutional schools are essential.<sup>2</sup>

In a training school for delinquents, however, there is added need for dynamic, applied education. Since the outside schools have failed to interest most of these girls, special efforts must now be made to do so. There is no group for which there is greater need of individualized education, as each girl presents special problems (physical, mental, or social) peculiar to herself. . .<sup>3</sup>

1. In a few states the superintendent of the state board of education is also administrator of the state correctional institutions; in several others the superintendent of the state board of education is a member of the administrative board. (Reeves, Margaret, Training Schools for Delinquent Girls, 1931. O. 53. In Oregon the superintendent of public instruction has no jurisdiction whatsoever over the state correctional institutions. (The superintendent of public instruction, the governor, state treasurer, and secretary of state make up membership on the state board of education.) During the past two years the superintendent of OSIS has contacted that office for advice concerning the academic work offered at her institution. She has followed to some extent the state course of study and has provided some state textbooks in the classroom. The school work at the school is not "accredited" by the state board of education.

2. An Outline of Practices and Aims in Children's Institutions, p. 49.

3. Reeves, op. cit., p. 276.

To use the same methods of formal academic procedure that these girls were subjected to before their commitment appears inadvisable. Yet this is exactly what is being done. The superintendent claims that the girls are given individual attention in the classroom at OSIS. However, with the exception of a very few cases the girls are treated as a group within each grade, in spite of their special problems.

The modern view of the re-educational program in the progressive correctional institution is not restricted to a narrow classroom program, but it embraces all of the activities within the institution. The problem of knowing what to include in the re-educational program of a correctional school requires the insight and training of an educator. It is almost unbelievable that the administration follows somewhat the state course of study for academic work and occasionally seeks the advice of the superintendent of public instruction in some small detail of that particular service of the institution, but at the same time refrains from seeking advice of educators, sociologists, psychiatrists, and psychologists in constructing the re-educational program for the entire institution which is a much larger issue than that of preparing the academic program for the formal classroom.

A negligible number of books other than textbooks are owned by the school. There is an abundance of textbooks, but only a limited number of supplementary reading material. A small encyclopedia set is purported to be owned by the school.<sup>1</sup> During the summer months of 1935 one of the 1. The teachers who gave this information added: "I don't know what kind it is or the date it was published. We keep it in "A" Cottage but two of the classrooms are in "B" Cottage. We tried carrying some of the volumes back and forth but that didn't work. I don't think many of the girls know we have the set."

teachers prepared a book list and secured some of them from the state library which were distributed each month for the girls' recreational reading. During the past school year the supply of books secured has been meager and obtained only by the individual teachers as needed. Various groups such as church organizations, women's clubs of Salem have donated old magazines for the girls' use. Among these are the Ladies' Home Journal, Saturday Evening Post, Cosmopolitan, Good Housekeeping, et cetera. Although most of the girls are interested in reading the love and romance stories contained in these magazines, there is no attempt to develop their interests in other lines nor to provide other types of magazines or journals for those girls who might prefer them. It is unknown if the school subscribes to any magazines especially applicable for the girls' reading.

## 2. Extra-curricular activities.

More far-reaching, however, is the idea that play is important because it contributes to the mental and moral development of a person quite as much as to physical health, an idea now held by many educators, psychologists, and social workers, as well as by recreation specialists. These people believe that it is an essential force in the growth of an individual, and that a properly directed recreational program provides a greatly needed avenue for the expression of his personality.<sup>1</sup>

It has been demonstrated that there is no greater single factor in constructive discipline than a well-planned, well-directed, recreational program.<sup>2</sup>

The necessity of having a well-planned recreational program at OSIS is apparent. The opportunity for self-expression, character formation through team-work, learning to be good losers, obeying those in authority, etc. which are brought about through organized play, have much therapeutic value.

1. Reeves, op. cit., p. 312.

2. Ibid., p. 326.

Miss Reeves gives as the six major recreational needs to be met by a progressive training school for girls as follows:

First, there should be recognition and understanding of the part play may fill in the development of character . . .

Second, the spirit of play should permeate the entire institution . . .

A third need, which in no way conflicts with the spirit of play running through all the occupations in the institution, is that sufficient time be set aside for active recreation . . . One recreation specialist, who has a knowledge of institutions, states that two hours of active recreation daily should be a minimum in such schools. Of these he feels that one-half hour should be spent with the director for the purpose of inspiration and development of new activities. This minimum of two hours should be exclusive of the evening hours spent in the cottage after supper. . .

A fourth recreational need is of practically equal importance with the three already mentioned. This is the right type of trained leader . . .

The fifth need is that recreation should be participated in by all and not be the performance of a few . . .

The sixth and final need is equipment . . .<sup>1</sup>

Miss Reeves is not alone in observing these recreational needs, and especially that of having a well-trained recreational leader.<sup>1</sup>

Now in examining the recreational and extra-curricular activities at OSIS and in comparing them with the requirements suggested by these authorities in the field we find that there is no organized program for extra-curricular activities at OSIS, no organized play periods, and no recreational director.<sup>5</sup> A few sporadic attempts to provide entertainment have been made by some teachers but these have been at very infrequent intervals. Programs, including plays and choral numbers have been

1. Reeves, *op. cit.*, 320-21.

2. N.Y. State Dept. of Soc. Welfare, Bowler and Bloodgood, Reeves, Ledderkerker, Penton, and others emphasize this as a necessity in institutional life.

5. For a limited period the WPA has provided a gymnasium teacher at OSIS, this however is but a temporary arrangement and is not provided for on the regular institutional program. (See p. 94)



prepared, but only a small group of eight or ten girls, perhaps, have been able to participate and a majority have never been encouraged to take part. Throughout the year the school sponsors a few parties, and entertainments from outside sources. These have helped greatly in breaking the dull monotony of institutional life. The Fourth of July is celebrated annually by an all institutional picnic on the school grounds. In August the girls who have helped with the hay harvest are rewarded by a picnic away from the school. An all-institutional masquerade is held on Halloween. At Christmas time a party is given. Occasionally a group from Salem gives some type of program.

There are no clubs nor organizations of any type among the girls. Administrative disapproval comes from the belief that such activities cause jealousies since some girls are chosen as leaders while others are not. Thus one of the best opportunities for developing leadership is overlooked.

During the school year 1935-36 the Works Progress Administration supplied OSIS with three teachers on a part-time basis, each spending approximately four hours a week at the school. They have been conducting art, music, and gymnasium classes.<sup>1</sup> Music lessons were begun early in December of 1935. Two girls who had had previous instructions have been given individual instruction on the violin and two on the piano; two others were given vocal lessons. The gymnasium and art classes were started about the middle of January, 1936. They have been open to all girls who

1. The selection of courses was based upon a short survey made of the activities of the school the year previous, through the State Department of public instruction. Since there were found to be no gymnasium, art, or music classes it was suggested by WPA representatives, and approved by the superintendent, that these classes be conducted at OSIS by three teachers appointed by and whose salaries were paid by the Works Progress Administration.



desired to join, although it has been impossible for some girls to attend because of institutional duties, venereal treatments or because they have been too tired to attend. Since there is no gymnasium, the physical education classes have been held on the cement tennis court in good weather and in the basement of "B" Cottage in stormy weather. The work taken up has been largely calisthenics, tap dancing, basketball, and softball. The Works Progress Administration funds have been so allotted that the project at OSIS will be discontinued on May 25, 1936.

Whether the project will be extended through the summer months is not now definitely known.<sup>1</sup>

Since January of 1936 motion pictures have been shown about twice a month at the school.<sup>2</sup>

Recreation periods allotted the girls are from 5:00 to 6:00 p.m. and from 6:00 to 8:00 p.m.<sup>3</sup> The girls working in the kitchen and a few others do not have this full period as it interferes with their institutional duties. In the summer these informal recreation periods are spent for the most part, out of doors. The girls from the two cottages are kept in separate groups with an officer in charge of each. Most of them sit around the yard and talk about their "past" and what they are going to do when they "get out", although this is forbidden by the institutional rules. A few girls amuse themselves by pitching horseshoes, swinging, playing tennis, or roller skating. The equipment for recreational activities is so inadequate that very little interest can be aroused.

1. Letter from Supervisor of Adult Education Program, Marion County, 4-28-36.

2. The administration has taken advantage of an offer from a local operator who provides pictures for other state institutions also, at a reduced rate. He brings his own motion picture machine to the school for each showing.

3. During the school days the period from 7:30 to 8:00 p.m. is spent as a study period either in the recreation room or in the girls' rooms.

Although the school is provided with a cement tennis court the net is saggy, the tennis balls are dead and the rackets are too old and inferior to warrant restringing. There is also a pingpong table at the school, but the investigator has never seen it in use for that purpose, apparently because necessary equipment is lacking. Although there are about fifteen or twenty pairs of roller skates at the school, only four or five are useable.

In the fall, winter, and part of the spring the girls remain inside during the recreation periods. Some spend this time by sewing or crocheting, others by reading, playing cards, et cetera, but many sit in little groups and talk. Occasionally, the officer in charge will permit group singing. On Saturday evenings the girls are permitted to dance in the recreation rooms. The last recreation period (or study period) each evening is closed by singing a hymn and reciting "The Lord's Prayer" in unison, after which the girls march silently, single-file each to her room.

Glancing back upon the recreational needs as listed by Miss Reeves it may be concluded that not one item among them is found at OSIS. The classes furnished by the Works Progress Administration provide the only organized attempt at recreational and extra-curricular activities. The favorable reaction of the girls toward these, particularly toward the gymnasium work and the motion pictures demonstrates the value of even a temporary part-time recreational program.

Not only would a well-planned recreational program be of value as a constructive measure in institutional life, but also the leisure-time habits and recreational tastes developed there should carry over into

post-institutional life to be a factor in the girls' successful adjustment. Since most of these girls spent their leisure-time before commitment in unsupervised and unorganized activities, it would seem advisable that certain constructive leisure-time habits be developed during detention.

3. Vocational training versus work for maintenance of the institution. Vocational training may be considered as instruction given so that the person who receives it may be able, because of his knowledge and skill, to do work successfully in one of the trades. Pre-vocational training consists in the introduction of one to the principles of a trade so that he may, with further instruction and experience, successfully adjust himself to it. Maintenance work refers to work performed by inmates which is essentially needed for the upkeep of an institution, which may or may not be of benefit to the person doing it.

Types of vocational subjects for girls, as given by the New York Department of Social Welfare, are:

. . . business training, including stenography, typewriting, record filing, bookkeeping, and business machine operation; tea room management and cooking, beauty culture, sales training, millinery and dressmaking. Formal training in the household skills will be found necessary for the girl who plans to earn her living by domestic service which should include instruction in employee-employer relationship . . . Each institution should select a few trades from the above list and not attempt too extensive program.<sup>1</sup>

That some work in the institution is beneficial and may have therapeutic value especially for delinquent girls is fully recognized.

However, in order to inculcate regular work habits it is necessary to make the work interesting and appealing in some way to these girls so that they will not feel that it is forced upon them. If it is felt to

1. An Outline of Practices and Aims in Children's Institutions, p. 48.

be drudgery, therapeutic values will be nil.

The following statement concerning vocational training and work at the institution was made by one of the administrative staff members:

. . . we do not give any vocational work, but do give them thorough teaching in home-making, care of the lawns, flowers, garden, dairy, chickens and also have a sewing room where the girls make all articles possible that are used by the school. The girls are taught fine needle work through the summer months, and we have our regular school work during the school period.<sup>1</sup>

It is true that no vocational training is offered by the OSIS and very little of what might be considered pre-vocational. As for the "thorough teaching in home-making, care of lawns, flowers, garden, dairy, chickens" et cetera, they are given as assigned duties for the institutional maintenance and very few girls, in the time that they are at school, have an opportunity to "learn" all of the types of work listed. At some time during detention almost every girl does laundry work, housework, and some kitchen work as institutional duties.

The work that is especially stressed in the institution is housework. It has been the policy of the school to parole girls either to their own parents or families as "domestics". In this way the work that is done for the maintenance of the institution prepares the girls for the housework positions in which most of them are placed. However, no consideration is given to the particular needs of each girl, to her special interests, skills, and abilities in assigning institutional duties. She is placed in the department where she is most needed at the time. The work assignments are changed approximately every eight months. But after a short time at each assignment all that there is to learn has been mastered.

1. Letter to the mother of one of the girls, 3-20-35.



All types of institutional duties are not assigned to every girl and many girls spend their time in only two or three departments. No vocational guidance offered; the girls are discouraged from planning ahead; the role of being a good institutional worker is paramount while they are in the school.

In the general housework at OSIS much monotonous routine seems to have a deadening rather than stimulating effect. With a few modern devices much tiresome work could be eliminated and more time applied to constructive activities. For example, the floors are waxed and polished by hand. It is quite common to see a girl pushing a heavy polisher over the same corridor for almost a whole morning. The girls scrub the floors in the kitchens and pantries, et cetera, on their hands and knees with a brush at least once and sometimes twice a day. The necessity of clean surroundings is admitted, but the methods used and the time allotted for this type of menial work seem unwarranted since much of it has little or no educational or therapeutic value as it is now assigned, and it takes up the time that might be used for constructive education.

The cooking is done by two girls<sup>1</sup> in each cottage under the supervision of an officer. There are approximately eight girls on each kitchen crew engaged in such tasks as peeling vegetables, setting tables, washing dish towels, baking bread, et cetera. The girls who wait upon the officers' tables learn the correct method of serving in courses, but few are given the opportunity to cook and serve. These are the only types of kitchen work that might be considered as pre-vocational and helpful as a special type of work in post-institutional life. The cooking is done over large

1. One for the girls' cooking and one for the officers'.



wood stoves. The hours spent on kitchen duty are long, especially in the summer when in addition to the regular preparation of meals the institutional supply of fruits and vegetables is being canned. Some girls have spent ten and twelve hours a day over the hot stove during canning season; thus no time is allowed for other activities.

A crew of twelve or fourteen girls do the institutional laundry work every day except Sunday. The clothes are sorted and washed by hand, then placed in a machine or boiler for further washing. Two mangles are provided, but most of the ironing is done by hand. Lack of modern devices makes the laundry work another time-consuming drudgery. An investigation committee reporting to the governor in 1933<sup>1</sup> recommended that the laundry work be sent to the Fairview Home, where a large modern industrial laundry plant had been installed, without additional expense to the state. However, this recommendation was not followed. The type of work and the laundry equipment are such that no vocational or pre-vocational training is derived therefrom.<sup>2</sup>

The furnace is operated the year around to heat and furnish hot water for both cottages, the work being done by one girl. However, a man is given part-time work for about five months each year to relieve the furnace girl. The work involves shovelling sawdusts into the furnace as needed and chopping wood for the kitchen stove. The work is especially strenuous and may only be considered as work for the maintenance of the institution without vocational or pre-vocational value attached to it.

The girl who attends to the yards has this duty only in the summer

1. Special report to Governor Meier.

2. The training derived from laundry work might be applied to such work in a home in addition to housework but certainly not in a commercial laundry

months. She regulates the sprinkling system, hoes weeds, tends the flowers etc. The lawn is mowed by a crew of eight or ten girls with small hand mowers. This is done once or twice a week after they have finished their regular duties. Again, this is to be considered maintenance work and neither vocational nor pre-vocational training.

Girls who are assigned barn and milk house duties are in charge of the farm supervisor, his assistant, or the outdoor matron, but much of the time they are unsupervised. The barn crew, made up of two girls from each cottage, cares for the farm stock, milks the cows, and keeps the stables clean. The milk house girls (one from each cottage) separate the milk and care for the dairy products and other foods that need refrigeration.

Frequently in the summer as many as twenty girls work in the gardens, after they have finished their other duties. They hoe, weed, pick vegetables, or do whatever they are assigned. The irrigation system consists of long heavy pipes which are perforated every few feet so that the water may spray out. Several girls are required to lift these heavy pipes from row to row as needed. Despite the hard manual work, the hot sun, and the dusty nature of the work, many prefer this to any other work in the institution. "At least we aren't couped up like animals while we are out in the fields working--we can at least imagine that we are free for a while" is the reaction. Part of the acreage is used for hay which is cut, baled, and stored in the barn, the girls doing a large share of this work. "Bucking bales" is considered as the hardest work at the school. In the latter part of the summer a number of the girls pick fruit for private orchardists, a certain percentage of which is given to the school in return for the girls' labor. They enjoy this work as it affords

them an opportunity to be away from the school even if it is for a short time. None of the farm or garden work however, can be classified as vocational or pre-vocational. Since most of these girls return to town or city life, the farm work that they do at OSIS in no way prepared them for post-institutional life. The question arises, would it not be more advantageous to these girls to spend that time in preparing themselves for the type of work they desire and which would be accessible to them in their future town or city environment instead of spending it doing farm chores at the institution merely for the sake of institutional maintenance?

A girl in each cottage is appointed "linen-closet girl". She is given the key to the girls' rooms and to the supply closets, but not the outdoor key. It is her duty to take charge of linens, counting, sorting, and issuing articles of clothing to each girl, giving drugs and medicines as needed, and keeping order in the bathrooms. The girls assigned this duty are more "trusted" and are given a few special privileges.

Sewing at the institution, for the most part, consists in making garments for institutional wear. An officer cuts out the material and a few girls sew it on the sewing machines. The patterns are simple and vary only with the type of garment. Occasionally the school makes simple garments for other institutions or departments of the state. Rug-weaving for institutional use is occasionally done by one or two girls. The sewing and rug weaving also are phases of maintenance work.

During the summer months domestic art classes are held on the week days from 9:30 to 11:15 a.m. and from 2:00 to 4:30 p.m. Every girl

1. The girls from each cottage are seated on opposite sides of the room and may not converse during the class period. The girls are often kept "on silence" during this period. However at times radio programs are permitted.

unless occupied with other duties attends these classes. Instructions are given in hand sewing, crocheting, embroidering and knitting. The quality of the girls' work varies from a poor to a very fine grade. The finished pieces, ranging from potholders to fine luncheon sets, are taken to the State Fair<sup>1</sup> and sold. The proceeds from these sales are added to the Institutional Betterment Fund. The results of this instruction serve to increase the institutional budget and to enable the girls to occupy themselves during recreation periods with their own handwork. This cannot be classified as pre-vocational or vocational training; however, it is a service from which the girls may derive immediate benefit.

Cleaning walls, washing windows and similar work is done by the girls at odd times. In the summer time, they frequently spend their recreation periods shelling peas, stringing beans, or husking corn.

From the above review of the work carried on at OSIS one may readily see that the main purpose is to keep the maintenance of the institution at a minimum expense, and, secondarily, to keep the girls occupied. It is incidental that they are prepared for any work that they might do after discharge. Since much of the work in maintaining the institution is housework, it is natural to expect that placements made by the school would be in work of a similar nature--in homes as domestics.

Among the academic subjects typewriting and shorthand are the only ones that are pre-vocational. Even these subjects cannot be considered strictly vocational since instruction in them is limited to the formal class period, and they serve only as an introduction to real vocational training.

1. The State Fair is held early in September in Salem. Last fall, 1935, the superintendent permitted two of the most trusted girls to go with the domestic arts teacher and assist her with the sales, a privilege that every girl would have desired.



The interests and abilities of the girls might well be considered in planning a pre-vocational and vocational program at OSIS. Form C1 was distributed to forty-four of the sixty-nine girls in the fall of 1935. Under the item "What type of work would you like to do after leaving here" nine made no answer and thirty-five gave the following replies: Seven, housework; eight, child care; eight, office work; five, waiting tables; two, beauty culture; two, store work; two, welfare work; one, sewing; and one, art work. Nine believed they had received adequate preparation at OSIS for the work they desired; twenty, that they had not; three, that they were partially prepared; and twelve failed to state whether they had been prepared or not. The girls expressed a desire that the following types of training be given: nursing, commercial subjects, beauty course, dressmaking, cooking and fountain work, art work and interior decorating, athletics, and a complete high school course including science.

It is recognized that it would not be practical to give all of the types of training desired because of the cost involved and some are not capable of following the work of their preference. However, in planning a program of activities at OSIS the interests of these girls might be kept in mind. Because of the existence of individual differences, it is absurd to expect that every girl be satisfied in following the housework and farmwork assigned for the express purpose of institutional maintenance.

4. Moral and religious training. It has been pointed out<sup>2</sup> that religious training is necessary in an institutional program for delinquents.

1. See Appendix for Form C.

2. Lelkerkerker, Reeves, Bowels and Bloodgood, and others.



The newer type of religious education for such schools is defined by Miss Reeves as that which

tends to develop an objective point of view in the individual. His worth will be determined by the contribution he makes to the welfare of the group and not simply by his acquiring certain abstract qualities of honor, truth, honesty, and so forth.<sup>1</sup>

Misses Bowler and Bloodgood also stress the value of religious instruction in an institutional program.

Insofar as the object of religious instruction is this sound building of inner strengths in relation to responsible social living and is not primarily the stimulation of an ecstatic emotional experience almost certain to be temporary in character, it undoubtedly makes a considerable contribution to the re-educational process.<sup>2</sup>

In order that the religious instruction might be effective in instilling into these girls an objective attitude and a sense of social responsibility, it appears essential that the religious program be well-planned and "definitely related to and correlated with the other phases of the institutional program".<sup>3</sup>

The administrative objectives of the religious and moral training are for the "rehabilitation of the girl--to give her different standards of living--to give a different outlook in life."<sup>4</sup> According to the superintendents' statement the methods used in obtaining these objectives are "the same as the girl's mother would use at home. Each officer assists just as though you would guide your own child."<sup>5</sup>

Certain officers have made special efforts to exert a personal influence on a few of the girls who appear to have more possibilities than the rest, by talking with them, giving them books to read that might

1. Reeves, op. cit., p. 329.

2. Bowler and Bloodgood, op. cit., p. 272.

3. Reeves, loc. cit., p. 335.

4. Interview, 2-22-36.

5. Interview, 2-22-36.

have constructive value, writing to their parents in an effort to establish rapport between the school and the home, et cetera. However, these efforts, unless undertaken by the superintendent or the parole officer, are largely frowned upon by the administration. For the most part the girls lack confidence in the officers and distrust them.<sup>1</sup> Is it possible to instill new standards and to produce a different outlook when those who are attempting this task are for the most part distrusted? The adolescent girl is especially fond of idealizing her elders, of positing hope through imitation and identification with an idea. However, this cannot be attained unless the girl has faith and trust in the ones whom she is to imitate. The girls often hear officers discussing the bad qualities of a girl or another officer; at the same time their moral training along this line consists in lectures and scolding about talking disparagingly of others!

Religious services held every Sunday at 11:00 a.m. and 3:00 p.m. are attended by all of the girls, although those on kitchen duty leave before the morning service is over to resume their institutional duties. The morning service consists in a Sunday school class conducted by members of the Christian Science Church of Salem on the first Sunday of the month,<sup>2</sup> and by one of the high school teachers on the other Sundays. In the absence of this teacher an officer in each cottage holds a meeting in which singing of hymns is the principal feature. In the summer months the afternoon services are either conducted by the teacher or by an outside speaker. During the winter months the Salem Catholic Church visits the school at irregular intervals to give instructions to the Catholic girls

1. One girl asserted: "There's not one officer here that would talk to about my personal affairs." Another added x and z (two officers) are the only ones I'd tell anything to. They're the only human ones here."  
2. All except the Catholic girls are required to attend this service.

and twice a year they are permitted to attend Mass in Salem. These girls have confidence in the priest and discuss their problems with him quite freely. Representatives of the Christian Science Church come once a month in addition to the first Sunday to give instructions of that faith to the girls.

Sunday school meetings conducted by the teacher, are based on the Westminster Home Department Quarterly<sup>1</sup> which contains lessons on Bible study. During the hour each girl must quote some verse from the Bible in parrot-like fashion. In general the girls show little interest or enthusiasm for this service. Their interest is awakened when the hymns are sung and again deadened when the teacher in her most pleading voice asks God to

forgive them for their misdeeds; they have fallen away from the righteous path, but please God, with your help, may they be made to see where they have erred and may we bring these lost souls back to the fold. Amen.

Many girls have remarked after the services that they have felt worse for having gone than if they had stayed in their rooms, that such a prayer makes them discouraged rather than being helpful.

Difficulty is experienced at OSIS in selecting outside speakers for religious services who can secure and hold the interest of the girls. Professors from Willamette University who donate their services occasionally have been more successful in this regard than the professional ministers.

Individuals other than the regular employees and groups which contribute to the religious services do so gratis since OSIS provides no remuneration for this service.

1. A publication of the Presbyterian Church.

Religious instruction is in no way correlated with the other activities of the school. The content of religious instruction is not planned -- each speaker gives his "message" and there is no coordination between these.

Miss Reeves stresses the importance of a well-planned program for religious activities in a correctional school and expresses her disapproval of the practice of having different clergymen visit the school on different Sundays.

It is as irrational as it would be to carry on the academic school or medical service in the same manner. No clergyman knows what his brother worker has done or said. There is no well-outlined plan toward which each is contributing.<sup>1</sup>

The need of a religious director to plan and carry out the religious program is essential according to Miss Reeves. She points out that if religious education is to be effective a spiritual influence should come from all staff members and should permeate the institutions.<sup>2</sup> The Oregon State Training School (for boys) employs both a Protestant and a Catholic Chaplain on the institutional payroll.<sup>3</sup> It appears that the failure to provide the service of a chaplain at OSIS is an economy measure to keep maintenance at a low level.

5. Sex education. The problem of instilling into the girls balanced attitudes and scientifically ascertained information regarding sex matters is completely ignored at OSIS. The institutional attitude is expressed thus:

We don't make any attempt at that. They can educate us. Sometimes they have distorted ideas, but we let it go by and try to get their minds on something else.<sup>4</sup>

1. Reeves, op. cit., p. 334.

2. Ibid., p. 334 ff.

3. Foreman, Paul, op. cit., p. 35.

4. Interview, 9-20-35.



It has been acknowledged by the administration that a majority of girls have been committed to OSIS, directly or indirectly, because of sex problems. For the most part they have witnessed the bizarre, exotic side of sex life and have missed the normal role of sex in every day life. Is it important that the rehabilitation of these girls should include the correct ideas of sex and its functions? Will these girls be able to successfully meet the problems of sex in post-institutional life without re-education and modification of attitudes regarding this subject? Is it not possible to modify the behavior patterns and attitudes of these girls so that there may not be a recurrence of previous sex delinquencies? Is the absence of sex education at OSIS a recognition of inability to impart such information and create healthy attitudes on sex or is it an evidence of an administrative belief that the problem needs no attention? As it appears there is no provision whatsoever for this type of service.

### 6. Disciplinary measures.

... 'constructive discipline' includes treatment, training, and adjustment of an individual with behavior problems. The term embraces various means of developing personality and encouraging self-expression. We use the word 'corrective' to cover measures whose chief aim seems to be the eradication of specific acts or faults. Under this latter heading we shall include also some forms of punishment with little or no disciplinary value. Constructive discipline places emphasis on the building of character; corrective discipline on the rectification of shortcomings. One is positive in its conception, the other largely negative.<sup>1</sup>

A program for constructive discipline usually consists in types of creative work, such as music, recreational activities, pageants, student activities, and credit and wage systems. In her study<sup>2</sup> of the fifty-seven

1. Reeves, op.cit., 337-38.

2. Ibid., p. 344 ff.



training schools for girls Miss Reeves found that about one-fourth had some form of student government as a measure of constructive discipline. Although there were varying opinions among the superintendents in these institutions as to the value of such activities, some of the most progressive and successfully operated schools have adopted a moderate form of student government. The girls in these schools were, in general, in favor of student government. An additional one-fourth of the schools used a "credit system" and a few more a "demerit system."<sup>1</sup>

Superintendents who use a credit system are practically unanimous in believing that it is helpful, that it supplies an incentive and defines a goal to be reached. They approve such a system, although in a number of cases they are not satisfied with the details of the one they have and hope to make improvements.<sup>2</sup> A few schools have a wage system, paying the girls for some types of institutional work; others use toy money in order that girls may have experience by buying from the institutional store.

Thus, it is seen that the constructive measures of discipline have as an underlying principle freedom of self-expression and voluntary self-improvement, rather than repression or inhibition. Therein lies the therapeutic value of constructive discipline.

As far as can be ascertained, there is no constructive discipline at OSIS. The administration does not favor a merit system or student government. No wages are paid the girls for special types of work at the institution, and no incentives offered for personality development. The recreational activities are either so infrequent or ill-arranged that they cannot be properly considered as constructive discipline. Although

1. The credit system, used with the indeterminate sentence, is the giving of a certain number of credits monthly to girls with clean records. The demerit system is the giving of points of dishonor or demerit to girls who have committed some misdemeanor while at the institution.

2. Reeves, op. cit., p. 351-52.

recreation is one of the most commonly used methods of constructive discipline, unless it is related and correlated with every other activity in the institutional program it is of little disciplinary value.

Corrective measures of discipline employed at OSIS are almost entirely punitive. It is an institutional practice that if a girl has disobeyed any rule or regulation or in any way displeased an officer by her conduct, she is subject to the imposition of whatever established disciplinary measures the officer wishes. The acts which are considered as offensive to one officer may not be so to another; the orders of one might be contrary to those of another, and the girls are often in a quandary as to which one to obey. The acts for which the girls are reprimanded or punished vary from as trivial a matter as an unpleasant facial grimace to physical violence to another girl or officer. Escape or planned escape is considered as the most serious offense.

Forms of corrective discipline used depend upon the offense, the attitude of the girl, and the sense of humor and mood of the officer. Often the entire group of girls from each cottage is disciplined by being deprived of conversation among themselves for a half hour or an hour. Occasionally all of the girls will be sent to their rooms if there has been general disorder or if there is a shortage of officers on the grounds at the time. The girls are often confined to their rooms on Saturday and most of Sunday afternoons for "rest". Although it is recognized that certain rest periods are necessary, it appears that the amount of time the girls are locked in their individual rooms might be reduced and used for some constructive activities. "They lock us in our rooms so much it seems like jail" is the common reaction.

The most common form of individual punishment is the deprivation of the recreation periods from one to every day for several weeks. This time is spent by the girl alone in her room and her evening meal, which consists of bread and milk, is served to her there. If the offense has not been serious the girl may have some reading material or sewing of some kind to keep her employed. The more serious offenders are penalized by having all reading material, sewing, et cetera moved from their room. In the most serious cases of misconduct the girl is locked in her room with her dresser, chair, and perhaps even her curtains, and all reading and sewing material removed. This form of punishment is called the "lock-up". The length of detention in lock-up varies from two days to three weeks. During this time the girl's meals are brought to her room. Should she cause a disturbance while in lock-up the farm supervisor and his assistant are called in to place her in a strait-jacket or to shackle her down to the bed,<sup>1</sup> sometimes with a sweat blanket thrown over her so that she cannot move. Thus she remains from a period of three to perhaps twenty-four hours depending upon how soon "she settles down and comes to her senses". On one occasion there were two girls in lock-up "A" Cottage at the same time. Both had been causing considerable disturbance by crying, screaming, and using profanity. One of the officers volunteered:

Those girls up there are just putting that on--trying to attract attention and get the other girls all excited. If they keep that up, we have plenty of strait-jackets.<sup>2</sup>

1. Reeves found only four training schools for girls among the fifty-seven studied that made use of hand-cuffs and only one that used the strait-jacket. OSIS was included in her study.

2. Interview, 7-26-35.

The total length of time that a girl remains in lock-up depends upon the seriousness of her misdeed and her attitude while in solitary confinement. Should she show a willingness to apologize and a desire to talk with the superintendent she may be given a hearing and released after two or three days. Occasionally the superintendent releases a girl from lock-up before some of the other officers believe "she is ready to come out". In one instance an officer remarked:

That's a poor example for the other girls. They will be laughing at the officers. \_\_\_\_\_ thinks she is twice as smart now. But what can you do? It's the superintendent's orders.<sup>1</sup>

After numerous interviews with girls who have been in lock-up and with various officers, including the physician, the writer has come to the conclusion that the lock-up causes an emotional upheaval and does not act as a deterrent of further offenses. In fact many girls who have just come out of lock-up repeat the offense and are returned. The following statements represent the reactions of some of the girls:<sup>2</sup>

When I'm locked up there by myself with nothing to read and nothing to think about except how much I hate this place, all I can think about is what I have done and how much I'm going to do when I get out, and only I'm going to be slicker next time.

It nearly drives me crazy to be in there all by myself, with nothing to do, nothing to read, and no one to talk to. It's enough to drive anybody screwy. It makes you hate this place all the more. I only apologize so I could get out of lock-up.

The administrative reason for placing the girls in solitary confinement is that they may there "think over what they have done so they can see where they were wrong". Periods of reflection are considered by authorities in the field as being valuable providing the girl is in the proper attitude when she is placed in isolation. The girls at OSIS are

1. Interview, 7-27-35.

2. Interviews with the girls.



usually sent to their rooms for lock-up before they have been given an opportunity to explain their conduct or sometimes before they are certain for what they are being punished. No talks or conferences between the officer and the offending girl are held; the girl is sent to her room without a word of explanation and often when she is already in an emotionally upset state.

Mr. Lokkerkerker's study of women's reformatories in the United States shows the attitudes of the executives for those institutions regarding solitary confinement in the following:

Neither have American reformatory executives much belief in the purgatory influence of the solitary confinement through quiet self-reflection. They feel that women can derive little good from self-reflection as long as they have not developed constructive thoughts or interests to occupy their minds. Indeed, solitary thinking in a time when the inmates are still dominated by the destructive memories and imageries of their old life, when they are filled with feelings of bewilderment, spitefulness and often rebelliousness, is likely to produce more harm than good. . .<sup>1</sup>

Lokkerkerker Adds:

Solitary confinement should never be imposed unless it is strictly necessary for the interests of the individual or of the group. Many other ways can be found to handle a disciplinary case or to effect segregation from the group without locking the individual in a room.

An individual should not be placed in isolation until, as far as possible, the woman has been put in the right frame of mind, so that the isolation may become a constructive instead of a destructive experience. In many cases it will be found that, when the matter has been talked over with the girl, the difficulties are largely cleared so that no, or no long isolation is any more necessary. Often the best thing to do is to let the girl go into a 'thinking room' voluntarily and to let her come to herself. . . Any woman who stays in isolation for longer than a few hours should at any rate be given useful occupation or reading matter, and all other rules for physical and mental hygiene (outdoor exercise, regular bathing, etc.) should be observed.<sup>2</sup>

1. Lokkerkerker, Op. cit., p. 323.

2. Ibid. p. 430.



If these standards are set up for women's reformatories which house older and much more hardened women than the girls at OSIS, does it not seem absurd that such practices should be in common use at this institution for juveniles?

Modern ideas of treatment which consist in looking for the motive rather than treating the "act" and of giving each case individualized treatment and consideration based upon scientific principles<sup>1</sup> are unknown at OSIS.

Reeves comes to the following conclusion regarding the need of physical means of restraint:

Institutions with little or no window protection often have the fewest runaways. Bars and fences will not prevent escapes. The only sound method of keeping girls in the institutions is to make them want to stay. It will not, of course, be possible to make all the girls want to stay, but the opinion of the many will have weight with the few who constitute the most difficult problems. In the final analysis, the need of adopting such measures as bars, gratings, punishment rooms, and locked dorrs will depend to a large degree on the ability, personality, and spirit of the superintendent and her workers. The right kind of staff can carry on the work successfully, with very few if any physical means of protection in the plant construction. If one must choose, it is better for a few girls to run away than for all to be confined in an institution where the penal idea, through its physical expression, is constantly uppermost.<sup>2</sup>

. . . The social effect of repressive, violent measures of discipline in state correctional schools is wholly bad and should be universally condemned by social workers and the community, as costly, inefficient, stupid, and dangerous.<sup>3</sup>

It may be concluded that the philosophy and practices regarding discipline that are prevalent at OSIS have long since been discarded in the progressive correctional schools of today, and properly belong to the days of the horse and shay.

1. These points are especially stressed by Reeves, Fenton, et al.

2. Reeves, op. cit. pp. 153-54.

3. Fenton, et al., op. cit., pp. 31-32, quoting Miriam Van Waters.

The forms of punishment of a generation ago for infractions of institutional regulations--the Oregon boot (a heavy iron band cold-welded to the child's ankle), the hand-cuff, the strap--all typify the point of view toward delinquent children that was then accepted by society and in use in these state schools. . . . They are the methods and instruments of a period which has fortunately been replaced by a more enlightened age. Those entrusted with reform school administration in earlier times did not have at their disposal the modern educational methods and scientific procedures. Unfortunately, from time to time there is valid evidence that some state correctional schools still resort to primitive measures, especially when the institution is directed by ignorant political appointees who are striving unsuccessfully to carry out a different difficult professional task, without adequate training or experience. . . . The basic philosophy of correctional education has changed from the concept of punishment, to that of adjustment through the understanding of individual differences.<sup>1</sup>

Obviously enough Oregon is trailing behind other states in her institutional care of delinquent girls.

The problem of discipline looms up as one of the foremost at the institution. Of course, in view of the lack of a well-planned institutional program this is to be expected.

#### 7. Contacts with "the outside".

a. Through correspondence. Every girl is permitted to write one letter a month either to her parents, other relative or to some friend who is approved by the administration. By special permission a girl may write more than one letter a month, but this is a rare privilege.<sup>2</sup> The girls write a rough draft which is censored by the parole officer before the final copy.<sup>3</sup> It is required that the contents of every letter be cheerful, include only the pleasant things of institutional life, and not mention any plan for returning home.<sup>4</sup>

1. Fenton, et al., op. cit., p. 27.

2. Permission in these cases is granted when the administration wishes to make a placement of the girl in the home of the person to whom she is given permission to write.

3. See Appendix E for institutional stationery.

4. Statements of parole officer and girls. Also see Appendix B for visiting hours on institutional schedule.

Girls may receive letters at any time. However, all incoming mail is read by the parole officer. If there are any passages that she feels the girls should not see these are erased or crossed out so that they are illegible.<sup>1</sup> Many incoming letters are withheld because of their contents or because the writers may be objectionable. Most of the girls receive letters from some member of their immediate family; however, there are a few who have no correspondents.

b. Visits. Most of the visiting is done on Sundays. Girls from both cottages are summoned to the reception room of "A" Cottage whenever they have visitors. Relatives and approved friends may visit the girls<sup>2</sup> although any one visitor may not come oftener than once a month.<sup>3</sup> The visits are limited to one hour and must be conducted in English and must be audible to the officer in attendance. When several girls have visitors at the same hour (which is a usual occurrence on Sundays) the reception room is filled with small family groups, buzzing here and there, anywhere they might fit in; what is said in one group may be heard by almost all in the room. Therefore there is no privacy in these visits. The visitors may bring presents which are inspected before they are given to the girls. No accurate record is kept of the visits. Some have regular monthly visits from relatives and others have none at all.

Permission to leave the institutional grounds is seldom granted. However, if there is serious illness or death in the family, a girl may visit her family for a few days. Those needing certain types of services that are not provided at OSIS are occasionally permitted to leave the institution in company of one of the officers. The fruit picking and

1. The girls all use different methods to reconstruct the effaced passages such as erasing, putting various substances on the paper to bring out the writing.

2. Occasionally some friend will claim to be an uncle or cousin in order to see the girls.

3. This policy is sometimes deviated from. See Case of Dorothy Harvey.

hay picnic in the summer of 1935 were held away from the school grounds; and a selected chorus of girls sang for a few of the state institutions during the same period. However, these short trips are the privilege of a very few; they are impersonal in nature and always under the direct supervision of one or more officers. The girls have no social contacts away from the institution.

c. Through newspapers. The girls are forbidden to read newspapers, except for the comic section and the front page of a daily paper which has been censored, clipped and posted in one of the classrooms. This practice has been inaugurated only recently. The reason given for this policy is that the girls pick out only the bizarre articles and "it is not the type of reading for them".

d. Through the radio. There are several radios with loud-speakers situated throughout the cottages. Occasionally these are played during the mealtime, rest and recreation periods, and during the domestic art classes in the summer. When the radio is playing the girls are usually "on silence". Certain programs are not permitted, the news broadcasts, certain detective serials and mystery dramas being among these.

As is appears from the above contacts with "the outside" are restricted and of an impersonal nature. The philosophy of the administration in this respect seems to be a desire for repression rather than expansion of the girls' personalities. The regulations regarding these contacts operate equally among the girls who are about to be discharged as among those who are newly admitted. This strict check on outside contacts up to the very day of parole cannot be expected to give the girls adequate preparation for post-institutional adjustment. Thus the oppor-



tunity to introduce outside community influences into the institution and thereby give social contacts that might aid in the social development of the girls is not made use of. The girls are housed in an artificial atmosphere until the very day of discharge. They are then expected to make normal social adjustments on "the outside" after having such contacts withheld in some cases as many as three or more years.

#### D. Summary

OSIS provides for no scientific classification of girls, no psychological or psychiatric services, and no professional social case work. Although some courts submit delinquency history records many of them include only the immediate circumstances of the commitment and do not present the social background nor probable causative factors. As a result the administration is dependent upon these court records, the girls' stories, and the officers observations which cannot be considered very reliable in view of their lack of training and social case work experience. Is it possible to "promote" the moral and mental welfare of the girls when their mental traits and social attitudes are not known and perhaps only guessed at by those attempting to do the "promoting"? Is the administration able to properly direct the social and mental development of its charges without having adequate means of ascertaining the abilities and shortcomings in their personality development? Without such facilities as social case work, psychological and psychiatric services how may the administration know what methods to follow in an effort to obtain the objectives of the institution? A professional man (the physician) is secured to attend to the physical aspects of the development of the girls. Is it not as important to have professional diagnoses and treatment of the moral and social disorders as well as of



the physical ills of this group?

Physical care at OSIS may be summarized: The food is apparently wholesome and abundantly supplied; the bathing and sleeping facilities, and the supply of clean clothes make for healthful living. However, the apparently heavy starch content of the food and the lack of exercise may affect the physical makeup of the girls in an adverse way. Lack of individual expression in clothing and other equipment, regulations concerning eating, et cetera, make each girl just one more "case" to fit into the institutional pattern. The sameness of pattern causes them to lose incentive, to develop attitudes of indifference--all of which detracts from their self-respect and morale in general.

The medical care at OSIS is considered by the administration as one of its largest problems. There is evidence of laxity in medical standards at the institution. However, this is not entirely attributable to the physician, but also to other officers who are responsible for referring girls to him or for seeing that his orders are carried out. The medical problems of the institution are complicated by the prevalence of venereal disease, by the attitudes of the girls toward their physical condition, and by the lack of scientific information on the part of the other officers. The last two mentioned might be at least partially eliminated by proper instructions given by the physician.

The quality of dental care cannot be ascertained. However, the checks on the oral condition of the girls is sufficient to reduce dental troubles to a minimum.

No provision is made for optical service at OSIS. This phase of physical care is entirely ignored unless provided by the girls or their families.

The classroom procedure and the course of study are on somewhat the same basis as those to which the girls were exposed before commitment. It is questionable if this is the best method of re-educating those who have largely failed to adjust to it previously? The length of the school term is limited and the academic activities are frequently interfered with because of institutional maintenance work. Neither the state superintendent of public instruction nor the county superintendent of schools has any official relationship to the school, although the administration occasionally seeks advice or aid regarding academic problems. At the same time it fails to solicit help of educators, sociologists and psychiatrists in planning the total re-educational program at the institution.

A well-planned and operated recreational and extra-curricular program is conspicuous by its absence at OSIS. The administration has made no effort to provide an organized program. Only in the past six months has such an attempt been made, being initiated by the Works Progress Administration. Classes on a temporary, part-time basis in music, art, and gymnasium work have been conducted. The value of a full-time recreational and extra-curricular program is evident from the changed attitudes of some girls due to this part-time venture. Constructive discipline, closely allied with recreational and extra-curricular activities, is absent from the institutional program and the corrective discipline offered is almost entirely punitive in nature. The methods used are considered as antiquated by authorities in the field. From all evidence, they are harmful rather than helpful and fail to act as a deterrent to further misconduct.

There are no incentives to develop personality and leadership, such as student government, merit or wage systems.

It is admitted by the administration that there is no vocational training provided at OSIS. The work done by the girls is primarily for the maintenance of the institution and only incidentally are they trained for post-detentional occupations. Since much of the maintenance work has little or no educational value and in view of the proximity of OSIS and the Fairview Home, the combination of many of their maintenance services is a possibility that demands serious consideration both from financial and an educational point of view.

Religious instruction is in no way correlated with the total institutional program. There is no organized and directed plan of religious training. Very little interest is aroused by the services, and it is doubtful if the behavior and attitudes of the girls are in any way affected by them.

Sex education is lacking in spite of the recognized fact that a majority of the girls are sex offenders and have distorted ideas concerning normal sex functions.

Contacts with "the outside" are very limited in frequency, extent, and nature. Development and socialization that come from free social contacts are missing in the institutional atmosphere. These adolescent girls are placed in an artificial institutional environment during the transitional years of their life between childhood and adulthood and expected to develop attitudes and habits that are essential for post-detentional adjustment. One may wonder whether commitment to OSIS is primarily for the rehabilitation and socialization of the girls professed

in its objectives, or for the protection of society and a temporary relief for other institutions who have previously cared for them!

#### A. Private and Public Relief

The State Board of Control is authorized to "make and publish rules and regulations governing the receiving, releasing, and discharging of such inmates . . .". It is this body which issues the parole and revocation orders as they are discharged from State Prison, the policies of treatment of such inmates are left almost entirely to the administration. It is only occasionally that the State Board of Control intervenes in the case of a parolee or inmate without first securing the recommendation of the administration. Of the sixty-nine girls included in this study, thirty-two have been released, paroled, or accepted and more are expected, at least until about 1931. Two of these were released by the initiative of the State Board of Control.

Paroles are granted in order that girls may have opportunities while they are in the process of being adjusted to post-institutional life. The girls who are discharged before they reach the age of twenty-one are usually subject to the parole regulations until the time a release is granted.<sup>1</sup> Release is subjectively granted to those who are in the institution or on parole when they have completed years of age. Girls who are permitted to leave the state and a few others are released

<sup>1</sup> Under Code § 57-411a.  
 2. The juvenile & the parole regulations.  
 3. After a release has been granted there is no longer responsibility.  
 4. Release in some cases is a form of shifting responsibility. It would be an assumption that (a girl) be released from this school and, if at any time she was again in trouble, she be committed to the institution. Now, in her custody is the school to give her a good home. It would be necessary for her supervision before leaving that institution. (The girl's life, in the State Board of Control, is the State Board of Control and the superintendent.)



## CHAPTER V PAROLE AND RELEASE PRACTICES

### A. Parole and Release Policies

The State Board of Control is authorized to "make and publish rules and regulations governing the paroling, releasing, and discharging of such inmates . . ."<sup>1</sup> It is this body which issues the paroles and releases to girls as they are discharged from OSIS; however, the policies and practices of this service are left almost entirely to the administration. It is only occasionally that the State Board of Control initiates the move for a parole or release without first securing the recommendation of the administration. Of the sixty-nine girls included in this study, thirty had been released, paroled, or escaped and were not returned, at least once by March 31, 1936. Two of these were released by the initiative of the State Board of Control.

Paroles are granted in order that girls may have supervision while they are in the process of being adjusted to post-institutional life. The girls who are discharged before they reach the age of twenty-one are usually subject to the parole regulations<sup>2</sup> until the time a release is granted.<sup>3</sup> Releases are automatically granted to those who are in the institution or on parole when they become twenty-one years of age. Girls who are permitted to leave the state and a few others<sup>4</sup> are released

1. Oregon Code § 67-2104.

2. See Appendix E for parole regulations.

3. After a release has been granted OSIS is no longer responsible.

4. Release in some cases is a means of shifting responsibility: It would be my recommendation that \_\_\_\_\_ (a girl) be released from this school and, if at any time she was again in trouble, have her committed to the Fairview Home, as her mentality is low enough to grant her commitment there. It would be necessary for her sterilization before leaving that institution. . . (The girl's I.Q. is 92--low normal). Letter to the State Board of Control from the superintendent.

immediately following discharge. It is only by recommitment that a girl may be returned to the institution after she has been released or has reached the age of twenty-one.<sup>1</sup>

The time that a girl must remain on parole before a final release is granted largely depends upon her conduct, as known to the superintendent and parole officer. This period varies from a few months to two years or more. Nineteen girls were paroled between September 1, 1935 and March 31, 1936, but only twelve for the first time.

#### B. Factors determining the length of stay in the institution

The period of detention differs with each case. There are girls who have been there as long as five years. However, these are the exception rather than the rule. The period of detention ranges usually between one and one-half and two years. The average length of detention for the thirty girls of the sixty-nine included in this study, who had either been paroled or released or had escaped and were not returned by March 31, 1936, was nineteen months for the first period of detention. However, some of these girls were paroled or released from OSIS because of some pressure group outside of the institution. The average first detention of eighteen of the thirty girls who were paroled or released as the result of action of the administration with no strong outside influence was twenty-five months and seven days. Thus, there is an average increase of detention by over six months when parole or release is left to the administration without outside interference.<sup>2</sup> The average length of detention

1. One exception to this is the case of a girl who was returned to OSIS "on parole" to the superintendent.

2 The group bringing about this pressure will be discussed later in this chapter.

for six girls out of the thirty who were detained for a second time and were discharged from OSIS a second time by March 31, 1936 was eighteen months and thirteen days.<sup>1</sup>

Some of the known factors determining the length of detention are: (1) physical condition; (2) conduct while in the institution; (3) possibility of placement; (4) pressure by the State Board of Control, parents, Child Welfare Commission and court officials; (5) population at OSIS.

1. Physical condition. Those girls who have syphilis are kept until after the disease becomes and remains inactive for a period of time depending upon the decision of the OSIS physician. However, certain girls, at least two of the sixty-nine were released with an active case of syphilis with the instructions that they receive treatments on "the outside".

2. Conduct while in the institution. Conduct of girls in the institution has been given by the administration as one of the foremost criteria determining the length of detention at OSIS, i.e., those who conduct themselves according to the institutional pattern are sooner released. However, the administration finds no correlation between conduct in the institution and post-institutional behavior. This being the case, one might well question why this should be one of the main criteria for determining the period of detention. Conduct in the institution refers to the ability to adapt oneself to the institutional patterns and get along with officers and other girls. In practice it cannot be demonstrated that this is a criterion. For instance, one girl who attempted an escape was paroled in twelve months, while others who had not been guilty of this misdemeanor were detained for eighteen months or longer. Another girl spent almost

<sup>1</sup> Outside interference is known to have been effective in only one of the six cases.

five years at intermittent intervals at the school, not because she failed to adapt herself there, but because her post-institutional adjustment was frequently unsatisfactory. The wearing of "masks" is apparent from the confidential statements of some girls who are, in the eyes of the administration, well-behaved girls.

Every once in a while I feel like being mean around here and want to break some of the rules. But I've been laying pretty low lately because I think they'll let me go back to school in the fall.

Another girl added:

You might just as well make up your mind to get along with them here. If you act like you like it they give you a few breaks. They can keep me here as long as they like but they aren't going to reform me.

To use conduct in the institution as a criterion for length of detention period when the girls wear masks to hide their anti-social attitudes hardly appears valid as an administrative policy.

3. Possibility of placement. The girls who may return to their own homes where they will be well-provided for are detained for a shorter period. It is not uncommon that a girl, who has no relatives with whom she might live and who by some physical handicap or personality trait is not readily placeable in a work-home, may be kept for several years. In such cases the administration's policy is either to allow the girl to stay until she is twenty-one at which time she is automatically released, or else to wait until "fate" provides a place for her.

"Something will turn up for her. We've had cases like that before. We just wait and if we wait long enough there is always some place for them." is the ready answer.

This laissez-faire policy is quite prevalent in the placements from the institution. Its effect upon those who must remain in the institution



while others come and go is a source of great dissatisfaction. Often cynical and negativistic attitudes develop from it.

Here they let \_\_\_\_\_ go today and she hadn't been here half as long as a lot of the other girls. Oh, well, her folks have money and that accounts for it. They're always saying 'Just be patient and we'll get a place for you,' but they haven't yet. I'm getting so I don't give a damn what happens.

The above is illustrative of the discontentment that develops on the part of the girls.

4. Pressure from the State Board of Control, parents, Child Welfare Commission and court officials. Parents often appeal to the administration, to the county judge, or directly to the State Board of Control for a parole or release for their daughter. Requests from parents directed to the administration rarely bring an early parole. The requests to county judges seldom bring results, although in the fall of 1935 there was such an occurrence. The county judge sent a letter of introduction to the superintendent by an uncle in which he recommended that the girl be paroled. The superintendent immediately complied with the request. The superintendent immediately complied with the request. The superintendent also deviated from her policy regarding paroles in the fall of 1935 when she wrote to a county judge and the State Board of Control asking if they would recommend a parole to a girl who had escaped earlier in the year. It is not uncommon that relatives of a girl seek a parole directly from the State Board of Control. In eight of the thirty cases or 27 percent discharged relatives had interceded somewhat successfully through courts, Board of Control, or superintendent. By persistent efforts and by "pulling the right strings" they are able to secure a parole or release earlier than would have been possible if the matter had been left to the administration.



5. Population at OSIS. According to one of the subordinate officers the administration endeavors to keep the population at the institution near sixty girls so that the appropriations will fully cover all expenses. When the number of girls increases much beyond this figure some are discharged sooner than customary. Thus the maintenance of the institution is an important factor in determining the length of detention. This point brings the question to mind, does the institution exist for the girls or do they exist for it? Should the financial conditions of the institution be considered as more important than the welfare of the girls confined there?

#### C. Escapes and transfers

Throughout the year numerous escapes are planned, several attempted, and a few successfully carried out. The constant supervision behind locked doors and barred windows offers but little opportunity for successful get-aways. In 1935 there were four successful escapes; two girls were never returned to the institution although one was located and the other two were returned the day following the escape.<sup>1</sup> In 1936 one girl from OSIS escaped from a hospital where she had been taken for treatments, and another from the parole officer when she was being returned to the institution on broken parole. Although it is unlawful to assist girls in making escapes from OSIS,<sup>2</sup> there is some evidence, occasionally that

1. See pages 161-2 for further details.

2. Laws of 1921, ch. 64: ". . . and every person, whether in such custody or confinement or not, who shall aid or assist any inmate of . . . the Oregon State Industrial school for girls . . . or any person in lawful custody going to or from any of said institutions, to escape or attempt to escape, shall be guilty of a misdemeanor and upon conviction thereof shall be punished by a fine of not more than \$1000 or by imprisonment in the county jail for a term of not more than one year, or by both such fine and imprisonment, in the discretion of the court; . . ." p. 85.

outsiders have ehlped or were planning on helping girls make escapes from OSIS. No one is known to have been indicted on this charge.

The laws provide that when, in the judgment of the superintendent, any inmate "shall become" feeble-minded or insane, that the judge of the county in which the institution is located (Marion) shall be notified, that the court shall have the girl examined by one or more physicians of Fairview Home or the Oregon State Hospital. If the girl is found to be either feeble-minded or insane the physician is to so notify the county judge who shall issue a transfer to Fairview Home or the Oregon State Hospital according to the findings of the examination.<sup>1</sup>

The administrative policy in making transfers to other institutions has been somewhat different from that prescribed by law. The policy in regard to the transfer of feeble-minded girls has been as follows: The girl, if coming from Multnomah County and under the age of eighteen, is referred to the Court of Domestic Relations for an examination which is usually at the Child Guidance Clinic. If she is found to be feeble-minded the Court of Domestic Relations may make a commitment to Fairview Home. If the girl is over eighteen and from Multnomah County, the superintendent refers her to the Municipal Court of the City of Portland. If two or more competent physicians find the girl to be feeble-minded, she is committed to Fairview Home. The administration has an employee from Fairview Home administer individual tests of mental ability<sup>2</sup> to those girls from other counties than Multnomah who are considered feeble-minded. If the girls test below 70 I.Q., the committing judge is requested to make commitments to

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1. Oregon code, § 67-2303 re. feeble-minded.

" " § 67-2307 re. insane.

2. Stanford Revision of Binet-Simon.

Fairview Home. Whenever such commitments are made releases are granted from OSIS.

Girls whom the superintendent suspects of having some form of psychosis are taken to the Oregon State Hospital for observation. If the physicians there deem it advisable they are committed to that institution, without a formal court order.

One girl included in this study was taken to the Municipal Court of the city of Portland where she had been previously committed to OSIS. She was examined by two physicians who would not declare her feeble-minded. The superintendent later arranged with the superintendent of Fairview Home to have the girl transferred to that institution without a formal court order.<sup>1</sup>

Maternity cases are usually transferred to one of the state-aided private institutions in Portland<sup>2</sup> until a few weeks after delivery, at which time the girl is returned to OSIS. The temporary transfers also are made without a formal court order.

#### D. Procedure of discharge and parole practices.

The girl is not informed that she is leaving OSIS until perhaps an hour before departure, and sometimes not until she is well on her way does she know where she is being taken.<sup>3</sup> Her clothes and personal be-

<sup>1</sup> The writer was informed by the administration that the girl had been transferred by the Court of Domestic Relations. However, the Court of Domestic Relations reported that since the girl is over eighteen she is out of the jurisdiction of and had not been transferred by the court. See Case of Oma Williams, Chapter VII.

<sup>2</sup> Women's Home, Louise Home, Salvation Army White Shield Home.

<sup>3</sup> This practice is probably followed to keep antagonisms at a minimum since some girls are permitted to leave after a shorter stay than others, also perhaps to prevent girls from sending messages to "the outside" by the girl who is leaving.

longings are returned from her locker and she is given some institutional clothing if her original wardrobe is scanty. If the girl is released at the time of discharge she is no longer under the jurisdiction of the school and only upon recommitment may she be returned to it. Paroled girls are placed in the custody of some adult who is to report their conduct at least once a month to OSIS. The parole officer attempts to keep informed of the girls behavior either by correspondence or visits. If the girl breaks any of the rules of her parole agreement or is in any way delinquent she may be returned to the institution.<sup>1</sup> However, it is possible for the person to whom she is paroled to shield the girl and even to contribute to further delinquencies.

It is quite generally agreed by authorities in the field that the girl should be placed in an environment that will not be conducive to renewal of delinquencies. Elimination or modification of influences in the home and community environment may be necessary. Concerning this point Misses Bowler and Bloodgood state:

Parole work is in reality community case work. The boy (or girl) has come to the institution because something in his home or his community has done something to him or failed to do something for him, as a result of which he has come into conflict with social standards and laws. It is most unreasonable and absurd to expect this young and inexperienced boy (or girl), even after good response to training in the protected life in the institution, to return to an uncorrected home or community condition and to succeed in resisting the destructive influences there. Yet that is exactly what many state institutions are expecting. They accept boys (or girls) for treatment, but they make little if any effort to make sure that corrective treatment is being applied at the same time to the boy's (or girl's) home and community. This is a phase of the treatment program that must be developed if the results of institutional treatment are not to be rapidly nullified in a regrettable number of individual cases. If parole officers could devote more time to securing the cooperation of social agencies in carrying on this

<sup>1</sup> Usually officers from OSIS return the girl; however, sometimes court officials or the state police do this for the school.



corrective work in home and community while the boy (or girl) is in the institution, there would be far less need for intensive supervision when he (or she) returns, and much of the watch-dog character of present parole work would be eliminated.<sup>1</sup>

Preliminary investigations are usually made shortly before the girl is to be discharged. A visit or correspondence may be the extent of the preparation for placement.

The policy followed at OSIS is to place the girl with relatives whenever there are no obvious home influences that might produce further delinquencies. In practice many girls are returned to unprepared homes, with the result of poor adjustment and continuation of delinquencies as almost inevitable. A few concrete examples will perhaps illustrate the utter lack of consideration of environmental influences in making placements from OSIS.

One girl,<sup>2</sup> 14, was returned after two years' detention to her home which, before her commitment, was considered by interested agencies as being undesirable, since she was not receiving proper parental control. The difficulty was considered to lie more with the parents than with the child. The girl remained on parole in her home for approximately three months during which time she was involved in a series of delinquencies until apprehended by the police. Upon receiving notice, the OSIS parole officer was sent to return the girl to the institution. However, she escaped from the parole officer and was apprehended after several days by the police because of further delinquencies. Believing that she would be returned to OSIS she escaped from the officers and, on being pursued, voluntarily<sup>3</sup> jumped into a river drowning herself.

1. Howler and Bloodgood, op. cit., pp. 234-35.

2. See case of Elsie Stub, Chapter VII.

3. Detective Sanders who pursued the girl reported her last words "I am going to jump into the river. Goodbye." Oregon Journal, 4-8-36.



Another girl, age twenty, after two years detention, was literally "forced" upon her family by the parole officer. There had always been friction between this girl and members of her family. Consent was unwillingly given for her return to the home but only after much pressure from OSIS officials. The final outcome of this arrangement is not known as the girl has been on parole only two months before this writing. It is known, however, that since her return several serious arguments between the girl and members of her family have taken place.

Still a third was returned to an unprepared and disorganized home. Shortly after a week had elapsed she was returned to OSIS for renewed delinquencies with old companions.<sup>1</sup>

A girl was returned to the home of her grandparents with whom she had lived at the time of her commitment. However, at that time, because of differences in social values the girl and her grandparents were incompatible. Because there was an expressed willingness by both parties while she was in detention at OSIS the girl was returned to the home of her grandparents. But, in less than three months she disappeared and has not yet been located.<sup>2</sup>

Two girls, both twenty-one years of age, were legally released and neither of the homes had been considered as providing proper influences for several years, and no attempt was made to modify the home environment or to place them in other homes. Immediately upon release one of these girls disappeared and has not been found; no report of the other girl has been secured, but from the past family history a successful adjustment in the parental home is improbable.

1. See case of Alice Kulp, Chapter VII.

2. By March 31, 1936.

The above cases are indicative of the type of parole work in making placements in the girl's own home. It is beyond the scope of this study to make an intensive investigation of the work-homes in which some of the girls have been placed. Meanwhile, considering the lack of preparation and investigation in the homes of the girls who are returned to their parents, one might infer that the same lack of investigation holds true in securing work-homes for the girls. There is some evidence to substantiate this<sup>1</sup>, and reports from girls who have been placed in these homes cannot be considered as wholly unreliable. Several have reported that the moral conditions in the families of the employers have been far from desirable and exemplary. A few cases have been reported in which a male member of the family has made improper advances toward the paroled girls<sup>2</sup>. Lack of supervision by the employers and other desirable influences outside of the work-homes have also been reported in some placements. Placement in work-homes has its "distinct moral dangers" as pointed out by Reeves.<sup>3</sup> Finding suitable work-homes is difficult even with a thorough investigation. The long hours and low wages given for domestic may also be important factors in the post-institutional maladjustment of the girl. The girls placed in work-homes by the O.I.<sup>b</sup> parole officer do housework for their board and room and receive a small compensation, usually from five to ten dollars a month, depending upon the generosity of the employer:

1. One case was reported wherein the girl was taken to a work-home before any investigation had been made. After a few preliminary arrangements after she had arrived, she was left there to work.

2. Whether these are factual or mere rationalizations on the part of the girls is not known.

3. Reeves, op. cit., p. 400.

### B. Recidivism

In the present system whereby supervision of the institution ceases as soon as a girl is paroled, many girls of twenty-one years of age and a few younger, are released and but little is known of their post-institutional adjustments. It is probable that the girls who are released upon discharge from the institution have a higher rate of recidivism than those paroled since the latter group is somewhat restrained by the threat of having to return to OSIS.<sup>1</sup> Frequently girls who have been paroled immediately disappear and are not heard from for a long time or perhaps not at all by the OSIS authorities. Since there is no follow-up work on released cases it is impossible, within the limits of this study, to determine the exact amount of recidivism among the girls after leaving OSIS. However, during the years 1934 and 1935 there were fifteen returned from parole and fifty-four paroled. This shows that twenty-seven and eight tenths percent of the number paroled during these two years were returned from broken parole. This does not tell what happened to the girls who were released or escaped and were not found.

Of the sixty-nine girls included in this study, thirty had either escaped and had not been found, or been released or paroled at least once by March 31, 1936. Twelve had been paroled once; four of these are known to have broken parole but were not returned to OSIS.<sup>2</sup> Five girls had been paroled twice<sup>3</sup>; three, three times; and one, five times. Five were released immediately following discharge. A report was secured on only one of these girls, which revealed that she returned to the same

1. The delinquencies of some girls on parole are overlooked and the girls are not returned to the institution, since they are considered as hopeless cases.  
 2. Two disappeared, one left the state, and the fourth drowned.  
 3. One of the five was paroled once and returned to OSIS, to be released at the time of the second discharge.

delinquencies after detention that she was committed for. Two girls were transferred to other institutions; one to the Oregon State Hospital for observation, and the other to another correctional institution to be returned to OSIS several years later; OSIS released her but she was later returned "on parole" to the superintendent. Two girls escaped; one was never found, the other was paroled while on escape. Over half of these girls are known to have become recidivists, and several have been apprehended more than once.

Table XVI  
GIRLS PAROLED, RELEASED, OR ESCAPED AND NOT RETURNED  
BY MARCH 31, 1936.

Discharged	Once	Twice	Three times	Four times	Five times	Total
Paroled	12	5 <sup>a</sup>	3		1	21
Released	5					5
Transferred	2 <sup>b</sup>					2
Escaped and later paroled	1					1
Escaped and not found	1					1
						<hr/> 30

a. One of these girls had been paroled, returned to the institution for broken parole, and then released when discharged the second time.

b. One was transferred to another institution, later returned to OSIS and released from there. She was later returned "on parole".

#### F. Summary

Although the State Board of Control is legally authorized to make parole and release regulations and grant these to girls who are discharged from OSIS, the administration is free to formulate policies and carry out practices with a minimum of interference.



The data presented in this section of the study shows that the factors determining the length of detention at OSIS are, (1) the physical condition of the girl, (2) her conduct while in the institution, (3) possibility of her placement, (4) pressure from outside groups, (5) population at OSIS to guarantee the orderly pursuance of the routine for maintenance.

The escapes from the institution are few, probably because of the constant supervision, locked doors and barred windows, and not because of a desire of the girls to remain there. Transfers to other institutions are provided for by law; but, the administration somewhat deviates from the law and depends upon a new commitment from the court rather than a transfer from OSIS, thus shifting the responsibility of such moves to the committing judge.

There is no preliminary preparation at OSIS for post-institutional life.

Perhaps one of the most difficult problems which confronts a progressive institution for children is the proper tapering off of institutional influence, the diminution of the amount of supervision, and the introduction of opportunities for the exercise of initiative and self-direction.<sup>1</sup>

The girls seldom know that they are to be placed in a home until an hour or so before they leave and the uncertainty as to their future often causes unrest among the girls in the institution. There is no transition between the strictly supervised institutional and the free, largely independent post-institutional life.

Placements are usually made in the home of the girls' parents or in a work-home. Lack of thorough investigation, absence of an attempt to

1. Fenton, et al., op. cit., p. 137.

eradicate or modify certain influences in the home and community in order to prepare the proper environment for the girl to return to, failure to solicit the aid of other agencies are conspicuous in the parole work at OSIS. The inadvisability of certain placements is apparent.

Supervision of girls ceases after the release. Most girls, however, are placed on parole immediately after leaving the institution to remain until they are released. The parole period varies from a few months to two years or more, depending upon the case. Frequently, girls disappear or leave the state as soon as they are discharged from the institution.

Since supervision ceases after releases are granted and some girls disappear after discharge, it is impossible within the scope of this study to determine the exact amount of recidivism. However, among the thirty girls who were discharged or escaped from OSI<sup>2</sup> by March 31, 1936, over one half are known to have been repeaters.

CHAPTER VI  
INFLUENCES OF INSTITUTIONAL LIFE ON THE ATTITUDES AND BEHAVIOR  
PATTERNS OF THE GIRLS

At the beginning of the juvenile reformatory movement in the United States over a century ago, it was believed that the association of the juvenile offender with the older and hardened criminals was especially detrimental to the former's welfare; consequently, separate detention homes were erected for juveniles. Now it is generally accepted that the association of juvenile offenders with others of their age level has a greater influence on the behavior of those involved than do the adult contacts. This appears to be especially true at OSIS. The formal education that is attempted by the officers has less effect upon the behavior patterns and attitudes of the girls than have those influences that come from contacts between the girls.<sup>1</sup> Also, it appears that the informal interaction processes between girls and officers produce a greater effect upon the attitudes of the girls than do the purposeful efforts of the officers toward that end.

In order to secure a complete picture of institutional life at OSIS it is necessary to consider not only the services and formal education but also the informal interplay between girls, and between officers and girls. Such interaction has an important part in conditioning the attitudes and behavior of the girls both in the institution and, in many respects, in their post-institutional life. Many of these attitudes are unconsciously inculcated into almost every girl soon after her admission.

1. This was also pointed out by Sam Moorer, A reformatory As an Educational Institution, a Study of the Tennessee Reformatory for Boys.

## A. Reaction of the Girls to Specific Life Patterns

### 1. Attitude toward authority of:

a. Parents. As previously pointed out, thirty percent of the girls have been committed directly and others indirectly through the petition or request of parents or relatives. Thus at the time of admission there is often evidence of social distance between girls and members of their families. As time passes the social distance decreases and the girls look to their parents for assistance in shortening their period of detention. Sometimes parents who have been instrumental in sending their daughters to the institution are eager to have them released after they have been there but a few months. A social nearness develops between the girls and their parents.<sup>1</sup> A few girls have expressed themselves to this effect: "One thing this place has done for me and that is to make me appreciate my folks." However, parental authority is taken lightly, for in many cases the girls intend to do as they please without parental interference when released. Although a social nearness appears to develop between the girls while in detention and their relatives, it is <sup>a</sup>pparent in many cases that the attitudes expressing social nearness are only on the surface, serving as masks to expedite a release from the institution. This is illustrated by cases in which the girl and her relative expressed a complete reconciliation while the girl was at OSIS. However, as soon as a parole or release was granted she left home or disappeared to avoid familial supervision.

b. Court officials. Very few girls seem to have respect for the court officials who were responsible for their commitment. This includes

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1. The same social nearness develops, in fact, toward anyone who is making an effort to have the girls released.

judges, probation officers, and policewomen. They feel that they are unfairly committed by judges who either are paid, or deliberately ignore much worse offenders. The men who were largely responsible for their delinquencies frequently go unpunished.<sup>1</sup> One girl of a prominent family in the community in which she resides speaks disparagingly of the court system:

I have no respect for them. I know whatever I do my family will pay the judge and I can get out. The only reason that I'm here is because \_\_\_\_\_ (another girl at OSIS) and I were caught together. They committed her here and said that I could go to the \_\_\_\_\_ (an institution with much less stigma attached). I told them I would go where they sent \_\_\_\_\_, and the judge almost begged me not to.<sup>2</sup>

The girls greatly resent the practice of certain court workers who promise a maximum detention of three or perhaps six months at OSIS and who represent the school as being somewhat like a summer resort. Bitter disappointment is almost inevitable; the reactions expressed by antagonistic behavior are often directed toward the administration which in no way is responsible for this misinformation.

The girls feel that the court officials are untruthful and not to be depended upon.

They act real nice to you and make you think that they will help you and then when you tell them your story they use it against you . . . They all lie to you so much that it's best not to tell anyone anything.

There is, thus, in general, an attitude of distrust and a lack of confidence toward the court officials responsible for their commitment. The policies of some counties intensify these negative attitudes more than others.

1. One probation officer explained that charges were not pressed against these men because no one would make a complaint against them.

2. Interview. This statement has not been verified; it has been confirmed by the other girl in the case, however.



c. Institutional officers. The distrust that the girls hold for the court workers is largely carried over to the OSIS officers. Some girls feel that the superintendent fails to carry out her promises and therefore will not have any confidence in her; others complain that she will not listen to them or see them when they ask for an interview. Still others admire her and consider it a privilege to run some errand or do some favor for her. All of them, respect her authority as being that of the highest officer in the institution.

The attitudes held toward the subordinate officers largely depends upon their contacts with them. Some of the officers are liked while others are disliked by a majority of the girls. The basis upon which most of the girls make their judgments is whether an officer has a good sense of humor and is friendly and companionable, or is distant, cold, "naggy", or "always crabbing". The girls often say: "There's no one around here to talk to--nobody I'd trust enough to tell my troubles to, so I just keep them to myself or cry myself to sleep at night."<sup>1</sup> The necessity of providing release from emotional and mental stress is apparent. These girls have personal problems which may seem trivial to the adult mind, but at the same time they are real to them and demand a solution. Mental conflicts which arise from the variance of their moral and social standards with accepted codes often need to be eliminated by cathartic measures. Crying themselves to sleep may be a temporary release, but is it possible to eliminate these conflicts without constructive aids?

1. Through frequent and personal contact the writer has been successful in gaining the confidence of several of the girls who have expressed satisfaction in being able to talk freely about their problems, thereby securing emotional release.

d. State Board of Control. Little accurate information is secured by the girls concerning the State Board of Control. Its membership, both to identity and numbers is largely hearsay and erroneous. One thing, however, is certain in their minds, namely, that the State Board of Control is a body superior to the superintendent and has the power of granting paroles and releases. They are aware that if they wish to be released in a minimum period their parents or friends must seek a release from the State Board of Control. It is common to hear a girl say: "I won't be here much longer; my father said he was going to the State Board of Control."

The girls resent the administration's practice of showing the State Board of Control only the bright side of OSIS institutional life on their visits to the school. The menus that are especially prepared and served on the Board's visiting days are a joke among the girls. Some have expressed a desire to "tell the Board what this place really is", but when the members visit OSIS the girls do either not have an opportunity to contact them or are afraid to express themselves for fear of being punished after the Board members leave. The administrative "mask" worn in the presence of the members of the State Board of Control does not go unnoticed. The girls' recognition of what they believe to be deception or misrepresentation on the part of those attempting to re-educate them results in a certain degree of social distance that cannot be bridged.

2. Attitude Toward Punishment. The girls regard their detention at OSIS with its barred windows and ever-locked doors as a place of punishment. One girl states: "Oh, I knew I had some punishment coming to me, but here I've been here for almost two years. It's too damn long. I

didn't deserve that much." Several times the investigator has heard girls remark: "Well, this is just one step from the 'big-house'," meaning the state penitentiary.

The "lock-up" usually causes them to resent and greatly dislike the officer who thus punishes them. They feel that they have been treated unfairly in many instances. The girls state that the "lock-up" does them no good and only makes them think how they will "get even" when they "get out of this joint". It is taken lightly by a few who even welcome it in place of some types of institutional work. Whenever the strait-jacket, shackles, or sweatshirt are used, the others whisper about it in low tones. If the girl screams or "raises hell" while in "lock-up" the other girls become restless and at times "wish they would take her over to the insane asylum; there's where she belongs." Reactions to lock-up are expressed by the girls somewhat as follows:<sup>1</sup>

I don't think the lock-up does any good--you can't tell me that staying in a room with nothing to do or read is going to help any girl. It hasn't helped me any. I sit in there and about lose all control of myself.

No, I've never been in lock-up but I don't think it helps the girls. The minute they get out they're stuck in for something else. You know, I'll sure get even with this place if I have to blow it all to pieces.

I caused some trouble when I first came here. They put me in lock-up and I tore things up in my room and knocked my plant out of the window with my fist. I never ate anything for several days . . .

\_\_\_\_\_ came to the door and started preaching. It made me madder than ever. Then they put me in a strait-jacket. The thing I minded most was the wet towels they put on my face and head. The more noise I made the tighter they pulled them. If they had just talked to me decently I probably would have come out of it. . .

Is it possible to re-condition anti-social behavior and attitudes in these girls when they consider the very efforts in that direction as punishment?

<sup>1</sup>. Also see expressed reactions on page 113.

The psychological effect of such a concept would tend to produce antagonism toward the total re-educational process and thereby defeat its purpose.

3. Attitude toward Religion: None of the girls show any special religious fervor while at the school, but almost all believe in a "God". The religious services are more to be endured than any thing else, although the girls enjoy the singing and once in a while they are interested in the talks of outside speakers. However, they detest being "preached at" or "moralized." A few have confided that every night before they go to sleep they pray that they may soon be released. Because of the institutional pattern and an intense desire to be released from their present surroundings these girls, who hitherto have shown no religious fervor, turn their attention to individual prayers. The institutional pattern does not produce a permanent religious spirit, but only a temporary one which is centered upon individual "praying" to be released, or perhaps "wishful" thinking directed to their "God".

4. Attitude toward sex and pregnancies. Among the girls there are many misconceptions regarding sex, some of which were received before commitment and others acquired in the institution. Only about one or two of the girls included in this study deny having had sex relations. Most girls admit having had numerous experiences. It is considered as a mark of inferiority not to have had sex relations. One girl was the object of ridicule because she had had no sexual intercourse other than being sexually abused by her father from the time she was three until the age of ten. One girl made the following remark:



Say, any girl that says she hasn't had any sex life and she's eighteen or nineteen, you know that she's either lying or else there's something wrong with her.

However, the girls who have been too promiscuous are accorded a low status by those who believe that "it is all right if it's with the guy you love." The fact that a girl has been promiscuous is not always objected to, but if she is disliked for other reasons the first thing that is said is that she had been promiscuous, that "she picks up with every guy she meets on the street." Thus, it may be seen that among themselves these girls have a distinct set of moral standards, although they may not comply with those which are generally accepted. To deviate from their standards is just as much "wrong" as to deviate from the accepted moral values of the community.

Masturbation and homosexual practices are vigorously denied. However, the girls will point out others as being sex perverts.

Oh, you can tell by the way a girl talks and acts--when she talks dirty all the time or is always making little cracks, or when she is always rubbing up against another girl, you can always tell.

Pregnancies are taken lightly by the girls in general. It is "just a bad break" but "everyone knows how to knock it so there's not much to worry about". One or two girls have been heard to remark: "he, I never worry--the doctor said I couldn't have a baby anyway." Eighteen of the sixty-nine girls claim to have been pregnant before coming to the institution. Seven claim that they were pregnant when they arrived at the school but that the physician had given them some pills to "settle their stomachs" and their menstrual cycles were restored. Whether the abortions were performed in the institution or not cannot be verified. These seven girls and others assert that they had every evidence of being



pregnant, yet the officers deny it. However, it is real to the girls who express themselves as being "glad it was knocked" but greatly resent the attitude taken by the officers in denying it. This, again, is one of the sources of distrust and social distances.

5. Attitude toward sterilization. It is infrequent that a girl will readily consent to a sterilization operation, and usually only after much administrative pressure will the girl and her parents give consent. Some girls claim that they are lead to believe that they will not be permitted to go home for a long time unless the operation is performed, or that if it is performed they may go home immediately. Most of them are strongly opposed to the operation and declare that they would rather be dead than have it. Those who have undergone appendectomies are often suspicious that they were sterilized at the same time. After a salpingectomy has been performed the girl often becomes most indifferent and takes on an "I-don't-give-a-damn" attitude. One girl expressed herself as follows:

I've felt different since I came back from my sterilization operation--oh, about everything in general. I wanted a home before, and children, but now I know I can't have it, so I'm going to do just as I damn please.

Another adds:

That sterilization operation ruins the girls, because it makes you think you'll go out and do as you please. That's the way it makes me feel, and I think it will just make me feel the same way again. You don't have to bother about taking care of yourself except to keep from catching a disease.

The general attitude is that the operation is justified if the girl is feeble-minded, but that it should not be performed on healthy girls of normal intelligence. The reason given by many girls for objecting to the operation is that they believe it their right to be able to have and

rear children. Some fear that no man would want to be married to them if they were to have the operation. Some object to it on religious grounds.

6. Attitude toward venereal diseases. The occurrence of venereal diseases among the girls is so frequent that it is considered no disgrace to be thus infected. Although, if a girl has a venereal infection which is severe enough to be offensive, she is avoided. A girl who is also disliked for other reasons will be pointed out as "having a terrible dose" or as being "simply foul". However, association and companionship are not withheld merely because of a diseased condition. Non-diseased girls sometimes feel that the officers treat those who are diseased as if they were "the lowest kind of people."

Frequently the results of the blood tests and slides taken for the court prior to commitment show a negative reaction, but the physician at OSIS finds a positive reaction. Some girls fight against taking venereal treatments because they think that they do not have a disease. They are convinced that, "They just pin a disease on you here so they can keep you longer." This distrust again produces a social distance between the administration and the girls. A better understanding might be effected if the latter were correctly informed concerning the nature of the venereal diseases.

7. Attitude toward marriage and children. Many girls have confided that they desire to be married and have a family after they are released. "You can't say anything like that around here, though, or they all laugh at you." Some believe that if they could be married they might be free from the school's supervision when discharged.

Several girls were mothers before coming to OSIS; a few others claim to have had children while in reality they have not. Whether this is wishful thinking or a desire for distinction and superiority which they desire to convey could not be ascertained. It is significant, however, that they wish others to believe that they are mothers. A large number expressed the preference to care for children as a post-institutional occupation. There is no known institutional influence that might have been responsible for this.

8. Attitude toward men. As stated above many girls were committed because they were implicated in some affair that involved one or more men. Some girls had planned on being married to the men involved but the commitment prevented this. Several were married previous to the commitment. Detention away from the male sex only serves to intensify the social nearness that some girls hold for "the guy I love" who serves as the hero for their daydreams. Some resent that they were sent to the institution while the men were allowed their freedom. But as a group the girls are loyal. Very few would "squeal" on the "guy that got me here". Even though the man had venereally infected them and had "walked out", they refuse to "turn yellow on a guy". The general attitude is well expressed in the following: "I figure that if a guy has something coming he will get paid back for the dirt he donw without me squealing on him."

It appears that they believe in a sort of fatalism by which the wrong-doer will be punished in time for his anti-social acts. But, they fail to realize that they are evading a social responsibility in order to justify their position. Whether other girls may fall victim of the man before he gets "paid back for the dirt he dond" is not considered.

Whenever men appear on the grounds some girls immediately become interested and perhaps do a little flirting. "Anything that has pants on!" Others scoff at these girls and consider them silly. Perhaps if these girls were given some opportunity to participate in mixed groups and to have male companionship under supervision they would not act so "silly". The practice of bringing community affairs into the institution or permitting the girls to participate in affairs on "the outside" under supervision has the possibility of providing normal outlets so that interest in the opposite sex will be tempered.

9. Attitude toward stealing, lying, and "snitchers". The girl who is "sticky-fingered" is not popular. On the whole there are comparatively few girls who are accused of being "lifters". Since the girls' rooms are not locked, occasionally some article is missing. The girls feel that it would not help the situation to report thefts to the officers, for they either would not or could not remedy the situation, and whoever did the reporting would be considered a "snitcher". One girl attempted to punish an offender herself. After noticing the contents of her cold cream jar gradually being emptied, she gathered some poison oak in her outdoor blouse and smeared some in the cold cream jar. For the next two weeks she suffered from a severe case of poison oak on her side and abdomen, but felt well repaid when she noticed some poison oak infection on the face of another girl.

The girls have no respect for anyone in authority who has lied to them. That is inexcusable; although they feel justified in falsifying statements to anyone in authority who has lied to them or to anyone who might use the truth to their disadvantage. Among themselves the girls



greatly dislike a girl who is not truthful. They desire the truth from each other.

"Snitchers" hold no place in the esteem of these girls. Even though they may object to the conduct of another girl they greatly dislike one who will report it to an officer. There are several girls who are pointed out as being "snitchers". A few girls are reported to be "spying" on a group for an officer.

10. Attitude toward other girls in the institution. The girls "rate" each other in terms of status based upon personality traits, past experience, social position of parents, and behavior in the institution. Each girl is assigned her role.

Some girls become "pals" and in extreme cases get "crushes" on each other.

New girls are often shunned by the older ones, and in order to become accepted the former must work their way into the group. Some do not have the qualities which would make them popular. They remain as "outsiders" and are often found sitting alone crying during the recreation periods. The "social outcasts" are the first to make up with the incoming girls. Often the newcomers have been known by some of the group at other correctional institutions or at public schools. Their reputations at the former institution are carried over into O SIS.

Many have confided:

Most of these girls are crummy. When I get out of here I never want to have anything to do with most of them. Just a bunch of screwy ten-cent chippies.

Several have asserted "My case is different from the others here."

There is a recognition that some girls "belong here" and that others

"shouldn't have been sent here". These girls are very critical of the shortcomings in the others, but through rationalization fail to place themselves on the level with most in the group.

11. Attitude toward Education. Very few girls have expressed the desire to finish high school. Of these a smaller number have intimated a desire to go on to college. A majority do not know what they want to do after leaving the institution, although some have stated they wished to go into nurses' training, to care for children, or to do housework. Many feel that they will have to do housework when they leave since placements are made only in that type of work. Absence of vocational guidance, based upon the interests and abilities of the girls, is perhaps largely responsible for their inability to know in what field they might concentrate their efforts. A vocational guidance program might solve this problem by directing them into certain types of occupation.

12. Attitude toward length of detention. The newcomers believe that their stay will be of short duration either because of good behavior or by escaping. The girls who have been detained a year or two without being paroled become discouraged, indifferent and even cynical. They assert that they do not object to staying for a while but that "the dragging on month after month" discourages them. "They keep the girls here too long." "It helps a girl for the first few months but after that it only makes us worse. We think of all the things we'll do to make up for the lost time when we do get out." Many of the diseased girls fail to realize that a certain length of time is required to successfully treat the venereal diseases, and that it is for their physical welfare that the

administration prolongs their stay. Again, unless a suitable home can be provided it would be unjustifiable to discharge a girl on the grounds that she had been detained for a certain number of months. OSIS has been faced with the problem of detaining a girl because the court authorities in the county from which she has come request that the girl be placed in some other county and not returned to her home. Some girls who have been discharged after a few months seem to fail to adjust in post-institutional life and are therefore returned to the school. The administration is of the belief that the girl "was not ready" to go in these cases.

However, the practice of keeping girls for three or more years, when many of them have already spent some time in other institutions previous to their commitment to OSIS, appears unwarranted.

13. Attitude toward returning to the institution. A strong feeling against returning to the institution once the girls are discharged is evident from a current expression:

Well, they won't bring me back here alive. When I get out of this dump I'm going to do the same things I did before only next time I'm going to be smarter about it. They won't bring me back here again.

Frequently girls disappear soon after they are discharged from OSIS or have broken parole, in order that they will not have to return. One girl made good a threat that they would not bring her back alive and drowned herself.<sup>1</sup>

When a new girl is brought to OSIS the girls whisper among themselves: "The poor sap--she doesn't know what she's getting into." Or when a girl is returned from broken parole the girls exclaim:

1. See case of Elsie Stub, Chapter VII.

"Is she back again? That's the fourth time I've seen her come back. Believe me, if I ever get away from here they'll never bring me back. What did she do this time? They'll probably pin a disease on her now."

14. Attitude toward OSIS life in general. One girl who had been paroled for two months confided:

It all seems like a bad dream that I was in there; I wake up at nights now and think that I'm back; it seems like two years of my life were just lost, that the world went on but that I was just like dead while I was there and now have come to life again.

Several girls who had been at OSIS for only a few months asserted that they liked the school and were content there; about six months later they admitted that they were "fed up" and bored with sameness of institutional routine day after day. A majority have expressed a dissatisfaction, comparing OSIS unfavorably with other correctional institutions in which they have been detained. This dissatisfaction seems to lie in the attitudes of the officers and in their apparent lack of interest in not providing sufficient diversion to relieve the girls of the emotional strain that comes from institutional life. Favorable reactions have been expressed by a few girls, such as:

This is heaven compared to \_\_\_\_\_ (another correctional institution). There is so much religion there--that's what got me down. There isn't anything against it here yet, but I do get lonesome once in awhile.

Another girl adds:

I really think this is a profitable place if they wouldn't keep the girls so long because what you learn you never forget. I think there are girls here that have no other place to stay--I mean a place that is decent. If a girl really tries here she'll get along. If you do your part, they'll go half way. You hear a lot of dirt here, but I already knew too much for my own good, but you can down anything you hear around here...

A third sums up the total situation thus:



it isn't so much being penned up as it is not being treated fair. If some of these officers were treated like we were they would do worse than any of us would ever think of doing. When we do our best we get our rec (recreation) taken. If we cry we lose our rec, if we laugh we lose our rec, if we talk about the past we lose our rec, and we can't talk about the future and the present is simply dull so what are we to do but sit around and look dumb. Then we get layed out for being dumb. If they would let the girl friends be together it wouldn't be half bad.

## B. Practices at OSIS Existing Among the Girls.

1. Sex practices and manifestations. Masturbation is believed to be a very common practice among the girls. According to the physician there is evidence of it among a majority of them. A few girls are reported to have been sent to OSIS from another institution because of homosexual practices although this has not been verified. The extent of such practices at OSIS is not known, but opportunities for it are limited, since the girls are locked in their rooms at night and are somewhat supervised while using the bathrooms. Once in a great while girls are apprehended for having homosexual relations. Certain forms of sex perversions are practiced which never come to the attention of the officers.

A common practice found among a few of the girls is that of getting "crushes" or "falling in love" with one another. If the girls are of the same cottage they may be together in recreation periods and perhaps in their work; thus, they perhaps talk, hold hands, and even kiss. In extreme cases this leads to homosexual practices. If the two girls are from different cottages their main contacts are by waving or signalling and note writing. It appears that due to the lack of normal emotional outlet and social contacts with the male sex, which is the result of institutional life, certain anti-social practices have been developed

1. The girls working in the barns, milkhouse and those sleeping in "D" ward of each cottage are least supervised.

by some girls as a sublimation. Whether these carry into past institutional life is unknown. Certainly, they add nothing to the moral welfare of the girls engaged in such practices.

2. Malingering. "Playing sick" in order to avoid doing institutional work is practiced. Anything from fallen arches to tuberculosis may be the malady. The physician remarked one day that about half of the girls who were sent down to him that morning had nothing wrong with them.

They were just faking. The matrons send them down and I have to look at them. All that most of them want is a little sympathy. Of course, these workers aren't trained and they wouldn't know the difference if a girl was faking or not.

The girls are given ample time during detention at OSIS to rationalize their position and "feel sorry for themselves". Perhaps it is the lack of personal interest that the girls have secured either in home life or in the company of friends on "the outside" that they miss. No doubt constructive activities would help the girls to forget their "plight" and seek less sympathy and commiseration.

3. Making forbidden contacts with "the outside" and within the institution.

a. Letters and notes. As explained above, the mail and articles sent to and from the girls are censored. However, occasional letters are sent from the institution unknown to the administration, but in some instances these are intercepted. Letters and notes are slipped to and from visitors for disposal. One mother acted as postman for several girls.

Note writing among the girls is forbidden. However, this practice is carried on, mostly between the two cottages. In the winter when school is in session note passing is comparatively simple. However, during

the summer months the girls are not permitted to have pencils and paper. They must "sneak" these and send the note perhaps by another girl to the girl they wish to contact. The contents of the notes range from "can't we be friends?" to obscene pictures and stories or ardent "I love you's,"<sup>1</sup>

b. Smuggling. Articles are at times passed in to the girls by visitors. Among the "smuggled" goods are cigarettes, jewelry, pictures, and gum. It is infrequent that such articles are slipped in without the knowledge of the administration.

c. Signalling. Signalling from windows is forbidden; however, many girls do this to attract the attention of others outside the building. The girls in each cottage who have rooms facing each other often wave back and forth, and at times talk from building to building. At nights the girls whose rooms are next to each other sit by their respective windows and converse, and if the windows are not too far apart the girls hold hands or pass notes. On summer evenings long after the lights have been turned out many girls sit in their windows (a practice which is also forbidden) and gaze out into the night. These "nightwatches" are not always uneventful, for occasionally night visitors have been detected stealthily prowling around the grounds.

The girls often wave from their windows to passing cars on the road below during the daytime. The "boy friend" of one girl passed at the

1. A note written by one girl: "Do you really like me better than \_\_\_ or are you just playing up to me? Everybody seems to think you like her best. So I just figured if you think more of her than me you could just have her but every time I see you I just can't stay mad at you, please tell me the truth. Love, \_\_\_\_\_. Answer: "\_\_\_\_\_, I really like you best. The only reason I pay any attention to \_\_\_\_\_ is because of \_\_\_\_\_. She asked me to see why \_\_\_\_\_ was mad at her. I never have played around when it comes to you. I always have liked you best and always will. Your pal (I hope) \_\_\_\_\_ Love."

same hour every Sunday afternoon for several months, honking three times while she responded by waving from her window. After several weeks the pantomime was discovered and the girl was changed to another room where she could not see the road. However, at the appointed hour she sprung the lock on her door and waved from a window in the corridor.

A method of attracting another's attention that is used is clearing the throat. It is possible for one to walk along a corridor when the girls are locked in their rooms and clear one's throat or cough slightly; in response about a dozen throats will be cleared. The officers' objections to this have largely gone unheeded.

The circulation of news throughout the girl population is very rapid, although it is frequently erroneous to begin with and often greatly distorted by the time it has made the rounds. Word travels from one girl to another, each adding a little and giving her interpretation to it. A bit of conversation between two officers may reach the ears of most of the girls even before all of the officers are informed of it. The girls watch the actions of the officers as indicative of forthcoming institutional events. For example when the parole officer has her car washed every girl knows that the following day some girl will be paroled or released. If a car with a state license drives up and two men alight, immediately almost every girl is convinced that the State Board of Control has come to inspect the school, whereas the visitors may have no connection with the State Board of Control.

d. Newspapers and office mail. Although the reading of newspapers is forbidden<sup>1</sup> many girls keep well abreast of what is happening on "the  
1. Recently the front page of a newspaper is posted in a high school classroom after it has been censored and clipped.



outside". The girls who clean the officers' rooms and the main office and the furnace girl can usually scan the headlines and the articles on crime, on sterilization of all inmates in state institutions, et cetera, without the officers knowing it. The girl who cleans the main office obtains much authentic information by reading the contents of discarded letters and scraps of paper which have been thrown into the wastebasket.

It appears from the above that the girls make certain contacts in the institution and with "The outside" even though they are forbidden. The fact that these forms of communication are not permitted makes a successful contact all the more thrilling and worth boasting about.

4. Smoking. Smoking is forbidden at OSIS. Nevertheless, some girls manage to have an occasional smoke. Where do they get their cigarettes? Once in a while a visitor may successfully slip some in; again the men working at the institution may slip a few to the girls; cigarette butts are occasionally lifted from the wastebasket in the dispensary. And how do they get a "light"? By slipping down to the basement and getting a spark from the furnace.

5. Keeping diaries. The keeping of diaries is forbidden. Some girls persist in this practice, however. The diaries are frequently confiscated and although there is usually some revealing information in them, no use is made of their contents and many are destroyed by the administration as soon as they are discovered.

6. Exchanging experiences. During the recreation periods small groups frequently cluster together. If they are talking in low tones

and laughing loudly it is usually evidence that a "dirty" joke or a sex experience has been related. The new girls who show a desire to listen and learn are welcomed into the group for many of the older girls are eager to impart their information. When the officer detects what is going on he asks some of the girls to move away and the group to "break up".

7. Picking locks. There are experienced lock "pickers" among the girls. The double Yale locks on the outside doors are the only ones that cannot be picked as yet. A number of the girls are able to spring the locks and open the doors of their rooms.

8. Running away. Several girls have confided that their first thought upon arrival at OSIS was to seek mean of escape. Run-away plots are usually initiated among the new-comers and those who are most maladjusted in the institution, but "they don't talk much about running away--they are all afraid to," confided one girl. Girls who have been detained for a year and a half or two years rarely attempt to escape for they believe that if they "stick it out" a little longer perhaps they will never have to return. Numerous plans have been made but most of them "fall through because someone gets chicken or some snitcher tells the officers". Escapes are usually planned singly or in small groups of two or three, although as many as seven girls have been in one run-away plot.

In the past year four girls made successful escapes in groups of twos. Two were never returned<sup>1</sup> and one of these has not yet been located.

1. See case of Dorothy Harvey, Chapter VII.

The other two were returned the day following their escape. When it was discovered that the first two girls had escaped the girls whispered among themselves that they hoped the run-away would be successful. The second two made their escape after assaulting an officer with a cold cream jar placed in the end of a stocking. The officers terrified screams frightened the girls who remained at the school. When the two girls were returned the following day and placed in "lock-up" the other girls threatened to "beat them up" and "knock hell out of them". However, by the time the girls were released the others failed to carry out their threats. Thus, a sympathetic reaction was expressed toward one whom they believed had been unjustly injured. That this sympathetic feeling was intensified by the fact that the particular officer was generally liked is probable.

9. Miscellaneous practices. It is common for some girls to take food from the table, milkhouse or kitchen, hide it in their clothes until they reach their rooms. Occasionally the officers inspect the girls' rooms, and find various bits of garbage hidden in the dresser drawers.

In the summer of 1935 a few girls attempted to make some wine. They secured yeast which they put into canned fruit juice. But, their little "home-brew" venture was inadvertently discovered by one of the officers and the girls who were implicated were punished by the "lock-up" for several days.

The girls consider it a good mark of sportsmanship to take a dare even though the act is in itself stupid and will perhaps result in some sort of trouble. For example, one girl, upon a dare, ate earthworms while at work in the garden.

In order to keep cool in the summer some of the girls go without their undershirts and pants; this is, of course, contrary to the institutional rules. An officer, suspecting that some of the required clothing has been omitted, will attempt to affirm her suspicions by questioning the girl. If the latter denies the accusation the officer may say "pull up your dress and let me see!" Recreation periods have been forfeited for this offense.

The girls are not permitted to wear rouge or lipstick, although they are permitted to wear powder. However, various devices are used to evade this ruling. One girl was allowed to keep some red paper flowers in her room. By tearing off a small petal at a time, wetting it, and applying it to her face, she was able to maintain that "school-girl complexion" for some time before being discovered. Various fruit juices, Easter Egg dyes, et cetera, also take the place of the cosmetics which the girls are denied. Occasionally these forbidden cosmetics are "smuggled" in by some visitors. Plucking of eyebrows is also forbidden, yet practiced. Some girls are quite skillful at this even without the customary tweezers. If apprehended the girl faces the penalty of having her eyebrows completely shaved.

The monotony of "lock-up" is often avoided by some girls who successfully hide magazines, books, or handwork under their mattresses, or who have "pals" who slip reading material under the door after the officer has searched and left the room.<sup>1</sup>

Masochistic practices, such as sticking needles, pins, and pieces of glass in the skin, jabbing an arm through a glass window, eating rat poison,

<sup>1</sup>. All reading material and handwork is removed from the room during "lock-up".



and swallowing pins have been observed at the institution, some of these being done with the intent to commit suicide. Occasionally a girl will batter her locked door with a chair, tear her sheets and curtains, or scream while she is in lock-up. Such conduct usually results in the use of a strait-jacket or shackles. This behavior has usually occurred when the girls have been under intense emotional stress or while being punished for some misdemeanor, and although it is the exceptional, its occurrence from time to time is evidence of inadequate mental and emotional adjustment in the institution. It has been characterized as a form of temporary insanity<sup>1</sup> brought about by too great emotional strain.

### C. Institutional Terminology

The use of everyday slang is prevalent, although it often has a different connotation. Many new words and expressions are devised and included in daily conversation. Some of these have already been mentioned in the foregoing pages.

1. Expressions referring to the officers. The girls often name the farm stock after certain officers. At one time a young pig was given the superintendent's first name; a bull that was used for breeding purposes was named after the farm supervisor. Baby calves, kittens, chickens and horses have been named after other officers. Thus, a certain amount of respect that is due the officers is not forthcoming from the girls. Evidence of social nearness between the girls and some officers is apparent from the way the latter are addressed. Such names as "swell Joe", "pal",

1. Interview, OSIS physician, 9/19/35.

"mom", "dad", "pop", and "lady" before the surname, reveal a respect for and social nearness toward certain officers. Social distance is expressed by approprious names such as "old biddy", "old nag", and "old battleax". When speaking among themselves the girls often refer to the officers by their surnames without the prefix "Miss", "Mrs.", or "Mrs."

2. Expressions referring to other girls. Girls who are well-liked are called "pal" and "swell Joe", also. The names applied to girls who are disliked may be thought of at the moment or may be in frequent use in the institution. "Ten-cent chippies" and "two-bit run-around" are often used in designating girls who are disliked and who have perhaps been promiscuous before coming to the institution. "Dumb" or "crazy" are often applied before the first names of girls who cannot quite get "in" the group. "Snitcher" is a girl who is held in contempt by the others for tattling to an officer. "Sticky-fingers" refers to girls who are habitually stealing. Girls who make advances toward others are referred to as always "rushing around". "P.G." is attached to a girl who is believed to be a "privileged character" with an officer or officers. "Petunia" or "cream puff" are used in referring to a girl who likes the school. When a girl mentions that she would like to do something that is not permitted the other girls bark at her, "What do you think this is, a summer resort?"

#### D. Interaction between officers and girls.

1. Time and place of contacts. Contact is most free between girls and officers during the recreation periods when one officer is in charge of each cottage. In the day time the girls come into contact with the

officers who supervise their institutional duties, meals, and school hours. Some officers keep the girls "on silence" during these periods but usually some communication is permitted among the girls and with the officers. In one cottage the matron permits the girls to come into her room, sit on the floor, and talk; in the other, they are never extended this privilege. The come to the matron's door only on matters of special consequence. The pantry in one of the cottages is the favorite place for certain officers to confide in a few girls about the institutional affairs, both official and non-official.

2. Nature of the interaction and the respective status of the interacting units. The interaction between officers and girls is limited in extent. The officers maintain a superior and the girls an inferior status whenever they come into contact. When any question arises the officers are always right and the girls always wrong; thus, the latter are always the losers because the penalty of insubordination of any kind is the loss of recreation periods or the "lock-up". This policy makes for open compliance but oftentimes inner rebellion on the part of the girls.

The officers seem to regard the girls, as a group, as being dull, untruthful, immoral, and inappreciative. "These girls are dumb--you can't teach them anything. You can tell them over and over again and they forget it." "You can't believe a word they say; they're all liars. The truth's not in them." "These girls are awfully low morally. They have no self-respect. They would go out and pick up with anything they saw in pants no matter who he was." "You can work your head off for them and that's all the thanks you would get. They ought to be thankful that they can be here with three meals a day and a good bed to sleep

in. I bet they have a lot more here than they ever had at home." Although a few officers are not so critical of the girls, nevertheless, this is illustrative of the general attitude that the officers hold toward them. And although there are individual cases which might be classed as "dull", "untruthful", "immoral", or "inappreciative", certainly not all of the girls fit into these categories.

The girls' reactions toward the officers, as a group, are no more complimentary than those of the officers toward them. The general impressions that most of the girls have is that the officers are untruthful, unfair, and "lazy gossipers". The girls have little confidence in most of the officers. This is especially true of the older girls. It should be pointed out that some officers have the confidence of a number of the girls; meanwhile the following remarks represent certain prevalent characteristic attitudes. "These officers lie to us so much we never believe them anymore." "Some of them are unfair--they never listen to us when we tell them the truth. They always accuse us of lying. If anything goes wrong they blame us and don't even listen to find out what really happened. And if you say anything they stick you in 'lock-up'. One tells you to do something and if you do it you get put in the can. Some of them have favorites." "Some of these officers are the laziest things. All they do is stand around and nag while we work." "They're the biggest bunch of gossipers. They're always talking about the girls and how awful we are, just like so much dirt under their feet. When our folks come they make fun of them. They have nothing more to talk about than to run down the girls." Of course, there are exceptions; but in general these girls' have that opinion of the officers as a group.



These expressed attitudes of both officers and girls are not to be taken uncritically. One must recognize a difference in the social values of the two groups, as well as a difference in their respective roles. The girls are quite naturally on the defensive and maybe expected not only to resent but to magnify the seeming injustices in any disciplinary act. Their wishes for new experience, response, and status are thwarted on almost every turn. This in itself is not conducive to an objective evaluation or "definition of the situation". In many instances a girl has been committed for certain behavior which is quite in keeping with her own standard of morals, even though it is in conflict with the morals of her community. It is not surprising that she should not accept her punishment as socially just.

The officers, on the other hand, have an almost entirely different set of social standards from those held by the girls. In fact, their social values are often quite antithetical. Generally speaking, they belong to another culture and are unable to understand the viewpoint of the delinquent or anti-social girl. As a consequence their definition of the situation, both as to the offense for which the girl has been committed and the discipline to be enforced upon her, is not comparable to that held by the girl. This factor is accentuated by the lack of training and scientific viewpoint on the part of the officers. It is quite probable that training in sociology, psychology, and related fields would enable the officers to understand the girls' behavior much better without agreeing with them or condoning them, and, as a result, render some effective treatment.

### E. Summary.

It appears from the foregoing that certain attitudes and behavior patterns are instilled into the girls at OSIS as a result of interaction in the restrictive institutional atmosphere. In other words, they become adapted to an institutional pattern of thought and action or become "institutionalized".

The practice of "pooling" delinquent and dependent girls at OSIS results in: (1) the accumulation of misinformation by the girls as a group; (2) the development of certain anti-social attitudes; (3) the perfection of playing deceptive roles and wearing "masks"; and (4) the general lowering of morale, especially in regard to respect for authority.

The interaction between girls and officers does not recondition anti-social attitudes in most instances, but merely serves to increase social distance toward those in authority. The lack of understanding and appreciation of varying standards between these two groups creates a barrier between them.

DOROTHY HARVEY

This case is illustrative of "type" I. The girl is of superior intelligence.<sup>1</sup> Her home environment has been apparently normal except for a parent-child conflict which is partly responsible for her delinquencies, together with outside of the home influences.<sup>4</sup>

I. The family

A. Present status of:

1. Parents:

a. Father. Eastman Harvey is approximately forty-four years of age. He is at present living in a college town in Oregon with his family, where he operates his own small shoe shop. Certain observations have been made by some of his acquaintances which aptly characterize him as : "a very reputable and conscientious man, one who would do the right thing".<sup>2</sup>

. . . a rough man, and very crude and outspoken. He is liable to say anything to his disadvantage. And from what Dorothy has told the officials about her father the state authorities thought that there was a breach between them that was irreparable.<sup>3</sup>

Another adds, "Mr. Harvey was hard to work with--he's bull-headed and you can't tell him anything".<sup>4</sup> Mrs. Harvey states the following concerning her husband:

He has always been puritanical like his mother. To him people are either all good or all bad--there are no in-betweens. A thing is either a sin or not a sin. He's awfully stubborn and set in his ideas. You just can't reason with him. He never will give in on a point.

b. Mother. Ella Parsons,<sup>5</sup> fifty-one, also resides in this college town with her family. Although she expresses a keen interest in her

1. I. Q. III Superior intelligence--Otis Higher Examination.

2. Statement of police officer in Seattle, Washington.

3. Interview with principal of high school which Dorothy formerly attended.

4. Interview

5. Maiden name.

† See Introduction page x.

children, she feels that it is necessary to spend much of her time at the shoe shop, assisting her husband in the work there. She appears nervous and both husband and wife have been characterized as being "neurotic".<sup>1</sup>

## 2. Siblings.

a. Dorothy, seventeen, formerly at OSIS, but now residing with her parents.

b. Robert, fourteen, was born in Corning, California. He is unknown to the juvenile authorities in the county in which the family has resided for the past few years. His mother reports that he is always quiet and calm, and never has caused them any trouble. He attends one of the junior high schools. His school record shows: Attendance, regular; grades, average; health, a long history of illnesses and a present condition of throat trouble which needs attention. In April of 1934 a test of mental ability was given at the school which gave him an I.Q. of 109 (normal).

Dorothy admits that she has always hated her brother.

He's sneaky--that's what I don't like about him. When I do anything the whole town knows about it, but when he does anything he sneaks and everyone thinks he's a little angel.

## B. History of the family:

Eastman Harvey, born in Paola, Kansas about 1892, was the fifth of seven children. As a child he was always sickly, his development was retarded, and several times in his early life he was so seriously ill that he was not expected to recover. When Eastman was about six, his

1. The physician who made this statement knew the parents only when they were under emotional stress in connection with their daughter's predicament.
2. Educational test.



family moved to a ranch near Potlatch, Idaho. Three years later they went to Tumelo, a small town in central Oregon.

It was there, at the age of nine, that Eastman started to school. At frequent intervals during his school life he was forced to remain at home because of illness--principally rheumatism. He completed the second year of high school at Tumelo; then he and a brother went to Walla Walla, Washington to stay with an aunt and to attend school. They returned to Oregon in about six months. A year later Eastman went to California where he worked on a ranch near Orland. While there he was run over by a car on the highway and left for dead. However he made a rapid recovery and shortly returned to Oregon where he was married to Ella Parsons.

Ella Parsons was born in Coos County, Oregon in 1885. She was the ninth of ten children. The Parsons lived in Parkersburg, now a ghost town, where Mr. Parsons was a mill worker. Later they moved to an Oregon homestead, where they stayed only two years, again moving--this time to Coquille, Oregon. Mr. Parsons there assumed the duties of Coos County Assessor.

Ella went through the grades and high school at Coquille, and later attended Albany College for one year. After teaching for several years in Coos County, she enrolled at the State Normal at Monmouth and graduated from the two year course. She then continued her teaching career and in all taught about sixteen years in various schools in Oregon. Ella had poor health most of her life, and at one time had a physical and nervous breakdown. This was attributed to over-work while teaching.

While teaching at Tumelo in 1914 Ella met her future husband, Eastman Harvey. At that time he was one of her pupils in the high school. On

May 31, 1918 they were married. During the school year following her marriage, Mrs. Harvey taught at Coquille. In the fall (1918) Mr. Harvey was drafted into the army and was stationed at Fort Canby and Fort Stevens. While in service he contracted influenza and was removed to the hospital. Communication with his wife was not possible for several weeks. Mrs. Harvey tells of the strain she went through during this period:

During the three weeks he had the flu my school was closed. I watched all the trains that came in--I used to walk out alone at nights--I was so nervous I couldn't sleep. I was a nervous wreck. At the time I was carrying Dorothy and have often wondered if it didn't have some effect on her. She has always been a very nervous child.

Mr. Harvey returned home late in the year 1918 in a very weakened condition. Mrs. Harvey taught until the birth of her child in 1919. She resumed her teaching duties when Dorothy was five weeks old and finished out the school year. Because of rheumatism Mr. Harvey went to California that spring, Mrs. Harvey and Dorothy following at the close of the school term. The family settled in Corning where they later purchased a home and where the second child, Robert, was born. There Mr. Harvey secured employment with a railroad company.

Ill health of all the members of the family prompted the Harveys to move to Oregon in 1927. In the fall of that year Mr. Harvey found it necessary to return to California for treatment for rheumatism in the railroad hospital in San Francisco. On moving from California the Harveys had traded their home in Corning for one in this college town which they later discovered had a mortgage on it. During Mr. Harvey's illness the family income stopped, and it was necessary to take a soldier's loan on the home, which was finally lost in 1935.

In the spring of 1928 the Harveys moved to the small town of Westfir, Oregon where Mr. Harvey resumed his work with the railroad company. However, he had not completely recuperated from his recent illness and the work proved rather strenuous. As a measure of security he and his wife took up a shoe repairing business as a sideline to have some means of support should he be unable to continue working with the railroad company. After a period of uncertainty, "bumping" and re-instating, Mr. Harvey lost his position. The family remained in Westfir for about six months and operated a small shoe repairing shop. They returned to the college town in July 1932 and purchased a shoe shop which they have operated since that time.

## II. The Girl

### A. Pre-Institutional History:

Dorothy Harvey was born in Coquille, Oregon, February 20, 1919. According to her mother's statement, as a child Dorothy was always nervous and sickly, having throat trouble and chronic constipation. She spent her early childhood in the small town of Corning, California, where she completed her first three school grades. When the family moved to the college town in Oregon in 1927 Dorothy started to the public schools, but because of frequent colds she was sent home repeatedly, until finally Mrs. Harvey kept her home for the remainder of the year. In 1928 the family moved to Westfir, a small mountain town in which a large number of Mr. Harvey's relatives lived. Mr. Harvey, then a railroad employee, was accorded very high status in the town because of his position. The family income was steady and frequent passes were used by the Harveys. Dorothy enjoyed the prestige that resulted from her father's status in the community.

She took pleasure in being a tomboy, running around the town with a group of youngsters, leading her smaller cousins and brother in their childish undertakings. Being the oldest among them, she was often blamed for their misdemeanors and had therefore to suffer the consequences. Dorothy and a girl companion frequented the local pool hall where they often danced for the idlers who rewarded them with a few cents. Dorothy looks back with resentment toward Robert who often "tagged along" or was sent purposely by the parents to accompany her on her wanderings about town. Mrs. Harvey insisted that Dorothy go to scout meetings and attend Sunday school and Sunday school parties, much to her dislike. Such insistence first resulted in resentment on Dorothy's part which later developed into defiance. The father retaliated by giving Dorothy frequent slaps and beatings. Mrs. Harvey now states "She was punished fifty times more than she ever should have been." Dorothy was watched closely and not allowed the freedom enjoyed by the other children with whom she associated. Therefore it was necessary for her to "sneak" to do the things they did. She learned to smoke and drink by the time she was twelve and managed to attend a few public dances without her parents' knowledge. One of her teachers at Westfir has asserted that Dorothy was a bright child but seemed to be in conflict with her father who was to be blamed for her defiant attitude.

The family relations were at times greatly strained, especially between Dorothy and her father. When she was about twelve she was asked by her grandmother what her parents would think if she did a certain thing. Dorothy's reply was: "Oh, daddy and mother don't care anything about us--they're just interested in themselves." During the



following years Mrs. Harvey noticed that Dorothy felt her father did not care for her and that she was jealous of her parents and her brother.

When the family moved from Westfir to the college town the whole situation was changed for Dorothy. She was faced with the problem of making acquaintances in a strange and much larger town, of meeting new companions in school, and of adjusting herself to a more complex school system. Her father was no longer the "big railroad man" that he had been in Westfir. Now he was only a shoe repairer; his lower status seemed a disgrace to Dorothy. The family did not have the financial security that it once enjoyed. Many of the pupils at the junior high school which she attended were "snippy" and unfriendly. It was a new, bitter experience and, being rather self-conscious and sensitive, she was hurt. She first showed bitterness toward the new situation, then defiance toward everyone--especially toward her parents.

Mrs. Harvey spent much of her time in the shoe shop assisting her husband and left the children home without supervision much of the time. Dorothy made acquaintances with who she began the practice of playing truant and smoking on the streets. Once when on a "shoplifting lark" with three companions she was apprehended in a local store by a policewoman, and after being severely reprimanded, was sent home. "People thought we were tough, but then we were just harmlessly bad," is the way Dorothy expresses it. Dorothy's grades at the junior high school were average, although during the last year she was absent one-fourth of the time. She graduated in June 1934 from the ninth grade.

Unknown to her parents, Dorothy spent much of her time during her last term in junior high school and the following summer at the home of a woman, Lydia Brown,<sup>1</sup> who had separated from her husband and who at the

1. Lydia has been classified as feebleminded.

time was frequently entertaining male "friends" from Portland. Dorothy came into contact with many of these men. Dorothy and Lydia spent many of their afternoons at the beer parlors meeting "friends" and drinking beer.

Dorothy became pregnant that summer by a boy whom she had known at junior high school.

I was about a month along and I kept going around to the beer parlors. I told old loud-mouth Lydia and she peddled it all over town, but my folks didn't know it. One of the guys down there helped me--he gave me the money and I went to Dr. \_\_\_\_\_.

In the fall Dorothy enrolled in the high school. As a pupil she caused no problems. She was first called to the attention of the principal in February after she had filled in an adjustment test which was given to all entering pupils. The test results showed that her emotional, home, family, and social adjustments were the most unsatisfactory in the class. She was called into the principal's office and an interview revealed that she was under a strain from practicing four hours a day on the piano besides studying her school work. Her relationship with her parents appeared to the principal to be strained. He later stated:

She was always quiet and caused no trouble, but I noticed she was by herself most of the time and seemed timid about making acquaintances. She displayed a sort of inferiority. . . . We talked with the mother and had her music practice adjusted. We couldn't very well straighten out her situation with the father--he would have probably told us where to head in at the time.

For several years Dorothy had complained that her eyes were bothering her, but her father, thinking it a childish whim on her part, refused to have her eyes examined; Dorothy resented his attitude greatly. The mother believes now that her maladjustment in school and at home

was largely due to the need of glasses.<sup>1</sup>

The following is Dorothy's account of her high school life:

They made me go to one high and I wanted to go to another high. I hated it because everyone was so snotty. It was awful. They had so much better clothes than I did--I never did care much about clothes until then. I started going with . . . that bunch on Park Street again. I used to go down there and skip school and get drunk quite a bit--everytime I had a chance. Mostly in the day times, too. I'd just get poluted, then some of the dames would take me home. My folks didn't know it, but I think they suspected something. We were fighting at home about everything. Everything I asked for, before I even asked it they said "no". Everything I did was wrong. I just hated to come home at all. . .

It was just before Christmas in 1934 that Dorothy went on a party with "a bunch of guys from Park Street". Among them was a married man by whom Dorothy became pregnant that night. It was two months later when she realized her condition. She made various attempts to abort without success. In the meantime she met Ray Sweet, a second cousin of her friend, Lydia. Ray had just returned from Seattle where he had a married sister and some friends. He had previously been in the Oregon State Training School on a robbery charge, had escaped from there, and on a second trial had been sent to the Oregon State Penitentiary for a term. Dorothy and Ray were planning on being married, but both families objected, the Harveys because of Ray's prison record.

When Dorothy was about four months pregnant, Ray took her to the same doctor who had performed her first abortion. His second attempt was not so successful, for about a week later Dorothy began to have pains of increasing intensity so that after a few days she was unable to walk. Ray and Lydia took her to another doctor who treated her, and she soon recovered.

1. A test in November 1935 revealed that her vision was 1/5 in one eye and 1/10 in the other--an extreme case of myopia.

Early in April Ray's mother threatened to turn Dorothy in to the county authorities because she thought Dorothy and Ray were getting too serious and she did not want them to marry. They decided to run away and marry in Seattle. They stayed for two nights with some friends; they Lydia and a "boy friend" drove them to Albany where Ray wired his brother-in-law in Seattle for money. Ray and Dorothy stayed in Albany for a day and a night; since the money was not sent to them, they returned to the college town and stayed with friends. Mr. Harvey had notified the sheriff of Dorothy's disappearance and had filed a delinquency petition. The next day the sheriff followed Ray to the home where he and Dorothy were staying and brought Dorothy to the women's jail where she was detained about a week before her hearing. A physical examination revealed that she was free from contagious disease, but that she had recently had an abortion. This was the first time that the parents were aware of the complication in the situation. At the time of the hearing the police and court officials assured the Harveys that "Dorothy will be in the hands of understanding people and as soon as she realized her mistake she can come home." Mr. Harvey at that time was very determined that Dorothy should go to the Industrial School expecting that as soon as she "came to her senses" she would be permitted to return to her home. Dorothy was committed to OSIS April 12, 1935. She left for the school with much bitterness and resentment toward her father.

#### B. Institutional History

Dorothy's adjustment at OSIS was none too easy; more than once she cried herself to sleep, longing to be with her mother. The night



nurse at the school relates the following:

That little Harvey girl shouldn't be here. She should be with her mother. What she needs is some loving. One night I went into her room and found her crying, and I couldn't help but put my arms around her and love her up.

She caused no trouble in the school. She was generally liked by the girls and the staff of officers.

Dorothy's attitude toward the School is expressed in the following statement which she volunteered while detained there:

I don't think much of it here. It isn't run fair or anything else. You know yourself they don't treat us right. They take our things and don't tell us anything about it. Those officers lord it over us like we were so much dirt . . . They treat us just like we were the worst kind of people there are--especially the diseased girls.

The Harveys wrote frequently to the superintendent asking about Dorothy's conduct, how long she would have to stay, et cetera. During the summer months the parents were planning on moving either to another state or to some new location in Oregon so that Dorothy could again be with them to start anew in a different environment.

The first contacts that Dorothy had with her parents while she was in the institution were most unfriendly; she almost completely ignored her father on their first visits to see her. It was in August that friendly relations between Dorothy and her father seemed to develop. The superintendent deviated from her policy of allowing the parents to call no oftener than once a month, and permitted Dorothy and her father to visit twice in the latter part of the month without an attendant being present. At that time they felt that the favor meant a parole in the offing. However, when the parents again visited on the first Sunday in September and expressed the desire to have Dorothy paroled so that

she could be with them for the school year, the superintendent told them that Dorothy would be in the institution for some time yet that she was not ready for a parole. The disappointment on the part of the parents and Dorothy was keen.

At the time Dorothy's duties in the institution were under an officer whom she greatly disliked. Unhappy at her work and greatly discouraged because of the prospect of having to stay all winter, Dorothy readily fell in with the suggestion of another girl that they run away. The following evening the girls "took French leave", taking with them some articles that belonged to other girls in the school. They were sent alone to make the bed of the night nurse who slept in a tent house a short distance from the other institutional buildings; from there they never returned. It was about a half hour later that they were missed and the state police were notified. A week later a distant relative of the girl with whom Dorothy escaped reported to OSIS that the girls had broken into her home in Salem while she was away and had taken some of her clothes.

The Harveys made numerous unsuccessful attempts to locate Dorothy. A letter written to the superintendent by Mrs. Harvey a few days after the girls escaped revealed that she was broken-hearted over the situation. She expressed the desire that Dorothy be dead rather than living and not heard from.

. Then after these weary weeks were up you allowed my husband to hope and he had given me hope. Sunday you took it all away . . . How I wish I had never consented to send her there in the first place. But they all assured me it would be such a fine place where she would be so well cared for and under the hands of understanding people. No one talked to me or tried to find out any of her characteristics... That place up there has been a horror to me from the first time I went. I have never said one word or done one thing to make her dissatisfied

or feel that it wasn't all right. . . I know you don't know it or think so but I'm sure just one little word of encouragement before her Sunday would have prevented this. I know that (it was) pressure that made her leave home in the first place but it wasn't there this time and she wanted to come . . . If you get her back please have mercy . . .<sup>1</sup>

No direct word was heard from the girls until about the ninth of October when Dorothy wrote to her parents, telling them where she was and of her recent illness in a Seattle hospital. The Harveys immediately notified the OSIS administration that Dorothy was in Seattle, but would not reveal her whereabouts in that city.

### C. Post-Institutional History

Upon leaving OSIS Dorothy and Lill, the girl with whom she escaped, hitch-hiked to Seattle, securing rides in several cars along the way. There the girls parted.

Dorothy looked up some friends of Ray's in Seattle; later she met a young man, Dick Parker from West Virginia, in whom she became interested. She moved in with Dick and another man, sharing their room in the Great Northern Hotel ( a cheap rooming house run by Japanese) for about three weeks.

While with them she secured work as a waitress. Later she solicited for a night club, going out and interesting sailors and "what have yous" to buy drinks at the establishment.

Dorothy related some of her experiences in Seattle as follows:

I liked it there in Seattle, but I learned more awful things while I was there. I didn't know that kind of people existed. Oh, you know those guys--they call them 'queers'. They used to come in the Casino where I was waiting tables and tell me all about their customers.<sup>2</sup>

1. Letter, 9-35.

2. Queers--men who receive pay for homosexual relations.

Then Because of exposure, strained living conditions and general exhaustion, Dorothy became ill and was taken to a Seattle hospital. Upon release from the hospital she lived in a small apartment with Trixie Mack, a "hop-head"<sup>1</sup>, whom she had previously met at the Great Northern Hotel. This woman and Dorothy's physician induced her to write to her parents. The physician diagnosed her as having an infected tonsil fragment, a sore throat, and a marked progressive myopia. He wrote as follows:

I can only state this as a necessity; the child cannot and will not be restored to normal health, mentally and physically, unless a parole is obtained in the very near future. My treatment of this child is impaired by the constant fear which she has of all authorities, police and otherwise. . . . You no doubt can appreciate the mental strain, which this child experiences as a 'Fugitive from Justice' or rather a 'Fugitive from Injustice'. The constant fear prevents normal digestion, and normal digestion is necessary for health.<sup>2</sup>

For over two months after learning of Dorothy's whereabouts the Harvey's made repeated efforts to have her paroled so that she could return home. They contacted the OSIS superintendent several times, also the county judge, and other local authorities in an attempt to have the parole granted, yet all the while refusing to reveal her Seattle address for fear that she would be returned to OSIS. Early in December the Seattle police finally contacted Dorothy, her father who made a trip to Seattle and her physician, and reported to the superintendent that they believed it best for the girl to be paroled to her parents. Again deviating from a former policy, the superintendent then sent a recommendation to the county judge who had committed Dorothy

1. Hop-head--dope addict.

2. Personal letter.



for his decision as to the advisability of a parole, at the same time asking the State Board of Control for their decision. A parole was granted late in December and Dorothy was returned to her parents late in January, 1935.

After two weeks at home, Dorothy began to feel discontented. She had experienced an exciting and different side of life in Seattle in contrast with the drab existence that she again encountered at home. Ray came to see her soon after she returned home, and the Harveys voiced no objection. This is Dorothy's remark:

I guess I'll marry Ray--he still wants me to . . . No, I don't like him but he does what I want him to and that's what I like. I can lead him around by the nose. I would just marry him to get away from here. Oh, I can't do what I want here at home; everything I do I get reminded of where I've been. The folks have been good to me, but it's the same old thing--I want to do things and they can't see it that way. They're always worrying about money. I like to be my own boss and come and go as I please like I did in Seattle. Gee, I had a swell time there.

Dorothy enrolled for a short time in a private school in the college town but withdrew and enrolled for part-time work in the high school she had previously attended.

### III. Major Characteristics of Total Situation

This case is significant in that it presents a parent-child conflict which was accentuated when the family status was lowered by a change in the occupation of the father. Parental domination produced a resentment and defiance and, later, delinquencies which terminated in the girl's commitment to OSIS. The father-daughter antagonism was lessened when both had a mutual antagonist, the institution. After the girl's escape and return home there is still a parent-child tension but this is negligible in comparison to the previous rift. This may be attributed to changed attitudes of both the girl and her father.

## ALICE KULP

This case is illustrative of "Type" II, in which the girl is of normal intelligence<sup>1</sup> but was reared in an unfavorable home environment.<sup>2</sup>

## I. The Family

## A. Present status of:

1. The parents.

a. Father. His age is not known, but the special case believes he is forty-one. James Kulp was divorced from his wife on January 15, 1922 in Salem, Oregon. Since then his address and occupation have not been known. The family claims to have had no contact with him since then, although occasionally reports have been received that he has been living near Salem. Also, he is reported to have a concession at the State Fair every year, but this has not been verified. Alice (the special case) claims that her father was at one time in the Oregon State Penitentiary, but he has no record at the prison. He has never contributed to the support of his children. His present whereabouts is unknown.

b. Mother. Anna Miller Kulp, (thirty-eight or thirty-nine) resides in Salem, Oregon. She has engaged in laundry and housework for a living, but for several years her earnings have been supplemented by relief. She is considered a good worker and industrious. Moral conditions in the home have been reported by the county probation officer, school officials, and the girl at OSIS, as being poor. "The woman is no good; she has men coming at night that leave early in the morning by the back way" was the opinion of the county probation officer. The mother admits that she has no control over her children. "Everyone blames me for Alice being bad. But I tell you that it wasn't my fault. All I can do is to

1. I.C. 101--Otis Higher Exam.

2. See Introduction, page x.

watch them when they are home; when they are away I don't know what they do. . . . It's their father's fault--he helped bring them into the world, then he never did a thing for them." The parole officer of OSIS believes "the mother is conscientious, but mentally lacking. She should never have had any children." The mother belongs to the German Baptist Church; the frequency of attendance is unknown.

## 2. The Siblings.

a. Alice, nineteen, now at OSIS.

b. Everett, ~~seventeen years~~ of age, is reported to have reached the eighth grade (and has possibly graduated from it). He is known to the juvenile authorities in Marion County where the family resides, but has never been committed to the Oregon State Training School although placement there was considered at one time. He enlisted in the CCC Camp at Vancouver Barracks in July 1935 but left of his own volition. His present whereabouts is unknown.

c. Mildred, fifteen years of age, is now staying at home with her mother, and unemployed. She started the ninth grade in 1935 but dropped out early in the school year. For several months, according to the mother, she has been suffering from a case of impetigo which has spread over her entire body. She also has a record with the county juvenile authorities, and according to the county probation officer she is "no good--she's running wild over the streets". The county relief worker characterized her as being "a tall, thin girl who appears to be petulant and restless". The OSIS parole officer states that "she is erratic; she has no balance".

## B. History of the family.

The history of the father's early life is unknown, and little is known of the mother's early life. She was born in Marion County, Oregon,

and has always lived in or near Salem. She reached the eighth grade in school.<sup>1</sup> The parents were married in Vancouver, Washington on July 1, 1915.<sup>2</sup> Alice was born the following year; two years later a boy, and in two more years, the youngest child, a girl, were born.

In the early years of their married life the parents were constantly in disagreement. Mrs. Kulp's version runs as follows:

Mr. Kulp never would support them (the children). He drank and came and went as he pleased. Then people started making up things about me and other men, and telling him. We never did get along, so in 1921 we decided to get our divorce. I've never seen him since . . . He was supposed to give me alimony, but he never has and I never did try to find him. He is their father and he's as much responsible for them being here as I am."<sup>3</sup>

After the divorce the mother and children moved to their present home which is owned jointly by the mother and maternal grandfather. In order to support herself and the children the mother did housework and laundering in her home for several families, at the same time "taking in" boarders.

Mrs. Kulp took in boarders about eleven years ago and it was at this time that the neighbors began to gossip about her and to accuse her of cohabiting with some of the men. The neighbors then refused to appear against her and the case was dismissed.<sup>4</sup>

Her (Alice's) whole trouble seemed to come from the conduct of her mother. The girl told me at different times that the mother kept a man about the home who tried to boss her (Alice) . . .<sup>5</sup>

In the past few years the mother had continued her laundry and housework, but as far as can be ascertained she has not been "taking in" boarders. Because of the mother's inability to support herself and the children, in the home they have been given financial assistance since

1. Marion County Relief Committee records.

2. Ibid.

3. Interview, 1/28/36.

4. Marion County Relief Committee records.

5. Letter from principal of the junior high school that Alice attended, 11/13/36.



1924.<sup>1</sup> In 1935 the boy was sent to a CCC camp so that his earnings might supplement the family income. The mother and youngest girl are now alone in the home.

## II. The Girl

A. Pre-institutional history (i.e., before commitment to OSIS). Alice Kulp was born December 18, 1916 in Marion County, near Salem, Oregon. The family moved into Salem when she was very small and shortly afterward a brother and later a sister were born.

Mrs. Kulp asserts that it was in her early childhood that Alice first began to show habits of delinquency for which she holds Mr. Kulp largely responsible.

I guess Alice got her start from her own father. I didn't know it at the time, but when I did that was one reason why I divorced him. He used to play with her private parts and let her play with him and I guess she just got in the habit of it.<sup>2</sup>

There was friction between the parents, and when Alice was five years of age they were divorced. Since 1922 Mrs. Kulp has been keeping the children and rearing them.

Alice started her schooling in Salem and continued until the ninth grade<sup>3</sup>, repeating the sixth grade because of failure to pass her subjects. She was indifferent toward school and often played truant especially during her years in junior high school. During this period Alice developed an antagonism toward her mother. One of Mrs. Kulp's boarders, an elderly man was attentive to, and according to Alice was carrying on extra-marital

1. Report of City Probation officer, 4/28/36.

2. Interview, 1/28/36.

3. Except for a failure in 8A History. The principal of the J.H.S. has written: "Most of her grades were C's and D's. The work seemed rather hard for her, but I feel that may have been due to a lack of application and interest". Letter to OSIS Superintendent, 11/23/32.

relations with her mother. This continued for several years. To quote her:

He wanted to marry mother and wanted her to get rid of us kids. I knew just what kind she was and I knew she'd do it . . . He was awfully jealous of her--he still is . . .<sup>1</sup>

The mother gives her own version:

Then when we moved out here I had a boarder. He used to help us along and I needed the money that I got from him. He always felt free and at home here, but it got so that he would come in any time of the day that he wanted. While I was away he started fooling around with Alice. When I found it out I told him to stop it, that if he wasn't going to he would have to get out. But I guess he kept it up, so I finally made him get out. I don't see him any more. He passes here, but I wouldn't let him in the house.<sup>2</sup>

While neither the statements of the daughter or the mother can be verified,, the presence of a strong parent-child conflict because of this boarder is apparent. During the fermentation of this antagonism, in Alice's early adolescent years, she associated with a group of boys and girls whom her mother characterizes as a "low bunch". "She would run out all the time and wouldn't mind me."<sup>3</sup> The activities of these groups which Alice calls the "river gang" and the "motorcycle gang", included drinking and smoking parties, swimming parties "in the nude", sex practices, and petty thieving. Alice has denied having participated in such activities, although she admits that she was with the group when these activities were going on. Meanwhile she admits that she did as the rest did because she "was forced to;"

Alice was first brought before the Marion County Court on April 12, 1932, after having been away from home for two days with her younger sister and another girl. They had spent much of their time with some

1. Interview, 8/23/35.

2. Interview, 1/28/36.

3. Ibid.

boys, but had stayed all night at the girl's home, Alice sleeping in the bathtub. After promising obedience, Alice and her sister were returned to their home by the court officials. Alice gave as her reason for staying away that she did not want to be home as long as the boarder was there.

Again on June 4, 1932 Alice was brought to the attention of the court. She had stayed away from home the previous day and returned late at night with a new pair of shoes. Upon being questioned by the probation officer she admitted having stolen the money with which she bought them. At a hearing in the Marion County Court she was committed to OSIS at the age of fifteen years and six months on June 9, 1932. At that time she expressed a preference of going to OSIS rather than returning home.

The probation officer's delinquency history report to OSIS reads in part:

Alice is very weak and just the type of a girl we feel should be sterilized as this type of girl is usually over developed sexually, her Mother is unable to handle her and her influence on the other two children is very bad, but the Mother is very sensible about it and is lovely to work with.

#### B. Institutional history.

Alice's adjustment at OSIS in general has been exceedingly poor. She has spent much of her time in her room for lost recreations and the lock-up for misconduct, attempted escape and for acts of insubordination. So frequent have been the lock-up periods<sup>1</sup> that she has become proud of her record and considers it as a basis for prestige. The fact that the girls have pointed her out as having had more lock-ups than any girl at OSIS has given her status which she thoroughly enjoys. She has also been

1. The number of lock-ups had reached fifteen in the summer of 1935, these periods lasting from two or three days to three weeks.

pointed out for her ability "to pick almost any kind of a lock there is". However, this ability and her distinction for frequent lock-ups has not increased her popularity to the extent that Alice imagines. Her companions at the school are largely of dullnormal or borderline intelligence. Several Salem girls who knew her in pre-institutional life say: "Oh, she's crummy; she went with the cheapest kind of trash in Salem. She's just low and crummy."

According to the superintendent's report one learns that:

. . . This girl is decidedly willful, obstinate and contrary. Is very childish and lazy. . . Alice tells us that she was an epileptic, although she has never had a seizure since coming to us that we knew of . . . Does not seem to want to help better herself, is not particular about her associates at the school . . . Takes very little interest in her school work.<sup>1</sup>

Another officer remarks: "This girl is of a slow mind, and rather childish in talk." Also in the records of the Marion County Relief Office one reads:

It is \_\_\_\_\_ (OSIS superintendent's belief that the girl really should be in the Fairview Home and that she never will be able to make an adjustment.

The attitudes of the personnel at OSIS are not unknown to Alice. She innocently says that "They told my folks I acted like a twelve year old just because I was a little peppier than the rest of them here."<sup>2</sup>

The question of her sterilization was considered by the administration. Such an operation was strongly protested by the mother and Alice herself, which was perhaps responsible for her running away from OSIS only to be returned after a few hours. Mrs. Kulp's first reaction was:

I flatly refuse to have that operation performed by anyone and you have no legal right to transfer her over to Fairview Home without my consent.<sup>3</sup>

1. Report to State Board of Eugenics, n.d.
2. Interview, 8/23/35.
3. Letter from mother to superintendent, 6/20/34.



That some pressure was brought to bear by the administration in order to secure the mother's consent is clearly demonstrated in the following letter:

. . . . Since her case has been passed upon by the State Board of Eugenics, I cannot give you any date as to when she may return home until their order has been complied with or some other disposition made of the case.<sup>1</sup>

In the meantime Alice wrote a letter and a note to her mother in which she threatened suicide unless she was released very soon. Both of these were intercepted by the administration. After several months the mother wrote to the administration asking Alice's release because she was needed at home. The administration's reply was that they were awaiting the "Board's" disposal of the case before a final answer could be made.<sup>2</sup> It was after much effort on the part of the OSIS officials as well as outside sources not officially connected with the institution<sup>3</sup> that Alice's and her mother's consent were obtained for the operation. The reason given by the State Board of Eugenics for the operation was "moral degenerate". The salpingotomy was performed on March 19, 1935.

During the time that Alice had been in detention the social distance between her and her mother has apparently diminished. On April 3, 1935, soon after the operation, the mother wrote: ". . . you have earn't the right to come home, so try and take it easy now . . . "<sup>4</sup>

Since Alice's commitment to OSIS the home conditions had not changed, and there is no known attempt on the part of the administration to modify the home environment in which Alice's delinquencies had been initiated.

1. Letter from superintendent to mother, 6/21/34.

2. Letter, 12/5/34.

3. Letter to superintendent, no date, from a woman telling of a talk with Mrs. Kulp in which she persuaded her and believes she will consent to Alice's sterilization.

4. Letter, 4/3/35.

A part-time housework position was secured for Alice, working in the day time and returning home at night. She was paroled on April 15, 1935. Her parole period was of short duration, lasting only ten days. Renewing her old acquaintances she resumed her delinquent practices. Also there was conflict in the home between Alice and her mother and sister. Alice charges her sister with extreme jealousy of her, and the mother of having "men come to the house" for immoral purposes. Only her brother, who was then in the home, shared Alice's confidences. She stayed away from home one night and returned late the next night with the consequent serious quarrel with her mother. The following day she returned to OSIS to secure permission to be married and leave for California. This plan being contrary to Mrs. Kulp's wishes, Alice has been detained at the institution ever since. From the date of this readmission the mother has not visited or written to her. Her sister writes only occasionally. Unless released, Alice will have been at the OSIS four years on June 19, 1936.

### III. MAJOR CHARACTERISTICS OF THE TOTAL SITUATION

This girl came from an unfavorable home environment--a broken home in which there is economic insecurity and undesirable influences due to her mother's alleged immorality. A parent-child conflict has arisen as a result, which has extended to the relations between the girl and her sister. The mother admits her inability to exert proper parental control over her children but attempts to shift the responsibility for their misconduct to the father who has been out of the home for the past fourteen years.

The girl is of normal intelligence; however, school work has been difficult for her and no interest or satisfaction have been derived from it.

Her delinquencies which are of long-standing were initiated in early childhood by her father and another man in her own home. Her companions have been considered undesirable and are partly responsible for the delinquencies which resulted in her commitment to OSIS at the age of fifteen and one-half years.

In general, her institutional adjustment has been poor. She has been able to receive some satisfaction of her desire for recognition by certain conduct which deviated from the accepted institutional behavior. However, because of this conduct she is considered by the administration as "feeble-minded" and "dull".

This case is significant from the standpoint of institutional services in this: A sterilization operation was performed and the girl subsequently returned to her own home in which no attempt had been made by the OSIS administration to remove certain unfavorable influences which were largely responsible for her delinquencies previous to her commitment. As might be expected, under such circumstances, she resumed her delinquent practices and was shortly returned to OSIS, now having spent almost four years in detention.

# OMA WILLIAMS

This is illustrative of cases falling in category IIIa, in which (1) the home environment where the girl was reared was for the most part favorable, although it was not that of her own parents, and (2) the girl is mentally deficient.<sup>1</sup>

## 1. The Family

### A. Present Status of:

#### 1. The parents.

a. Father. John Williams died November 10, 1930, at the age of forty-two. He was born September 14, 1888, being one of three children. His father who was a telegraph operator and railroad station agent, deserted the family when the children were small. Five years later the paternal grandmother<sup>re</sup> married. One sister is deceased, another lives in Portland where she is known to the relief office. The paternal grandmother lives in Portland.

b. Mother. Lillian Moore Williams died in 1921 in Portland at thirty-one years of age after having been stabbed by her husband. She was born August 10, 1890 in Lakeview, Iowa, being one of six children, the others now residing in or near Portland.

#### 2. Siblings.

a. Orville was born in Portland on June 2, 1911. He is at present living in Portland with the paternal grandmother, who has reared him since the mother's death. His present occupation is not known, although he is believed to be doing some type of work at Seaside, Oregon. Oma states "My brother cannot hold a job."

I. I. Q. 79--borderline intelligence--Otis Higher Examination. See Introduction, page x.



b. Oma, nineteen, now at OSIS.

c. Wayne, born in Portland in 1917, was reared by a maternal aunt since the mother's death. He joined the U.S. Marines in 1934 or 1935 and purported to be in that service at the present time.

#### B. Family History

The Williams were married and lived in Portland where Oma and her two brothers were born. During the early years of their married life the parents quarrelled and had frequent separations, which terminated in a divorce in 1918 or 1919. The mother and the children made their home with her father. Further quarrels ensued over the custody and care of the children. On August 9, 1921, Mr. Williams came to the house, murdered the mother with a butcher knife and made an unsuccessful attempt to end his own life. A trial was held and he was sentenced to serve a term of ten years at the Oregon State Penitentiary and to pay a ten thousand dollar fine. Oma states that "The only thing that saved his neck was the Masons--they fought against my mother and said that she had been a bad woman." This has not been verified, although he is said to have been in good standing in the Masonic Lodge at the time. He was admitted to the Oregon State Penitentiary on November 5, 1921 and discharged on parole August 5, 1928. Two years later he died in Portland.

After the mother's death the oldest boy was placed in the home of his paternal grandmother by whom he has been reared. Oma and her younger brother were reared by a maternal aunt and her husband in Portland.

There has always been an antagonism between the relatives on the maternal and paternal line. The paternal grandmother claims that a number of the members of the mother's family are feeble-minded and that

they have prejudiced Oma and her brother against the paternal line. A maternal aunt claims that "it seems there is a peculiarity on his (Mr. Williams') mother's side that is hard to understand, and I think Oma is very much like her grandmother on the father's side."<sup>1</sup> The maternal grandmother admits that "her children may have been handicapped in their inheritance from their father, although he was a brilliant man, he was a drunkard".<sup>2</sup> She adds further that she was a school teacher before her first marriage and "her own family has a number of medical and other professional men".<sup>3</sup>

## II. The Girl

### A. Pre-institutional history.

Oma Williams was born July 2, 1915 in Portland, Oregon. She lived in a home where there was constant friction for the first three years of her life.

Oma and her younger brother were reared by a maternal aunt and her husband in Portland. Oma was enrolled in the public schools and graduated from the eighth grade at the age of sixteen. She went to the Girls Polytechnic High School for one term, earning two credits. Her grades were very low, mostly failure or unsatisfactory. Her early childhood development appeared to the aunt to be normal; however, as she grew up the aunt noticed certain personality traits which she did not consider as being normal.

. . . she never seemed to tire of cutting out paper dolls from

1. Letter, 2/24/36.

2. Letter, 5/2/36.

3. Ibid.

magazines and papers. She would have stack after stack of them in her dresser drawers. I would ask her why she did not do something else for pastime, but she clung to her paper dolls until she was 16 years and past. It was hard for her to grasp and to do any kind of work. It seemed her hands and mind could not work together at the same time. It hurts me to know we spent so many years together and everything is so different that what I thought it would be with Oma.<sup>1</sup>

Oma, at the age of sixteen or seventeen was becoming unmanageable. The aunt and uncle moved to a farm in another county taking Oma and her brother with them much against the uncle's will. Oma remained several months on the farm, but became discontent waiting to return to Portland. She finally was permitted to return to that city, where she stayed for a short while with a maternal uncle who secured a housekeeping position for her. After working in several homes for short intervals she returned to the home of the maternal aunt who had reared her. It was at that time that she became known to the Women's Protective Division of Portland.

She was then eighteen and destitute. Was reported by her aunt, Mrs. Phyllis Kearns, Route 1, Sherman, Oregon. This aunt had tried by every means to develop this girl mentally. She became a problem in the home and the aunt was becoming nervous and overwrought; so Mr. Kearns refused to keep Oma longer because she was out of control.<sup>2</sup>

About the same time an examination at the Medical School Clinic in Portland (October 30, 1933) revealed that Oma "showed evidence of pituitary and thyroid gland deficiency."

Oma was placed in various work homes but failed to hold the positions for more than a few months.

Her last employer was Mrs. Baker, who said she was willing and pleasant about the house; knew something of the work and did it fairly well. However, her physical hygiene was not good. Said

1. Letter, 2/24/36.

2. Letter from Women's Protective Division, 2/7/36.

she feared the girl was diseased because she had a bad odor. The girl was brought in for a health test. She denied having had sex relations, but when a physical examination was made, she admitted she had had a sex experience. . . .<sup>1</sup>

Oma gives her version of the story as follows:

. . . . They (her employers) didn't want me to go out at night, but I just thought I would. They wouldn't let me have anyone come to the house. They went out every night in their cars, visiting friends and I had to stay at home alone in that big ten room house. I used to get scared. So I started going out at nights when they were away. I just picked up with fellows on the street. I used to go up to their hotel rooms. They were pretty good to me; they bought me clothes sometimes but they'd usually give me about ten dollars.<sup>2</sup>

A vagrancy complaint was filed to which Oma pleaded guilty; the judge of the Municipal Court of the City of Portland on August 24, 1934 "ordered and adjudged that she be imprisoned in the State Training School for Girls for a period of three years." She was taken immediately to OSIS.

#### B. Institutional history.

Oma does her institutional duties with care and works well under supervision. She is considered of conscientious, but of "subnormal" or "feeble" intelligence by the officers. The other girls avoid her because they believe she is feeble-minded as well as being a "snitcher."

She was found to be infected with gonorrhea at the time of commitment, but her case was made inactive after some treatments. In January, 1936, an operation for appendicitis was performed on her.

Because she was considered feeble-minded by the administration, she was tested by an employee from the Fairview Home, who administered the Stanford Revision of the Binet-Simon test. Her intelligence quotient

1. Letter from the Women's Protective Division, 2/7/36.

2. Interview, 8/14/35. Oma admits that this amount was paid for certain types of sex perversion.



was then computed to be 68, which may be interpreted as "high-grade moron". She was taken by OSIS authorities before the Probate County Court in Portland some time during March, 1935, for a commitment to the Fairview Home. The doctors secured by that court declared her not feebleminded, but "a problem case." Hence, commitment was not made. The Women's Protective Division reports that "March 13, 1935, she was transferred by \_\_\_\_\_ (the OSIS superintendent) to Fair view." However, on May 10, 1936 she had not yet been transferred. The administration reports that it was the Court of Domestic Relations that committed Oma to the Fairview Home. But Oma is past the age (past eighteen) and this court has no legal jurisdiction over her. Furthermore the Court of Domestic Relations claims to know nothing of the case.

### III. Major characteristics of the Total Situation.

This girl is below normal intelligence, and, from all indications, because of hereditary factors. After a double tragedy in the parental home--a murdered mother and the consequent penitentiary sentence of the father--the girl was removed from an unfavorable environment to an apparently favorable home of a maternal aunt. Because of her mental deficiency and inability to make normal adjustments, and the fact that she was "unmanageable," the maternal aunt and her husband were unwilling to keep her in their home after she reached the age of eighteen. She secured and subsequently lost several housework positions, the last because of sex delinquencies and venereal infection which ultimately sent her to OSIS.

The significance of this case, from the standpoint of institutional care, is that the administration has been desirous of having the girl

committed to the Fairview Home. Upon the refusal of the courts to make the commitment, the administration has made arrangements for a transfer of the girl to the Fairview Home, but is unwilling to admit responsibility for such a move.

of normal intelligence there is evidence of

various personality adjustments and psychopathic tendencies.

### 1. THE FAMILY

#### A. Mother, Eliza

##### 1. The present.

a. Mother. Will have not been contacted and his present whereabouts is unknown. He is a professional jockey and travels much of the time. It is reported that he has been married a second time. He has not kept in contact with his daughter, Grace. His age and other pertinent information cannot be obtained for this study.

b. Father. Alma House Lane is deceased, the date of her death is unknown.

##### 2. Siblings.

The special case, Grace, is purported to be the youngest of thirteen children of her parents, although the father is said to have remarried and to have several children by his second wife. The exact number of Grace's full-siblings now living is unknown. All of her brothers are reported to have been jockeys and one to have been killed in that work. Two of her sisters now have no child-bearing inclination in Oregon. One, at the age of fourteen years was temporarily committed to the Salvation Army Whitcomb Home by the Multnomah

1. T. T. T. (normal) - date of birth

2. The information, p. 1.

## GRACE LANE

This is illustrative of the cases in category III b. The girl was reared in a favorable home environment but not the home of her real parents. Although she is of normal intelligence there is evidence of certain personality maladjustments and psychopathic tendencies.

## I. THE FAMILY

## A. Present Status of:

1. The parents.

a. Father. Bill Lane has not been contacted and his present whereabouts is unknown. He is a professional jockey and travels much of the time. It is reported that he has been married a second time. He has not kept in contact with his daughter, Grace. His age and other pertinent information cannot be obtained for this study.

b. Mother. Alma Reams Lane is deceased, the date of her death is unknown.

2. Siblings.

The special case, Grace, is purported to be the youngest of thirteen children of her parents, although the father is said to have remarried and to have several children by his second wife. The exact number of Grace's full-siblings now living is unknown. All of her brothers are reported to have been jockeys and one to have been killed in that work. Two of her sisters were known to child-caring institutions in Oregon. Elsie, at the age of fourteen years was temporarily committed to the Salvation Army WhitenShield Home by the Multnomah

1. I.Q. 100 (Normal)--Otis Higher Examination

2. See Introduction, p. x.

County Court in November 1922.

Nature of offense 'Deserted by parents.' At that time was in 7th grade--mentality 'clear'--temperament 'stolid'--morality 'good', according to record. Was released by Court, Apr. 17, 1923 to parents. . . . (and given to the) immediate custody of Harold Lane, brother whose address was Edmonton, Alberta, Canada.<sup>1</sup>

The other sister, Rowena, was committed to OSIS in 1922 for "immoral" and "incorrigible" conduct by the Marion County Court. She was released in 1924 to her parents who were then living in California. Since her release she has been married twice and is now living in St. Louis with her second husband and her child. Three of the sisters are known to have been married, and one to be living in California.

3. Foster-parents. Little is known of the foster parents. The foster mother has been married twice; therefore Grace has known two foster fathers. From reports of several agencies the foster mother is conscientious, a "good" woman, who has made every effort to provide a good home environment to further Grace's development.

#### B. Family History.

The Lane family was living in Eugene, Oregon at the time of Grace's birth. Early history of the parents is not available. The mother is reported to have been working in a hotel as chambermaid and the father's occupation at the time is unknown. The foster mother reports the following concerning Grace's parents:

Grace's father was a man who made a living by following horse racing. He was a poor provider for his large family. Her mother was poorly educated and of weak character, and knew no better of life than the one the husband gave her.<sup>2</sup>

The parents disappeared from Eugene when Grace was six months of age leaving her in a foster home. Their subsequent whereabouts were not

1. Letter 2- -36.

2. Letter from Jackson County Relief Committee, 2-20-36.



discovered until several years later. The mother is reported to now be dead and the father to have remarried.

## II. The Girl

### A. Pre-institutional History.

Grace Lane was born in Eugene, Oregon, July 3, 1918. She was the youngest of thirteen children. When she was six months old her parents advertised in the local papers for her adoption. Her present foster mother, Mrs. Thorpe, was selected among approximately forty applicants.

While the adoption papers were being filled out her father and mother disappeared and were never heard of again for seven years, so Grace was never legally adopted.<sup>1</sup>

Mrs. Thorpe's husband died when Grace was about five. She soon remarried to her present husband, Mr. Thorpe. He had several children, one of whom, a boy about the same age as Grace, was living in the home. The family moved to a ranch near Ashland, Oregon.

Grace was given every opportunity in the home for normal physical and social development. For example, she was given dancing lessons to develop possible talent along that line, and also presented with a Shetland pony of her own. As far as can be ascertained the home environment was favorable from a moral point of view, and the income was sufficient to ensure economic security. Grace's early adjustment in the home was good. The foster mother reports that she was always slow in her school work, however. During her early pubescent years Grace caused her foster mother some trouble by refusing to obey and by engaging in sexual delinquencies. Grace has admitted having sex relations with her foster brother but the frequency of these practices is not known. When Grace was about twelve her real father came unannounced to visit her in the foster home. After she discovered that Mrs. Thorpe was not her real

<sup>1</sup>. Letter from the Jackson County Relief Committee, 2-20-36.

mother she became unmanageable and still more delinquent, staying away from home and having sex relations with other boys. Finally, on March 27, 1932 she committed by the Jackson County Court to the Louise Home in Portland where she claims to have been treated for gonorrhea. She also claims to have finished the eighth grade there. On July 6, 1933 she was discharged to her foster mother. She remained in the foster home for several months after which she moved to Medford and attended business college for a few weeks. However, school did not appeal to her so she soon withdrew. She started living with different men, and went to Portland with one of whom she was especially fond. She assisted him there in the illegal sale of liquor. They returned to Medford after a few months and Grace began showing attention to other men. She moved back and forth between Medford and Klamath Falls engaging in prostitution in both towns. She had an apartment where she "entertained men", the landlady receiving half the profits. She was apprehended and returned to the Louise Home, April 3, 1934, on broken parole. But because

the said delinquent is a disturbing factor in said Louise Home, and is not responding to the attention she is there receiving, and that it is necessary that she be placed in an institution where she will be subjected to more strict discipline<sup>1</sup>

she was committed to OSIS, April 11, 1934.

#### B. Institutional History (at OSIS).

During the two years that she has now been at OSIS Grace has not learned to accept the institutional routine passively. Therefore, she frequently loses her recreation period and is put into "lock-up" because of acts of insubordination.

#### 1. Commitment papers of the Jackson County Court.

Certain personality traits have been noted from her attitudes and behavior at OSIS. The officers and girls agree that she is untruthful to the extent of being a "pathological liar." Her stories often are conflicting. "Grace Lane is the biggest liar I ever saw; she never tells the same story twice the same way" is a comment which expresses the opinion of many of the girls. She appears to be very emotional, easily stirred to laughter and to tears, but quick to forget her worries. She seems to lack emotional balance and shows some evidence of psychopathic tendencies.<sup>1</sup> She is considered by the girls and officers as "over-sexed" and from various reports there is evidence to support this belief. Several girls have asserted that she is always "mushing around," "pawing ~~someone~~", and having "crushes" on other girls.

Grace has had a gonorrheal infection in one of her eyes since her admission to OSIS. It is believed that this is a recurrence of a latent infection.<sup>2</sup> Grace was operated on for appendicitis in the Fairview Hospital in March, 1935. Otherwise her physical condition in the institution has been fair.

Grace has known but little concerning her real family. However, a married sister called at OSIS to see her in the fall of 1935. Grace then learned much of the family history that was formerly unknown to her. Recently she has expressed an interest to "look up" the other members of her family. The parole officer at OSIS reports that Grace's foster mother is desirous of having her returned to the home, but this officer is of the opinion that Grace will not remain there. She has now been detained over two years at OSIS. Plans for her future placement have not yet been made.

1. These are merely observations; as far as can be ascertained Grace has never had a psychiatric examination.
2. Opinion of a subordinate officer at OSIS.

### III. Major Characteristics of the Total Situation

The girl was born into a large family in which the parents did not want her and were willing to shift the responsibility of her care to foster parents. Little is known of the real parents except that the mother was considered as having a weak character and the father as being unstable. An apparently successful adjustment was made in the foster home. However, when the girl made the discovery that she was a foster child she took advantage of the fact by refusing to obey and persisted in a series of sex delinquencies. Placement in the Louise Home did not seem to deter her from further orgies. After her detention there she entered into delinquencies of a more serious nature for which she was ultimately committed to OSIS.

This case is significant in that this girl, with certain personality maladjustments, namely, a foster child complex, being "over-sexed," a "pathological liar," and emotionally unstable, is evidently in need of psychiatric observation. She was institutionalized for one year prior to her detention at OSIS. She is now being subjected to a similar period of detention, but one of a more restrictive nature, and is denied psychiatric service of which she is apparently in need.



## LOUISE (WILBERT) STEARNS

This is illustrative of the cases in the category III a. The girl is of normal intelligence,<sup>1</sup> but with certain personality maladjustments and psychopathic tendencies. Her early home environment was unfavorable.<sup>2</sup>

### I. THE FAMILY

#### A. Present Status of:

##### 1. Parents.

a. Father. J. L. Wilbert was born in Corvallis, Oregon, August 16, either in 1881 or 1883. He was one of nine children. His parents are said to have been "good pioneer stock". They lived for many years in Corvallis, later moving to Portland, but now both are dead. Little is known of the siblings of Mr. Wilbert, although in 1933 he reported that he had four brothers and four sisters, all living and well. He reported that two brothers had gone through business college and that a third was a lawyer. Mr. Wilbert was considered the "black sheep" of the family. He completed the fourth grade and withdrew from school at the age of nineteen. He was married twice; his first wife divorced him for non-support. His second wife was Mary Wilson Wilbert. He has been a patient in the Oregon State Hospital intermittently since 1920. During one of these periods, the following entry was made in the hospital report.

Patient is excitable and talkative, has certain delusions . . . He shows the rather characteristic speech of a person having always been more or less defective.

A later entry ( in 1926) gave the following:

1. I.Q. 107 (normal) Otis Higher Examination.
2. See Introduction, p. x.

From the date of his first admission to the present time, this man has been a source of more or less trouble. He is classified as a case of Manic Depressive insanity characterized by periods of excitement, delusions of persecution and a state of total irresponsibility. He is more or less sexually excited and at times shows evidence of perversions. . . .

Mr. Wilbert was admitted to the Northern State Hospital at Sedro-Whalley, Washington, March 10, 1933, and on August 10, 1934 he was discharged as unimproved and deported to Oregon. The diagnosis at that hospital was "Psychosis with Mental Deficiency." His whereabouts at the present time is unknown.

b. Mother. Mary Wilson Wilbert was a member of a "backwoods" family living near the small town of Sheridan, Oregon. As far as can be established, she was married three times. Little is known of her first two marriages, although it has been reported that by her first marriage she had two boys whom she placed in some children's home. She was pregnant when her second husband died.<sup>1</sup>

J. L. Wilbert is said to have "picked her up off the streets" when she was five months pregnant by her second husband, and, much against the will of his family, married her. She died in 1917 or 1918.

## 2. Siblings.

a. and b. It is purported that Louise has two half brothers who were born to her mother by her first marriage. Nothing is known of them except that they are said to have been placed in a child-caring institution some time before 1915.

c. Jean Wall is a half-sister of Louise. She was born to Louise's mother after the latter's marriage to Mr. Wilbert, although Jean's

1. She once claimed that she divorced him because he threatened to kill her and the children of her first union. However, this cannot be verified.

father was Mrs. Wilbert's second husband. The exact date of her birth is unknown although it was sometime in the year 1913. She was adopted by a family in Vancouver Washington when she was five or six years of age. As far as can be ascertained she has made a satisfactory adjustment in her foster home.

d. Betty (Wilbert) Smith was born in Portland, Oregon, July 1, 1915. She was adopted by Mr. and Mrs. Ryan Smith who were in the amusement business in Salem, Oregon. She is reported to have caused them much trouble, especially during her adolescent years, although she was never committed to an institution. In 1930 she ran away from home and was married to Guy Yates. After her marriage she lived for a while in Milwaukee, Wisconsin, later returning to Oregon. There has been a breach between her and her foster parents, and hence they have been unable to keep in contact with her. Her present whereabouts is unknown.

e. Louise (Wilbert) Stearns now at OSIS.

#### B. History of the Family.

Mr. and Mrs. Wilbert established their home in Portland. He drove a delivery wagon, but did not earn enough to adequately support the family. They were known to the Multnomah relief unit from December 15, 1914 to March 3, 1915. Little aid was given to the family by that organization as a sister of Mr. Wilbert assisted them financially at that time. ". . . both Mr. and Mrs. Wilbert were considered by the caseworker to be feeble-minded." Mrs. Wilbert's child was born in 1913 and later two girls were born to the Wilberts, Betty on July 1, 1915, and Louise on February 24, 1916. Late in 1917 or early 1918 Mrs. Wilbert was thrown from a wagon which she was driving, and killed.<sup>1</sup>

1. It is purported that Mr. Wilbert had gone by train with the children.

For a short time following the death of his wife, Mr. Wilbert attempted to care for the three small children, but, because of his inadequacy and the refusal of his people to assist, they were placed in the care of the Boys' and Girls' Aid Society of Portland, later to be adopted by three different families. Mr. Wilbert has been a patient in the Oregon State Hospital and Northern State Hospital of Washington intermittently since then.

## II. THE GIRL

### A. Pre-Institutional History.

Louise (Wilbert) Stearns was born February 24, 1916 in Portland, Oregon. Her mother died when she was about two; soon after the mother's death she and her sisters were turned over to the Boys' and Girls' Aid Society in Portland for adoption. Louise was legally adopted in 1918 by Mr. Albert Stearns of Boling<sup>1</sup>, Oregon. During the first three years that Louise was in the home, Mr. and Mrs. Stearns had several separations of short duration. Each time Mrs. Stearns left her husband she took Louise with her. Louise was about five when Mrs. Stearns made her final departure, this time leaving the child with Mr. Stearns. Mr. Stearn's parents then moved into the home and took care of Louise until Mr. Stearn's death in 1925. At his death he left all he had to Louise, which included a barber shop and home in Boling and one thousand dollars in cash.<sup>2</sup> Louise became a ward of the Yamhill County Court, and Mrs. Philip Knight, a sister of Mr. Stearns, was appointed her legal guardian.

The Knights, their four children (all younger than Louise), and Louise lived in Boling for a time; later they moved to Beaverton, and

1. Fictitious name, but the real town is in Yamhill County.

2. Louise claims to have inherited the \$1,000. Where the money is now cannot be ascertained. OSIS administration has no information concerning it.



finally settled in Salem where Mr. Knight became a teacher in the high school.

Louise, with difficulty, completed the eighth grade in Salem.

Mrs. Knight gave the following account of her behavior while she was with them:

My folks never did tell me that they had had trouble with her until I had taken her and was made her guardian. She was dishonest--she took everything that she could lay her hands on. She couldn't be depended upon at all. That was her big trouble at first. Then she matured very early and her sex troubles began. . . . When she was about fourteen she thought that she was in trouble with several boys. She was pregnant, but she got out of that herself. She was beginning to be more than I could handle. She was teaching the children dishonesty--she couldn't be depended upon, and I didn't know what to do with her.

On June 17, 1931, Mrs. Knight had Louise committed to the Louise Home in Portland by the Yamhill County Court. About a year later Louise was reported by the Louise Home as "unplaceable--institutional case", further, that she had shown a very poor attitude toward the institution, that she did not like to work, would not assume any responsibility, was indifferent to her school work, and had a very poor scholarship record.

On November 3, 1932, Louise was paroled to her guardian, Mrs. Knight, in Salem. She attended school there and completed the eighth grade in the spring of 1933. For a while she made a satisfactory adjustment in the home. However, upon meeting a former acquaintance of the Louise Home she began her former antics of drinking, staying out late at nights, and being promiscuous with several Salem boys and men. She met one older man with whom she became infatuated--Bert Wells. He was the father of seven children, two of whom were living with him. Louise brought him to the Knight home where they expressed a desire to be married. Mrs. Knight at first consented, but later, upon learning that

he was an ex-convict and was at the time wanted by the police for theft of a suit of clothes, she reversed her decision. Louise and Mr. Wells disappeared and were not heard of for about a week. They were living as man and wife with a family near Albany. When they were discovered there, they were brought back and held in the Salem jail. Mr. Wells was later released.

Upon the request of the Louise Home parole officer Louise was committed by the Yamhill County Court to OSIS, July 19, 1933.

### B. Institutional History

Louise believed that she was pregnant when she was first admitted to the school. But under the advice of the doctor there, she took several tablets to "settle her stomach", and her menstrual cycle was restored.<sup>1</sup> She was given the Kahn test for syphilis about a week after admission; the test gave a negative reaction. About two weeks later it was discovered that she was suffering from gonorrhea, a condition of which she was aware before coming to the institution. She was given treatments and cured in a few months. She denied that she had contracted the disease from Bert Wells; however the Child Welfare Commission received the report (November 20, 1933) from the Benton County Judge that he believed Mr. Wells' daughter had become infected by her father. It is possible that Louise was infected by him also.

On November 8, 1933 a tonsillectomy was performed on Louise. In the following year (1934) she had a bone infection in one of her fingers. In August 1935, while working at her duties in the institution kitchen she made a small cut on the thumb of the same hand that had the bone

### I. Assertion of Louise and several girls at OSIS.

infection the previous year. This resulted in a serious infection of the thumb. After a few days the superintendent, although neither a surgeon nor a graduate nurse, lanced and squeezed the finger. After several days the infection became worse and Louise was taken to the Fairview Home Hospital where her finger was lanced and treated by a physician. Later the finger which had been infected the year previous again became infected and had to be lanced. It took several weeks for these infections to heal, and during the latter part of this time Louise resumed institutional household duties which were assigned to her.

Louise adjusted to the institutional life with little difficulty, although she always had it in mind that when she was released she would "go back to her man". The officers at OSIS considered Louise as slow, lazy and dull. She caused no particular trouble but passively accepted the institutional routine. Her attitude toward the school was expressed as follows: "I'll do the same things when I get out only I'll be a little smarter. No matter what I do the rest of my life I'll go to heaven because this is my hell."

Louise was not popular with the other girls; it was her habit to "get a crush" on a girl to whom she would show undue attention. Although it is not a proven fact, there is some evidence that Louise practiced forms of sexual perversion, both alone and with other girls while at the school.

The guardianship of Mrs. Knight ended when Louise reached her eighteenth year. There seemed to be a breach between them as Louise felt that Mrs. Knight was handling her property to the latter's disadvantage. When Louise was paroled, Mrs. Knight was not notified.

Louise was paroled September 30, 1935 to her foster-father's aunt, Miss Grace Nash, of Boling, Oregon, to whom she was paroled. Miss Nash who was sixty-two years of age was suffering from arthritis and was able to move about the house only by pushing a chair before her; she had very limited use of her hands. Miss Nash is a normal school graduate and a former teacher. She was eager to have Louise with her, believing that she would be able to understand and to aid in her post-institutional adjustment.

C. Post-institutional history.

Miss Nash expressed her observations of Louise's behavior after two and a half months on parole:

It was hard for her to come back here where everyone knew her. She has been getting along pretty well--at first when she got out she was just wild--I think it was because she was shut up there for so long that when she did get out she just let herself go. But now she is a lot better. She talks to me and tells me all about her troubles and I try to talk to her--we get along very well. She does the housework and has been good to me. No, she never sees that Bert Wells--he came over at first, but she didn't like him, so now she won't have anything to do with him. . . Louise wanted to get married when she first got out--that's all she could think of but now she has settled down and doesn't think about that so much.

On the evening of December 26, 1935, Louise was permitted to attend a movie with Elton Moore and a young couple. They went for a ride in a car belonging to Louise's uncle, and wrecked it. They left the car on the highway and returned to Boling early the following morning. Elton had the car repaired and brought it back to town, leaving it in his own garage instead of returning it to the owner. He then told Louise that everyone had found out about the wreck and about her conduct in Boling, giving her the impression that she could be reported and returned to

OSIS. Miss Nash's account of the details of the case are as follows:

She became so worried for she had the fear of having to go back in her mind. She packed her suitcase, telling a friend she had to go. She also expected to marry this boy of eighteen. If she were married she thought that would free her from having to go back. She left me alone.

They went to the northwestern corner of the state of Washington. He took the car back to a small place farther this way. When the car was found again parts had been stripped off; it was repainted and worth only for junk. They did not marry and he was brought back by the county sheriff and she to the school. He is serving a jail sentence for bad checks he passed, one for the supposed payment for repairs on the car.

It was fear that seemed to be the motive which caused Louise to do this--fear and evil influence.

Louise was returned to OSIS on January 20, 1936

### III. MAJOR CHARACTERISTICS OF THE TOTAL SITUATION.

This girl was born into a family with a mentally defective father, and in which both parents were socially "disorganized".

This case is significant from the following standpoints:

- (1) Because of the possibility of defective heredity and the numerous family situations to which she was subjected in her early formative years, her development cannot be considered as "normal".
- (2) Her institutionalization in the Louise Home was succeeded by renewal of delinquent conduct.
- (3) Care at OSIS has not included psychiatric service nor sex education of which the girl is apparently in need.



## ELSIE STUB

This case is illustrative of the category IV a. The girl is below normal intelligence<sup>1</sup> and was reared in her parents home which has been considered an undesirable home environment.<sup>2</sup>

### I. THE FAMILY

#### A. Present status of:

##### 1. Parents:

a. Father. Elmer Stub is purported to have been born in Iowa in 1880. He is at present living with his family in Portland, where for many years he has had irregular employment as a longshoreman. It is not known whether he is employed at present.

b. Mother. Hilda Watson Stub was born in 1896, her birthplace unknown. She is living in Portland, keeping house for her family. She has been considered as a dull woman and at the same time most aggressive. One relief agency that had dealings with the family comments: ". . . Mrs. Stubbs . . . has been most belligerent, uncooperative and untruthful," and furthermore that she once "created some very disagreeable scenes in the district office. She used extremely vile and vulgar language and resisted eviction from the office until it was thought the police patrol would have to be called to take her away."<sup>3</sup>

##### 2. Siblings.

a. and b. William was born June 9, 1915, and Gerald, September 17, 1917. Very little is known of either of these boys except the date of their birth. One, is is not known which, enrolled in a CCC camp but withdrew shortly and went to work in a mine in Oregon from which he received

1. I. Q. 81 (dull normal) Otis Higher Examination.

2. See Introduction, p. x.

3. Letter, 1-26-36.

no remuneration. The other is supposed to have graduated from high school. His present occupation is not known. Neither boy is known to have come to the attention of the juvenile court.

c. Vernis was born July 8, 1919 in Oregon. She has been living at home and attending the Portland schools. She has had "alternating strabismus" ever since she was a small child, having received treatment as far back as nine years ago. She has never come to the attention of the juvenile court.

d. Elsie, special case, formerly at OSIS.

e. John was born March 2, 1925, in Oregon, and now is living at home with his parents in Portland, and, as far as can be ascertained, is attending school there.

#### B. Family History.

Nothing is known of either of the parents' early life. The father is known to have had one brother, and possibly may have other brothers and sisters. The mother has at least one brother and one sister. Most of these parental siblings and their parents have lived in Portland for many years. Elsie's parents were married in February 1914, at Vancouver, Washington. The first four children were born within two years of each other. In 1922, the family first came to the attention of the county relief unit in Multnomah county where they were residing. The following is from a report on the case:

This case has been extremely difficult for us to handle. The family first came to us in 1922, needing assistance while Mr. Stub was serving a term in the county jail for bootlegging. They were living on a five acre tract of land at that time in an extremely shabby and filthy house. The children were badly neglected, seriously undernourished and ill-kept. The family received help

until Mr. Stub was released from jail and had secured employment.<sup>1</sup>

In 1922, and for ten years following, different members of the Stub family have received medical attention for such ailments as varicose veins, pleurisy, strabismus, and pediatric troubles.

Their case with the relief unit was opened again in 1932, by the family asking for assistance.

There was then a ten year lapse before the family again came to our attention. They returned asking for assistance in 1932. During this period the family caused serious trouble with the relief unit. Mr. Stub was arrested again and the family were found to have sources of income which they did not divulge. They were operating and keeping up two cars. . . It was discovered also at this time that the family owned several lots in the city of Portland and owned a farm in the Tualatin Valley.<sup>2</sup>

A brother of Elsie's was then sent to the CCC Camp but the parents refused to use his earnings of twenty-five dollars a month for household expenses. Mr. Stub refused a SERA laboring job about the same time. For these reasons relief was withheld from the family. This caused considerable antagonism on the part of Mrs. Stub. The relief agency has had no contact with the family since March 1935. For the past five years the family has been receiving subsidies in the form of articles of clothing and such from a private relief agency.

## II. THE GIRL

### A. Pre-institutional history

Elsie Stub was born in the small town of Sherwood, Oregon located not far from Portland, June 1, 1921, but most of her life has been spent in Portland. Ever since her early infancy she has been a "chronic

1. Letter from Family Relief Unit, Portland, 1-26-36.

2. Ibid.

runaway", often sleeping on neighbors' porches or wherever she could find shelter. She is known to have suffered from nocturnal enuresis, which might have been partly responsible for this conduct. She was enrolled in the Portland schools with a record of slow academic progress.

Elsie was first brought to the attention of the Court of Domestic Relations in Portland, December 4, 1931, at the age of ten. The Women's Protective Division filed a dependency petition because she was without "proper parental control and supervision." On the same date she was placed in the Frazer Detention Home and referred to the Child Guidance Clinic for observation. A test of mental ability given at the clinic revealed an intelligence quotient of 72.2, which may be interpreted as "borderline." The Child Guidance Clinic recommended her removal from the home inasmuch as her examiners believed that the difficulty lay more with the parents than with the child. The Court of Domestic Relations reports the case as follows:

March 19, 1932 there was a hearing before Judge Gilbert at which time she was declared a dependant ward and released to her parents who were instructed to take Elsie to the Child Guidance Clinic regularly.

After her release, Elsie was returned to the home of her parents. She enrolled in school and for a short time attended the Child Guidance Clinic regularly. The following year, in the fall of 1932, she enrolled in the Eliot School and was placed in an ungraded room. After her release from Frazer Detention Home she continued staying away from home and in addition became a sex delinquent. Mrs. Stub reported to the Court of Domestic Relations that she would handle Elsie's case for she was tired of being bothered about it. However, because of continued and increased delinquencies she was again brought before the court on March 30, 1933.

After hearing she was referred to the Children's Bureau for placement in a private boarding home from which she ran away. A delinquency petition was filed on June 1, 1933. She was committed to St. Rose's Industrial School, May 10, 1933. A report from the Child Guidance Clinic on June 13, 1935 reads:

Would probably get along all right outside, if she could be located in excellent private home and handled constructively. A summer camp would be a good experiment for her. Possibility of her going back home is very limited because she doesn't care for the parents and thinks they have been pretty 'low' to her for they haven't even been out to see her since she has been there (St. Rose's Industrial School.) Should have placement outside of the home after she has been there a little longer.

Elsie escaped from the St. Rose's Industrial School twice, each time being returned by her father. Her adjustment there was not satisfactory. The Child Guidance Clinic recommended on November 28, 1933 that "Since Elsie is making no progress in present placement would not urge continuation. Probably Industrial School would offer better training for her than Fairview Home." At a hearing in the Court of Domestic Relations on December 7, 1933 Elsie was committed to OSIS.

#### B. Institutional History

Elsie's reactions to OSIS are expressed in a note written to another girl at the institution.

. . . I sure pulled my eyebrows out thin. I might get them shaved if I don't look out. Lets try and run away (this) week. Is it all right with you. We will have a good chance then. Are you glad school is almost out. I sure am. I sure would like to set this place on fire wouldn't you do it if you had a chance when we run away I sure will I won't be afraid to even if I do have to go to the State penitentiary.<sup>1</sup>

Elsie made numerous plans to escape but was never successful in carrying any of them out. She was frequently placed in her room for lost

1. No date given on the note, but it was probably written near the end of the school term in 1935.



recreations and "look-ups". She once made the statement "They'll never bring me back here again after I get out."<sup>1</sup>

After a period of two years' detention Elsie was paroled to her parents. In the meantime there had been no effort by the parole officer to modify home conditions nor to enlist the aid of any welfare agency for this service.

### C. Post-Institutional History.

Elsie resumed her delinquent career immediately after securing her parole. The mother was less able to control her than formerly. The parole officer from OHS reports that upon a visit to the home about three weeks after Elsie's return home, the mother greeted her with the following: "You can have her--I can't do a thing with her." Mrs. Stuh stated that Elsie leaves the house and she doesn't know where she goes.<sup>2</sup> Elsie stayed away from home over night several times. She met a girl whom she had formerly known at OHS. They frequented downtown rooms and apartments of various men together. She was apprehended and detained at the Women's Protective Division and the OHS officials notified. The parole officer went to Portland to bring Elsie back to OHS. Upon leaving the Women's Protective Division with the parole officer, Elsie made "a break" and could not be located. A few weeks later she was apprehended by detectives in Portland after having stolen some articles and money from a family with whom she had been employed for a short time. She escaped from them just as they were bringing her into the police station. They pursued her to the banks of the Willamette River into which she threw herself. The following newspaper item tells of the case:

1. Interview, 9/26/35.

2. Interview, 1/27/36.

. . . Elsie . . . , 14, took her life late Tuesday in preference to returning to the state industrial school for girls.

Miss . . . broke away from Detectives Mumpower and Sanders in front of police headquarters and ran to the foot of S. W. Ash Street, where she leaped into the Willamette river. The body was recovered about an hour later.<sup>1</sup>

This case is significant from the point of view of treatment in that this girl was committed to OSIS at the age of twelve, there to be "housed" for two years without psychiatric service of which she was apparently in need. During these two years there was no attempt by the OSIS administration to prepare the home for her return, such as modifying or eliminating certain undesirable influences. Some insight might have resulted in different handling of this case and most probably would have prevented the early death of the girl. It appears that she preferred this way out to returning to OSIS.

### III. MAJOR CHARACTERISTICS OF THE TOTAL SITUATION

This girl of dull normal intelligence was reared in a home in which lack of parental control and understanding resulted in her frequent runaways and delinquent conduct. Early in her delinquency history a psychiatrist recommended her removal from the home, since the difficulty appeared to be more with the parents than with the girl. Placement in a boarding home and a correctional institution failed to bring about a satisfactory adjustment. Therefore her commitment to OSIS was recommended. She was returned from OSIS to the same home environment from which it was formerly recommended that she be removed. As might be anticipated her delinquency career continued, to be ended by her early death at the age of fourteen.

1. Clipping from News Telegram, 4/8/36.

## CHAPTER VIII CONCLUSIONS

The purpose of this study, as indicated in the Introduction, has been (1) to determine the type of services that OSIS is rendering; (2) to compare those services with standards for similar institutions; (3) to ascertain what effect those services and institutional life have upon the attitudes and behavior patterns of the girls committed.

The data presented in the preceding chapters indicate that the State Board of Control, because of its manifold and diverse duties, is unable to give OSIS the necessary time and attention, or to familiarize itself with the methods that are being used in progressive correctional institutions in other states. Yet this body is charged with the duty of formulating the policies for the regulation of this institution and of selecting and appointing the presiding officer. It has been indicated further that the Advisory Board which is supposed to function in the capacity its title implies, is, in fact, inoperative.

Commitments to OSIS are made by various courts in Oregon counties. These courts are, for the most part, presided over by officials who are untrained in both social welfare and legal procedure. The selection of the cases from the various counties is not made on a standardized or uniform basis. Frequently the commitment is made without an adequate knowledge or appreciation of the most significant factors involved. Thus the girls sent to OSIS have had varied backgrounds and experiences, some being delinquents while others are merely dependents. Although the laws permit the sending of dependents to OSIS--a correctional institution--a thorough understanding and appreciation of the factors involved might enable

a much more efficient and desirable handling of each case. The present practice seems to be prompted somewhat by a desire to shift responsibility from the county to the state.

For the most part, the girls at OSIS have come from unfavorable familial and social backgrounds and many have spent some time in other institutions for delinquents and dependents before being committed to OSIS. The administration is faced with the task of (1) reconditioning, or at least partially modifying, stilted "institutionalized" personalities, and (2) preparing these girls by constructive measures to make satisfactory social adjustments in post-institutional life. The enormity of the task makes it one for experts in the fields of adolescent psychology, education, sociology, and social welfare. At present this work is in the hands of a staff of untrained self-satisfied workers.

There are no universally accepted standards for services in correctional institutions for girls. However, in comparison with standards set up for progressive institutions of a similar nature elsewhere, the standards at OSIS are antiquated and "backward". The basic consideration of the administration seems to be the keeping of institutional maintenance at a minimum, the welfare of the girls being only incidental. And from evidences of the deleterious effect of institutional life upon its charges and the large amount of recidivism (the total amount of which is not known) it may be concluded that from the point of view of services within the institution as well as after-care or parole work OSIS is not adequately fulfilling the objectives for which it was established.

The following suggestions are presented for consideration.

1. A children's code derived from the present laws pertaining to

child care in Oregon would be invaluable, (a) to eliminate present duplication of duties; (b) to restrict the types committed to OSIS; (c) to make provisions for delinquent and dependent children outside of institutions when practical; and (d) to offer more protection to children, thereby preventing a certain amount of delinquency and dependency.

2. Some system by which a special group with centralized control might be able to give individual attention to welfare problems of the state<sup>1</sup> should result in more adequate operation of OSIS. However, unless this group be directed by well-qualified leaders the situation might not be different from what exists under the present system of control. If the present system is to be retained it would be desirable for the members of the State Board of Control to inform themselves of the needs of correctional institutions for girls and the modern methods of meeting these needs; also to apply this information in the formulation of policies for the regulation of the institution and in the selection of its chief administrator. The Advisory Board should be given the opportunity to exercise its proper function.

3. The selection of an administrative body with training and experience in one of the more progressive correctional schools<sup>2</sup> in other states to set up a similar system at OSIS is most desirable.

4. The possibility of some supervision of OSIS by the State Board of Education, and particularly by the Superintendent of Public Instruction, would seem worthy of consideration.

<sup>1</sup> These systems of separate control of public welfare activities are sometimes known as State Welfare Department, State Board of Control (with jurisdiction only over welfare activities), Commission of Charities and Corrections. A full discussion is given in Odum and Willard, Systems of Public Welfare.

<sup>2</sup> For example, Sleighton Farms, Pa. Dobbs Ferry, N.Y., etc.



5. It would seem that some of the basic services of OSIS, such as the operation of the farm, laundry work, and food processing, should be combined with those of the Fairview Home as a means of economy to the State. Further, this would permit the allotting of more of the girls' time to needed constructive enterprises in contrast with the present major attention to maintenance work.

The present study and that made by Paul B. Foreman in "Care of Juvenile Male Delinquents in Oregon" are but preliminary steps in the investigation of the problems of juvenile delinquency in Oregon. Possible further research along this line might be: (1) studies in the counties of Oregon to determine the ecological and social factors responsible for the prevalence of juvenile delinquency, as a step toward prevention; (2) intensive investigation of other institutions handling juvenile delinquent girls in order to determine the kind of services they are rendering and to establish somewhat comparable standards (found among the most progressive schools) at OSIS; (3) investigation of the amount of duplication of work among the state and state-aided institutions caring for delinquent and dependent children in Oregon; (4) follow-up studies of the sixty-nine girls, or another similar sample of the OSIS population, to determine the ultimate results of institutional life upon their post-institutional behavior.

Although the survey technique is indispensable in research projects as indicated above, perhaps the most profitable approach would be through the case study method. These are suggestive of what might be done in the field of research to give a better understanding of the problems of juvenile delinquency in the State of Oregon.

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5. This schedule is based on the basis of the regular salary schedule.

#### Notes

Advancement is provided in addition to salary listed above for all employees except those designated by the Board. These wages provide advancement at the following times above they are also employed. The regular employees pay into the Employees' Retirement System Fund, which averages approximately one cent a day.

Vacations for the first year extend over a period of ten days. After the first year they are fourteen days.

APPENDIX A  
SALARY SCHEDULE<sup>1</sup>

<u>Office</u>	<u>When Employed</u>	<u>Monthly Salary</u>
Superintendent	8/15/20	\$133.51
Farm Supervisor	2/1/29	95.00
Bookkeeper	5/8/23	80.00
Teacher	10/1/33	75.00
Teacher	10/1/34	75.00
Teacher	9/ /35	75.00
Cook	1/13/26	62.50
Cook	9/ /35	60.00
Parole Officer	1/5/29	60.00
Housekeeper	6/ /27	60.00
Housekeeper	3/10/32	60.00
Laundry and Sewing Supervisor	6/15/29	55.00
Outdoor Matron	7/10/29	55.00
Domestic Art Instructor (summer)	6/1/34	60.00
Relief Officer (winter)		50.00
Night Nurse	10/17/34	50.00
xPhysician	1/1/30	25.00
xDentist	7/1/21	25.00
xLaboratory Technician	6/1/34	10.00
Furnace Man (five months winter		

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L. This schedule is based mainly upon the August 1935 payroll.

Notes:

Maintenance is provided in addition to salary listed above for all employees except those designated by the x (x). These three receive maintenance at the Fairview Home where they are also employed. The regular employees pay into the Employee's Accident Compensation Fund, which averages approximately one cent a day.

Vacations for the first year extend over a period of ten days. After the first year they are fourteen days.



## APPENDIX B

### DAILY SCHEDULE

6:00 a.m.	rising (girls working in the kitchen, laundry and barn arise at five or five-thirty)
6:30	breakfast
7:00	work assignments
9:30	school (in winter) or domestic art classes (in summer)
11:30	lunch
12:00	quiet hour (girls spend this period in their rooms)
1:30 p.m.	school (in winter) 2:00 domestic art classes in summer
4:30	work assignments
5:00	recreation (laundry, barn and kitchen girls continue work assignment)
6:00	dinner
6:30	recreation (kitchen girls work until seven or seven-thirty)
7:30	study period (in winter) recreation continues in summer
8:00	preparation for retiring, girls in their rooms.
8:30	lights out

(Saturday and Sunday schedules differ from the above only in this: the periods set aside for school or domestic art classes are spent in institutional work or "rest" in the girls' respective rooms on Saturdays, and on Sundays these same periods are spent either as "rest" periods or for church services. However, the girls arise at 7:30 instead of 6:00 a.m. on Sundays.)

#### Visiting hours:

Sundays, 10:00 a.m. to 1:00 p.m.

Week days, 9:30 to 11:30 a.m.; 2:00 to 4:00 p.m.; except Saturdays and holidays.

# APPENDIX C

## MENUS

July 1935

### Officers

Tuesday

#### Breakfast

Canned peaches  
Corn flakes  
Ham  
Soft boiled egg  
Toast  
Grape jelly and honey  
Coffee  
Cream, sugar, butter

#### Lunch

Tuna salad--large  
peas, spinach  
light rolls, butter, jam  
Coffee, cream, sugar  
custard, graham crackers

#### Dinner

Banana salad  
summer squash  
potatoes  
beef and dressing  
bread, butter, jam, honey  
coffee, cream, sugar  
strawberry cream cake

Sunday

#### Breakfast

Cantaloupe  
waffles, honey, syrup, jelly  
coffee, cream, sugar, butter

#### Dinner

grape juice, chicken, gravy  
potatoes, carrots, salad, onion  
bread, butter, jam  
coffee, cream, sugar  
blackberry pie

#### Supper

Bread, butter, jam, cheese  
onion, banana salad, coffee  
cream, sugar, cake, apricots

### Girls

#### Breakfast

fruit, cereal, milk and sugar  
bread, cocoa

#### Luncheon

Cream of tomato soup, crackers  
vegetable salad, rolls  
berries, gingerbread

#### Dinner

creamed corned beef  
hominy  
battered beets  
bread, jam  
loganberry cobbler

#### Breakfast

fruit  
hot biscuits, syrup  
coffee, milk and sugar

#### Dinner

boiled beef, gravy  
boiled rice  
canned peas, dill pickles  
pear and cheese salad  
bread, butter and jam  
watermelon

#### Supper

sandwiches  
gingerbread, milk

Note: The above menus did not apply to every Tuesday and Sunday in July, 1935, for there is a variation from week to week. These are given as samples.

## APPENDIX D

### DORMITORY RULES

#### UPON RISING IN THE MORNING: -

Bed covers must be removed from bed and mattresses turned back. Spreads be folded at night. Windows kept open during breakfast. Dresser and drawers must be KEPT neat, clean and free from dust. Open for inspection at all times. Granites to be thoroughly cleaned each day.

Lockers shall not contain anything but nightgown, kimono, apron, one middy suit, bed room slippers, towel and wash cloth, without special permission. Not more than one library book and two magazines allowed in room at one time. One bouquet and one plant.

Upon leaving the room, care must be taken to see that it is in perfect order.

#### CONDUCT IN CORRIDORS, STAIRWAY AND BATHROOM

In passing to and from dormitory to dining room, school room, etc., strict silence must be maintained. Pass in single file. No loud talk or laughter in corridors. No visiting. Must not enter other girl's room without permission. Must remain in own corridor. ABSOLUTE SILENCE in bath room at all times.

#### FIRST FLOOR RULES

ABSOLUTE SILENCE MUST BE MAINTAINED WHILE WORKING IN OR passing through the HALL OR STAIRWAY. NO RUNNING.

D Ward Girls must remain in room during time second floor girls are in their room. They must not enter HALL without permission.

OFFICERS ARE expected to enforce these rules.

#### SIGNALS:

6:00 A.M.	Rising	3 short rings
6:15	Buzzer	
6:25	First Breakfast Bell	2 short rings
6:30	Second Breakfast Bell	1 short ring
11:25	First Luncheon Bell	2 short rings
11:30	Second Luncheon Bell	1 short ring
5:55 P.M.	First Dinner Bell	2 short rings
6:00	Second Dinner Bell	1 short ring

#### GENERAL REMARKS:

As the quiet hour is a time for rest for both officers and girls, care must be taken to avoid unnecessary disturbance. All doors must be locked. No knocking on doors unless absolutely necessary. Girls coming up late must go immediately and quietly to own room.

Girls who go to bed on account of sickness will remain in bed until the following morning, without reading matter or fancy work.

APPENDIX E  
STATE OF OREGON

OREGON STATE BOARD OF CONTROL

Salem, Oregon, \_\_\_\_\_, 19\_\_

H. \_\_\_\_\_

We have this day certified to the Superintendent of the Oregon State Industrial School for Girls an order paroling you, and this is to advise you that said parole has been and is granted to you upon the following conditions:

1. You shall proceed at once to your destination and report your arrival at the earliest possible date to the Superintendent of the Oregon State Industrial School for Girls, having your report verified by the person to whom you have been paroled, or who may be designated by the Superintendent.

2. You shall under no consideration leave the State unless granted permission, in writing, to do so by the Superintendent or Parole Officer for the school.

3. During your parole period you shall be under the direction and control of the Superintendent of the Oregon State Industrial School for Girls until the expiration of your sentence, unless sooner discharged.

4. You must avoid evil associates and late hours; you must not frequent improper places of amusement, nor go out at night without permission of the person in whose care you are placed; you must respect and obey the laws, and in all respects conduct yourself as a good citizen.

5. The parent or guardian shall make a monthly report on the first day of each and every month to the Parole Officer of the Oregon State Industrial School for Girls, giving information as to your conduct and welfare.

6. You are not to associate with any previous associates or to renew your acquaintance with any one you have known here.

7. Special requirements:

8. The parole board in this case is granted to and accepted by you with the distinct understanding that the Board of Control may, at any time, revoke the same, with or without notice, and cause you to be returned to the Oregon State Industrial School for Girls, and with the further understanding that you will faithfully observe and obey the terms and conditions hereof and any rules and regulations which the Board of Control may adopt on the subject.

Yours respectfully,

OREGON STATE BOARD OF CONTROL,

By \_\_\_\_\_  
Secretary.

I hereby accept the above parole.

\_\_\_\_\_



Date \_\_\_\_\_  
Date of Commitment to OSIS \_\_\_\_\_

FORM A  
OSIS no. \_\_\_\_\_

NAME \_\_\_\_\_ ALIAS \_\_\_\_\_ CROSS REFERENCE \_\_\_\_\_  
CHANGE \_\_\_\_\_ PETITIONER \_\_\_\_\_  
COUNTY \_\_\_\_\_ COURT \_\_\_\_\_ JUDGE \_\_\_\_\_

ADMITTED TO OSIS \_\_\_\_\_ LEFT OSIS \_\_\_\_\_  
RE-ADMITTED \_\_\_\_\_

DATE OF BIRTH \_\_\_\_\_ PLACE OF BIRTH \_\_\_\_\_ TIME IN ORIGIN \_\_\_\_\_  
SINGLE \_\_\_\_\_ MARRIED \_\_\_\_\_ date \_\_\_\_\_ Place \_\_\_\_\_ By whom \_\_\_\_\_

LAST ADDRESS \_\_\_\_\_ ADDRESS OF GUARDIAN \_\_\_\_\_

RACE \_\_\_\_\_ NATIONALITY \_\_\_\_\_ LANGUAGE SPOKEN AT HOME \_\_\_\_\_

**FAMILY HISTORY:**

Names	Birth		Address	Schooling	Employment	Marital Status	Death		Other & Inst. history
	Date	Place					When	Where	
Father									
Mother									
Sibs:									
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
Husband									
Children:									
Other relatives:									

Remarks: \_\_\_\_\_

**COURT RECORD:**

Date	Court	Reason	Disposal of case

**INSTITUTIONAL HISTORY:**

Date	Institution	How admitted	How released	Conduct during stay	Attit. to Inst.

**AGENCIES INTERESTED:** \_\_\_\_\_

**HOME CONDITIONS:**

Economic: Income per yr.--Less than \$500 ( ); \$500-999 ( ); \$1000-1499 ( );  
\$1500-1999 ( ); \$2000 or more ( ); Relief Case ( )  
Moral: Fair ( ) or Poor ( ) Sex promiscuity ( ); bootlegging ( ); habitual  
drunkenness ( ); thieving ( ); constant friction ( ); Other \_\_\_\_\_  
Girl's attitude toward family: Favorable ( ); Indifferent ( ); Unfavorable ( ).  
Attitude of family toward girl: Favorable ( ); Indifferent ( ); Unfavorable ( ).

Check in red if pertaining to parents; check in blue if pertaining to others in family.



## SOCIAL HISTORY:

SCHOOL RECORD: Age began \_\_\_\_\_ Age leaving \_\_\_\_\_ Grade reached \_\_\_\_\_ Years in school \_\_\_\_\_  
 Grades failed \_\_\_\_\_ Grades skipped \_\_\_\_\_

[illegible]

## WORK HISTORY:

[illegible]

CHURCH AFFILIATIONS: Church \_\_\_\_\_ Member \_\_\_\_\_ Attendance how often \_\_\_\_\_  
 RECREATION: How Spent: Movies \_\_\_\_\_ Dances \_\_\_\_\_ Athletics \_\_\_\_\_ At beer parl-  
 ors \_\_\_\_\_ Parties \_\_\_\_\_ Other \_\_\_\_\_ (Check one or two spaces  
 which indicate where most time was spent) Club Membership \_\_\_\_\_

SEX HISTORY: Age of first experience \_\_\_\_\_ Circumstances \_\_\_\_\_  
Amount of sex irregularity: \_\_\_\_\_  
Intercourse: None \_\_\_\_\_ Frequent \_\_\_\_\_ Promiscuous \_\_\_\_\_ Occasional \_\_\_\_\_  
Perversions Type \_\_\_\_\_ Frequent \_\_\_\_\_ Occasional \_\_\_\_\_  
Prostituted? \_\_\_\_\_ Where \_\_\_\_\_ When \_\_\_\_\_ House \_\_\_\_\_ Independ \_\_\_\_\_  
Age at which mens. began \_\_\_\_\_ Pregnancies \_\_\_\_\_ Abortions \_\_\_\_\_ Miscar. \_\_\_\_\_  
Children \_\_\_\_\_ Living \_\_\_\_\_

Remarks:

## PSYCHOMETRIC RATINGS:

	Test	Examiner	City	Raw Score	G.A.	H.A.	I.Q.
Prev. com't. to OSIS							
At OSIS							
FOR RESEARCH PROJECT							

Remarks

PHYSICAL CONDITION.

Disease history before com't

Summary of Phy. Exam. at admission: Venereal infection: Syphilis G.C.

Phy. Educ. during detention

**SPECIAL CHARACTERISTICS OF TOTAL SITUATION:**

CONFIDENTIAL

COOPERATIVE JUVENILE RESEARCH  
Oregon State Industrial School for Girls, Salem, Oregon  
Department of Sociology, University of Oregon, Eugene, Oregon

TO \_\_\_\_\_  
RE \_\_\_\_\_ and family  
\_\_\_\_\_ O.S.I.S. No. \_\_\_\_\_

ADDRESS ALL COMMUNICATIONS TO:  
Helen McCarter  
109 Friendly Hall  
University of Oregon  
Eugene, Oregon

Known to you on and after \_\_\_\_\_  
Your Case No. \_\_\_\_\_

Will you please check this information?

	First Date of Birth				Last known	
	Name	Birth	Place	Occupation	address	Date
SURNAME						
(father)						
MAIDEN NAME						
(mother)						
CHILDREN:						

Aliases or different spellings \_\_\_\_\_

Other marriages of Father:

" " " Mother:

Date of your first contact \_\_\_\_\_  
Do you consider this an active case now? Yes \_\_\_\_\_ No \_\_\_\_\_  
Date of your last contact \_\_\_\_\_

Known Relatives, Guardians, or Close Friends	Relationship	Last known address	Date

(OVER)

Will you please summarize the nature (give dates) of your contacts, diagnoses, treatment, detention, placements, commitments, etc.

(Use additional sheet if necessary)

Have you recorded personality impressions of any members of this family? (Please list separately).

(Use additional sheet if necessary)

## RECREATIONAL ACTIVITIES

A. What type of recreation are you most interested in?

\* Movies: Romance \_\_\_\_\_; Mystery \_\_\_\_\_; Western \_\_\_\_\_; Comedy \_\_\_\_\_; Life Story \_\_\_\_\_; Other \_\_\_\_\_  
 Dances: Public \_\_\_\_\_; Private \_\_\_\_\_; Folk \_\_\_\_\_; Commercialized halls \_\_\_\_\_; Other \_\_\_\_\_  
 Sports: Tennis \_\_\_\_\_; Bicycling \_\_\_\_\_; Roller skating \_\_\_\_\_; Hiking \_\_\_\_\_; Other \_\_\_\_\_  
 Parties: In private homes \_\_\_\_\_; Road houses \_\_\_\_\_; Cafes & restaurants \_\_\_\_\_; Hotels \_\_\_\_\_  
 Clubs: Name \_\_\_\_\_; What kind of activities \_\_\_\_\_  
 Reading: Novels \_\_\_\_\_; Detective \_\_\_\_\_; True story \_\_\_\_\_; Adventure \_\_\_\_\_; Non-fiction \_\_\_\_\_  
 Other \_\_\_\_\_; What two magazines do you like the most? \_\_\_\_\_

Any others: \_\_\_\_\_

(In the spaces by the star above \*, put in the number of nights or times a week you spent, before coming here, in each of the above. Fill in as nearly as you can remember. If there are some items that you did not do at all, leave the space blank)

B. Before coming here did you spend most of your pastime with:

1. Girls \_\_\_\_\_; 2. Boys \_\_\_\_\_; 3. Boys and girls mixed \_\_\_\_\_; 4. Or alone \_\_\_\_\_.

C. Did you chum mostly with: 1. One person \_\_\_\_\_; 2. Or a group \_\_\_\_\_.

D. Did you prefer companions:

1. Of the same age as you \_\_\_\_\_; 2. Older than you \_\_\_\_\_; 3. Younger than you \_\_\_\_\_.

E. Did you spend most of your spare time with members of your own family \_\_\_\_\_; or with people not related \_\_\_\_\_.

F. Did you chum with your brothers \_\_\_\_\_; sisters \_\_\_\_\_; or more with other young people \_\_\_\_\_.

G. Are you satisfied with the recreational activities in this school? Yes \_\_\_\_\_ No \_\_\_\_\_  
 If no, what recreational activities in which you are interested do you think should be provided?

## RELIGIOUS ACTIVITIES

H. What church did you attend before coming here? \_\_\_\_\_

Of what church are you a member? \_\_\_\_\_

I. Attendance at Church of Members of Family:

	Every Sunday	About once a month	Just at Christmas and Easter	Never	Church
You					
Mother					
Father					
Guardian					
Sisters					
Brothers					

J. Do you have any remarks about your religious beliefs? \_\_\_\_\_

## VOCATIONAL ACTIVITIES

K. Have you done any work for pay before coming here? Yes \_\_\_\_\_ No \_\_\_\_\_ What? \_\_\_\_\_

Did you have training for it? Yes \_\_\_\_\_ No \_\_\_\_\_ If yes, where \_\_\_\_\_

L. What type of work would you like to do after leaving here? \_\_\_\_\_

Have you received adequate preparation to do this kind of work while in this school? Yes \_\_\_\_\_ No \_\_\_\_\_

M. Besides what the school here is trying to train you for, what other types of training would you like to have added?