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WHAT CAN THE PUBLIC SCHOOLS DO FOR THE PROBATIONER AND PAROLEE?

William H. Gratton, Guidance Department
DuBois Senior High School

The Problem

Fred started his high school career with an unwanted guardian and a reputation. The guardian, his probation officer, was unseen and unknown to Fred's classmates, but his record was common gossip around the school. Everybody knew that Fred had spent a night in jail for stealing a car. And more than once he had heard himself referred to as a "jailbird."

Fred made no effort to conceal his dislike for school and everybody in it. He was sullen and defiant. Maladjusted before his delinquency, he was even more frustrated now that his chums were looking upon him with suspicion and contempt. He was destined to become worse unless something were done for him.

What could be done and by whom? That was the problem that faced the high school principal. The probation officer had done a splendid job in keeping the boy in school, but her efforts alone could not reclaim a life that had barely begun to mature. It was the job of the high school to accept the challenge, just as the schools have accepted other challenges of society, which a few years past were considered beyond the scope of public education.

The Diagnosis and Treatment

The problem was turned over to the guidance director. Fred's record was carefully gone over - I.Q., E.Q., reading age, health record, scholastic achievement, and activities schedule. Conferences were held with Fred and Fred's parents, the probation officer playing

an active role throughout. Adjustment, personality, and aptitude tests were given to the boy and a case history compiled. The results revealed a familiar story - broken home, badly adjusted boy.

With all hands willing, and with the sympathetic leadership of the principal, a program was worked out for Fred. Aptitude tests showed ability and interest in mechanical skills, so the boy's general course of study was changed to the vocational shops, where he could achieve obvious success in industrious work. The rifle club provided an ideal opportunity for him to demonstrate his knowledge of guns and marksmanship. The junior varsity football team gave him a chance to win legitimate attention in cooperative effort, and at the same time turn students' scorn to praise.

That was four years ago. Today Fred is working in a large airplane factory devoted to national defense. Simple? Not at all. Fred was rehabilitated only through long, trusting, and patient and sympathetic effort on the part of the school and the probation officer. Old habits had to be replaced with new ones. His home conditions had to be changed. Instead of continuing to live in the environment that was largely responsible for his delinquency, he was sent to live with his married sister who resided in another section of the town. He was placed on NYA where he was able to work under school supervision and contribute to his support. And above all, he was treated as a human being, emotionally upset, and not as a worthless crook, fit for a penitentiary.

Fred's story serves to illustrate what the schools can and are doing to rehabilitate juvenile delinquents on probation. The same might be said for parolees, and this case could be multiplied many

times in many schools throughout the country.

Individual Instruction in Problem Cases

Since practically all juvenile delinquents are of school age, it is only natural that the schools should become the focal center for the prevention and correction of wayward youth. The school is usually the only agency outside of the home that knows anything about a boy or girl before he or she gets into trouble. The juvenile courts and probation officers come into the picture after the damage is done. And when they do enter the picture, they invariably come to the school for information. Likewise, the schools are the only institutions outside of reform schools that are in a position to administer corrective treatment over a long period of time. Needless to say, too, the public school should be able to effect a more successful program of correction in most cases by virtue of its plant facilities, activities program, available reports, and testing material, wide range of courses, convenience, and absence of stigmatism than state schools designed specifically for correction and reform, as modern and scientific as they might be.

The biggest boon in the school's efforts of rehabilitation has been the introduction of individualized training. Under the traditional setup of mass education that taught that all men are born free and equal, and, therefore, that all students must read the same books, take the same tests, and compete for the same grades, they actually contributed more to juvenile delinquency than it prevented or corrected. And unfortunately, too many schools labor under the delusion that an eye for an eye and a tooth for a tooth is still the best policy.

Under individualized instruction each student is looked upon as a separate entity, each different as to health, inherent ability, skills, home conditions, emotional adjustment, reading and speech ability, environment, etc. At best, however, even the most progressive schools are severely handicapped when it comes to treating special cases. Progressive ideas in public institutions are not readily accepted, largely because people oppose that which they do not understand. Consequently, the public schools are still inadequately prepared to do a thorough job as custodians of the emotions and morals of an increasingly complex generation. There are, however, many needs which the schools can meet without too much reorganization.

Educational Philosophy in Reference to Delinquency

Of primary consideration is a philosophy of education that is compatible with modern views of delinquency and crime. And secondly, procedures that are consistent with that philosophy. Many schools claim to be progressive and yet show an appalling lack of consistency in fulfilling their ideas of progress. Many of these self-styled modern institutions still try to fit the child to the school instead of the school to the child. And too, many schools treat symptoms rather than correct causes.

Certainly an urgent need is adequate health services. Paradoxically, health is the number one objective of education, and yet it is the one that is receiving the least attention. Infrequent professional health check-ups of a routine nature, combined with large health and gym classes taught en masse twice a week, as in most schools, begs immediate attention.

De-emphasizing marks, grade placement, awards and competition would greatly alleviate the pressure of failure and at the same time banish the illusion of false security. That schools are notorious for branding as failures students whose mentality entitles them to reasonable success and happiness is evidenced from the many "failures" who have achieved recognition in spite of the schools. And the "brilliant" high school students who flunk out of college add testimony to the fact that the real failure is the school itself.

Closer cooperation between city and county law officers with the schools is imperative. In many instances school authorities know nothing about delinquents until they read about them in the newspapers.

More professional training is needed for teachers in the fields of sociology, psychology, and psychiatry. Regardless of the physical plant available and the desires of well meaning school administrators, unless the faculty thoroughly understands human nature and is emotionally stable itself, little good can be achieved and much harm can be done. Many civic classes dismiss crime with a summary list of causes and the admonition that "crime doesn't pay."

At least one person in the average size school system should be thoroughly trained and experienced to treat emotional problems. This person should be free of classes and other duties to treat emotional problems, perform guidance and personnel work, both in the school and in the home.

Activities As Resources in the Treatment of Delinquency

The activities program is finally coming into its own as a vital part of the school program. No longer referred to as "extra" curricular, the many clubs, teams, and societies are in some cases more important than regular classes. Too often, however, activities are restricted to talented or exceptional students. An expanded activities program with opportunities for everyone is needed.

More attention might profitably be paid to courses in mental hygiene, psychology, sociology, human relationships, vocational guidance, and sex. And remedial classes are needed in reading and speech.

Finally, unless communities take a more active part in the welfare of their youth, the schools will have to do more for their students in the way of creative expression and wholesome recreation after school hours. With meager community recreational facilities the school might well fulfill the need for community centers.

How long it will take educators, parents, and taxpayers to become aware of these needs is, of course, open to speculation. Certainly, the last decade has demonstrated that the public is becoming enlightened, and one is encouraged to hope that in the not too distant future the public school will replace the juvenile court. Meanwhile, alert law enforcers will do well to keep in touch with local schools in the solution of current probation and parole problems.

THE PROBATION OFFICER AND THE SCHOOL PSYCHOLOGIST

Mary H. Pooler, Supervisor of Special Education,
Erie, Warren, and Forest Counties

Every county school system in Pennsylvania is now provided with the services of a supervisor of special education who, in order to receive this appointment must be certified as a public school psychologist. This fact alone is of no special interest to Juvenile Court officials, but in Section 1131 of the school laws of Pennsylvania, the duties of such supervisor are defined.

"It shall be the duty of each supervisor of special education to examine and investigate the abilities, disabilities, and needs of the exceptional children in the schools to make recommendations concerning the instruction of such children, and to supervise such instruction. IT SHALL BE ALSO HIS DUTY TO MAKE REPORTS TO THE JUDGE OF THE JUVENILE COURT, UPON REQUEST BY SUCH JUDGE, CONCERNING ANY CHILD WHO IS A RESIDENT OF A SCHOOL DISTRICT THAT IS UNDER THE JURISDICTION OF THE COUNTY SUPERINTENDENT OF SCHOOLS."

These statements apparently suggest that there is a definite relationship between the Judge of the Juvenile Court, the probation office and the psychologist.

A boy or girl is committed to court because of a misdemeanor - a "bad" boy or a "bad" girl in so far as he or she has not conformed to some conventional standard of behavior set up by society. We may safely say, I believe, that the fault lies somewhere in the home, in society, or in the child himself, for in the last analysis, stealing, lying, truancy, or sexual misconduct are either the results of inadequate training or symptoms of personality disturbance. Either of these conditions is as distinct from the other as

it is serious in itself and similarly requires a type of treatment peculiar to itself.

Many questions are undoubtedly in the minds of the Judge and the probation officer. "How can the child be punished?" "How can society be protected?" Most important of all, however, is the query, "How can we help this child?"

No reputable physician would treat a case of small-pox by applying an ointment to the skin eruptions which characterize the disease. He would certainly ascertain the cause of the outward disturbance and attempt to control the condition at the source. We believe likewise that no conscientious and humane group of court officials would administer corrective measures to a delinquent child without investigating in so far as possible the cause of the misbehavior. The responsibility for this investigation probably lies with the probation officer, and as an aid to him in carrying out this task the services of the psychologist may be used.

Studies of family background and community influences are important. The probation officer can learn a great deal about the personal characteristics of a boy or girl by ordinary contact and observation, but it is a costly method, costly because the psychologist in a well-equipped clinical set up can give as satisfactory a picture of the potentialities of the individual as several months of ordinary observation would yield.

Good training schools are sometimes expensive; but if the remedial efforts are spent on boys and girls who have the capacity to profit from the experience, funds are thus well invested and

will undoubtedly produce large dividends in the form of community and social welfare.

On the other hand, however, a boy or girl with an emotional disturbance, with a definitely psychopathic personality, with some remedial or irremedial physical defect which is indirectly a cause of delinquency, or with a low grade of intelligence, not only cannot profit from the treatment to which he is subjected, but may be receiving more of the same kind of misunderstanding which has been a contributing cause of the original problem. Such exceptional cases require specialized attention if worthwhile results are to be secured. This specialized attention can be given only when a thorough understanding of an individual's capacities, talents, emotional stability, personality, social maturity, and many other characteristics which may be discovered through psychological analysis are available.

In order that a mechanic may be considered an expert in his field, he must know the capacity and usefulness of each and every bolt, screw, and nut in his engine. In order to repair a piece of complex machinery, he must have definite knowledge concerning the condition of each part, the amount of strain which it is likely to stand and the quality of performance it may be expected to give.

The Juvenile Court through its agent, the probation officer, has the vastly more important job of rehabilitating human lives. This task, if it includes a prevention of further difficulties, must also include a treatment of the original cause of the trouble. When we consider the complexities of human behavior and mental

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life, we must know that there is no short-cut to the knowledge necessary for this therapy.

A complete psychological clinic under the auspices of the Juvenile Court is an ideal situation and pays worthwhile dividends in the field of human welfare. Where such a set-up is impossible, the school psychologist in each county is ready to provide whatever help he can to the understanding of the boy or girl with problems to solve. Although such service is a poor substitute for a more complete organization, it should be a valuable link between the court house, the school, and the home or institution.

JUVENILE COURT PROCEDURE IN LANCASTER COUNTY

The following is an extract from an article written by Rev. James Wagner, Minister to St. Peter's Evangelical and Reformed Church, Lancaster. From the "Lancaster Advertiser."

Special treatment of juvenile cases in Lancaster County goes back to August 1, 1901, since when for many years cases involving children were heard after regular sessions of court had ended and when the courtroom had been cleared of all persons but proper officers of the court and those involved in each case.

Then, in 1903 the Pennsylvania legislature passed an act which made the establishment of separate juvenile courts mandatory. Again in 1933 another juvenile act was enacted which established a new and more modern type of juvenile court. At this time the late Judge B. C. Atlee, with the cooperation of Judge O. S. Schaeffer who had only recently come to the bench, established the department of probation, parole, and domestic relations, made arrangements for separate sessions of the juvenile court, and appointed Mr. Barnes and Mrs. Pollack to the office which they have occupied ever since.

The chief principle underlying the act was, to quote the preamble of the amended act of 1939, that "children should be guarded from association and contact with crime and criminals, and the ordinary process of the criminal law does not provide for such care, guidance, and control as are essential to children in the formative period of life," and that, further, "experience has shown that children, lacking proper parental care or guardianship, are led into courses of life which may render them liable

to the penalties of the criminal law, and that the real interests of such children require that they be not incarcerated in jails and penitentiaries as members of the criminal class, but be subjected to wise care, guidance, and control so that evil tendencies may be checked and better instincts be strengthened."

Minors, under Eighteen

By that act, as amended in 1939, a "child" was defined as any minor under eighteen years of age. So that pursuant to the act here in Lancaster County, when a boy or girl within that age limit gets into trouble, or is neglected by his or her parents, or is suddenly left destitute and homeless, the judges and their assistants in the probation and parole office step in and try to give the kind of care that is needed.

No Trial, Jury, or Crowd

In the very nature of things, consequently, the juvenile court is a strange sort of court. It does not meet at regular intervals as other courts do; a session is called only when the officers have a sufficient list of offenders to warrant it. There is no such thing as a trial, no jury, no crowd of curious onlookers. The offender is not even formally charged with a crime; he is, rather, to use the language of the probation and parole office, "petitioned into juvenile court" so that the judges may hear and dispose of the matter for the best interests of all concerned.

Procedure begins with a complaint which comes into the probation office. It may come from a police officer who has caught a boy stealing candy in a grocery store, or from a neighbor who

is concerned because someone's daughter is staying out later than a girl of her age should, or from school authorities if it is a case of frequent truancy, or from a parent who claims that a child is incorrigible, perhaps even from a priest or pastor who feels that a child is involved in a home or neighborhood circumstances which needs adjustment beyond the limits of his own power.

Nobody is arrested forthwith. The alleged offender is interviewed by Mr. Barnes if it is a boy who is involved, by Mrs. Pollack if it is a girl and urged to tell his or her own story. The child's school record is investigated. The police report or other complaint is studied. If physical, mental, or psychiatric examinations seemed to be called for, they are arranged.

Then parents or guardians are interviewed and any persons who have light to throw upon the case. The juvenile court officers are interested not only in getting the facts to the case, but in endeavoring to discover what factors in environment or heredity may help to explain the delinquent child's behavior.

What revelations such procedure may bring are indicated in the following story.

A mother came to the office and complained that her boy was stealing, and something had to be done about it. An investigation was begun. It showed, among other things, that the boy had a speech defect which his classmates made fun of, and it appeared that the boy stole so that he could treat his schoolmates and make them think better of him. Well, the speech defect couldn't be cured. But the workers interviewed the teachers at that school, discussed the matter with them, and the teachers

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gladly promised to try to check the practice of pupils making fun of this boy and make him feel that he had ideals to uphold and responsibilities to bear. There have been no further complaints about this boy. His case never even got the point of being petitioned into court. But it needs no great imagination to see that if this boy had gone on, unrestrained in this petty stealing, with no one to make a kindly inquiry into what made him indulge in it, and no one to make a kindly inquiry into what made him indulge in it, and no one to enlist the help of others in his behalf, he would have ended up in the penitentiary. The juvenile court is a standing exhibit of the truth in that old saying, "an ounce of prevention is worth a pound of cure."

Many of the cases are not as simple in their solution as that. So when the officers have completed their investigations, they discuss the case with Assistant District Attorney John Milton Ranck, and if he concurs, the boy or girl is "petitioned into juvenile court."

Private Hearings

Then comes a day when Judge Schaeffer or Judge Appel, or both of them together, sit to hear juvenile cases. Each case is heard privately with nobody present other than the alleged offender, his parents or guardian, perhaps a school principal or a clergyman who is interested, and occasionally one or two others who have light to throw on the case. The story never appears in the newspapers. No formal rules of evidence are followed, so that as freely as possible the offender and others concerned tell their stories. The judge encourages the offender to do and say

whatever will make it easier to be of help to him. Sometimes parents have their neglect or baneful influence pointed out. In many instances offenders are placed on probation, and must make weekly reports to the probation officer who also in other ways exercises friendly oversight over these charges of theirs. If the child is actually homeless, or conditions in the home he has are not very favorable, other disposition is made. The boy may be sent to the Rotary Home on the Fruitville Pike, where Mr. and Mrs. H. D. Weller have for 10 years been providing a good home for a family which generally numbers about 15 or 16 boys. The county pays the cost of maintenance, and a board of directors from the Rotary Club of Lancaster manages the home's affairs. A girl may be kept temporarily in the Shelter Home for Girls, nearby on the Lititz Pike. This home was established more than 15 years ago by the civics department of the Iris Club with Mrs. Charles B. Long, Mrs. John L. Atlee, Sr., and Mrs. Albert M. Herr among the promoters of the project.

Special Homes

Sometimes where a child is homeless or its home conditions are thought to be particularly unfavorable, it may seem that what the child needs is not to be placed into an institutional home, but just to be in a home where there will be genuine family life and some measure of parental care. In such instances the probation office, with the cooperation of the Children's Bureau of the Community Service Association, places these children in foster homes where the foster parents and the probation officers join hands in trying to give the child a decent and helpful up-

bringing. Dependent and neglected children from four to twelve years old may be entered in the Children's Bureau of Lancaster County on South Ann Street. No delinquents are placed in this home, however.

Only when the seriousness of the offense or the necessities of special physical or mental treatment, or the possibilities of manual or domestic training seem to warrant it, are children sent to institutions outside of the city. They are not sentenced; they are committed to these homes, generally for indefinite periods by order of the court. Among institutions for boys are the Glen Mills Schools for Boys near West Chester, the Philadelphia Catholic Protectory at Phoenixville, and the new Pennsylvania Industrial School at Camp Hill. The old Huntingdon Industrial School is now used only for mentally defective delinquents.

Girls are committed to such institutions as the Sleighton Farm School for Girls at Darlington near West Chester, St. Joseph's Convent at Norristown, Sylvan Heights Orphanage at Harrisburg, the House of the Good Shepherd at Philadelphia, and the Lutheran Orphanage at Topton. The Children's Home maintained by the Church of the Brethren at Neffsville and the Mennonite Children's Home at Millersville also receive a few children needing insitutional care.

Feebleminded children are sent either to the Pennhurst State School or the Laurelton State Village, while "problem children," who are not feebleminded but exhibit habits of conduct which need psychiatric treatment, are now committed to the Children's Institute of the Allentown State Hospital.

Become Useful Citizens

The juvenile court takes very definitely the position that those children are not criminals and do not merit punishment so much as they are the victims of environment or heredity and need care and training. Many of these boys and girls learn trades and skills in these institutions by which they become self-supporting and cooperative citizens later on.

The whole procedure and conduct of the juvenile court of Lancaster is an example of enlightened citizens of a community working together to help unfortunate children face problems and adjust themselves to the demands of life in such a way as to safeguard the welfare of the community, and at the same time, protect the interests of the children themselves.

"The court and we have the full cooperation of city and state police," Mr. Barnes and Mrs. Pollack said, "and of the school authorities, constables, and magistrates, welfare agencies, hospitals, the Child Guidance Clinic, the Association for the Blind, and the various private citizens have also shown a splendid willingness to help."

NEWS AND EDITORIAL COMMENT

The Pennsylvania Probation and Parole Association

According to the best information which the Editor of the Quarterly has been able to secure, the Pennsylvania Probation and Parole Association completed its twenty-first year with the last annual meeting held in Reading, Pa. In that time the personnel of the association has undergone many changes. Only a few of the "old timers" are left of those who pioneered in the formation of the organization. Many of us who came in later have seen new faces appear, make their contribution for a time and disappear. We have regretted their passing for we have appreciated greatly their fellowship and inspiration. Still others have come and have stayed with us, and we are grateful for their fidelity and devotion to the service of probation and parole.

In recent years some have entered the ranks of the probation and parole officers, but have never affiliated themselves with the association. May we say to them, this is your association; we stand solidly with you, whether you join the association or not. However, we believe we can give you the benefit of our experience more readily if you will meet with us in our annual meetings. And we need the benefit of your fresh viewpoint, new ideas, and enthusiasm. To everyone who has recently become associated with probation and parole work we extend a welcome to join the association. The next annual meeting will be held in Harrisburg in April in conjunction with the annual meeting of the Pennsylvania Conference on Social Work.

Plans are already being made for the meeting, and it will be well worthwhile. Definite announcement concerning the program will be made in the next issue of the Quarterly. Send your application for membership at once to Miss Mary H. Rinsland, Secretary-Treasurer, 313 Monroe Avenue, Scranton, Pa. The annual dues are \$2.00.

Revise the By-Laws?

In the last issue of the Quarterly we asked for an expression of opinion from the membership concerning the advisability of revising the by-laws. The association has passed the experimental stage and should extend the sphere of its usefulness. In the opinion of some of the officers of the organization, the association has outgrown the by-laws. Some believe that it might be well to provide for a more democratic procedure in the election of its officers and the members of the executive committee. Still others are of the opinion that provision should be made for wider membership, drawing into the associate membership at least those laymen who are interested in the field of probation and parole. May we have an expression of your opinion? Send your communication to Mr. Jacob W. Zang, Editor, The Probation and Parole Quarterly, Box 572, State College, Pa.

New Parole Commission

It is likely that by the time this issue of the Quarterly comes into your hands the Governor will have appointed at least some of the members of the new parole commission provided for in the Rosenfield bill. The association has a real interest in these appointments and trusts that those who are chosen will bring to their task that experience and judgment which will make for the effective functioning of this vital service to the Commonwealth. That in the performance of their duty they will receive criticism is to be expected. But members of the association will be ready to support them consistently so long as they administer their trust in the interest of the public welfare.

In-Service Training

Is there an in-service training class for correctional officers in your vicinity? If so, be sure to avail yourself of the opportunity thus afforded to perfect the techniques which are so much needed even in the routine performance of your office. The classes also offer an opportunity to share experiences with those who are confronted with problems which are similar to those with which you have to deal from day to day. The expense involved in the courses is nominal. Enroll as soon as classes are formed.

New Probation Officer in Lycoming County

Arthur L. Pepperman, who has served as probation officer of the Juvenile Court of Lycoming County, resigned early in August. Mr. Pepperman had served since 1922, after his appointment to the office by the late Judge Harvey W. Whitehead.

Mr. John H. Bower of 1753 Memorial Avenue, Williamsport, has been appointed probation and juvenile officer for Lycoming County to succeed Mr. Pepperman by Judges D. M. Larrabee and Samuel M. Humes.

Mr. Bower brings to his new work the wealth of experience which he gained in eighteen years of service as boys' secretary of the YMCA of Williamsport. In this connection he was active in many civic enterprises. More recently Mr. Bower has been personnel director of the NYA. He had also been a candidate for city council, but has withdrawn his name upon acceptance of his new position.

Miss Bertha L. Freeman

Miss Bertha Freeman, for many years connected with the Municipal Court in Philadelphia, has recently retired from active service. This does not mean that the association will no longer have the benefit of her presence and counsel, for Miss Freeman indicated her willingness to continue her membership. We wish to give recognition to a faithful and efficient service and hope that we have the pleasure of greeting her at the next annual meeting of the association.

Miss Bertha L. Freeman was appointed as a probation officer on August 15, 1915 and assigned to the newly created Girls' Misdemeanants Division. The amendment to the original Municipal Court had been passed by the legislature that year giving the Municipal Court jurisdiction over all incorrigible girls between the ages of sixteen and twenty-one and street walkers irrespective of age.

Miss Freeman was a trained nurse, a graduate of the Women's Hospital of Philadelphia, and at the time of her appointment to the court was doing volunteer work in the Night Court. Miss Freeman was later placed in charge of the Girls' Misdemeanants Division, and in 1929 was made supervisor of the juvenile as well as the misdemeanants division.

She resigned on January 15, 1937 to go on pension, but volunteered her services until March 20th. She has always kept a very active interest in the court and is now a member of the Social Service Advisory Board.

Meeting of the Executive Committee

The executive committee of the association met at The Harrisburger in Harrisburg at the call of Mrs. Helen K. Spencer on Friday, October 24. A joint meeting with the Division of Delinquency of the Pennsylvania Conference on Social Work was held in the evening for the purpose of coordinating the convention programs.

O F F T H E P R E S S !

November 10, 1941

PRINCIPLES AND METHODS IN DEALING WITH OFFENDERS

A correctional and penal worker's manual
for Pennsylvania

A Publication of the Public Service Institute of the Department of Public Instruction of the Commonwealth in cooperation with the Pennsylvania Government Administration Service.

To be used as a text for the in-service classes for correctional and penal workers in Pennsylvania sponsored by the Public Service Institute.

Written by Helen D. Pigeon, noted authority in the penal and correction field now with the National Probation Association, and others. The only such manual for Pennsylvania workers. 500 pages - \$2.00.

May be obtained from: H. F. Alderfer,
Pennsylvania Municipal Publications
Service, State College, Pennsylvania.

COMMUNITY STUDY OF DELINQUENCY

By Laura F. Porter, Secretary
Harrisburg Welfare Federation

In April 1940 representatives of the Juvenile Court, the Police Department, the schools, the clergy, and social agencies were called together by the Harrisburg Welfare Federation to consider the wisdom of participating in a community study of delinquency. A general and sincere concern for boys and girls became the foundation of a series of meetings.

During the intervening months the group have heard one another discuss the work in which he was engaged. Together there was an evaluation of the hopes, the limitations, as well as the way in which one program could be coordinated in the total community plan.

Naturally, out of this exchange in experiences has come value. Through the presentation of case material, it became apparent that too many times the active agency worked without knowledge of the situation as shown by the preceding active agency. Perhaps the greatest value to the individual members was the sense of oneness that developed. After a sequence of meetings one's sensitivity about apparent failures became eased. There was greater willingness to refer problem cases to another agency better equipped to treat the perplexing child. The members came to sense a change in the attitude of referral. It was not an automatic passing over of responsibility, but rather a blending of varied services which the community had to offer.

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While much of the group's attention was focused on the
experience of individual children whose behavior caused them
to be classified as delinquents, the responsibility for
community planning was not overlooked. It became apparent
that in the coming judgeship election the citizens have an
opportunity to indicate the type of juvenile court and
probation service which they wish. The committee assumed
some responsibility in developing a desire for a juvenile

court suitable to the needs of boys and girls in Dauphin County.

JUVENILE COURT LAW PROBLEMS

"When a young girl arrested in Montgomery County recently for an automobile law violation was taken to the detention home without the juvenile court officials having been notified, action was taken by the magistrate which was detrimental to young people in all our communities," said Leon T. Stern, secretary of the Pennsylvania Committee on Penal Affairs of the Public Charities Association. "The magistrate failed to tell the girl herself, or her parents that it would be possible for her to stay at home pending hearing. Because she was not apprised of her rights, she had to spend the night in the detention home. When a juvenile is arrested, it is the duty of the magistrate to notify the juvenile court officials - the probation officer, district attorney, or one of the judges. Any one of these could have released the girl in the custody of her parents to await hearing. It is the duty of the magistrates to know the provisions of the juvenile court law. There is no excuse for a justice of the peace, magistrate, or alderman not being familiar with the juvenile court law and its provisions or taking the proper action.

"The requirements are very simple. Every juvenile is to be referred to the juvenile court or one of its officials as soon as the magistrate discovers the arrested individual is under the age of 18 years. No child or youth need be held in detention unless the juvenile court judge or his authorized representative approves it. The juvenile court law is not new in Pennsylvania. It has been in successful operation for more than 40 years; therefore, the court officials - the probation officer, district attorney, or one of the judges. Any one of these could have released the girl to the

there is no reason for the lack of knowledge of its provisions on the part of any elected or appointed authority. In this connection it is important to know that when a case goes to the juvenile court no fees are involved as would be the case if the juvenile court law were repealed and the minor judiciary would handle juveniles and youths as they did two generations ago.

"It is a matter of congratulation to every family and every citizens in the state that attempts to reduce the juvenile court age from 18 to 16 years at the last session of the Legislature was defeated. These attempts took two forms: one, that of flatly reducing the age to 16 years, and the other to turning over to the justices of the peace and magistrates certain types of juvenile cases which experience has taught us they could not handle.

"The whole spirit of the juvenile court law is not that of prosecuting children, but that of dealing with them in terms of their individual problems and to avoid action of a criminal nature in juvenile cases, such as taken in Montgomery County. Our experience in Pennsylvania has been an example to the rest of the country in developing a juvenile court law which has stood the test of nearly half a century of operation. Citizens should resist every effort to tear it down and discredit it.

"This case seems to be an outrageous attempt to discredit the juvenile court law in the eyes of the citizens. It has attracted so much attention of the authorities to the matter. Such incidents can be prevented if the juvenile court judges of our counties will follow the precedent set by some of the judges who have sent a letter to the justices of the peace and magistrates notifying them

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in simple language the provisions of the law and what action they can and cannot take under it. Even in counties where such action has not been taken by the judges, the justices of the peace and magistrates have been interested enough in their duties and the welfare of the children of their communities to acquaint themselves with the law.

"In order to make the understanding of the juvenile court clearer, we suggest the minor judiciary be notified by the juvenile court judges of its provisions and that citizens be actively concerned for the proper operation of the law in order that injustices may not be done to children by any attempt to evade or ignore its requirements.

"The new State Council of Juvenile Court Judges, being developed under the guidance of a committee consisting of Judge Gustav L. Schramm of Allegheny County, Judge W. Clarence Sheely of Adams County, Judge Nochem S. Winnet of Philadelphia County, and Judge Paul N. Schaeffer of Berks County, chairman, could do much to help develop the services of the juvenile courts and bring understanding to the counties as to how they operate."

- A Press Release by the
Committee on Penal Affairs of the
Public Charities Association

WHAT THE PROBATION OFFICER CAN EXPECT FROM PROBATION AS A CAREER

Conclusion of a paper read before the meeting of the Pennsylvania State Association On Probation and Parole, February 14, 1938, William Penn Hotel, Pittsburgh, by Mr. T. W. Broecker, Pittsburgh, Pa.

This topic is presented in the form of a letter written to a young friend of the author's who some time before had asked the question, "What may I expect from probation as a career service?" with the purpose of setting his course toward some field of professional work.

Dear Bill:

If I haven't discouraged you too much over your prospects of security in our profession, maybe you would be interested in hearing a little about the chance you will have there to use the professional training which you are working so hard to get. In the beginning I might say that the very idea of training professionally to work in the correctional field is so new that very likely you will find it possible to apply only the simplest techniques in any branch of the correctional service where you may find a job. Too many of us who have gone before you from the schools and colleges into the field of practical correctional work have failed to see the real problem which faces the trained man in our profession. Such a worker's problem is not to develop more fine-spun academic theories about his work, or to while away his time with inconsequential, pseudo-scientific analysis of the delinquents with whom he deals. Most of us could spread our time far more profitably learning to appreciate the feelings, the attitudes, the motivations and the scale of values of the persons with whom our work throws us into contact. We need to learn that very often the behavior of those whom we are pleased to call delinquent can be understood in terms of our own emotions and

reaction patterns. If we would be but a little honest with ourselves, we will see that professional arrogance and four-flushing are blocking the path of genuine progress in our profession. If we use the education which we have been lucky enough to get in covering up a fundamental ignorance with a screen of fancy verbiage, we are fooling no one but ourselves. Take it from me, Bill, the old hands at this game can read you like a book. They know when you are contributing something to a real analysis of a case and when you are simply camouflaging your ignorance with a fancy spiel.

And there is one other mistake against which you younger fellows ought to be warned. Some of us who have gone before you have not been very canny in our efforts to improve personnel standards in our field. By a lot of reckless talk about "improving the calibre of staff," we have succeeded only in scaring some of the older workers with the thought that we hope to see them thrown out of their jobs so they may be replaced by perky young graduates of the training schools. Thus, we have managed only to build a wall of solid resistance against the changes which we had hoped to bring about. Certainly, I would not tell you that the correctional worker who is stupid and who refuses to improve his effectiveness at the work, or the one who is actually dishonest because of political or other influences, ought to be protected. But I do want to say that among the older workers you will find many an intelligent and sincere devotee of the profession you are entering. You can learn much from such colleagues if you have the wit to draw them into sharing their knowledge with you. And among them you can find much support for the belief that new workers entering the profession

should be equipped with the preparatory training which the older workers could not get, but which you and your fellow students find easily available.

Here, again, Bill, let me make it plain that you will not only have to struggle to hold your place in the profession, but you will have to fight hard for a chance to make any real use of the fine professional training which you are getting. Your first job will be to demonstrate the fact that your professional training is worth anything at all in this field. And after that it will take every ounce of grit you've got to stick by your determination to do an honest professional job.

As a correctional worker you will feel many moments of disillusionment. But the causes of such depression will not often be the violators of the law with whom you are working. You will, of course, expect to find venality in them. But the real jolt will come when it dawns on you how narrow a margin separates the delinquent from the unconvicted respectable citizen. And you may as well prepare yourself, Bill, for the shock you will get when you discover that even your colleagues from time to time have interests which are closer to those of the law breaker than they are to the goals of civic righteousness. You will probably know the blackest moment of all which will come when the suspicion penetrates your thoughts that some of those who lead the work you are trying to do really do not want an honest job done. You will wonder whether they would prefer that you give lip-service to professional ethics while you connive at the betrayal of your ideals. These are some of the things which they ought to tell you in school, but they don't.

Let me remind you here that I said at the outset of my first letter that you would hope for the stimulation of your interest, and even some enthusiasm, by the work for which you are preparing. If that's the way you really feel, you'll surely pay-dirt in correctional work. I can go so far as to say that the sheer fun you will have will be one of your greatest rewards. And if you belong in the field at all, the fun of doing the work will hold you in it the rest of your days. I know I have painted a pretty gloomy picture about what you can expect in the way of security and what chance you will have of using a lot of fine-spun techniques; but if you have the stuff of an honest-to-God correctional worker in you, it will thrill you to meet the challenge of some of the enemies I have told you about.

Have you ever known the elation of fighting through tough opposition to a dearly-won victory under the leadership of someone you trust and whose orders you enjoy obeying? Well, sooner or later, you'll have that satisfaction if you stay in the correctional field long enough. Leaders of that kind are not as plentiful in our profession or anywhere else as they should be; but there are enough of them that many of us get the thrill of serving with them.

And I know you will get a kick, too; out of the knowledge that you are doing something which is vitally important to the whole community. You won't need to have that feeling, which comes to so many, that the work they are doing is merely a futile rig marole. Far from just going through motions, you will know that the lives and safety of your law-abiding fellow citizens depend heavily upon the honesty and the effectiveness with which you do your work. I

know that you are too smart to believe that you can correct the whole crime problem single-handed, but also, Bill, don't forget that you can make a heavy contribution.

There is still another source of personal satisfaction which I think is worthy of your attention. I mean those more intimate satisfactions which will come to you as a result of your personal dealings with those who are placed under your care. Perhaps some would tell us that we should derive no personal satisfactions from this part of the work. They might say that to feel such pleasures indicates emotional immaturity or an unobjective, non-professional bearing toward our cases. Bill, if I really believed that I would get out of the field and get a job selling linoleum or lead pipe or something like that, I am sure that you, without involving yourself unwisely in the cases which you will handle, will yet find a keen joy in encountering the shrewdness of some with whom you will deal, or the disconcerting frankness of others. You will learn to feel the satisfaction of the skilled artist in steering the individual who seeks to become emotionally dependent on you and setting him up on his own feet until he is able to meet life's battles with his own strength. And when, on rare occasions, you see the tangible results of your work embodied in someone who has taken a new lease on life, and you know that you have contributed something toward this regeneration, you will forget about the fears, the heart-aches and the despondency which your work has brought you, and you will know it has all been well worthwhile.

To be frank with you, the fun you will get out of your work is certainly not the only reward you will have. So far as financial

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returns are concerned, you will have a chance to earn about as much as you would in any other line of professional work requiring the same preparation.

If you feel inclined to doubt this, sit down before a mirror and give yourself a good honest once-over. If you have a kind of temperament which really makes you enjoy working in the correctional field, the chances are that a job in a business organization would bore you into a breakdown. And feeling that way you would probably not set a world's record as a life insurance agent or a cheese merchant or in any other business calling.

I am not telling you anything profound when I say that rates of pay vary in the correctional field just as they do in any other profession. Several factors will govern the salary which you are able to command. Of course, there is always the possibility of personal connections and political tie-ups which is the technique used most often by the fellow who makes his way through the correctional field without the foundation of proper personality traits, education, and qualifying experience. But for a fellow of your type, Bill, who has had the chance in this modern day to train himself for the field which he expects to enter, I can see only the course of fitting yourself by education and experience to do the work which is assigned to you. Always, of course, train yourself well enough in advance of your own job to be among the candidates when a need develops for someone who can do an honest and capable job of real work up the line. But, Bill, remember you are not a sculptor, so avoid using the chisel. It is a comforting thought that even in a field where as much scummy politics still

persists as in our own profession, those who are determining governmental policies yet need some workers who can do an honest and capable job. It is important to note that at least a nucleus of such workers is needed in every correctional agency to keep it from becoming such a stench in the nostrils of the public that those who are responsible for the mess are thrown out of office. Someday we will see honest and trained personnel predominate in our field. We will then be able to pride ourselves on belonging to one of the respected professions, as physicians do, and we will be able to reflect real credit upon those who are responsible for putting our work on an honorable basis and keeping it there.

And now, to get a little more personal, what are you yourself bringing to the profession?

Besides your intellectual equipment, you will need a good many qualities of character which are rare in any field and certainly in our own. You will need an unselfish devotion to your work which goes far beyond routinely serving the stint of hours upon which your pay is based. You will need to be interested enough in your work and in its future to be willing to devote some of your own time to improving your effectiveness and preparing to take over larger responsibilities. And yet, you will need to guard against getting so involved in what some call "self-improvement" that you become stingy with the time and energy contributed from your leisure toward the larger interests of your profession and of those placed under your care.

If you are to gain the real rewards of the correctional field, you will need a real honesty of outlook which will make it possible

for you to deal frankly and sympathetically with those who come to you for guidance. Remember that if every act of your own were flashed upon a public movie screen, there is a good chance you would want to leave town. This should keep you from becoming a self-righteous Pharisee.

Bring with you, too, a good quota of fighting courage. There will be many times when you will be afraid of the consequences of your actions, but you must be willing to do what you believe is right, regardless of your own fears. You will know moments of physical danger and fears of political reprisal. I hope that at the end of your career you will be able to look back on many a fight for high stakes fought through to a victorious finish. Don't be like so many persons in our profession who boast some preparation and some training but are too much like our bovine friend who has recently broken into the movies, Ferdinand, the bull. You recall how Ferdinand renounced his destiny as a fighting bull, and resigned himself to sitting under a cork tree where he quietly smelled the flowers; but he would not fight.

Before I close this letter, let us repeat the warning I gave you at the start of it. All that I have told you is generalized from my experience and observations in the field. I have not meant to pillory or embarrass any individual or correctional agency. If anyone insists that the picture fits him, that is his own affair. Again, if anyone finds that the shoe fits, he had best remain silent.

Please let me hear from you soon again and tell me how you feel about the things I have written to you above.

As always, your friend,

Ted