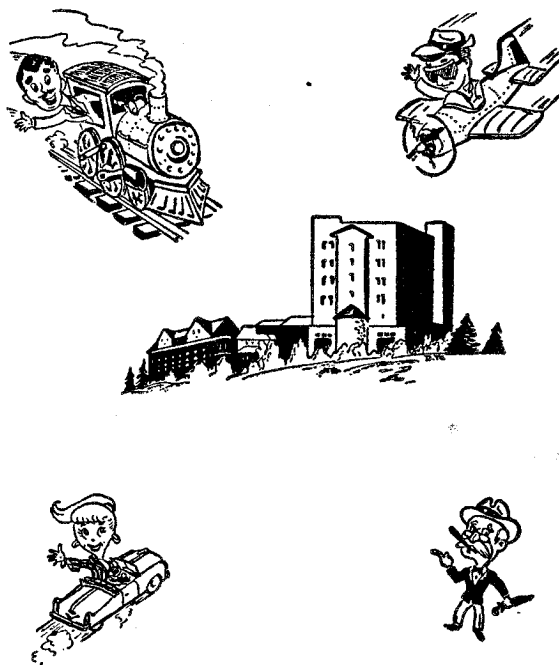


The Quarterly

Pre-Convention Issue
1955



Vol.
XII
No.
5

POCONO MANOR
MAY 9 to 11

The Pennsylvania Association
on
Probation and Parole

The Pennsylvania Association On Probation and Parole

OFFICERS

PRESIDENT	Arthur T. Prasse, Commissioner of Correction, Department of Justice, Harrisburg, Pa.
FIRST VICE-PRESIDENT	Richard G. Farrow, Asst. Supt., Pennsylvania Board of Parole, Box 66, Harrisburg, Pa.
SECOND VICE-PRESIDENT	Edward Brubaker, Chief Probation Officer, Dauphin County Courts, Harrisburg, Pa.
SECRETARY-TREASURER	Mrs. Eliza E. Leader, 924 Third Avenue, Altoona, Pa.

EXECUTIVE COMMITTEE

ELTON SMITH,	Asst. Supt., Pennsylvania Board of Parole, Harrisburg, Pa.
HARRY J. CANCELMI	Supervisor, Pennsylvania Board of Parole, 1107 Law and Finance Building, Pittsburgh, Pa.
PETER FRASCINO	Chief Juvenile Probation Officer, Court House, Norristown, Pa.

The Quarterly

QUARTERLY COMMITTEE

John R. Bierstein, Editor,
Supervisor, Penna. Board
of Parole, 035 N. Front
Street, Harrisburg, Pa.

Richard G. Farrow, Assist-
ant Superintendent, Penna.
Board of Parole, Box 66,
Harrisburg, Pa.

Norman K. Morgan, Direc-
tor of Ed., Penna. Industrial
School, Camp Hill, Pa.

John O. Reinemann, Dir-
ector of Probation, Mun-
icipal Court, 1801 Vine
Street, Philadelphia 3, Pa.

Irvin Groninger, Chief
Probation Officer, Cumber-
land County Court, Carlisle,
Pa.

Advertising Representative,
Andrew S. Student Organ-
ization, Inc., 2054 Sansom
Street, Philadelphia 3, Pa.

Published quarterly by
the Pennsylvania Associa-
tion on Probation and Parole
at Harrisburg, Pennsylvania

Send all manuscripts to
the editor, Box 66, Harris-
burg, Pa.

In This Issue

ASSOCIATION NEWS

1. President's Letter
2. A New Quarterly Cover
3. Executive Committee Meetings
4. Program—Annual Meeting

NEWS AND VIEWS

1. Intelligence Tests: Their meaning and use
2. Relationship of Penal Industries to Trade Training and Vocational Adjustment
3. Parole
4. The Upper Juvenile Court Age Limit
5. The People are a Party to these Laws
6. Philadelphia News Items
7. Pennsylvania Chiefs of Police Association
8. People
 - a. Frank Johnson
 - b. James Elliott
 - c. Lysle Byerly
 - d. Eugene A. Curtis
 - e. John R. Torquato

EDITORIAL

1. Do you Remember?

FROM THE FILES

1. Davis Settles Down

REVIEWS

1. The Community and the Delinquent
2. First Progress Report, Youth Study Center
3. Parents and Delinquents
4. Code of Ethics

Association News..



President's Letter

Serving any organization as president is an honor and a privilege. I have found this particularly true in my year as head of the Pennsylvania Association on Probation and Parole. It was an honor to be chosen for the job, and a privilege to serve the interests of the fine service-minded people who make up the organization.

As I review the past year in retrospect, I am satisfied that interest in the Association which has been growing over the years has continued to increase. There has been ample evidence of the willingness of the membership at large to lend their various abilities to any activity which the Association has sponsored. Of special note is the spirited participation of the probation people within the framework of the complete organization.

This tendency to weld into closer bond the juvenile and adult service elements of the organization is characteristic of a move toward a more solid national structure. The unanimous approval of the executive committee to ally our state association with the National Association on Probation and Parole is further evidence of the tendency. Our organization in its upward

growth continues to be a truly professional body whose prime purpose is to better the service it represents and to better represent the service for which it stands.

At the American Prison Congress in Philadelphia in October, 1954, it was gratifying to note the presence of members of our association from various parts of the state. The experience was broadening and contributed much to a better understanding of the common problems of correction and probation and parole.

Your professional organization can grow as it should only if you attend as many of its meetings as possible, and make known your ideas for improvement. Your next opportunity in the current association year, will be on May 9, 10, 11 when the Annual Conference of the Pennsylvania Association on Probation and Parole will convene at Pocono Manor.

You will be advancing your own best interests and your professional growth in making every effort to attend this conference for three days of education, recreation, and fellowship.

I'll see you there.

*Sincerely yours,
Arthur T. Prasse
President*

A New Quarterly Cover

In the belief that the Quarterly should be made as attractive as possible to our readers, your Quarterly Committee presents a new cover design for this issue. Our thanks to Norman Morgan, who submitted the design and to his son, Donald, for his sketches.

It is planned to use a different color for each issue with perhaps a variation in type occasionally.

Your comments and suggestions will be welcomed and will guide the Committee in selecting future covers with eye appeal.

Executive Committee Meetings

On January 28, 1955, the sixth meeting of the Association Executive Committee was held at the offices of the Board of Parole. President Prasse presided.

Highlights of the session were reports by John Lawson, co-chairman of the Program Committee for the Annual Meeting, May 9 to 11, and Richard Farrow, Chairman of the Arrangements Committee, both of which were approved by the Executive Committee.

John Lawson stated that the Program Committee met recently in the office of John Bowers, co-chairman, with 7 of the 9 committee members present. The program which is printed elsewhere in this issue of the Quarterly, will feature workshop sessions for Juvenile Probation Officers, to run concurrent with topics for adult probation, parole and institution personnel.

Richard Farrow described the recent visit of the Arrangements Committee to Mt. Pocono. Outstanding facilities for the annual meeting combined with the scenic beauty assure a natural setting for a successful convention. The Executive Committee approved release of a letter inviting the membership to attend. Leaflets, describing the highlights of the annual meeting together with route sheets and reservation cards will also be made available to the membership.

Association membership in the National Probation and Parole Association was also approved by the Executive Committee.

The Executive Committee of the Association held its seventh meeting at Pennsylvania Industrial School, Camp Hill on March 11, 1955. President Prasse presided.

Angelo Cavel, Chairman, reported that proposals to be discussed by the By-Laws and Resolutions Committee for Executive Committee approval involve: (1) Change of name of the Association to include institutions; (2) single slate for officers; (3) agency membership in the Association.

Harry Cancelmi stated that the Nominations Committee, of which he is Chairman, will soon submit a slate of nominees for new officers in the Association.

Mr. Wachtman, field representative of the National Probation & Parole Association met with the Executive Committee to discuss ways and means of allotting to our Association a percentage of the contributions the National Association receives from Pennsylvania donors. This matter will be discussed with the National office.

Final plans for the annual meeting of our Association at Pocono Manor, May 9 to 11 will be discussed at the next meeting of the Executive Committee scheduled for April 1, 1955.

PROGRAM — ANNUAL MEETING

PENNSYLVANIA PROBATION AND PAROLE ASSOCIATION

POCONO MANOR

Monday, May 9, 1955

9:30 A. M. OPENING SESSION

Presiding: Arthur T. Prasse, President, Pennsylvania Association on Probation and Parole.

Invocation: Rabbi William Fierwerker, Temple Israel, East Stroudsburg, Pa.

10:00 A. M. WORKSHOP:

Detention Quarters - Requirements & Problems

Discussion

Leader: Irvin Groninger, Chief Probation Officer.

Discussants: George H. Black, Chief, Division of Youth Service, Department of Welfare, Commonwealth of Pennsylvania.

Robert Shields, Juvenile Probation Officer, Bucks County.

Henry Lenz, Chief Probation Officer, York County.

WORKSHOP: Parole Planning

Discussion

Leader: John L. Lawson, Senior Parole Officer, Pennsylvania Industrial School.

Discussants: William Banmiller, Senior Parole Officer, State Penitentiary, Graterford.

Angelo Cavell, Parole Director, Bureau of Correction.

Mayme Long, Senior Parole Officer, State Industrial Home for Women, Muncy.

William Turner, Institutional Representative, Pennsylvania Board of Parole, Philadelphia.

2:00 P.M. WORKSHOP: Schools for Delinquent Girls

Discussion

Leader: Mrs. Edythe H. Shunk, Probation Officer, Dauphin County.

Discussants: George Miles, Supt., Pennsylvania Training School, Morganza.

Miss Helen E. Miller, Director of Social Service, Sleighton Farm School for Girls, Darlington, Pa.

Miss Mary Margaret O'Donnell, Lourdesmont School, Clarks Summit, Pa.

WORKSHOP: Staff Supervision in Correctional Work

Discussants: Edmund Burbank, Executive Secretary, Pennsylvania Prison Society.

Joseph Brierly, Major of the Guard, Eastern State Penitentiary.



Tuesday, May 10, 1955

10:00 A. M. ANNUAL BUSINESS SESSION

Presiding: Arthur T. Prasse, President
Pennsylvania Association on Probation and Parole.

2:00 P. M. GENERAL SESSION

Presiding: Richard G. Farrow, Vice-President
Pennsylvania Association on Probation and Parole.

Speaker: Honorable Burton R. Laub
Quarter Sessions Court of Erie County
"Sentencing Procedure in Pennsylvania"

7:00 P. M. ANNUAL BANQUET OF THE ASSOCIATION

- Presiding: Arthur T. Prasse, President
Pennsylvania Association on Probation and Parole.
- Invocation: The Rt. Rev. Msgr. C. C. McHugh,
Mt. Pocono, Pa.
- Toastmaster: Honorable Chester Rhodes,
Superior Court of Pennsylvania.
- Speaker: The Honorable Herbert B. Cohen, Attorney
General Commonwealth of Pennsylvania.
- Benediction: The Rev. Donald G. Nowers,
Methodist Church, Tobyhanna, Pa.



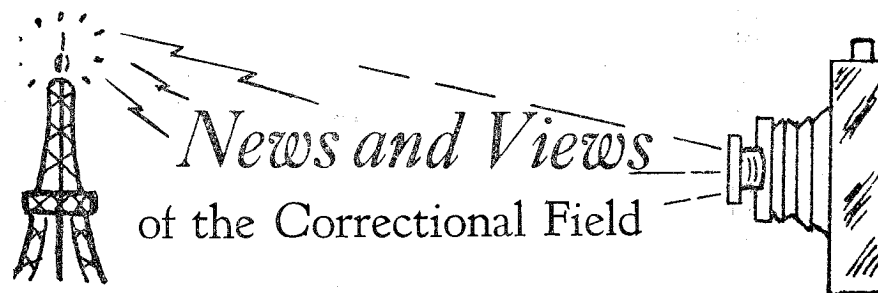
Wednesday, May 11, 1955

10:00 A. M. WORKSHOP: "Problems of Juvenile Probation Officers"

- Discussion
Leader: John Bower, Probation Officer, Lycoming
County.
- Discussants: Raven Ziegler, Chief Probation Officer,
Lehigh County.
- Peter J. Frascino, Chief Probation Officer,
Montgomery County.
- Emil Burgess, Juvenile Probation Officer,
Fayette County.
- Elizabeth Vastine, Probation Officer,
Montour County.

10:00 A. M. "Report on the Bureau of Correction"

- Speaker: Dr. Kenneth E. Taylor, Deputy Commis-
sioner, Bureau of Correction.

**Intelligence Tests: Their Meaning and Use****EDITOR'S NOTE:**

For information of members of the association, especially those who are working with I.Q. Tests, is this lecture given by Dr. Giardini, Superintendent of Parole Supervision, Board of Parole, at a staff institute held in Harrisburg in October, 1954.

**INTELLIGENCE TESTS
THEIR MEANING AND USE****HISTORICAL**

The earliest mental tests were used in psychological laboratories early in the second half of the 19th Century. They were devised to measure speed of reaction, sensory keenness, memory and various other relatively simple psychological processes. The primary interest was the measurement of individual differences in these functions.

In 1896, the French psychologist, Alfred Binet, had been studying some of the psychological processes involved in learning among school children. His observations led him to suggest that special classes be created for those children who had difficulty in learning. Eight years later, in 1904, Binet was appointed a member of a commission formed for the purpose of discovering which children in the public schools were unable to profit from the usual kind of instruction. A physician by name of Simon was also a member of the commission. He and Binet soon realized that they could not pick the pupils of low intelligence on the basis of teacher's judgements. Teachers would almost

surely have some prejudices and be influenced by parents and others. What was needed was a series of objective tests which would measure the intelligence of all the children on the same basis.

Binet and Simon worked out their first scale by 1905. By applying these tests to all the school children, they attempted to discover each child's mental development. However, they were not quite satisfied with the first scale which consisted of thirty tests. They revised it twice, in 1908 and in 1911, ending with a scale of 54 items. In 1911 the Binet scale was translated into English by Dr. Goddard and brought to the United States. It became the model for all verbal intelligence tests devised ever since. Today the most widely used scale for children is the Stanford-Binet, developed at Stanford University by Lewis M. Terman. The most widely used scale for adults is the Wechsler-Bellevue, developed by David Wechsler at the Bellevue Mental Hospital in New York City.

How Intelligence Tests Are Built

It will help us to understand mental tests and their use if we know something about how they are built.

Binet started out with a large number of questions. Each question he regarded as a test item. He gave all the questions to a large number of children of different ages and discovered that some questions were answered correctly by nearly all the children; some were passed only by

children that were, let us say, five years or older; others were passed only by those that were six or older, seven or older, etc. This enabled him to arrange his questions in order of increasing difficulty. He eliminated those that seemed to be too hard for most children. He then grouped the remaining tests. He had a group that could be passed by most three year olds or older children. He had a second group of questions that could be passed by most four year old children and another group that could be passed by children five years old or older, etc. In each group of tests he had six questions of about equal difficulty. He regarded a question as suitable for a certain age group if it was answered correctly by 60 to 75 per cent of children of that age. For instance, if the question was passed by less than 60 per cent of the children in the five year old group, it was deemed too hard and was placed in the six year old group. If it was passed by more than 75 per cent of the five year old children, it was deemed too easy and was placed in the four year old group of tests.

The Concept of Mental Age.

This technique led Binet to the concept of Mental Age. A child who could do the tests at the five year level but could not do the tests at the six year level was credited with a mental age of five years. If the child that could do tests at the five year level was actually five years old, he would be considered a normal child. If a five year old child could do tests at the six year level, he would be considered as above average in intelligence. If a five year old child could do only tests of the four year level he would be considered retarded in intelligence. Mental Age, therefore, indicated the level of intelligence but did not, by itself, indicate where the child stood in relation to other children unless reference was made to his Chronological Age. (C.A.)

The Intelligence Quotient (I.Q.).

William Stern, a German psychologist, later suggested that an index

could be worked out by using the actual age and mental age concept invented by Binet. He called this the intelligence quotient, the I.Q. It is derived by dividing the M.A. by the C.A. and multiplying by 100 to remove decimals. Thus, if a child of five passes all the tests at the five year level and none of the tests above, he would have a mental age of five, divided by five years of age and multiplied by 100 would give 100 I.Q. A child of ten, whose M.A. is five, would have an I.Q. of $5/10 \times 100$, or 50. He would be fifty points below average. A child with a M.A. of twelve, and C.A. of eight, would have an I.Q. of $12/8 \times 100$ or 150, or fifty points above average.

A Basic Use of Test Results

What we have just said points up what is probably the most important use of intelligence tests results: prediction of future achievement. If an eight year old child cannot go above tests of the six year level, it means that he has about $6/8$ or $3/4$ or 75 per cent of the mental capacity that normal children of his age have. When he reaches 16 years of age, he will be able to do no better than children who are 75 per cent of his age, or 12 years old, and the older he gets, the farther he will fall behind those of his own age. At age 8, he is 2 years behind the children of his own age; at 10 he will be $2\frac{1}{2}$ years behind; at 12 he will be 3 years behind and at 16 he will be 4 years behind, etc. It has been shown that the I.Q., if it has been accurately tested, will remain fairly constant until the age of about 25 to 30. Thus, the I.Q. is a good indicator of how far a child may be able to go in school. It is well known that in order to get through college with ease, one must have an I.Q. well above 110. Intelligence tests, therefore, are regarded as our best single measure of scholastic aptitudes. They enable us to discover the genius, the idiot, and all grades in between. In fact, there is a widely accepted classification of intelligence levels based on the results of the Stanford-Binet.

Classification	I.Q. Range
Idiot	0 - 25
Imbecile	25 - 50
Moron	50 - 70
Borderline	70 - 80
Low Normal	80 - 90
Normal	90-110
Superior	110 - 120
Very Superior	120 - 140
Genius	140 and over

Shortcomings of the Binet Scale and Similar Tests.

The original Binet scales and all other scales derived from it, were standardized on a large number of school children. Studies of the growth of intelligence have consistently shown that it does not keep growing at the same rate at all ages. From birth until the age of 12 or 13, the average individual grows in intelligence at about the same rate year after year. Beginning with the age of 13 or thereabouts, the average individual grows more slowly in intelligence as measured by tests. By the time he is 15 or 16, the individual of average intelligence has just about reached the limit in intellectual growth as measured by these tests. In the individual of above average endowment, intelligence grows faster and continues growing until about 18 or 20 when it levels off. Contrariwise, in the individual of below average endowment, intelligence grows more slowly and a maximum is reached earlier. Because the average person reaches his maximum level at 15 or 16, when we test a person that is 18, 20, 30 or 60 years old with the Stanford-Binet, we do not divide his mental age by his actual age, but divide it by 15.

Studies of the growth of intelligence have further disclosed that not only does intelligence seem to stop growing at the age of 15 or 16 in the average person, but that it actually begins to decline in the early twenties. This is one reason that when we test prison inmates with the Stanford-Binet or similar tests, the average I.Q. is usually below 90. Furthermore, we find that the average

I.Q.'s differ for different types of crimes. The robber has a higher I.Q. than the sex offender or arson case; the native white murderer has a higher I.Q. than the foreign born murderer. The differences in I.Q. between these groups is partly explained by the fact that robbers are, on an average younger than sex offenders, and native white murderers are younger than the foreign born murderers. In conclusion, the Stanford-Binet does not measure accurately intellectual growth beyond the age of 15.

Another shortcoming of the Stanford-Binet Scale when applied to adults is that the childish nature of the material is offensive to the adult. The adult resents being asked such silly questions as, "Listen: be sure to say exactly what I say": "Betty has made a pretty dress for her doll out of blue ribbon," or "Make a sentence using the words boy, river, ball."

A related disadvantage of the Stanford-Binet is that it depends upon academic learning and therefore penalizes the individual who may not have had the advantages of an academic education. Having been standardized by giving it to large numbers of school children, it places a premium on the skill to use language. Few tests in the scale can be performed with a minimum of language use. This presents a serious handicap to foreign born subjects who may be able to use the English language sufficiently well to meet their daily needs but are not fluent enough for a satisfactory performance of these tests.

Following are some tests taken from the Stanford-Binet scale.

Year II

1. Three-hole formboard. (Places forms in holes.)
2. Identifying objects. (Points to each as it is named.)
3. Identifying parts of body (Indicates named parts of doll.)
4. Block building: Tower. (Builds tower from model after demonstration.)
5. Picture vocabulary. (Names common objects.)

6. Word combinations. (Spontaneous word combinations noted.)

Year VIII

1. Vocabulary. (Defines eight words from list.)
2. Memory for stories.
3. Verbal absurdities. (Tells what is foolish about statements.)
4. Similarities and differences. (Tells how certain objects are alike.)
5. Comprehension. (What to do when . . .)
6. Memory for sentences.

Average adult

1. Vocabulary. (Defines twenty words from list.)
2. Codes. (Writes message in code provided.)
3. Difference between abstract words.
4. Arithmetical reasoning.
5. Proverbs. (Tells their meaning.)
6. Ingenuity. (Reasoning test.)
7. Memory for sentences.
8. Reconciliation of opposites. (Tells in what respects certain opposites are alike.)

The Wechsler-Bellevue Scale.

The Wechsler-Bellevue Scale was developed to meet three needs: 1) to develop a scale that would be suitable for the adult mind and would more adequately measure intelligence; 2) to provide a scale that would measure both verbal and non-verbal intelligence; and 3) to provide a scale that would take into account the natural tendency for mental function to deteriorate with age.

The Wechsler-Bellevue Test, like the Stanford-Binet, makes use of the I.Q., but, in the Wechsler-Bellevue, the I.Q. is derived from a score rather than a mental age and a chronological age. Tables have been worked out to change scores to I:Q.'s. The classification of intelligence based on Wechsler-Bellevue results is given in the following table:

Classification	I.Q. limits
Defective	65 and below
Borderline	66-79
Dull Normal	80-90

Average	91-110
Bright Normal	111-119
Superior	120-127
Very Superior	128 and over

This classification was derived from the examination of about 5000 cases ranging in ages from 10 to 60.

You might be interested in some of the tests that are used in this scale. It is made up of 11 tests, six verbal and five non-verbal. The verbal tests are information, general comprehension, memory span, similarities, arithmetical reasoning and vocabulary. The non-verbal tests are: picture arrangement, picture completion, block design, object assembly and digit symbol.

Some sample questions from the verbal series are shown here.

A. General Information

1. What is a thermometer?
2. What does the heart do?
3. What is Ethnology?

B. General Comprehension

1. Why should people pay taxes?
2. Why are laws necessary?
3. Why are people who are born deaf usually unable to talk?

C. Problems

1. How much is four dollars and five dollars?
2. How many hours will it take a man to walk twenty-four miles at the rate of three miles an hour?
3. Eight men can finish a job in six days. How many men will be needed to finish it in a half day?

D. Digits Forward and Backward

Repeats a number of digits ranging from 3 to 9, forward or backward.

E. Similarities

- | | |
|-----------|---------|
| 1. Orange | Banana |
| 2. Wood | Alcohol |
| 3. Fly | Tree |

Classification of Intelligence Tests.

We have indicated two kinds of intelligence tests, verbal and non-verbal. There are also group and individual

tests. The two tests discussed so far are individual tests. They are used to test one individual at a time. When one has a large number of persons to test, as in a school or a college or in the Army, individual tests would be impractical. Psychologists, therefore, have devised group tests which enable them to test many subjects at one time. Intelligence tests are also referred to as speed or power tests. In speed tests each test is timed and speed of performance is an important element of success. Most group intelligence tests are speed tests. In individual tests, although a time limit is placed on most test items, this is long enough that most subjects answering the question will have sufficient time if they are able to answer the question at all. Thus, individual tests place less emphasis on speed. Another kind of test that you probably have heard about is the aptitude test. Many aptitude tests are really intelligence tests used to test special abilities, although they frequently test specific skills that have been developed by training. All intelligence tests are aptitude tests insofar as they test aptitude to learn.

Meaning and Use of Test Results.

An I.Q. or a percentile score measures a person's ability in relation to the abilities of his group. The I. Q. is regarded as the best measure, but not as a complete measure. There are other factors in performance, such as drive, emotional balance, persistence, which affect the I. Q. but which are not measured by it. For an accurate measure of intelligence, the psychologist must also know about these other factors. He must know the past history of the subject. Past history, when it is accurate, is a more reliable indicator of a person's intelligence than the results of an intelligence test. But past histories are seldom complete and accurate.

As correctional workers, what meaning may we attach to an I. Q. for a particular case? Before we attempt to evaluate an I. Q. we should know what test was used to determine whether it is a good test for the kind of subject we are studying.

Having done this, what does an I. Q. mean? If we find that a parolee had an I. Q. of 70 on the Wechsler-Bellevue we would assume, other things being in agreement, that he is a borderline defective. We can predict that he will be slow on the up-take.

He will have difficulty understanding instructions, and may not remember them for long. We can predict that he will not be able to do skilled work. He must be satisfied with a laboring job. But we may find also that, while he is a defective, he has feelings and senses that he cannot compete with others in many activities. He senses that he is different. This may give rise to inferiority feelings, which in turn may lead to the development of patterns of defeatism. These factors make his adjustment difficult, and he may become a problem case.

But mental defect is not always accompanied by low I. Q., nor is a low I. Q. always indicative of mental defect. A man of 26 was arrested for attacking a girl of 10. He had made several previous attempts at this sort of act. He was described as childish, very dull, immature, careless about his person,—in short, he presented the picture of a mental defective. His I. Q. was 91. In another case we have an Oklahoman of 28 who scored a mental age of less than eight years on the Stanford-Binet and other tests he took in the Army. His social history showed that he had a clear record, supported his family working as an oil driller and earning from \$60 to \$75 a week.

Studies have shown a relationship between intelligence and occupations. The results of the Army General Classification Test showed that accountants had the highest average score (129), followed by writers, teachers, lawyers, draftsmen, clerk typists, bookkeepers, clerks, salesmen, shipping clerks, machinists, sales-clerks, electricians, machine operators, bricklayers, carpenters, laborers, miners, farm workers. However, there is a wide degree of overlapping between closely related occupations, so that it is hard to predict what speci-

fic occupation a person is best fitted for. Vocational counselors usually point out a number of occupations that a person may be able to follow.

There is also relationship between intelligence and adjustment on a certain job. A person's I. Q. may be too high or too low for a given job. Dissatisfaction may result in either case. In a study of 300 applicants to a vocational guidance bureau, it was found that 69% had more intelligence than was required by the previous jobs they held, and 17% had less intelligence than was required by their previous jobs. In another study it was found that the higher was the degree of intelligence above what was needed, the more likely were the workers to leave the job, and farther was the intelligence below what was needed, the greater also was the turnover.

It seems also that accident proneness is related to intelligence. In a study it was found that drivers with I. Q.'s below 75 and between 110 and 125 were more likely to have accidents than other people. A study of traffic violators made by the Detroit Recorder's Court showed that 69 per cent were below average intelligence. The relationship between intelligence and industrial accidents is less evident.

What we, as correctional workers, look for the most, of course, is the influence of intelligence upon social adjustment. Here, the I. Q. can serve only as a general indicator of pos-

sible adjustment. Simply defined, intelligence is capacity to learn. The I. Q. will not tell us what the individual will learn. That will be determined by the environment and the individual's previous experience. The I. Q. will tell us how far the individual will go in learning, what level he will reach and how fast he will get there. Social adjustment, or call it correction, if you like, is a learning process. If the individual has a normal I. Q. or better, we may say that his chances for correction are good, provided there are no emotional problems and the environment is favorable. If the I. Q. is low, correction will be slow if the environment is favorable and there are no emotional problems.

It should be obvious by now that the results of intelligence tests do not provide us with a magic wand or a divining rod by which we can predict accurately what a subject will do. Intelligence itself is a complex of many factors, too complex to discuss in a single presentation. Even when we succeed in measuring it accurately, the I. Q. is a relative measure and must be evaluated in relation to such other factors as past history, motivation and emotional balance on the one hand, and the conditions of the subject's environment on the other. In this connection, I want to remind you that you are part of the external environment of your parolees and, therefore, can help harness for full use the intelligence they have or hinder it in its fruition.

stitution.

However, employment does not necessarily mean satisfactory vocational adjustment or trade training in its strictest educational sense. Differences of opinion exist as to whether trade training should be divorced, in its initial phases, from a production program, or whether a good trade training program will in itself mean a better penal industries program rather than the production program

The Relation of Penal Industries To Trade Training and Vocational Adjustment

(Editor's Note)

The following paper was presented by Mr. Norman K. Morgan, Director of Education, Pennsylvania Industrial School, Camp Hill, Pa., at the 84th Annual Congress of Correction, at Philadelphia, October, 1954.

Penal Industries is important in the institutional setting since keeping prisoners busy is the prime factor in maintaining good morale in an in-

being responsible for the trade training.

The relationship of penal industries to the vocational adjustment and trade training of prisoners must be examined carefully to avoid misunderstanding. This relationship can be distorted to such an extent that certain important aspects of the educative process becomes obscured in the effort to keep prisoners occupied.

Surveys have shown that idleness is one of the chief causes of unrest in prisons. A program of employment is vital in rehabilitation. Important also to the institution is production as a means of self support and of lessening operational costs.

The purpose of trade training is largely to develop skills in mechanical employments or handicrafts, and to promote better production, not merely more production. It embraces an adequate understanding of the mental processes which must be employed to better the whole operation. In addition it promotes a better understanding of the cultural aspects involved in establishing the dignity of an honored occupation. Within the framework of the prison industries system which usually includes a number of different activities, it is possible to effect such training to some extent. If we are to infer that trade training means primarily the acquisition of skill in the operation of one machine or perhaps two, or manual dexterity in a few of the processes of a manufacturing operation requiring dozens, then penal industries supplies an answer. If work on an automobile assembly line in private industry is trade training, then most certainly work on an assembly line in a prison furniture factory is trade training. If the fine lathe operator in a machine shop is a skilled tradesman in the same sense as the machinist who can operate all of the machines as well as read the blueprints and lay out the work, then penal industries can be considered as teaching trades. I, of course, mean my statement to apply to those industries which demand operations of the type mentioned.

If we consider trade or vocational training in the light of the preparation involved in the development of

an electrician, plumber, automobile mechanic or radio technician in a good trade school in free society, then we must pause and consider whether or not the terms trade training and vocational education, as they exist in a program based on penal industries, are used rather loosely even under the broadest interpretation.

The terms trade training and vocational education are terms that have a satisfying sound. They represent to a portion of the public a program which practically insures an adequate adjustment in free society when the inmate is released. Perhaps correctional people are justified if they feel inclined occasionally to permit the public to interpret as a vocational program in its strictest sense, a program based on prison industries in its broadest sense.

The values of penal industries are numerous and important. The employment they offer keeps the prisoner busy physically and helps to keep his mind occupied. The program can teach him to work and to learn the importance of applying himself earnestly to any job to which he may be assigned regardless of personal interest. He may acquire skills which will later provide him with the means for satisfactory economic existence. What then is lacking if anything, in the relationship between the job in penal industries and the calling of a trade or vocation?

In many institutions no facilities have existed until recently for the teaching of related subject matter such as mathematics, mechanical drawing, et cetera. The acquisition of mechanical skills alone does not change the classification of a work activity to a full trade status. The electrician has not completed his trade training when he has learned to splice a wire, or install a light fixture, or repair a motor. The adept operator of a shaper in the furniture factory has not become, through this training, a cabinet maker or a carpenter. Workers in a mattress factory, or a twine factory, or a broom plant have mastered jobs but they cannot be said to have mastered a trade. Each has learned to do a job and has ac-

quired some vocational skills which might be used in a trade. To that extent, and in that sense he has received trade training.

There is no question of controversy between a penal industries program and a trade training program. There is no question of abandoning one in favor of the other. Each has its purpose, each is important. They are closely related but have separate identities. Recognition of this is no new thing. Trade schools have existed in some form as separate functions in the preceding century as they do now. Correctional administrators continue to build shops devoted to trade training on a full time basis. In Pennsylvania, one of the first acts of the newly appointed Commissioner, was to hurry the completion of a new building for the teaching of trades and related subject material. At the Illinois State Penitentiary, a new vocational building housing 28,000 square feet of floor space has just been completed. Undoubtedly there are many other similar examples.

Westinghouse, General Electric, General Motors, and other industrial giants have made a distinction. Thousands of people are employed in production who have never had training other than job training. Other employees have been enrolled in apprentice schools where the first consideration is training in all phases of a particular trade rather than immediate production of a single phase.

In Canada, in 1947, when the federal institutions system undertook to increase the number of skilled workers to meet the demands from all trades, a trade training program was put into operation. It was not a penal industries program. In every instance cited, however, intimate liaison has existed between the production industry and the trade training. While maintaining separate identities, each supplements the other. The know how acquired in a trade training program is very often utilized in penal industries. An inmate who has become skilled in the operation of a single machine would have limited usefulness in the carpenter trade. Normally, the average inmate does not get enough on-the-job training to qualify

competitively for employment in a particular trade after release.

While progressive educators in the vocational field recognize that single skills, such as developed in most penal industries programs, is limited trade training, the very narrowness of the training precludes a breadth of opportunity in private employment.

It is my conviction that, wherever possible, trade training in its apprentice stage should be taught apart from penal industries. It was not intended that production enterprises should take the place of trade training in its fullest sense.

Arthur T. Prasse, Commissioner of Correction for the Commonwealth of Pennsylvania, recognized it in his report of July 1, 1954 to Governor John S. Fine, when he wrote:

"The number of prisoners available for prison industries should be calculated with a view to the demands for academic education, maintenance work, and vocational training."

It seems to me that the printing industry offers a maximum of opportunity for trade training when compared with the opportunities offered by some others due to the varied areas of operation involved. According to the Supervisor of Prison Industries in one of our State Correctional Systems each trainee in printing under his jurisdiction began on the simplest machine and continued as far as he was able to go in mastering the more difficult processes and operations. He further stated that in his area, with the aid of trade advisory and placement groups outside the institutions, skilled operators of linotypes and presses had no difficulty in securing jobs which provided a satisfactory personal economy. Unfortunately, while such a plan can be worked out for an industry like printing, there just aren't enough industries of this type at the present time.

He, too, is of the opinion that every prison industry which permits it, should have an apprentice school as a separate function. You may or not agree with this viewpoint.

One of the chief difficulties in securing full trade status and recognition for penal industries operations

important to vocational adjustment, have been taken into account.

It is very difficult to determine proper relationships in the matter under discussion. There are so many factors to be considered, so many values common to both elements, so many interpretations possible for the terms involved. It is inevitable, however, that some basic convictions should jell within each of us. I will present mine in the way of the summary which follows.

There are prison industries within the framework of which a satisfactory trade training program can be operated.

The number and types of penal industries under which a complete trade training program can be operated are limited.

Prison industries supervisors, in the main, would be satisfied if their operations were confined to the production for which they are responsible.

Nearly all prison industries offer training which is applicable to some trade.

Some of the single skills learned through prison industries supply the means for earning a satisfactory wage.

Vocational adjustment under prison industries is possible but problematical. Correctional people are getting nearer to a satisfactory compromise between the demands of production and trade training.

In the last analysis, to be on a sound educational basis, the program for trade training should have an identity separate from the prison industry program but closely correlated with its activities. In my thinking, I could wish none of you any happier combination.

has been a lack of understanding and close relationship between prison officials and the agencies which set standards and grant recognition. Some of our correctional systems are now solving this problem, and I am pleased to report that Pennsylvania is recognizing the problem and is considering ways and means for solving it.

To this point, little mention has been made of the relation of penal industries to vocational adjustment. This, of course, means we wish to determine, if possible, how penal industries, or if penal industries, can effect a satisfactory relationship between the personal needs and desires of prisoners and their environment both within the walls and outside.

One of the basic needs for a satisfactory adjustment is the need for success. There isn't any reason why most inmates can't learn some skills from production work to the extent that they feel they have had some success. Another need is for regularity of work hours. This can be accomplished without difficulty. A third need is that the work should have meaning. Since the products produced by prison industries are essentially the same as those produced in private industries, this need is answered.

The most important needs in vocational adjustment, however, are more personal. There is a need for complete satisfaction in being capable of performing the functions required by the job. If in assigning workers to jobs in penal industries, these elements have been considered carefully, there isn't any reason why an adequate adjustment cannot follow. In your various institution, you know, of course whether these matters, so



Parole

(Editor's Note: The following article taken from the Manual of the Bureau of Corrections, Department of Justice, explains the Pre-Release procedures for prisoners facing parole.)

Much has been written about the subject of parole in recent years. Notwithstanding the efforts of many leading penologists, it continues to be perhaps the least understood and the most misunderstood of all our social legal processes.

Parole is not, as many believe, a form of clemency or mercy. Nor is it a reward for good behavior in the institution. Rather, it is a conditional release following a period of confinement which, through case work methods, bridges the gap between closed confinement in the institution on one hand and complete freedom in the community on the other. As one penologist has said, "Properly administered, it offers protection to society, by providing close watch of the behavior of a newly released offender, and is an aid to the offender himself, by providing understanding and assistance in a critical period of adjustment."

Parole also provides the offender with the opportunity to regain his place in society as a self-supporting and useful citizen. From the viewpoint of dollars and cents, it provides considerable savings to the taxpayers who must "foot the bill" to keep a man in prison, to say nothing of support to his dependents while he is confined. The average cost of maintaining an offender in prison is approximately \$1,100 a year as compared to approximately \$130 to supervise him on parole. The economic importance of parole is, therefore, readily apparent. Even more important, however, is the value derived in guiding offenders back into society as useful and law-abiding citizens; **TO MAKE OF THEM TAXPAYERS RATHER THAN TAX-CONSUMERS.**

To assume that parole does not necessitate pre-release planning would be to assume that construction of a build-

ing requires no thought as to what ingredients must be included to make the foundation secure.

Parole is a "serious business" and the institution must and does play a very important role in preparing offenders for their return to society. It is in no way the end product of our penal program. Nor is it an attempt to merely decrease our prison population. In Pennsylvania, it is an integral part of the modern treatment program. Consequently, the institution must utilize every resource at its disposal to train the offender vocationally, physically, morally and mentally for his release. It must determine, also, when the offender seems ready for that step. Meeting this obligation is no simple task. Trained personnel and professional staffs as well as adequate institution facilities are essential to perform the work.

The aim of the Bureau of Correction is to improve its facilities in every respect along the lines of treatment. In conjunction with this philosophy, the need of establishing liaison between the Bureau of Correction and the Board of Parole became apparent. It was felt that this would not only eliminate tensions created by parole procedures, but, also would mean much in integrating and coordinating all services related to pre-release activity. Thus a Director of Parole within the Bureau of Correction was appointed.

Parole and pre-parole activities at the institutional level are in no way intended to infringe upon the rights or the authority of the Pennsylvania Board of Parole. The latter agency is an independent legislative body, created by the Parole Act of 1941, as amended by the Act of 1943. It has the exclusive authority to parole and reparole, to commit and recommit for parole violation, any person sentenced to a state prison, state industrial school or county prison or workhouse for a maximum term of not less than two years.

Shortly after his appointment, the Director of Parole proceeded with in-

initial surveys to determine in what areas institutional procedures might be improved or coordinated. Inasmuch as each of the institutions functioned as independent units prior to the establishment of the Bureau of Correction, it was not uncommon to find procedures varying from one institution to the other. There was wide variation in the preparation and presentation of cases to be reviewed by the Board of Parole and the Board of Pardons. This variation was seen, also, in the method of processing cases to be presented for parole or commutation, especially in the criteria employed for determining the eligibility of a prisoner for release consideration. As a result of these variations, reports, summary sheets and correspondence dealing with pre-release activity have been standardized. Emphasis has also been placed upon the proper evaluation and study of each case prior to the staff's recommendation for release.

Although it is inevitable that members of a staff will use subjective judgment in their recommendations, the important consideration is that the judgment be based on all the facts known with as little personal bias as possible. Factors, therefore, such as institutional adjustment, previous record, seriousness of crime, length of sentence, pattern of criminality, attitudes, likelihood of success on parole, etc., are all important considerations. Even more important, however, is the consideration regarding changes that may have taken place in the inmate while in prison that will enable the staff to say he is now ready for parole.

In addition to this philosophy regarding the role and responsibility of the institution in recommending release consideration, the Bureau of Correction through its Director of Parole, has taken initial steps to include parole planning, pre-release instruction and utilization of community resources as part of its new program. Preliminary measures have already been taken to offer assistance to those inmates who have been granted parole, but who because of their inability to secure an adequate parole

plan have been continued in custody. Each institutional parole office has been supplied with an Industrial Directory and, also, has been furnished with form letters aimed at securing help concerning the various elements of a parole plan, including home, employment and parole advisership. It is being urged on all institutional parole officers that the time for the beginning of parole planning is shortly after admission, not that definite employment and parole advisership should then be secured, but that the prisoner should be made immediately conscious of the time when he is eligible for release and kept in contact with that society from which he has come and to which he will return.

Closely related to the parole planning is pre-release training for prospective parolees. Currently, there is no systematic organized plan for specialized instruction pointed toward an interpretation of parole and preparation to meet problems as they arise before the parolee as he again faces readjustment to life in a free society. In Institutions where Classification services have been functioning and review periods are regularly scheduled and maintained, there has been the opportunity in connection with reclassification to discuss the problems which the individual prisoner may meet in the community upon release and to instruct him in the methods and resources available to him. At that review period, he may be referred for more detailed instruction to some member of the Classification Clinic, especially adapted to give guidance and counsel in the area of needed help. Beyond this, a representative of the Board of Parole meets a group of prospective parolees monthly and interprets to them the meaning of parole, especially as related to the supervisory functions of the Parole Board on their release, and the rules and regulations they will be called upon to observe. In some institutions a similar meeting with prospective parolees is held under the guidance and instruction of a member of the institutional staff. This meeting is designed to prepare the parolee for his appearance

before the representative of the Board of Parole, which precedes the action of the Parole Board on his application for release. Without a doubt, this meeting with the representative of the Parole Board is an event of paramount importance to the prisoner. What goes on at this meeting? What questions will he be expected to answer? What are the basis of the Board's decisions? Definite and precise answers may not be given in many particulars, but a free and open discussion with a sympathetic and understanding instructor can do much to relieve tension and inculcate attitudes of candor and honesty.

There is no discounting the validity and value attached to such efforts as have been described. The Director of Parole is convinced of the necessity for establishing in the institutions, under supervision of the several parole departments, Pre-parole Classes, conducted by the Parole Department of the institution with the assistance of members of the Classification Services, and such outside help as may be available on special problems. The

primary purpose of such a class would be to interpret parole in terms of the responsibility which the parolee has to the Parole Board, the Court and to himself. In the course of instruction will be included a discussion of community and individual problems likely to arise while on parole.

It can readily be seen that the activities bearing on Pre-Release will be of value to the prisoners facing parole, will contribute to the work of the Parole Board in its supervision, and be of value to establishing a better understanding by the institutions of the problems that confront the Parole Board. They are a practical evidence that liaison with the Parole Board will be firmly established on the basis of practicality and mutual assistance in meeting common problems. The Director in his conferences with the Parole Board has met a ready spirit of cooperation. He feels that these educative practices when fully in operation will contribute to release the tensions which are based on misunderstanding by prisoners to the meaning of parole and the condition of parole.



The Upper Juvenile Court Age Limit

By Leon Thomas Stern

One can understand the deep concern about the steady rise of juvenile delinquency today, but to those of us engaged in work with children and young people it seems strange that it should take the form of an attack on the Juvenile Court. The Juvenile Court has a long history in Pennsylvania and in the country. It is now more than a half century old. But in truth it is really as old as our liberties. For it stems back to the courts of Chancery in England. The Lord Chancellor was the protector of the country's children.

The courts for children and youths have the same function in our state.

In 1903 the present Juvenile Court was established in Pennsylvania. In 1933 the Juvenile Court law was codified. In 1939 the Juvenile Court age was raised from 16 to 18. This means that all children and youths up to and including those 17 years of age are dealt with by the Juvenile Court instead of the Criminal Court.

There is a serious effort now being made to reduce the Juvenile Court age to 16 so that all children and youths who have passed

their sixteenth year would go to Criminal Court instead of Juvenile Court. In addition "any minor sixteen years of age or over who has a court record for having committed an indictable offense when he was over the age of fourteen years" could not be heard in Juvenile Court at all. These are the proposals contained in Senate Bill 72 which is now in the General Assembly. If this legislation becomes law, the Juvenile Court Act would be emasculated completely in its authority over juvenile offenders.

All juvenile delinquents of 17 years of age and over, and many other juveniles above the age of 14, would be classified as criminals and handled as adults. Their cases would start in the Justice of the Peace or Magistrates' Courts and final trial would be in the Quarter Sessions Courts. Local Magistrates have no resources for investigation and study and no authority to do anything but dismiss the delinquent or hold him for Criminal Court. On the contrary the Juvenile Court has investigators, probation officers, clinics and detention centers for the study of each child and youth. Preparatory to a hearing the Juvenile Court Judge determines where the delinquent will be held until the court can act. The judge may send him home, detain him in a detention place, or keep him in prison, if he is above the age of 16 and cannot be safely kept elsewhere. The Magistrate has no such authority. Every 17 year old youth will go to jail if his parents cannot furnish bail, if this measure becomes law.

In making disposition of juvenile offenders the Juvenile Court has more facilities at command than the Criminal Court. The court may use probation, commitment to a training school, to a state industrial school, or to a state institution for defectives. The Criminal Court can only use

the reformatory or prison. The Juvenile Court is concerned with the delinquent as a person, the Criminal Court is concerned with the crime only.

It should also be pointed out that the Magistrates and the Criminal Courts assess fees and costs which the parents of the youth, who are often poor people, will have to pay.

Then too, past experience shows the Juvenile Court is not lenient with those youths who need firm handling. It is actually sterner in cases of serious offenses committed by youths. The Criminal Courts tend to be soft to young delinquents. We find that juries discharge them and the public prosecutor is not very active. Then too, Magistrates and Justices of the Peace dismiss young offenders who should be held for action.

There is also danger that the passing of this legislation would threaten the whole Juvenile Court structure and responsibility for the protection of youths who are dependent and neglected and under the care of the Juvenile Courts.

It would be regrettable indeed to have 17 year old boys and girls subjected to Criminal Court procedure in these cases. If we examine our Juvenile Court Act we will find that the judge of the Juvenile Court has all the authority needed when criminal action is required. For he may transfer any youth above the age of 14 to the Quarter Sessions' Court if he commits an act for which an adult might be sent to state prison. Thus the judge may send a boy to Criminal Court for trial if he thinks the offense warrants such action.

Let us not emasculate the Juvenile Court Act. What is really needed is a program to strengthen the services of that court for 16 and 17 year old youths. We need more detention facilities for them, we need more probation officers

to investigate their cases and to supervise them.

Senate Bill 72 is unnecessary. It is especially aimed at taking 17 year old youths out of Juvenile Court. Our studies show that only one out of 15 boys brought to Juvenile Court is in the 17 year old age bracket and only 10% of these are known to have committed serious offenses.

The Juvenile Court now has the power to meet the problems of

these youths. Very often indeed it is the only agency in many of our counties which has an interest in and concern for youths in the community who get into trouble and need advice and guidance. It is our duty to preserve the full jurisdiction and responsibility of this court which has done so much for thousands of Pennsylvania children and youths in the fifty years of its existence.

The People Are A Party To These Laws

By John Otto Reinemann

The other day I was at Independence Hall to show one of our friends from abroad the birthplace of the American nation. On one of the tablets near the entrance to the East Chamber where the Declaration of Independence was signed, a quotation from William Penn's first "Frame of Government" (1682) was inscribed: "Any government is Free to the People under it (whatever be the frame) where the laws rule and the people are a party to these laws and more than this is Tyranny, Oligarchy and Confusion."

The words "the people are a party to these laws" struck me with particular force. In their brevity and clarity, they spell out the most fundamental principle of democracy. In our time when "tyranny, oligarchy and confusion" are rampant all over the globe, these words assume even greater significance. In order to survive, democracy needs to be strong from within.

Democracy is built on law, upon the voluntary consent of the citizens to give themselves laws through their chosen representatives, to establish authority through free elections, and to entrust into the hands of duly appointed officials the enforcement of laws for the protection and the welfare of society as a whole.

All too frequently, it seems to me, do we forget that we—the people—are the law-givers, that we are "a party to these laws." All too often, I feel, do we think and speak of "they"

or "them" as being engaged in making and enforcing laws, while it is "we" who carry this responsibility. Government, in all its branches—the legislative, the executive and the judiciary—is nothing extraneous, nothing outside of us, nothing imposed upon us; it is our life-blood, our heart-beat, our breath and spirit.

What, however, do we recognize as a terrifying widespread attitude? To flout the law, to seek for loopholes as soon as it is passed and signed, to deride it and its enforcers, to break it without fear when it seems safe to do so, and to try to evade responsibility, even when caught and held to account,—this appears to be custom and habit. The sum-total of such thoughts and actions, of which almost all of us are guilty, threaten the very foundations of democracy.

They threaten, too, the children of this land. For the child, the behavior of father and mother, who in this state of his life are the most important representatives of the adult world, is the example to be emulated. Contempt for the law, ridicule of its enforcement and outright boasting of one's ability to "beat the law" as practiced by their elders, are bound to engender like attitudes in the young.

Thus Penn's words of three centuries ago might give us a clue in our search for the reasons of juvenile lawlessness today. The answer to the question and the hope for a solution lie within us, all of us.

Philadelphia News Items

YOUTH SERVICES COMMITTEE

Mayor Joseph S. Clark of Philadelphia recently appointed a Youth Services Committee, which will function as a co-ordinating body for all services devoted to the prevention, control and treatment of juvenile delinquency. Initially, all public agencies dealing with the problem were requested to join, including the Municipal Court, Youth Study Center, Department of Police, Board of Public Education, District Attorney's Office, Department of Welfare, Department of Recreation, Division of Mental Health of the Department of Public Health, Commission on Human Relations, and Housing Co-ordinator. It is contemplated to include representatives of the various religious groups and private social agencies. J. Francis Finnegan, on leave from his position as Director of the Crime Prevention Association, functions as co-ordinator and director of the Youth Services Committee.

CLEAN COMICS CAMPAIGN

During Brotherhood Week (February 12th to 22nd, 1955) the Clean Comics Campaign spearheaded by the Junior Chamber of Commerce of Philadelphia, got under way. Under the auspices of this group, a Citizens Committee on Clean Comics was formed, in which a number of civic, religious, women's and veterans' or-

ganizations are represented. On the neighborhood level, news dealers, stationery stores and other places, which sell comic books, are visited by local citizens and asked to sell only such comic books, to children which are approved as being free of crime, violence and horror. Stores that show their willingness to co-operate, are given a seal of approval. Although the prevention of juvenile delinquency will undoubtedly be served by such a campaign, the purpose is a broader one, in so far as the general welfare of our young generation is involved.

REPRINTS OF ARTICLE ON PROBATION AVAILABLE

In the October 1954 issue of "The Prison Journal," Dr. John Otto Reinemann, Director of Probation of the Municipal Court of Philadelphia, published an article entitled "Recent Developments of Probation in Pennsylvania." In this article he made reference to the important role which the Pennsylvania Association on Probation and Parole has played in the development of Probation in our Commonwealth. He also refers to the Association's official magazine, "The Quarterly." Reprints of this article are available without cost; requests should be addressed to the Author at Room 146, Municipal Court Building, 1801 Vine Street, Philadelphia 3, Penna.

Pennsylvania Chiefs of Police Association

Interesting and inspiring talks, fruitful discussions and good fellowship combined to make the 41st Annual Convention of the Pennsylvania Chiefs of Police Association, which was held July 25 thru 28, 1954, at Philadelphia, an outstanding success, according to Samuel Siegle, Executive Director.

Of interest to our Association were proposals by the membership for consideration of the Legislature to: (1) Enact legislation granting Civil Service protection to Chiefs from Third

Class cities; (2) Amend the Juvenile Law to reduce the age limit from 18 to 16 years.

The Educational Committee reported that for the year ending June 30, 1954, the FBI-PCPA Police Training program held 178 schools of various types in the State, with a total registration of 5,983 students.

Courses included basic, advanced, recruit, defense tactics, firearms, burglary, criminal investigation and, for the first time, sex crime investigations.

A joint meeting of the Pennsylvania

Chiefs of Police Association Parole Committee and the Pennsylvania Board of Parole was held at the Harrisburger Hotel, Harrisburg, May 25, 1954. This committee consists of Major G. A. McLaughlin, Chairman; Chief of Police John J. Brush, Coraopolis, Pa.; Samuel Siegle, Executive Director, Pennsylvania Chiefs of Police Association. Representatives from the Pennsylvania Board of Parole included Major H. C. Hill, Board Chairman, Mr. T. H. Reiber, and E. W. Rhodes, Board Members, Dr. G. I. Giardini, Superintendent of Parole Supervision; Mr. A. C. Cavell, Director of Parole, Bureau of Correction and A. T. Prasse, Commissioner, Bureau of Correction.

Purpose of this meeting was to arrange for closer co-operation between police departments, the Parole Board and Bureau of Correction. It was agreed that exchange of information known to each agency would assist

each agency in its program of law enforcement. All police departments were urged to supply the Parole Board with local criminal history of cases on forms which are available at the district offices of the Parole Board.

The Parole Board supplies the Pennsylvania State Police with a complete history of the released person and this information is relayed to the sub-station in the area where the released person takes up residence and is made available to the local police chief upon his request.

A file on sex offenders is maintained in each penitentiary and state correctional institution, as well as in the district offices of the Parole Board.

Erie was selected for the 1955 convention.

James F. Hartness, Superintendent of Police, Haverford Township, Haverford, Pa., was elected President of the Association.



People

FRANK JOHNSTON

Frank Johnston named Warden at Western State Penitentiary on February 1, 1955.

Mr. Frank Johnston, Deputy Warden at the Western State Penitentiary, Pittsburgh, Pa., was named by Arthur T. Prasse, Commissioner, Bureau of Correction, to the post of Warden at that institution, at a salary of \$8000, plus maintenance. He succeeds Captain James F. Maroney, who has been Acting Warden since June 1953, on leave from the Pennsylvania State Police.

Mr. Prasse, in a letter to Commissioner C. M. Wilhelm, Pennsylvania State Police, indicated that internal conditions were such as to make it feasible to appoint a permanent Warden at this time and that it was in keeping with Captain Maroney's

wishes that he be allowed to return to his duties as a State Policeman. Mr. Prasse had only the highest praise for the Captain, indicating that he had stepped in after the 1953 riot when conditions were chaotic, but that he has succeeded in returning the institution to a normal state of affairs.

This appointment is in accord with established policy of picking men from the ranks for the chief administrative positions. Mr. Johnston, 38, has been the Acting Deputy Warden since June 1953 and has done an exceptional job in restoring the institution. He, and Acting Warden Maroney, have worked many hours daily in re-establishing a rehabilitation program. The Devers Committee, in their recent visit to the institution, praised Mr. Johnston for the part he played

in the marked progress, stating that they had not expected to find conditions as much improved as they were. Mr. Johnston had formerly been the Educational and Recreational Director of the penitentiary.

He was born and reared in Washington, Pa., where he attended public schools and was graduated from Washington High School. Later, he attended Muskingum College, New Concord, Ohio, and was graduated from the University of Pittsburgh with a B.S. degree in Education.

During World War II he served two and one-half years with the 78th Infantry Division in the European Theatre of Operation.

Mr. Johnston lives with his wife and eleven year old daughter, Nancy Ann, at 444 Hoodridge Drive, Mt. Lebanon, Pittsburgh 34, Pa.

Other Personnel Changes

Major James Elliott has been named as the Deputy Warden at Western State Penitentiary. He has held various custodial jobs in the institution since 1931. Captain Robert James, who has worked at the institution since 1937, was named as Major of the Guard and Lieutenant Lysle Byerly was promoted to Captain. He has been employed since 1932.

EUGENE A. CURTIS

On February 1, Mr. Curtis was appointed by Judge Paul Lehman as Probation Officer for Mifflin County. He succeeds Mr. James McClain who resigned to enter the Federal Service.

Mr. Curtis, 31, is a graduate of Haverford Township Senior High School and Brigham Young University, Provo, Utah where he majored in psychology and sociology. He served in the United States Navy from 1941 to 1949 and after graduating from college he was assistant Field Director, American National Red Cross, where he counselled serv-

ice men and inmates at the Disciplinary Barracks.

For the past two and one-half years, Mr. Curtis has been Chief Counselor and Court Representative at Glen Mills School for Boys, Glen Mills, Pennsylvania.

He resides with his wife and two children at 601 South Wayne Street, Lewistown, Pa.

JOHN R. TORQUATO

Until his appointment by Governor Leader as Secretary of Labor and Industry, Mr. Torquato was Chief Probation Officer in Cambria County, having served in that capacity since December, 1952.

During his successful tenure as Chief Probation Officer many new and modern policies were advanced and placed in practice. His success as a Probation Officer was attributed to the fact that he never let politics interfere with his work as a Probation Officer.

Mr. Torquato, 46, has been Chairman of the Cambria County Democratic Committee for the past 12 years, in addition to many other high offices in the Democratic Party, both state-wide and nationally.

In the brief time he has served as Secretary of Labor and Industry, Mr. Torquato has already framed new legislation now pending before the Legislature. Mr. Torquato, long a student of politics, is determined to be a successful Secretary of Labor and Industry, and those who know him are confident that he will achieve his goal.

He was an outstanding athlete at Windber High School, and at St. Francis College, Loretto, Pa. Mr. Torquato is married to the former Miss Sally Owens of Johnstown, Pa., and resides in Westmont, a suburb of Johnstown. He has one son, John R. Torquato, Jr., who is attending Concord College, Athens, West Virginia. Mr. Torquato is an active member in the Association.





Editorial

Do You Remember?

... the boat ride and fish fry at Erie. . . . the 1947 Reading conference and Paul Tibbett's clam bake the question and answer session conducted by Drs. Giardini and Sharp. . . . (our membership was 250 then!) the fellowship at Gortley's Lake—and the panel discussions with Judges Cortez Bell and Roy Carson, Walter Rome and the late Fred Benthin. . . the Raven Zieglers celebrating their 18th wedding anniversary. . .

... Sherwood Norman of the National Association speaking on detention facilities to the 1946 Harrisburg Conference. . . the address by the late Sophia M. R. O'Hara on "The Problem of Probation in the Correctional System of the Commonwealth of Pennsylvania"

... the Refresher Course, also at Harrisburg, 1946,—with Bill Kinney and John O. Reinemann helping out as instructors and with Clement Wyle of Colliers, speaking on "Public Relations". . .

... the Institutes at Clearfield, Norristown, Pittsburgh, Lancaster, York, Easton, Beaver Falls, Meadville, Grove City. . . . to name a few. . . . with wonderful roundups of regional friends of correction and informative programs. . . .

... the gatherings at Sam Framo's in Philadelphia, with genial Frank Tucker. . . . Eddie Brubaker's

magic show at Harrisburg. . . . Bill Gladden coaxing music out of a parlor organ at the Prasse farmhouse near Grove City. . . . the night baseball game at Pittsburgh, when Ralph Kiner **almost** pleased everyone (at least he tried). . . .

... the talk at Philadelphia, 1949, by Robert Cooper, Executive Director, Wiltwyck House, N. Y., on "Children in Trouble". . . .

... the bull sessions and—ahem—refreshment courses in hotel rooms, "the night before" and at Leola and "Pop" Curtins. . . .

... the institutes at Muncy, White Hill and George Junior Republic. . . .

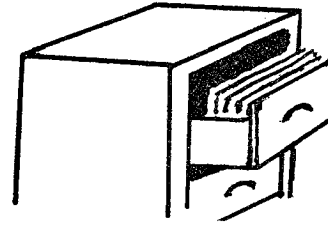
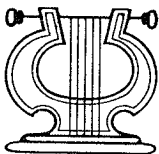
... the Pennsylvania Dutch entertainment Raven Ziegler sponsored at Allentown. . . . Norma Kephart and Arlene Kurtz enjoying themselves in Philadelphia. . . .

... the live-wire planning done by Paul Goerke, Tom Falcone, Ruth Greenawald, Pete Frascino. . . .

... the heart-warming moments of meeting colleagues from other towns. . . . the exchange of ideas and practices. . . . the stimulation of discussion and study sessions?

If you remember some of this, then you will agree that we have had lots of fun and have learned a lot at our past conferences. . . . and will continue to do so at future ones—

See you at Pocono Manor!



From the Files

Doris Settles Down

(Ed. note: this case is submitted by a County Probation Officer.)

On August 10, 1953, Doris W. appeared in Quarter Sessions Court on a Forgery Charge, was placed on strict probation for a period of 23 months, ordered to pay fine and costs, and make restitution in the amount of \$200.00 plus. She had forged her father's name to a note on which she had borrowed money from one of the banks in the community. This money had been spent by Doris and one of her boy friends on a drinking spree. Doris did not know the last name of this young man, whom she had met in a bar.

Doris, a nice looking, white girl, 21 years of age, has pleasant, regular features, sparkling eyes and a flare for wearing clothes. Altho, much too heavy, Doris makes a very lovely appearance. However, as the probation officer proceeded to work with Doris, it became evident that Doris's appearance hid an extremely maladjusted personality. At the first interview Doris seemed very high-strung, talkative and tried very hard to impress the probation officer with her "wickedness". She told fantastic tales and became more and more entangled the longer she talked,—of her escapades with various boy friends, including drinking episodes with many of them. She believed she had been given marijuana cigarettes to smoke and this accounted for her irresponsible behavior.

The probation officer listened, tried to show a sympathetic understanding of Doris and her problems, but also tried to make her see how tragic it was for her to pursue her present course. We discussed Doris' home life, and found that she was more

willing to accept her father's counsel than her mother's. The probation officer asked Doris to have her father come to the office.

When her father was interviewed he was apparently quite upset and disturbed at this culmination of Doris' erratic behavior. She has presented a problem for her parents for the past several years, however, until this time the father felt able to cope with her various behavior antics. He was now feeling that he no longer could be the controlling factor with Doris. He related that at times Doris seemingly developed various symptoms of illness, which lasted for several days or perhaps as long as two weeks. There has been some question in the family physician's mind as to the authenticity of these symptoms.

We also discussed Doris' fabrications, of which the father was aware. Her father knew Doris had been frequenting bars and doing some drinking, but believed that it had been occurring only a very short time prior to her arrest.

Several days following this interview, while Doris was standing in one of the banks, she collapsed and was removed to the hospital by ambulance. It so happened that while they were awaiting the ambulance, the Chief Probation Officer went into the bank and saw Doris, talked to her and felt that this was only an act that she was putting on. The hospital confirmed this opinion by releasing her several hours later.

After a conference with the Chief Probation Officer, the District Attorney and the father, it was decided that Doris should be examined for a sixty day commitment to the Harrisburg State Hospital. She was admit-

ted and remained at the hospital for approximately 45 days,—the diagnosis, asocial behavior, needing strict supervision and guidance.

At our next interview, we tried to point out to Doris the seriousness of permitting her imagination to run rampant. We encouraged her to occupy her mind with worthwhile activity. We tried to help her face this problem and sincerely try to overcome it. Doris continued to tell some fantastic tales regarding incidents happening on the street. For example, a car brushed her as she stepped off the curb and knocked her to the street. She said the driver, a young boy, had run through a red light, calling out "I am only 14 years old and my name is _____ from _____, naming a western State. Also that men had accosted her on the street at various times, asking for a date. A young married man in the neighborhood had tried to make clandestine dates with her, threatening her with disclosure of her commitment to the State Hospital if she did not comply with his suggestions. We told her flatly that she was just telling tall tales and that we did not believe her, but that we stood ready and willing to protect her from anyone who really threatened or annoyed her. However, we would tolerate no lies concerning these incidents. She was advised to try to obtain a job as soon as possible. Doris had been keeping house for her parents while they both worked. We told her father that Doris should be occupied with outside interests and that with her mother she could do the housekeeping after working hours.

Since her parents are both regular attendants at their church, we suggested that she become active in the various church groups, such as young peoples' activities. We also advised that she develop her interest in a musical instrument, for which she has an aptitude.

Doris, because of her pleasing personality, had no difficulty obtaining employment. Her first job was in a pretzel factory, but she was unable to hold it because she talked too much and did not apply herself to

learning her job. She was unable to acquire the speed necessary in meeting a production quota. Doris obtained a second job almost immediately, in the cutting department of a dress factory. Again she was unable to hold her job more than a few days. She was unable to grasp the details involved in cutting material, using a pattern.

Again we discussed with Doris the fact that she seemed more interested in telling of her affairs than in learning new skills. We also suggested that she try to obtain a job that she could really do reasonably well and enjoy. She thought she could do well as a waitress. Once again Doris was able to get a job.

Things went very well for some time. Doris reported promptly, worked regularly and obeyed all the rules of probation. Her father also came regularly to the office for the purpose of discussing their problems.

After several months Doris was permitted to have more freedom and the curfew was extended. As her restrictions lessened, Doris again reverted to her old behavior. She started smoking very heavily, neglected her appearance, was not attending church services, and was again manufacturing tall tales. She had lost several waitress jobs within several weeks. She had opened charge accounts, unknown to her father, and had made purchases which she could not pay. She had also had all her lower teeth extracted altho her father felt it had not been necessary.

When taken to task regarding her behavior, she said her parents were too mercenary, expected her to do too much work at the house, did not trust her, and just did not understand her at all. We again pointed out to Doris that she must develop a sense of responsibility and trust by her behavior, also show her parents that she could be trusted, without being under constant surveillance.

Her father said that Doris had threatened to throw herself down the cellar steps, one evening soon after the above interview. The following day upon her parents return from

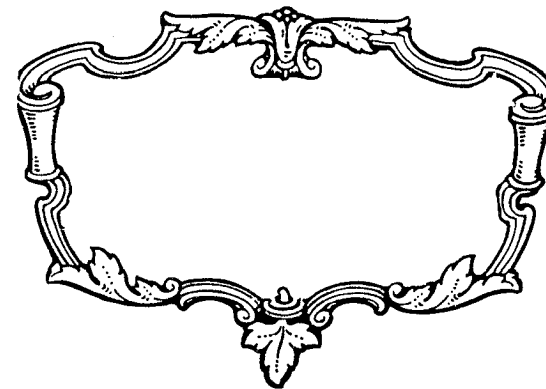
work they discovered that she had fallen down the cellar stairway and had received a puncture wound of the breast. We talked with Doris regarding this incident but she steadfastly maintained that she had accidentally fallen over the dog and had not deliberately injured herself.

She then obtained employment at a bakery. It was a small one with only one other employee beside the employer and his wife. Doris' case was discussed with these folks and they agreed to try to give her a fair trial. Doris worked out very well in this position for several months. She respected the friendship and interest of her employer and tried to be worthy of it.

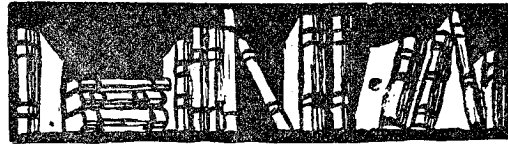
For several months everything went well and we hoped that Doris had profited by her experiences. Then she again complained of illness. Her father made arrangements for her to have a complete physical. The doctor discovered that Doris needed some minor surgery and she was placed in the hospital for about 10 days. After talking over Doris' case with the doctor we felt that there was a possibil-

ity that this had been a contributing factor to her very nervous condition. The doctor and the probation officer both talked with Doris encouraging her to recognize her weaknesses and try hard to overcome them. Again we stressed work, self betterment, good thinking and church activity. Due to pressure of work at the bakery, during Doris' hospitalization, they were forced to hire another employee and when she returned they were able to give her only part-time employment. This was not satisfactory and Doris again sought other work.

She again obtained employment and has, for the past six months, worked as a waitress. She has made an apparently successful adjustment in her job; has satisfied her parents by her behavior at home. She has become interested in the youth work at her church and has attended several conferences with youth groups. She has paid her fine and costs in full and is now paying on her restitution. I am confident that she is now well on the road to a successful termination of her probation.



Reviews



New Books and Booklets

William C. Kvaraceus, *THE COMMUNITY AND THE DELINQUENT*, World Book Company, Yonkers, N. Y., 1954, 556 pp.

This is a unique textbook by the writer of an earlier, very informative and readable treatise, "Juvenile Delinquency and the School" (World Book Company, 1945). The new volume, which carries the sub-title "Co-operative Approaches to Preventing and Controlling Delinquency," deals quite extensively with the behavior problem involved in delinquent conduct. In the second chapter on "Guiding Principles for Understanding Delinquency as a Form of Behavior," the author uses seven stealing cases as a basis for the discussion of behavior manifestations.

As a former school administrator and now Professor of Education at Boston University, Dr. Kvaraceus naturally looks at the school as one of the most important influences upon children's attitudes. However, he does not fail to include in his appraisal a study of the role of the churches and the functions of police, juvenile court, youth authorities, and institutional facilities. He also deals with such topics as recreation (including the comics and other mass media of entertainment), the potentialities of group therapy and the Child Guidance Clinic.

A very unique feature of the book is a number of scales, guides and check lists, for instance, for the appraisal of community progress in delinquency prevention and control. There is further included an extensive description and evaluation of existing psychological tests adapted for the use in differentiating between delinquents and non-delinquents, especially the author's own so-called Kvaraceus Scale and Check List.

The book is of considerable value not only to students in courses dealing

with delinquency, but also to professional workers in the field of correction, and to interested lay people, like members of school boards, parent-teacher associations, and other community organizations.

FIRST PROGRESS REPORT (May 1952 through April 1954) of YOUTH STUDY CENTER (JUVENILE DIVISION OF THE MUNICIPAL COURT) OF PHILADELPHIA, July 1954, 24 pp.

This is a very readable and beautifully illustrated report of the first 24 months of the new Youth Study Center in Philadelphia, of which Dr. E. Preston Sharp is the Executive Director. It describes the building, the function and the philosophy of the Center. It deals with the staff organization and the well working tripartite relationship of Court, Center and Board of Public Education. The program of the Center is presented in detailed form and a statistical survey is appended. The report provides real insight into the operation of a large detention and study facility in an urban community.

Helen L. Witmer (ed.), *PARENTS AND DELINQUENCY* (A report of a Conference), Children's Bureau Publication No. 349, U.S. Department of Health, Education and Welfare, Washington, D. C., 1954, 43 pp.

This is a report of a conference held in March 1954 in which a number of persons, whose professional work gives them intimate knowledge of delinquents and their parents, participated. The conference dealt with such problems as "Is Delinquency Always Attributable to Parents?" "Are Parents to Blame?" "Would Punishment Help?" etc. The group agreed, for instance, that parents can be said to "cause" their children's delinquency in some cases; in other instances, parents are simply helpless

onlookers to a growing pattern of delinquent behavior. The problem in most cases, it was realized, is to find positive ways to help parents become better parents. This booklet seems to be of particular value at a time when public scorn is indiscriminately heaped upon parents of delinquents, and frequently emotion-laden suggestions are being made to punish parents for the misdeeds of their offspring.

Among the participants in this

round-table discussion were the following persons from Pennsylvania: Norman V. Lourie, then Executive Director of the Association for Jewish Children, Philadelphia, now Deputy Secretary of Welfare of the Commonwealth; Carl Schoenberg, Director of Casework Services, Association for Jewish Children of Philadelphia; and Robert C. Taber, Director of Pupil Personnel and Counseling, Philadelphia Public Schools.



Code of Ethics

(Ed. note: We are printing below the Code of Ethics adopted by the California Probation and Parole Association, in the belief that it may be of interest to our members. Our thanks to the California Association for the privilege of sharing it with our membership.)

CODE OF ETHICS*

In recognition of the profound responsibilities inherent in a profession dedicated to the adjustment of social relationships, I acknowledge these to be my guiding concepts:

To Serve With Humility
To Act Without Prejudice
To Uphold the Law With Dignity
To Be Objective in the Performance of My Duties

To Respect the Inalienable Rights of All Persons

To Hold Inviolable Those Confidences Reposed in Me

To Cooperate With Fellow Workers and Related Agencies

To Be Aware of My Responsibilities to the Individual and to the Community

To Improve My Professional Standards Through Continuously Seeking Knowledge and Understanding

I accept these principles as my code of ethics and shall build my professional life upon them.

*Adopted by California Probation and Parole Association at annual business meeting, June 7, 1946.

NATIONAL BANK & TRUST CO., Schwenksville

<p>JAMES CLOSE COMPANY</p> <p>839 Market Street</p> <p>Lemoine</p>	<p>Compliments of Allegheny Lodge No. 47, L.O.O.M.</p> <p>14 and 16 East North Ave. N. S. Pittsburgh</p>
<p>RESEARCH APPLIANCE COMPANY</p> <p>143 Cemetery Lane</p> <p>Pittsburgh</p>	<p>CLAYTON J. LAPPLEY</p> <p>Manor Apartments</p> <p>Harrisburg</p>
<p>ATLAS EQUIPMENT CORPORATION</p> <p>635 Ridge Avenue</p> <p>Pittsburgh</p>	<p>GLENSHAW GLASS CO., Inc.</p> <p>Route 8 Glenshaw</p>
<p>AMERICAN WINDOW GLASS COMPANY</p> <p>9 W. Park Way</p> <p>Pittsburgh</p>	<p>STAATS & STAATS MACHINE SHOP</p> <p>936 Wall Avenue</p> <p>Pitcairn</p>
<p>HOUSING MORTGAGE CORPORATION</p> <p>535 Fifth Avenue</p> <p>Pittsburgh</p>	<p>ERTL-PITT BAKERIES</p> <p>312 Thompson Avenue</p> <p>McKees Rocks</p>

<p>FOX CHASE FEDERAL SAVINGS & LOAN ASS'N.</p> <p>Rhawn and Pine Road</p> <p>Philadelphia</p>	<p>UTZ POTATO CHIP COMPANY</p> <p>Hanover</p>
<p>ALLEGHENY ASPHALT & PAVING COMPANY</p> <p>8th at Bingham Street</p> <p>Pittsburgh</p>	<p>FAIRVIEW NURSING HOME</p> <p>Bethlehem Pike & Stenton Ave.</p> <p>Philadelphia</p> <p>CH 7-5311</p>
<p>HASTINGS CHEVROLET</p> <p>1330 Market</p> <p>Linwood</p>	<p>YORK GAZETTE & DAILY</p> <p>York</p>
<p>QUAKER CITY METAL WEATHERSTRIPPING</p> <p>Chester Pike and Hook Road</p> <p>Sharon Hill</p>	<p>BLAKE CADILLAC & OLDS, Inc.</p> <p>2222 Paxton Street</p> <p>Harrisburg</p>
<p>GAYLY HARDWARE & APPLIANCE CO.</p> <p>Steubenville Pike</p> <p>Robinson Township</p> <p>Pittsburgh</p>	

DISABATO BROTHERS Cleaners 5133 Penn Avenue Pittsburgh	ARCO PLUMBING COMPANY 530 Jones Street Verona	SWIFT HOMES, Inc. Chicago Avenue Elizabeth, Pa.
F. R. MARLIER 522 Grant Building Pittsburgh	LOUIS MARIANI & CO. 801 Lorraine Avenue Ardmore	W. C. MILLER Builder 924 Harmony Ave. Sewickley
UNION BUS TERMINAL 13th and Filbert Streets Philadelphia	ALLEN J. PETERSHEIN 1110 Carolin Avenue West Chester	HARRY DOUGHERTY & SON, Inc. Beulah Lane Pittsburgh
BOB MEREDAY 230 Market Street Bristol	FLOYD MacNEAL Cross Keys	D & H DISTRIBUTORS 2535 North 7th Street Harrisburg
AMERICAN METALLURGICAL PROD. CO. 3600 Forbes Street Pittsburgh	RALPH P. PASCUCCI 59 Swan Lane Levittown	FELTON'S HOTEL 1200 Wallace Street Harrisburg

Parry Hotel 644 W. Seventh Ave. Homestead	Kniffin's Tiny Tot Nursery 1700 Harvard St. Pittsburgh	Aetna Insurance Company 535 Plaza Building Pittsburgh
Acre's Beauty Salon R. D. No. 1 Allegheny Acres, Cheswick	English Lane Nursery 595 English Lane Pittsburgh	Frank Abbate, Chiropractor 6825 McPherson Blvd. Pittsburgh
Yolanda's Beauty Salon 922 Penn Ave. Pittsburgh	Union Artificial Limb Company 111 Smithfield St. Pittsburgh	Alessio's Valet Shop 704 Jacksonia St. Pittsburgh
Washington National Ins. Co. 319 Bessemer Building Pittsburgh	Wilkinsburg Taxicab Company 1111 Swissvale Ave. Pittsburgh	Lily Hauck Beauty Shop 1326 Columbus Ave. Pittsburgh
Walker's Barber Shop 2150 Center Ave. Pittsburgh	John L. Jones Barber Shop 1227 N. Franklin St. Pittsburgh	Johnson's Beauty and Barber Supply 911 N. Homewood Ave. Pittsburgh
Virginia Dare Beauty Salon 1434 Potomac Ave. Pittsburgh	U. S. Fire Insurance Co. 7 Wood St. Pittsburgh	Pioneer Savings & Loan Assn. 4719 Liberty Ave. Pittsburgh
Ray Rowbottom Insurance 1 Gateway Center Pittsburgh	Jordan Pharmacy 1300 Woodland Ave. Pittsburgh	Medical Brace Shop 125 DeSota St. Pittsburgh
Nichol's Greeting Cards 156 Brownsville Road Pittsburgh	Fu Mei Chinese Foods Rt. 413 Bristol Township	Compliments of A Friend
Lovely Lady Beauty Salon 1322 E. Carson St. Pittsburgh	Pittsburgh Home Savings & Loan Assn. 438 Wood St. Pittsburgh	P. H. Glatfelter Paper Co. Spring Grove
Tom West, Sr. Funeral Director 2216 Center Ave. Pittsburgh	Modern Motel Route 100 Pottstown	Deibler's Pharmacy 2300 North 6th St. Harrisburg
L. O. O. MOOSE, Lodge 581 120 - 51st St. Pittsburgh	Dietz Beauty Salon 3269 W. Liberty Ave. Pittsburgh	Auto Seat Cover 5 North Cameron St. Harrisburg

Ben & J. Sablowsky Bail Bonds 412 Devilliers St. Pittsburgh	National Valve & Mfg. Co. 8101 Liberty Ave. Pittsburgh	Ramtite Company 33rd at AVRR Pittsburgh
The Cecilian Academy Day School for Boys & Girls 100-144 Carpenter Lane Mt. Airy 19, Philadelphia	Modern Sound Company Noblestown Road Pittsburgh	Gates-McDonald & Co. 430 Grant Building Pittsburgh
Charles Zoller, Jr. General Contractor 160 Beacon View Road Pittsburgh	Lind Steel Company 6949 Lynn Way Pittsburgh	Industrial Engineering & Construction Co. 1505 Keenan Bldg. Pittsburgh
Athens Restaurant 414 North Highland Ave. Pittsburgh 24, East End	Cassie's Portrait Studio 402 Grogan Blvd. 541 Wood St. Pittsburgh	Burek Manufacturing Co. Ventilators, Door Canopy, Window Awnings 43 Independence St. Pittsburgh
Sabin-Robins Paper Co. 4185 Brownsville Road Pittsburgh	Frick & Lindsay 117 Sandusky St. Pittsburgh	Rutter Brothers Lumber Co. 1001 Airbrake Ave. Turtle Creek
The Regency Lounge Cocktail Bar "It's Pleasant Hills Finest" Pittsburgh	Quaker Rubber Corporation 6592 Hamilton Ave. Pittsburgh	The Colonial Inn Catering to Wedding Parties, Receptions & Banquets Rt. 19, Washington Road
Greenwood Memorial Park, Inc. "Allegheny-Kiski Valley's Most Beautiful Park" 322 Logan Building New Kensington	Camblos Stanfield Corp. 5609 Summer St. Philadelphia	Raffia Shoe Corp. 4055 Liberty Ave. Pittsburgh
William H. Ravenstahl Garden Equipment 266 Beaver Road Pittsburgh	Terrace Construction Co. 3818 Jane St. West Mifflin	Greenway Tele-Mart 1000 Greentree Road Pittsburgh
Bucci Plumbing Co. Route No. 885 West Mifflin	Universal Atlas Cement Co. Universal	Raibles Garage 513 Shore Ave. Pittsburgh
Fair Acres Farm Lima	Kurch-Housley & Associates, Inc. 137 East 5th Ave. Homestead	Wayne Hotel & Bar 25 South 4th St. Harrisburg
Rieger Iron & Wire Works, Inc. 42 South 17th St. Pittsburgh	Allegheny Lumber & Supply Co. 206 Boyd St. Tarentum	Wrayette School of Dancing 135 4th Ave. Pittsburgh

Loyal Order Of Moose Pittsburgh Lodge No. 46 5142 Liberty Ave.	Frank J. Hoffmann Druggist 117 Brownsville Road Pittsburgh	John Snyder Electrical Supply Swamp Pike Pottstown
Joseph's Steak House 5841 Forbes St. Pittsburgh	Penn-Lincoln Hotel Penn at Center Ave. Pittsburgh	Paul Miklos General Contractor Unity
Rodeniser Funeral Home 150 South Negley Ave. Pittsburgh	Olga's Beauty Salon 205 Oakland Ave. Pittsburgh	Dea's Garage Oak Ave. Croydon
Provident Federal Savings & Loan Assn. Member F. D. I. C. 219 Shiloh St. Pittsburgh	Prescription Pharmacy 2307 Versaille Ave. McKeesport	Hughes Dairy 957 Cleveland Ave. Brackenridge
Penn Gift & Novelty Co. Greater Pittsburgh Airport Coraopolis	Standfast Book Bindery 925 Liberty Ave. Pittsburgh	White & Cunningham Contractors 131 Freeport Road Pittsburgh
Atwood Gardens 223 Atwood St. Pittsburgh	Art's Drum Shop 633 Liberty Ave. Pittsburgh	Paragon Supply Co. 1228 Brighton Road Pittsburgh
Cookuhn Tea Room 560 Lincoln Ave. Pittsburgh	Ruth E. Nuss Florist 180 Harrison City Road Trafford	Rose Exterminator Co. 530 Duquesne Way Pittsburgh
Crowthamel Potato Chips Station Road Quakertown	Jone's Pharmacy 1020 5th Ave. East McKeesport	Reda Trailer 2874 East Allegheny Ave. Philadelphia
Robert Morris School 415 Smithfield St. Pittsburgh	Star Shoe Store 422 Mill St. Coraopolis	The Musical Bar 17 East High Stowe
Penn-Art Studios 607 Sheraton Hotel Pittsburgh	Spinnerstown Hotel Spinnerstown	Peerless Heating & Air Conditioning Company 1034 Peralto St. Pittsburgh
Anna Mae Barbin Beautician 524 Lincoln Ave. Pittsburgh	Rose Bowl Hotel Route No. 1 & Lincoln Rd. & Park St. Oxford	Voss Engineering Co. 7301 Penn Ave. Pittsburgh

Village Bowling Lanes 616 Weyman Road Pittsburgh	Dee's Flower Shop 1415 East Carson St. Pittsburgh	Piazza Beauty Salon 100 Clinton Ave. Oakdale
Wayne R. Wyant 122 Sheridan Sq. Pittsburgh	Air Reduction Sales Co. 925 Liberty Ave. Pittsburgh	Wargochif Pharmacy 1217 West St. Homestead
William F. Nye & Sons Greenhouse 2650 Walnut St. Harrisburg	Fred Lex Amusement Devices 500 West Perry St. Enola	H. G. Hennev Funeral Home 524 Washington Ave. Carnegie
Larry Construction Co. Carol Way Bridgeville	E. J. Roelandt & Associates Mfr's. Representatives for Auto Parts 5941 Baum Boulevard Pittsburgh	Fedele Beauty Shop 1028 Jenkins Arcade Pittsburgh
United States Glass Co. 7th St. Glassport	Samuel E. Amdur Jeweler 202 Clark Building Pittsburgh	Courtly Funeral Home 925 Franklin Ave. Pittsburgh
Nowacki Hotel 1 Chestnut St. Natrona	Forbes Lumber & Supply Company Freeport Road Cheswick	Main Hotel 1002 Braddock Ave. Braddock
Harmony Cleaners Derstine Road Souderton	Katherine's Beauty Salon 627 North 37th St. Philadelphia	Puritan Hotel 2553 Penn Ave. Pittsburgh
Caste Village, Inc. 427 Cochran Road Pittsburgh	McDonough Convalescent Home "State Inspected" 1540 Evergreen Ave. Shaler Twp., Pittsburgh	Mars Cleaners & Tailors 2958 Charles St. Pittsburgh
"51" Bar Route 51 Clairton	Burns Electric Company 100 Clairton Blvd. Pittsburgh	Harris Hotel 2341 Wylie Ave. Pittsburgh
Pittsburgh School of Trades, Inc. 207 Market St. Pittsburgh	Wayne Floor Covering 1049 Lancaster Ave. Bryn Mawr	Frisco Press 528 Swede St. Norristown
Crafton & Grand Theatres 38 West Main St. Carnegie	Dominic Pantarelli Funeral Director Passyunk Avenue & Dickinson Street Philadelphia	Dorothy I. Jackson Funeral Director 5740 W. Girard Ave. Philadelphia
		Harry Leiber Hairdressing N. E. Cor. Marvine & Louden Philadelphia