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C O N F I D E N T I A L

EVALUATION AND SURVEY

STUDY OF THE STEVENS TRAINING CENTER FOR GIRLS

HALLOWELL, MAINE

1964

OCT 9 1992

I. Some Basic Background Considerations

At the tail-end of July, 1963, Mr. Walter Uimer, Commissioner of Mental Health and Corrections, requested that I undertake a survey study of the professional operation of the Stevens Training Center for Girls. The Commissioner's purpose was to generate, in this manner, periodic evaluations of these on-going services which have importance to the State of Maine and to the Department.

A useful attitude which supports such a study is a regard for the uses of the past and a compassionate remembrance for how Stevens got its start. As long ago as 1871, nearly a thousand women in Portland pressed for "provisions for the reform of girls as had been made for boys." In 1872, independently of these pressures, private funds were vouchsafed for the development of an institution to achieve these purposes. In 1875, the first building was erected on the present site through private initiative. And in 1899, the "legislature enacted a law to put the school wholly under state control."

Though the phrase, "What's new?" frequently punctuates our conversation (and our attitudes), that which is old often represents the base of our practice. From its inception the law covering the operation of the Stevens Training Center (the name has undergone at least three changes) provides that ". . . the care, custody and discipline of . . . juveniles shall approximate . . . that which they should receive from their parents or custodians; and that as far as practicable they shall be treated, not as

criminals, but as young persons in need of aid, encouragement and guidance . . ." This is still the law in the State of Maine, and as a law, it is just, humane, and of great purpose in the construct of a democratic society. This study measures some of the practical implementations at Stevens against the charge of the law itself.

The Stevens Center is situated on one of the highest points in the Hallowell-Augusta area, overlooking strikingly beautiful vistas of land and settlement. The facilities include five residences, a central school building with dormitory arrangements, an administration building, two farm cottages, a barn and a home for the Superintendent.

Ancillary facilities contained within these structures include a well-appointed infirmary-hospital; a large commercial laundry; a well-kept and recently renovated barn; an art-craft studio; a second floor auditorium (part of the school facility); and a make-shift gymnasium.

Each of the five residences incorporates its own kitchen and dining room. The so-called cottage plan is in effect, and the population is divided among the residences, with each residence supervised by a Housemother with assistance from a kitchen-matron who cooks and supervises the girls assigned to kitchen and dining room service.

Vehicular equipment includes;

- 1 - 1961 Ford Sedan
- 1 - 1961 Chevrolet Pick-up
- 3 - Farm tractors

1 - 1956 6-cyl. Ford Truck

1 - 1959 8-cyl. Ford Truck

At the time of this writing, 83 girls, ranging in age from 10 through 17 years, live at the Center. Capacity is 139 girls, although of this number 26 would be earmarked for dormitory or ward-room dwelling. Otherwise, each child has her own room, save in three instances where doubling-up has been regarded as an earned reward.

In addition, about 42 girls are in the legal custody of the school although they live outside of Stevens as such. These young people are seen periodically by 3 probation workers, although it is inevitable to suppose that they are similarly seen by Child Welfare and Aid-to-Dependent Children workers in the State as well.

Forty-six full time personnel supervise the children and the overall management of the Stevens Training Center. (See Schedule-A) Of these, the frontal professional staff, aside from the Superintendent and her assistant, consists of 19 Housemothers, 7 Teachers, and 2 personnel who, in a degree, contribute to recreation activity, namely, the music teacher and the handicrafts instructor. These workers are augmented by 4 part-time people who fill in as recreation supervisors (escorts, really, to bowling alleys, swimming pools, picnic parties, etc.); office workers for evening coverage; housemothers who come in to cover in the event of a full-time worker's illness (or absence for other reasons); and those who help in the event of emergency custodial care (detention situations

where 24 hour coverage is necessary). Three physicians are on constant call. The services of a clinical psychologist is available once a week.

Of the total Center budget for the fiscal year 1962-1963, (\$302,115.21), 71% is allotted to personnel costs. (See Schedule "B".)

The essential causes for admission have been scanned over a 25-year period. Were the statistics of each of these years from 1939 compared, it would reveal a slow but significant rise in that category known cryptically as "Danger of Falling," which phrase derives from the legal coinage: "Living in circumstances of manifest danger of falling into habits of vice or immorality." The category known as "Delinquency" is a statistic of small meaning. As a catch-phrase it can include any or all of the categories describing behavior and causes for admission. To observe the spread of 24 years as drawn from 3 selected Stevens Training Center Annual Reports:

	<u>1938-1939</u>	<u>1958-1959</u>	<u>1962-1963</u>
Danger of Falling	13	26	36
Wanton and Lascivious Conduct	8	7	3
Truancy and Runaway	7	4	4
Steal, Take, and Carry away	2	8	4
Assault and Battery	1	2	1
Malicious Mischief	3	1	2
Delinquency	1	3	8

It is the contention of some of the staff workers at Stevens as well as those 2 workers on probation assignments that the Center, since 1959, has been receiving more "hardcore" cases than before that year.

The essential reason for fixing 1959 as the "year of the turning point" is that the system of assigning children to probationary care directly from the court began at that time. Only those who were beyond the reasonable professional scope of probation service were referred to Stevens. Also, the concurrent growth and development of Mental Health Clinics accounted for the shunting-off of some of the kinds of clientele who formerly might have been students at the Training Center. This interpretation of events and the absence of supportive full-time social work and psychological assistance underlies a fundamental dissatisfaction which is felt by the professional leadership at Stevens.

* * *

In an attempt to understand as possible the overall circumstances and professional condition of Stevens, I have read case records, reports, histories and studied the budget. I have lived at the Center, have eaten with and engaged many children in purposive conversations. This was coupled with useful conferences with Mrs. Hazel Warren, the Superintendent; her assistant, Mrs. Ruth Stinchfield, the School Principal, Mr. M.J. Malley, Jr.; Mr. John Parker, the Business Manager. Special group conferences were arranged by Mrs. Warren with all those housemothers present so that I might learn and listen from the free give and take implicit in group sessions of this kind.

During on this survey-study, Mr. Charles Lawrence, Training School Consultant for the Children's Bureau, devoted a day to a special meeting with me in Boston. Concepts were tested and experiences reviewed in a productive exchange. Several texts (notably the Children's Bureau revised edition of "Institutions Serving Delinquent Children") and monographs were checked for standards and evolving concepts. Earlier in this report, I noted the need in such a survey for the respect due the current effort and the long history which undergirds an institution. The recommendations which now follow are not heedless of these special human considerations, nor am I unaware of the enormous complexity of the charge given to the Stevens Center. Since professional pride, personal feelings, and job security are always intertwined in recommendations, it is useful to point out that appreciation of working personnel must always be a matter of considerable moment. Of overriding importance, however, are those recommendations which may accelerate effective social change and a more wholesome view of personal and developmental prospect for the children whom Stevens is organized to help.

OBSERVATIONS AND RECOMMENDATIONS:

II. The Aspects of Administration - For Treatment's Sake

A thin and arbitrary line separates administration from program and treatment. These arbitrary classifications, in a treatment setting, are inextricable.

(a) The Superintendent (a better name might be "Executive Director") functions as the overall administrator. Due to the present complexion and training of the staff, the Superintendent functions as many things to all people. She is involved in the maintenance program; the in-service training of houseparents; the counseling (on a systematic, once-a-week basis) of many children. Houseparents check with her immediately on all deviant behavior, so that her phone rings incessantly. Confronted with this kind of regimen, it is difficult for the Superintendent creatively to examine such things as budgetary loopholes, more effective menu-planning and food service program, and establish a telling liaison with the Department of Mental Health and Corrections, and relate to the surrounding community and community resources. In short, the Superintendent is deeply involved in performing functional work so that she cannot see all the large issues clearly and she cannot devote thought to creative resolutions.

(b) Most serious in this administrative weakness is the absence of two trained social workers on the staff. Much of what happens at Stevens (not to say that some work isn't of a high order) is a matter of hit or miss, touch and go. Since the Superintendent cannot be everywhere she is reliant upon the houseparents, many of whom are

new and few of whom have had consistent and effective orientation. Some of the housemothers are unrealistic in their expectations of the children, fuzzy about the role of the Institution, and more than half are punitive in their general demand.

The Assistant Superintendent should, by all means, be the over-all coordinator of the houseparents' orientation and training. But in this she should relate to "unit supervisors" - one fully trained caseworker charged with supervising half of the population, one fully trained group worker charged with supervising the remaining half. These two workers ideally would "cross-fertilize" with one another providing a consistent pattern of individual care and treatment as well as a pattern of recreation-with-a-purpose in the long after-school hours. These after-school hours and week-end periods are, at this writing, flat, uncreative, and as a result, fraught with social dangers inimical to the purposes of the Center. There is little in the program to test for individual talents and equally little that enables the girls to relate to one another in games, talent shows, dance recitals, creative writing, art, discussion units, reading circles, star-gazing, current events, nature hikes, and the like. As a result, much of what actually transpires at the Center may be likened to a holding action, rather than the extraordinary potential which resides in a creative institution. A clinical psychologist comes in "on loan" from the State Hospital once each week. This could be sufficient were his work tied to the follow-up service of trained and resident workers. As it stands, the help he provides to especially disturbed children frequently comes under the category of "too-little, too-late".

(c) Due largely to the absence of a program of informal education, the controls exercised at the school are, - in general - repressive and self-defeating. Most of the dining halls (there are

are five) are characterized by silent or near-silent meals. There is little genuine laughter or joy-of-life in these grim sessions which the girls seem to accept with simple resignation. This is due largely to the view of the houseparents that the girls need firm outer-controls. This may be a valid treatment view for some of the children, but it is highly questionable whether these controls should be conducted at meal-times or that they are effective on the majority of the youth. Measures such as these frequently reinforce a child's sense of inadequacy and worthlessness.

Since the mission of the Training Center is to reorient a child's ✓ view of herself and of other adults in the world, heavy-handed restrictions, supported by the fear and knowledge of swift punishment is antithetical to the purpose of the program. Without the integrated presence on the staff of a social caseworker and a social group-worker who by conviction, commitment, knowledge and training can recreate the characteristic of the environment, no significant change can be looked for. It is too much to expect that the houseparents alone, few of whom have been at Stevens for more than 5 years, and many of whom have limited education (less than high school) can fulfill a complex treatment function with children whose essential image of the adult to begin with has been one of harsh and repressive responses to their needs.

That the Superintendent has not found the effective channel to interpret this need to the Department of Mental Health and Corrections other than petulance and irascibility is a measure of her own frustration - and possibly the absence of an important phase of

administrative skill. The Department is not bent on denying support or instituting effective changes. But the Department, too, requires criteria with which to enunciate before the Legislature the reasons for change and the social (and often the financial) gains implicit in change.

(d) Punishments (and practices which may not look like punishments but, in reality, are) need close review at Stevens. When considering and listing these outer and punishing controls, it is useful to recall that they revert to the need for knowledgeable and secure staff. Runaway girls, for example, have their hair cut and are cloistered in their rooms for a 2-week period. This may put the lid on a tentative trouble at the institution (although there are runaways still), but it does not approach the root of a girl's problem, nor does it speak well for the constructive use of those two weeks. (One girl told me she enjoyed the two-week confinement - it gave her a chance to miss school and read her comics.)

Arising at 5:30 A.M., as another example, is a schedule-design for all the girls, ostensibly to have the time to do housework. Much of the housework, however, can only be viewed as unremittingly punitive, floors are scrubbed on polishing-lines on hands and knees. Few modern implements are used to take the drudgery out of this endless busy-work. In what way, it must be asked, is this process designed to reorient girls into self-respecting members of a community or to enhance their skills?

It is relevant to include here the observation made in 1939 by Dr. Norman D. Murphy, Visiting Physician to Stevens: " . . . Last in

order but first in importance is the almost unbelievable number of cases of prepatella bursitis or 'housemaid's knee' . . . This is largely caused by girls polishing floors disregarding the protective polishing pads provided. The combination of repeated knee injury plus constitutional weakness or infection are contributing factors."

Twenty-three years later, as reported in the 1962-1963 Stevens' Statistics of the Medical Department", is this laconic entry:

'Housemaid's Knees --- Too Many.'

It is doubtful that either the spirit or the letter of the law is served by virtue of this burdensome - and perhaps injurious - routine.

The large, commercial laundry room has about it the aura of a poorly-done Hollywood movie about women prisoners. Aside from its ineffectiveness in social and emotional reshuffling of values for the girls, it is economically (and home-economically) pointless. The laundry is hot and humid; the work is drudgery; the training is meaningless since there is limited carry-over for the commercial laundry world; and the process is beyond the normal call for independent homemaking.

Of equal concern, is the cost to Stevens, when it is earnestly seeking trained workers - and the necessary funds to pay for them. The 'book' cost for the fiscal year is \$3,065.86. This does not include the cost of a laundress-supervisor, the oil, light, supplies and maintenance involvement.

The population at Stevens does not require (even when all beds are occupied) a commercial laundry unit. It would be more prudent to use, if possible, the laundry at the State Hospital (only a mile or so away) and to provide each house with a washer-dryer unit and ironing boards for incidental washings more consistent with the vicissitudes of normal day-to-day living.

In time, as indicated in a later section of this report, the space used by the laundry room, might be fused into more effective gym space and/or a modern dance studio.

Similarly, the farm program has been incorporated into this section on 'Punishments' because, in effect, that is the hub on which the program revolves. During the period of pre-harvest and actual harvest the girls are involved in weeding, picking, and haying. Since few, if any, of the girls will ever engage in farm careers as such, the training component of the program is questionable. Even if the farm were wholly profitable, it would not be consistent with the goals of the Training Center. Such limited recreation program as presently conducted by the Center is arrested by the summary need to go into the fields. And when the farm program was financially profitable there is some evidence that a part of its profits derived from 'selling' milk and other produce to Stevens in quantities in excess of their needs. Now, with the loss of a half of the dairy herd, the farm program shows a deficit of almost \$9,100.00. Since this is a 'book' figure, it is reasonable to suppose that a close cost accounting would show a deficit possibly closer to \$11,000.00. The elimination of the farm and the laundry

program might loosen needed funds, or at least point the way for the inclusion on staff of two needed social workers. The utilization of the barn will be commented upon in the section: "Facilities."

The censoring of mail is another guise of punishment, probably needless and certainly wasteful of considerable professional staff time. The argument that censoring inhibits planned runaways and spares the child the pain of unpleasant communication probably will not stand the test of a freer practice. Those eagerly planning a runaway will contrive a method of visiting time - or will resort to it in ways unrelated to mail. And painful family comments communicated in the mails would be best discussed with staff at the girl's own visitation, provided the professional conditions encouraged her to have trust and confidence in the adults around her. Presently, the assistant superintendent spends almost 3 hours each day in censoring incoming mail. She has indicated that it takes her at least another hour "to be ready for something else after such a grinding chore." It is suggested that the girls and the Center would profit from more visits from Mrs. Stinchfield to the cottages, more conferences and easy chats with the girls, and more support and instruction to the houseparents. Twenty-one hours each week is a substantial bloc of professional time when harnessed to the real issues. In this same vein, it is hard to justify only 2 outgoing letters a month as a restriction for the girls. What purpose does such an arbitrary ruling serve? Admittedly, some girls may find even 2 letters a month more than they require. But the whole essence of retraining is tied to communication - and the articulation of frustrations,

hopes, angers and plans can be of value to children. Put simply, children need to express themselves - and while letter writing is only one way to do it, there appears no psychological or correctional merit in choking off this means of emotional release for those to whom it has clear-cut importance. Mrs. Stinchfield points out that the two letter-a-month ruling was developed to limit her own censorship time investment.

Restrictive Visiting - and to members of the immediate family - once each month is of a piece with the problems of censorship. For the "undesirables" who might constitute a 'clear and present danger', the Center could exercise its not inconsiderable authority to terminate such visits once deleterious facts were known. However, it would seem that for each one of these instances, many good friends and neighbors might brighten the lives of children through frequent visitation. The size of the difficulties for many children at Stevens is no larger than those of countless children in the more privileged strata of the community. To cut them off from friends and family who may wish to see them more often seems a retribution out of proportion to the social error to which admission to Stevens gave rise. Also, the frequent presence of family and friends may provide the staff with a more realistic and life-size opportunity to know the child's total situation and to introduce into it some mitigation and help where needed. If it should prove that such a practice is a strenuous administrative burden, some adjustments can be made in the interest of fairness to the Staff. It is one thing to effect controls which safeguard the staff - it is another to

set up systems which have punishing implications independent of job realities.

Girls call each Houseparent, "Mother". It is no doubt a custom dating back to some unremembered conference when it was recommended that the title implies respect and the flavor of family. The Stevens Training Center is not a family - and it is not home. It is what it is - an institution to which the girls, in overwhelming instances have come unwillingly and look to leave at the earliest juncture possible. Despite some staff protestation on the contrary, the term, "Mother", is introduced as one of the compulsory measures, albeit subtly. While it appears to be a trifling matter, it is unfair to compel the title; for some girls the name has precious personal meaning; for others it may be anathema. Respect and love is not a question of fiat, in or out of an institution. If girls should, on their own, develop "nicknames" which carry no approbrium - well and good. Otherwise, "Mrs. Brown", or "Mrs. Smith" will do - and this simple title is in essential keeping with the dignity which we normally accord adults and which is life-like in the context of community life.

Parallel to this is the demand that the girls stand up when the Superintendent passes by, approaches, or enters a room. This discipline has ample justification in a military establishment. It has none in a Training Center for Girls. It smacks, instead, of the relationship of prisoners to their warden.

Of major and far-reaching importance is the limitation imposed on coed activity. Since the burden of admission causes lies in the

area of sexual misconduct, logic, if not urgent emotional need, would suggest the usefulness of co-ed functions, carefully planned with the children and frequently conducted. Heterosexual social conduct, like any other learning situation, requires practice and guidance. It is in this area of human concern where the absence of training and effective orientation on the part of staff quickly makes itself apparent - a kind of 'litmus paper' acid test for understanding. One of the workers, responding to my question about dances for the boys encountered with, ". . . But what boys could we get to dance with them?"

The need to see boys, talk and dance and even flirt with them, is a compelling one for Stevens to consider. As it stands, the girls have no acceptable outlet for normal and healthy developmental strivings, and they cannot learn other and happier modes of behavior unless the institution provides the basis for intelligence exploration. The dangers of 'reverting to vice' are remote, since the supervision is reassuring and the group complexion of social gatherings need not be conducive to misconduct. Out of actual experiences which are wholesome and fun-loving, girls will naturally raise subsequent questions, develop crushes, concern themselves with good appearance, suffer normal frustrations - and thus 'live'. That they may bring their fears and joys, troubles and triumphs to workers is the peculiar and very great strength of the institution. They may, in this way, use Stevens in the ways they may have wished to but could not use their own homes.

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A sound so-called social-recreation co-ed program would take much of the edge off homosexual practice in the institution. It would enable, at appropriate times, the physician and the nurses to interpret aspects of growing up sexually - in ways that girls could relate to real social situations. The fact that some of the Stevens girls have known full sexual experience, does not necessarily mean that they understand the experience - and assuredly they have no emotional control of it. In this matter, the Stevens girls, despite the stigma which even some staff attach to them, are really not very different from many girls in the "best" private schools or in the "finest" universities. Indeed, were the institution to structure wholesome social opportunities, Stevens' girls would be, in one sense, a privileged group. The absence of this opportunity is, in view of the spirit of the law, a severe form of punishment.

III. Some Program Aspects - Notes on Informal Education

To achieve a program of balanced opportunity for the girls greater emphasis must be given to recreation and group work phases - or what is sometimes known as a program of informal education.

(a) The formal schooling aspect of the Stevens Center appears to be in very good hands. The classrooms are bright and airy and very well appointed. The teachers are not only dedicated - but skillful, patient and sensitive. Considering the wide range of capacity of the children (from a Stanford-Binet rating of 57 to 142) every educational device known has been deployed and the girls seem to enjoy the experience (there was much "hurrahing" about the announcement of a spelling bee in one class). While I have limited competence and experience in evaluating formal schooling as such, the achievement records as filed over the years are not unimpressive, and my first hand encounter in the classrooms reveal an affect and interest which is genuine and keen.

One cannot pass by the matter of formal education without expressing the formal prayer that these girls may more and more be absorbed into the school setting within Hallowell and Augusta proper. Once again, simple logic (not always the full measure of events) suggests that experience with children from all walks of living, and in a co-ed setting, is a more wholesome - even more stimulating educational experience. The Training Center can perform a fine auxiliary service in extra-tutoring - in the structuring of study time, and in special remedial classes for those of limited capacity. Without knowing the specifics of the Augusta-Hallowell school system and the

financial problems linked to them, it would appear that the overall facilities there, the range of subject, and the extra-curricular potentials are greater in the broad community than they can ever be at Stevens - with a population of less than a hundred girls.

(b) The purposes which prompt the courts to refer girls to Stevens most frequently are those of social and emotional reorientation. The homes from which Stevens girls derive are often limited severely in love, in ambition for the children, and in the stability necessary to reasonably contain the emotional eddies which confront us all. How the girls use their leisure time, frequently determines their ability to make the best use of the formal school environment.

A wide spectrum of interest clubs at Stevens would extend the opportunity for social reorientation - and the development of those interests and skills which could heighten an appetite for life, the will to achieve, and a slow-growing but inevitable understanding of one another along with the constructive use of personal powers. Well-led and carefully conceived, such interest groups season the formal school program and underline its vital necessity. Without these informal avenues, formal schooling often becomes for Stevens girls, a routinized chore without link to the world of independent achievement.

Interest groups might include a photography club, a newspaper, a theater group, a puppet theater, a Palette Club for Painters and Sculptors, a Choir (accenting the vogue in folk-singing), a Sewing Circle, a Cooking group, first aid courses, and athletic teams of every sort, geared to the development of competence and personal

and program life of the Center. The Council is not the "Gripe Committee" presently organized, although it incorporates some of the ventilating features of griping. A Gripe Committee proceeds on a negative base and it limits the function of interchange between adults and children in a hearing of complaints. Since the chief function of group life in a democracy is the generation of ideas and the formulation of decisions, a forum for the practice of this art is a useful and often therapeutic device.

The absence of this phase of experience at Stevens is sorely felt by a survey person. The absence of a rich and varied extra-curricular program blunts the one essential positive of institutional life and creates mischief rather than social and educational advance. One of the striking characteristics of most of the girls is deprivation. Poor family settings, ineffective learning opportunities, inadequate social enclaves - all have combined to create an overall aspect of docility and ennui - and a general feeling of "what-difference-does -it-make?" Since they have come to Stevens by court order, the girls view their assignment as punishment. They are, therefore, docile and malleable as a group - or, in some instances, strenuously hostile and aggressive. Both reactions are basically manifestations of the same sense of frustration and worthlessness. To effect social change in the Stevens setting is no simple task - but to concentrate on institutional conformity (polishing lines, laundry room, farm chores, silent meals, and the like) cannot create the climate

for change. In the best of all conditions, the changes will be slow - but the empirical evidence is that they do come about. To persist in a punitive form of quasi-prison routine defeats the wish of the community as it has expressed itself in law. It must be made clear in these recommendations that we are all interested in "discipline". One of the houseparents told me, in disgust, that ". . . There is no discipline any more on the Hill. . . The girls run the Hill. . . The housemother is nothing here anymore." If the environment as I found it is bleak, at what lower point in the vertical scale of values would this houseparent wish to see it? These comments for extra-curricular enrichment are, of course, tied to the inclusion of the two trained workers - case worker and group worker - on the Stevens staff. Over a two-year span, these workers will, I think, make the difference in attitudes and results in re-orientation. We are all interested, and deeply, in discipline. But what do we really mean by it? "Discipline" for children need not be martial responses to cryptic commands. "Discipline" can also be a growing sense of respect for one another; a regard for patient consistent and fair adults; an ability to effect personal controls. The evolution of these inner strengths is the mission and professional issue of the Stevens Training Center and it represents the criteria against which it may measure its success. Sometimes, it is important to remember that 'disciple' is the root word around which we now denote 'discipline.'

(c) A Program of Research for measuring results is a pressing need for any institution which is asked to perform a task of social

change. This is far from being a 'make-work' adventure for a busy and involved Training Center. If Stevens asks (and it does ask) for more and effective staff people, the request must be rooted in a reasonably clear knowledge and not in passionate importunings. One 3 year, one 5 year, and one 10 year follow-up study on a select group of girls might prove of great value, not only to Stevens, but to the Department of Mental Health and Corrections, and to the entire field of this service. Stevens does not operate on an isolated hill in Hallowell - but it is a part of a widespread network of service which has historic meaning to the nation. Such studies minimize whim, caprice, and hunch and they provide markers on the compass which points the way for us all.

The effort of social reconstruction is so intertwined with human values and value systems that only with a systematic examination of results can we authenticate positions which animate the whole field of rehabilitation. How many girls in a 5-year span after Stevens show no noticeable improvement? How many chose careers which were initiated at Stevens? In a 10-year period, how many alumni are involved in independent and reasonably successful homes of their own? How many are dependent upon some form of public assistance after 10 years?

The pattern of the study should issue from the Department; its systematic conduct should be conducted by Stevens and the probation workers attached to it.

IV. Buildings, Equipment and Management

Noted, has been the fine and trim appearance of the Stevens Training Center. The maintenance program is competent and a distinct tribute to skillful men and attentive management.

(=) The Food Service Program and its Administration warrants some special review. I am concerned that in a setting where the total population ranges from 130 to 150 (including staff) 5 separate eating establishments, with separate kitchens, and 5 separate pantries is the operational mode.

Technically, the food service manager is responsible for the development of menus, the purchase of the food, the supervision of its preparation, the routine of its service, and the organization and control of its inventory. The Stevens plan provides instead that the store-keeper controls inventory. The spread of inventory among five different stations throughout the Training Center trails in its wake inevitable waste and the loss of controls. During one of my brief stays, for example, a supper meal of soup and canned peaches was served at the cottage in which I ate. I learned that this was not the menu that had been planned. A more central stewardship can prevent administrative foul-ups of this order. Growing children require a diet which, in consideration of the surplus foods and an adequate budget adheres to standards of good nutrition and amplitude. The sharing of controls by the Superintendent, the food service manager, the storekeeper and the Business Manager is ill-defined. It results in waste and confusion of essential responsibility. The separate, 5-dining room process, cannot

I do not believe, be supported in a small institution.

The concern that "mass feeding" and the losses implicit in crowding, noise, and regimentation are valid concerns. Whether these concerns are valid for a population of 83 to 100 girls is open to question. Much can be gained when, three times each day, girls gather, sing, hear announcements, applaud achievement, and come to know the key and outstanding staff personalities who cannot bring themselves to bear evenly upon all children otherwise. The concept of a central dining hall for a small Training Center need not impose an ugly regimentation. Areas can be screened off to suggest privacy. Where this has been tastefully done in large dining sections it has fulfilled an esthetic function and sharpened the administrative control of an important and costly aspect of service.

The small dining halls can be retained for house parties; for breakfast meals when planned in advance.

Questions have been raised with me about the consequent need to march the girls to a central dining hall - and the difficulties implicit in this kind of movement. As there is no basic need to rise upon the appearance of the Superintendent, to eat silently, to scrub floors on a polishing line - so there is no need to "march" to the dining hall. Soldiers march. Young citizens in training to become better ones, walk and smile and talk - as they proceed to an eating place.

(b) The gymnasium is inadequate. Covering an area of some 20 by 45 feet, it delimits the possibility for most standard games.

This is a physical change of genuine value. jThe gym could be expanded, in consultation with competent State engineers, into the storage area and the laundry room both of which are contiguous to the gym space. The loss of the store-room and the laundry room would improve efficiency. A new gym would enhance program and promote a greater physical well-being.

(c) The barn is a sound structure and would serve a useful training function were it re-appointed into an auxiliary gymnasium-auditorium. This would become, rather easily, the outdoor athletic center for Stevens, lying as it does, upon open land where ball fields and hockey fields could widen the scope of the Stevens' presently limited athletic-recreation program.

Here, a wholesome co-ed program of games and dancing could be implemented as well as special theater programs. Here, too, the conception of an indoor-outdoor auditorium can be realized easily. The size of the facility makes supervisory control tight although it suggests easy relaxation.

SCHEDULE "A" - PERSONNEL

<u>Title</u>	<u>Present Monthly Salary</u>	<u>Salary Range</u>
Superintendent	\$206.00	\$177.50 - \$216.50
Asst. Superintendent	169.00	139.00 - 169.00
Business Manager I	120.00	104.00 - 126.00
Account Clerk I	70.50	64.00 - 77.50
Stenographer II	70.50	58.00 - 70.50
Clerk Typist II	67.00	55.00 - 67.00
Clerk Typist II	61.00	55.00 - 67.00
Nurse I	90.00	67.00 - 81.50*
Food Service Manager I	109.00	77.50 - 94.50**
Storekeeper I	81.50	67.00 - 81.50
Teacher w/D&C	125.00	102.50 - 140.00
Teacher w/D&C	125.00	102.50 - 150.00
Teacher w/D&C	120.00	97.50 - 140.00
Teacher	95.00	82.50 - 120.00
Teacher	95.00	82.50 - 120.00
Teacher	95.00	82.50 - 120.00
Music Teacher (20 hrs)	35.20	67.00 - 81.50
Handicrafts Instructor	70.50	58.00 - 70.50
Seamstress II	64.00	52.50 - 64.00***
Houseparent II (48 hr.wk)	94.50	77.50 - 94.50
Houseparent II	90.00	77.50 - 94.50
Houseparent II	81.50	77.50 - 94.50

*Scale listed above is for 40 hr. week. Our Nurse I is on 44 hr. week thus scale is 81.50 - 99.00

**Scale listed above is for 40 hrs. Food Serv. Mgr. I works 48 hr. week thus scale is 94.50 - 114.50

***Scale listed above is for 40 hrs. Seamstress II is employed 44 hrs. thus scale is 58.00 - 70.50.

<u>Title</u>	<u>Present Weekly Salary</u>			<u>Salary Range</u>	
Houseparent I (48 hrs.)		\$74.00		\$67.00 - \$81.50	
66	65	64	67.00	66	65
77	76	75	77.50	77	76
88	87	86	74.00	88	87
99	98	97	74.00	99	98
00	99	98	67.00	00	99
11	10	09	67.00	11	10
22	21	20	70.50	22	21
33	32	31	74.00	33	32
44	43	42	81.50	44	43
55	54	53	67.00	55	54
66	65	64	74.00	66	65
77	76	75	67.00	77	76
88	87	86	70.50	88	87
99	98	97	74.00	99	98
00	99	98	74.00	00	99
11	10	09	67.00	11	10
Watchman		61.00		50.00 - 61.00	
Laborer II (44 hrs)		77.50		64.00 - 77.50	
Stat. Fireman (44 hrs)		85.50		70.50 - 85.00	
Carpenter (44 hrs)		90.00		74.00 - 90.00	
Painter (44 hrs)		90.00		74.00 - 90.00	
Stat. Engineer (44 hrs)		94.50		81.50 - 99.00	
Stat. Fireman (44 hrs)		85.50		70.50 - 85.00	

SCHEDULE "B"

<u>Category</u>	<u>1962-1963</u> <u>Expenditures</u>	<u>Percent of</u> <u>Total</u> <u>Expenditures</u>	<u>Total</u> <u>Expenditures</u> <u>1962-1963</u>
Personel Services (full-time)	\$191,375.39	63.3	\$302,115.21
Personel Services (Part-time)	34,073.13	0.	
Maintenance & Plant Operations	46,609.27	15.4	
Lights & Power & Other Utilities	8,867.78	2.9	
Laundry	3,065.86	1.	
Food	37,827.79	12.5	
Administrative	40,228.62	13.3	
Motor Vehicle Expense	559.16	.2	

(d) The vehicular equipment, much of it geared to the farm program, could well shuck off 2 tractors (one should be kept for general maintenance efforts) and one truck. In its place, a station wagon should be standard equipment for the Center. Busses should be hired frequently for trips of varying kinds. The rental procedure is far less expensive, cutting costs in matters of capital investment, insurance, maintenance and concern for drivers. Contiguity to Augusta and Hallowell assures easy arrangements for large vehicular equipment when needed.

(e) The Business Management. Tension and confusion attend aspects of the role and function of the Business Manager. Basically, this is due to inadequate interpretation and clarification. John Parker is a sound bookkeeping person, accurate and creative in the accounting process. His involvement in maintenance is an unnecessary diffusion of his skill and function. Similarly, the time that Mr. Parker devotes to aspects of farm management would be better invested in his own office setting, where the persistent detail, record keeping, and problems of analysis come to roost. Often, by virtue of his busy involvement in peripheral areas, it is difficult to find Mr. Parker at times and points when he is needed to approve requests for purchase or when his counsel is required.

A decisive Superintendent would minimize the difficulty. If goals and job descriptions are cloudy, it is difficult to hold a man accountable.

Business Management, Maintenance, Medical Care, Food Service, Community Relations, and Consultation with the Assistant Superin-

tendent (the overall houseparent supervisor) constitute the supervisory role of the Superintendent. Where there are heads of these departments, they must be charged with the full scale management of the task implicit in the work. When there are problems in aspects of these tasks, the administrative function is to identify and resolve. Business Management is a clear function;--so are maintenance and food service.

The artificial overlapping of these roles creates tension and needless job dissatisfaction with all the consequent loss of efficiency and morale which impairs an institution. While this is true anywhere in management, it has heightened significance at Stevens, where the climate of service to children requires steady and relaxed adults.

It is suggested that with the dissolution of the farm and the laundry, the Business Office would not require 4 personnel. One of the secretaries should join the outer office staff, presently manned by one person serving all the clerical needs for the Superintendent and her assistant. Record-keeping and children's progress reports are important tools in measuring the institutions effectiveness -- and the manner of its professional problem solving. Without up-to-date records on children we learn little and can share little with the Department of Mental Health and Corrections or colleagues throughout the field. Without effective records research is stymied. An additional clerical worker will surely be required by an enlarged social work staff and it would be prudent to think now about gearing for the transfer.

SUMMARY

The Stevens Training Center, now in its 88th year of service, has provided an extraordinary service to thousands of youth. Its creation and continuous life is a tribute to the women who urged its creation and to the legislators who approved its founding. It has performed with dedication and genuinely high resolve.

At the same time, it has not kept pace with the inevitable growth in understanding and knowledge which is natural in any field of professional effort. The climate at Stevens is essentially punitive rather than psychologically and emotionally healthy. The front line staff workers are untrained, although many are instinctively superb. The absence of a core of trained personnel does not enable Stevens to make maximum use of its remarkable opportunities and for the reasons enunciated in the body of the report.

The administrative weakness in matters of food service and vestigial programs of limited value to children is attributable to limited awareness of the meaning of rehabilitation at mid-century. Problems of food service and waste impinge upon resources badly needed for good staff effort. Appendages such as the laundry and the farm, while wholly understandable in historic terms, are parasitic and steal from the Training Center space, money, maintenance and time needed to help girls to reshape their view of themselves and their potentials.

A central dining facility, given the size and other basic

staff needs at Stevens would provide a healthier dining and food service situation. Actually, it can be more fun for children and more efficient in management. The passions aroused in the small dining situations in Training Centers have little to do with the realities at Stevens. The population is small enough to provide for a pleasant intimacy. Of equal importance would be the quality and quantity controls which could be effected.

A new gym should be fashioned with the removal of the laundry and store-room.

An auxiliary auditorium-gym (with an outdoor stage arrangement) can be reconstructed using the barn.

A clear new policy bearing on these specific punishments enumerated which impede retraining should be instituted after careful and detailed consultation with total staff. The leadership of the Department would be of great value in this reorientation, so that the Staff does not feel that changes are the vagaries of a new Superintendent, but the considered view of the overall Department of Mental Health and Corrections.

Of greatest moment is the need for two Male Social Workers (one caseworker, one groupworker) without whom the changes would be most difficult if not impossible.

The Superintendent, under these circumstances, could harness much volunteer talent from local communities for such informal education programs as art, music, theater and an enriched athletic program. This would tend to draw gifted people more closely into what is, after all, a community effort.

The report, by design, does not comment upon buildings as such, since other aspects of the Stevens circumstance require, in this view, immediate and far-ranging attitudinal changes. Of course, the buildings are old, but they are serviceable. It is time to consider major plant changes only after treatment considerations have been dealt with. Even so, it is pertinent to suggest that porches are a major and lasting maintenance nuisance. They should be dismantled and concrete and/or flagstone steps placed in their stead. Porches are needless for program, senseless for safety, and costly in Maine because of the exposure to rough winters.

The writer is grateful to the cooperation and courtesy extended to him by the Staff at Stevens Training Center and to the interest and concern which animated the manner of Commissioner Walter F. Ulmer and Dr. William Schumacher, who initiated the survey to begin with.

Sam Kadison, ACSW*
Consultant

*Academy of Certified Social Workers