The purpose of this study was to give a fifty-nine year historical overview of the development of the state female juvenile institution, Hillcrest School of Oregon.

The material covered in the study included state laws which had direct effect upon the programs at the school; the philosophies and goals of the institution covering over half a century; the types of services and programs available to students committed; and the staffing of such programs as they relate to services rendered.

The data for this study was collected through extensive research in the Oregon State Archives, Salem, Oregon, and communication with institutional and Children's Services Division personnel.

The results of this study indicate the trends in services available to juvenile females incarcerated in Oregon's state institution, the augmenting of staffing patterns as they relate to programs.
offered at the institution, and the change in emphasis of services offered to each girl.

In the early days, Hillcrest School was a very small institution striving to serve court-committed females through farm work, and limited education services without counseling or community placement programs. As the school developed, and as greater concern was shown by the administration of the institution, the legislature, and the public at large, much greater emphasis was given to the individual needs of each girl. Services were developed at the school which included education, counseling, health, religious, recreational and community programs.

Hillcrest School of Oregon has a target date for closure as an institution for girls of January 1, 1974. The plan by the state is to combine the programs and services of MacLaren School for Boys at Woodburn, Oregon, and Hillcrest School of Oregon, Salem, Oregon, into one coeducational facility at Woodburn.

Presently the trend in services to youth in the State of Oregon would indicate development and involvement in Community Youth Care Centers located throughout the state. Such centers will serve many youth who in the past were incarcerated in juvenile institutions.

With the development of the Children's Service Division, greater emphasis has been given to serving youth in facilities other than institutions. Greater use of community resources is now
being sought and developed. Such state-wide programs entail understanding and commitment by the public-at-large and a willingness to share in the responsibility of assisting young women and men who have been embroiled in controversy with legal authorities.
A Historical Study of the Administrative Structure of Hillcrest School of Oregon

by

Marjorie Grace McBride

A THESIS

submitted to

Oregon State University

in partial fulfillment of the requirements for the degree of

Doctor of Education

June 1973
APPROVED:

Redacted for privacy

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Date thesis is presented 4 May 1973

Typed by Marcia Griffin for Marjorie Grace McBride
ACKNOWLEDGEMENTS

Sincere appreciation is expressed to my major professor, Dr. Lester Beals, for his kind assistance throughout the development of this thesis. Grateful acknowledgement is also extended to my other committee members: Dr. Anna R. Meeks, Dr. Margaret C. Lumpkin, Dr. William R. Crooks, and Dr. Milton A. Valentine.

Recognition is extended to the Governor's office, the Children's Services Division, and the administration of Hillcrest School of Oregon for granting me permission to conduct this study.

I also wish to extend a special thanks to Margaret E. Keillor, Michael G. McQuade, and James D. Porter; members of the staff of the Oregon State Archives, Salem, Oregon; who helped so much in making this study possible.

Encouragement and cooperation came from many sources as the study evolved, but I particularly wish to thank Mrs. Irma Bywater for the many years of encouragement and understanding in all my endeavors.
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A HISTORICAL STUDY OF THE ADMINISTRATIVE STRUCTURE
OF HILLCREST SCHOOL OF OREGON

CHAPTER I. INTRODUCTION

This thesis concerning the historical aspects of Hillcrest School of Oregon was written as an outcome of the special interest and deep concern of the writer for youth, particularly those who are placed in an institution of this kind. Her experience, first as a teacher-recreational director at Hillcrest School of Oregon (1948-1951) and as Superintendent (1954-1965), has given her an insight into the variety of pressures which are apparent in institutional living and management.

Hopefully, a study of this nature will not only show the changes that have occurred in the care and treatment of those placed in this institution, but also will help to point out the need for continued vigilance by the public at large for concern and involvement in programs affecting the welfare of youthful offenders.

When an institution such as Hillcrest School is the subject of an intensive historical review, an overview of the cultural and social changes of the state are brought into sharp focus. It is hoped that this awareness might help to improve the services of such institutions and to improve other programs available to youth in their respective communities.
The objective of this study is to provide an overview, from a historical viewpoint, of Hillcrest School of Oregon, originally named the Oregon State Industrial School for Girls.

Four major areas of interest will be considered. These are:

1. Legal basis for the institution;
2. Institutional philosophies and goals;
3. Historical trends in programs and services; and
4. Institutional personnel and staffing.

The needs of delinquent juvenile girls have been served for fifty-nine years by this state facility. Methods through which these needs were met during this period of time varied with the economic conditions, the political climate, and the social attitudes of the decades it encompassed.

Source materials for this study were the numerous records, reports, documents, and correspondence found at the Oregon State Archives in Salem, Oregon; issues of The Oregon Blue Book; biennial reports, and Oregon State Laws. Reports of the National Council on Crime and Delinquency and the Children's Bureau, Washington, D.C., also provided information concerning programs and services at Hillcrest School of Oregon. Reports of the Hillcrest School Advisory Committee and recommendations of state agencies such as the State Department of Education and the Department of Finance and Administration, provided valuable information.
These data sources will be indicated in chronological order in each chapter, thus providing a total picture of the development of Hillcrest School of Oregon from its origin to the present.
CHAPTER II. LAWS

Statutes of the various Oregon Legislatures during the history of Hillcrest School set and defined the various rules and policies of the institution. Selected laws governing Hillcrest School are included in this thesis because of their importance in the development of the institution.

The year that Hillcrest School was founded, 1913, was also the year the Board of Control was created. The Board of Control included the Governor, Secretary of State, and State Treasurer. This Board was responsible for the supervision and management of all state institutions. State Law required that members of the Board of Control visit each state institution in Oregon at least once every three months (1, chap. 78).

In 1913, the Board of Control was authorized by the State Legislature to establish and equip the Oregon State Industrial School for Girls, later called Hillcrest School of Oregon. This institution was to be used as a place of detention for female juveniles between the ages of twelve and twenty-five. Maximum commitment to the institution could not exceed three years, and the possibility existed that a girl could be paroled or released before the sentence was fully served.

Girls were committed to the Oregon State Industrial School on
such charges as petty larceny, vagrancy, drunkeness, prostitution, or other charges of misdemeanor.

The Superintendent of the institution, "a well-qualified woman," was selected by the Board of Control at an annual salary of fifteen hundred dollars ($1,500) (1, chap. 153). Said Superintendent could be removed at the pleasure of the Board of Control (2, chap. 131). It was required by law that all staff employed at the Oregon State Industrial School for Girls be women. However, it was permitted for a married woman's husband to be employed at the institution if approved by the Board of Control (1, chap. 153).

It was the responsibility of the Governor of the State to appoint an Advisory Board to the Girls Industrial School consisting of three women. The members of this Board were required to visit the industrial school not less than four times a year and report to the Board of Control recommendations or suggestions for the improvement of programs, staffing, or services (1, chap. 153).

A law was passed in 1917 authorizing the Board of Control to transfer persons from the Girls Industrial School to the Oregon State Hospital. For such a transfer to take place, it was required that one or more physicians from the State Hospital examine the girl and certify under oath to the Board of Control that the person was insane (3, chap. 151). When these steps were completed, the transfer was then made possible.
In 1927 the law governing the appointment of the Superintendent of the Girls Industrial School required that she take an oath of office to support the Constitution of the United States and the State of Oregon.

The Superintendent was authorized to appoint and remove all employees of the institution with approval from the Board of Control. It was the responsibility of Superintendents of all state institutions in Oregon to prescribe and direct the overall treatment, custody, and discipline of wards admitted to their care. The Superintendent was expected to provide adequate sanitary measures for the health and comfort of those served and to promote their mental, moral and physical welfare (2, chap. 131).

The age for commitment to the Girls School was changed in 1927, allowing girls to be accepted to the age of twenty-one years. The name of the institution was changed from the Oregon State Industrial School for Girls to Hillcrest School of Oregon by action of the 1941 legislative session (4, chap. 112).

The number and composition of the Advisory Committee to the juvenile institutions was altered in 1945. This body was to consist of seven citizens of the state, appointed by the Board of Control. Three of the members of this committee were to be women. Of the seven, one person was to be an educator, recommended by the State Board of Education; one a trained social worker recommended by
the Public Welfare Commission; one a psychiatrist recommended by the University of Oregon Medical School; one the President of the Oregon County Judges' Association; and three citizens to serve as members-at-large. The Chairman of this committee was appointed by the Board of Control.

The responsibilities of the Advisory Committee were to meet four times each year to study the policies and administration of the two state schools for delinquents. Their recommendations for improvements and change at the juvenile institutions were submitted to the Board of Control. This Committee was also expected to attend one meeting each year with the Board of Control to review the budgets of said institutions (5, chap. 393).

In 1949, the law was again changed regarding age of commitment to Hillcrest School. No girl was accepted for admittance to the institution after her nineteenth birthday; however, once admitted, a girl could remain at the institution until her twenty-first birthday (6, chap. 362).

Girls who were considered to be incorrigible or incapable of reform at Hillcrest School of Oregon could be remanded to their committing courts with the approval of the Board of Control (6, chap. 271). This law was passed by the 1949 legislative session. Such a law enabled the Superintendent of Hillcrest to consider that if a girl's presence at the institution was so detrimental to the
welfare of the total group that girl could be returned to her com-
mitting court.

It was imperative that the Superintendent use great discretion
with regards to this law in that some girls committed to Hillcrest
were expected at times to be incorrigible and that no other place
was available in the state for their care. It can be assumed that
when a girl was returned to her community, she would be free of
state supervision. The girl's committing court had the option of
supervising the girl or releasing her from juvenile supervision by
the County.

Approval to place girls from Hillcrest School into approved
foster homes throughout the State of Oregon was made possible in
1953. Such placement did require the approval of the Board of
Control.

Foster parents selected for the placement of Hillcrest girls
were expected to provide for the care, education, custody, and
maintenance of each student. A written agreement between the
foster parents and the Superintendent of Hillcrest was required.
It was the responsibility of the Superintendent to appoint a staff
member of the institution to supervise foster home placements.
The natural parents of a girl placed in a foster home could be re-
quired to contribute toward the maintenance of their child while in
foster care. The amount was not to exceed sixty dollars a month
and was dependent on the parents' ability to pay (7, chap. 153).

A law passed during the 1957 legislative session required that the Superintendent of all State institutions notify the State Fire Marshal and the Department of State Police prior to the placement or release of any person committed to the institution for arson (8, chap. 245). One can assume that when a fire of unusual circumstances did occur in the community, persons on placement from State institutions, who were committed because of arson, would be contacted and questioned.

A very positive supportive program was made possible by the 1959 legislative session with the enactment of the Western Interstate Correction Compact. This Compact made possible a reciprocal agreement between approving states to provide service and treatment to offenders in areas other than their home states (9, chap. 290). In those cases where a person could be better served because of family and relatives living in another state, such placement was possible because of the Compact Agreement.

The law requiring that the Superintendent and all employees of Hillcrest School be of the female sex was repealed by the 1959 legislative session (9, chap. 191). The writer was Superintendent of Hillcrest at this time and was not aware that such a law existed. Males had been employed for some time at the institution, prior to this time. In an institution such as Hillcrest, it was important for
the girls to have a positive relationship with a male figure. Men were employed in various staff positions such as resident staff, teachers, and in administrative positions.

With the improvement of institutional programs and the importance of having sufficient staff to supervise these programs, the cost of such care can be very expensive. This was one of the reasons considered when the 1961 legislative session required that responsible relatives were required to make payment to the State, if their income was sufficient, for the care and maintenance of persons confined in State institutions. Those parents who could not afford this cost were not charged (10, chap. 501).

When a girl was committed to Hillcrest School from a juvenile court, this meant that the institution was responsible for the legal custody and guardianship of the person. The court, however, continued the girl as its ward. Up until 1961, it was necessary when placing a girl in the community, to request permission from the juvenile court for such a plan; however, with a change in the law, the Superintendent was now able to advise the committing court that a girl had been placed with her parents or a suitable guardian (11, chap. 256). The jurisdiction of the girl continued to be carried by the juvenile court until they wished to close the case. It was the responsibility of the institutional field staff to supervise all placement in the community throughout Oregon.
A major change in institutional administration took place in 1965 with the establishment of the Corrections Division under the Board of Control. This Division was directly responsible for the two training schools, the Oregon State Penitentiary, Oregon State Correctional Institution, and the camps or facilities maintained by these institutions (12, chap. 616). In order for effective and meaningful programs to develop in state institutions, it was imperative that this change of emphasis occurred.

In 1969, the law provided that no court in the State could make a direct commitment to any juvenile training school, but was required to make the commitment to the Corrections Division. This enabled the Corrections Division to decide the most appropriate plan for those committed.

The establishment of coeducational programs for students from MacLaren School for Boys and Hillcrest School of Oregon was approved during the 1969 legislative session. This was initially done on a research basis (13, chap. 679). There are various institutions, both public and private, throughout the United States that advocate coeducational programs. It is believed that such programs encourage a more healthful development of the children served during the time of their development toward young adulthood.

The year 1971 brought the creation of the Children's Services
Division in the Department of Human Resources. The development of this division removed the juvenile training schools from the Corrections Division and placed them under the umbrella of the Children's Services Division. This Division administered programs, laws, foster care, adoptions, Interstate Compact for Juveniles, services to families with children, residential child-care centers, mental health treatment, programs for children, youth employment programs and day care programs (14, chap. 401). The duties and the powers of the Public Welfare Division and the Corrections Division relating to children were also assigned and transferred to the Children's Services Division.

The development of this Division should enable better and more effective service to all youth throughout the State. Such a Division also made possible the planning and coordinating of all programs for children. Development of both short and long range goals for children in Oregon, who are included in these programs, is now possible. Because of the planning, coordinating and functioning capabilities of Children's Services Division, development of programs in local communities throughout the State is enhanced.

The State of Oregon is now in a position to become an outstanding leader in the development of services to all youth, who, for whatever reason, need services and/or protection.
CHAPTER III. PHILOSOPHY AND GOALS

The Oregon State Industrial School for Girls was established to "Provide a common school education, industrial work, and home training for all girls committed . . . ." The industrial and home training included such areas as sewing, weaving, lace making, darning, cleaning, laundry, cooking and canning (15, p. 208).

When a girl entered the institution, she was informed as to what would be required of her as a member of the family. It was also impressed upon her that she was not to consider herself incarcerated but rather placed in an educational institution where the staff desired to help her reach a higher educational level and to return to society in the shortest possible time. Policy of the institution was not to consider any girl for parole until she had completed three months training in general housework, laundry, dining room, and kitchen skills. The courts gave each girl an indeterminate sentence, expecting it to be approximately three years in length, though it was entirely possible for the training to be completed within one year (15, p. 209).

The 1913-14 Oregon Blue Book stated that the Girls Industrial School of Oregon would be a place of detention for delinquent girls between the ages of twelve and twenty-five, and would place emphasis on the industrial education of students and the promotion of their
moral, mental and physical welfare.

The Governor of the State of Oregon appointed an advisory board consisting of three women to the Girls Industrial School. Members of this board were Mrs. Lola G. Baldwin, Christene N. Felts, and Letta C. Smith (16, p. 85).

The major concern of the staff during the 1915-16 era was to make the institution livable. On February 1, 1915, the School was moved from the old Polytechnic Building on the grounds of the State School for the Deaf to its present location, about five miles southeast of Salem (17, p. 256).

Mr. Frank K. Welles, Assistant State Superintendent, Department of Education, Salem, Oregon, described in the January 1916 issue of the Oregon Teachers Monthly the purpose of the Oregon Industrial School as follows:

"The law establishing this institution states that it is to be used as a place of detention for delinquent girls between the ages of 12 and 25 years. Wayward girls between these ages are committed to the school for three years, the purpose being to protect them, to protect society and if possible, to train them that they will become good and useful women". (18)

In the majority of cases, when a girl left the institution she was placed on parole. Girls on this status were required to write a report each month, to be submitted to the superintendent of Hillcrest School, regarding community adjustment. If she did not have a satisfactory home to which to return, she was placed in a "suitable
position" where she could earn her own way. Each girl placed in a working home was expected to send one-fourth of her earnings to the Superintendent who held the funds in trust to be returned in toto upon her release from jurisdiction of the institution (17, p. 257).

In October of 1916, the Governor and Board of Control appointed an unsalaried commission to investigate the effectiveness and needs of the State Industrial School for Girls and the State Training School for Boys, and to report its findings back to the Board (18). This commission's recommendations concerning the Girls' School were as follows:

". . . . energetic effort be made at once to obviate the dangers which came from the isolation of the teachers in this institution from their fellows. . . . The teachers in this institution, literary and industrial alike, because of the peculiarity of their work are especially in need of the intellectual and professional stimulus which comes through contact with others in their profession. . . . There are many ways by which this can be accomplished, such as membership and participation in local teachers' institutes, through the State Teachers' Reading Circle work, through cooperation with the extension department of the University of Oregon and Oregon Agricultural College. . . . Lectures, talks and conferences could be arranged for both the inmates and the officers.

"We recommend further a careful study in cooperation with your medical officer of the effect and wisdom of the amount and kinds of physical labor done by the girls to the end that the girls' physical well-being may be assured (18)."

The Superintendent of the Girls School in 1917 made the following statements regarding the objectives of the institution:
"As dependency and defectiveness contributed largely to delinquency, special care is taken to study individuals in order to adjust the training to special needs of each pupil. Our purpose is to return to society girls who can adjust themselves to the ordinary strain of living and to segregate all others.

"The object of the School is educational rather than penal, and its aim is to return delinquent girls to society with new ideals, which shall be social rather than anti-social." (19, p. 104).

Between July 16, 1913, and August 1918, the Oregon State Industrial School for Girls was served by three different superintendents. In September of 1918, Mrs. Clara C. Patterson was appointed superintendent and remained in this position for eighteen years. The following is Mrs. Patterson's statement regarding the purpose of the institution in 1926:

"The school was instituted for confinement, discipline, and industrial education of delinquent and incorrigible girls between the ages of 12 and 25 years.

"Girls are committed by the juvenile courts until they reach their majority; from any other court of competent jurisdiction for a stated period not to exceed three years.

"The school is run in harmony with the public schools, the same textbooks and studies being used. Training is given in the care of the household in all its branches." (20, p. 114).

The Board of Control was directly involved in every aspect of institutional living. Its concern and direction were obvious in matters ranging from the number of aliens (21) in the institution to the transfer of girls to the Florence Crittenton or Louise Home for medical care and to the purchasing of equipment and automobiles. (18)
The Board made a special effort to visit the institutions for general inspection tours (19, p. 47) and also instructed superintendents to communicate directly with the Board regarding the varied activities at the institution. Note this letter dated February 3, 1927, from the Secretary of the Board of Control to all superintendents of State institutions:

"It is the desire of the Board of Control to keep in close touch with the activities at the institution under its control. The Board takes the stand that it is answerable to the public and the legislature for the conduct of the institutions, and therefore, should be in constant close contact with what is transpiring there.

"It is especially irritating to the Board to learn from private sources of occurrences of which they know nothing officially . . . . " (18)

In February 1929, the Superintendent requested from the Board of Control an amendment to broaden the Sterilization Act to cover certain girls at the State Industrial School. The Board approved the Superintendent's request and suggested that Senator Elliott introduce the amendment into the Legislature (18).

Following is an excerpt from a letter written by the Superintendent of the Oregon Industrial School:

"All border-line and feeble-minded girls are sterilized before they are released. Also all four-plus cases where the girl comes under the rating of a 'moral degenerate'. They are also taken before our Board of Eugenics and have this operation." (32)

Mrs. Patterson, the Superintendent, felt that the sterilization
law was of great benefit in handling "this class of syphilitics and ending the procreation of such subject (18)."

The 1929-1930 Oregon Blue Book stated that the philosophy of the Girls' School was to receive each girl under its care as an individual. The institution was a school for rehabilitation, not a penal program. Each girl was to be trained to be self-supporting and to return to society as a "good citizen" (22, p. 17).

Those committed to the Oregon Industrial School having legal residence in another state were often returned to their home state by the Superintendent. The following Board of Control minutes state:

"... this child rightfully belongs to California and requested authority to have him returned. The matter was discussed at some length... The secretary was authorized to take the necessary steps to return this child to California.

"Mrs. Clara C. Patterson suggested that inasmuch as she had a girl to be returned to California, she could drive down and take this boy with her, to be returned to the authorities at Oakland. The Board approved of the suggestion (23, p. 58)."

Governor Meier requested that the Superintendents of all institutions make an effort to release all inmates who had no legal right to be held in Oregon institutions (24, p. 187). In one particular case, the Superintendent of the Girls' School requested instructions from the Board of Control relative to a transient delinquent California girl committed to the Girls School. The Board advised the Superintendent
"to use her best discretion in the disposition of the case" (25, p. 63).

Seldom were the rights of the juveniles considered in such cases, but the cost to the states and the overcrowding of the institutions were the major concerns.

During this time in the history of our nation, the stress of earning a living wage was paramount. The difficult times in 1931 led to institutional retention of girls because of inability to find suitable placement, and inadequate supervision in the home situation (18).

The economy squeeze during these years was felt throughout the State.

"Governor Meier made a statement regarding the economy program which he is attempting to carry out, and appealed to every institution head for cooperation in cutting down expenses. . . . When requests are made for additional supplies that all needed information be given, including the population of the institution, the number of people who are to use the supplies as foodstuffs, the need for repairs, the reason for replacements or additions, the length of time the old article had been in use, and any other information that might aid the Board in making a decision." (26, p. 323)

The continued depressed economy in the State during 1935 was such that the State government considered the possibility of making the State institutions self-supporting. An interim committee was appointed by the Governor to study all institutions with this purpose in mind (18).

During the middle 1930's, it appeared that the primary goal of the institution was to keep all costs of the institution at a minimum.
Through his Executive Secretary, the Governor stressed the need to curb excessive use of electricity, setting forth stringent restrictions. The Superintendent replied by explaining the sources using the most power and pledging cooperation. In 1935, a temporary reduction in salaries of State employees was enacted. The savings were placed in the general fund by the State (18).

At the August 25, 1943, Board of Control meeting, discussion centered around the feasibility of requiring parents or guardians to pay for maintenance of children committed to the State training schools. Discussion as to whether the payment should be required and the amount to be assessed would be the responsibility of the committing judge. No action was taken by the Board and the matter was deferred until later (27, p. 90). This procedure was adopted following action by the 1961 legislative session.

The Superintendent of the Girls' School at the July 17, 1945, Board of Control meeting, requested that the academic school program be placed under the supervision of the Marion County School Superintendent. This request was approved and the Secretary of the Board was instructed to write to the School Superintendent requesting such supervision (28, p. 55).

A member of the Advisory Board at that time was Miss Joy Hills, then Principal of the Leslie Junior High School, Salem, Oregon. Perhaps her influence was felt in encouraging the Superintendent to
make such a request.

Members of the Girls' School Advisory Committee did change from year to year, but the interest and concern of these citizens in the care and treatment of Oregon juveniles is shown in a letter from Dr. H. C. Staples, Bend, Oregon, who advocated a centralized State agency to care for all children. Such an agency did develop in 1971 with the creation of the Children's Services Division. Dr. Staples also expressed dissatisfaction and the necessity for a definitive action concerning Oregon's treatment of juvenile offenders. He reiterated his views in this statement:

"... some additional topics struck me as being worthy of consideration. One such matter is that of a Centralized State Agency... not only to handle case records... but to enlarge this Agency to cover other phases of handling delinquent children.

"Another topic is the matter of probation as practiced by the County Courts. There should be a unified state-wide program governing all procedures of release or parole.

"I find that in some counties the returned children are being turned over to district attorneys, sheriffs, or their deputies -- thus nullifying the program of the very institutions we seek to benefit. There is no criticism leveled at the officers themselves... it is simply that the children are being turned over to people whose minds are daily geared to the treatment of adults criminally inclined. Another thing that should be taken up for immediate study is a program of financial assistance for the placement of parolees." (29, no. 8)

Action of the Board of Control in its meeting of February 2, 1946, was to request the National Probation Association to make a survey of the two State schools for juvenile delinquents. This request was
received and affirmative action taken. Representatives from a variety of State organizations were to serve as an Advisory Council to the National Probation Association during the time of the survey in Oregon. The purpose of the Advisory Council was to offer suggestions and to insure widespread acceptance of the National Probation Association's survey (29, no. 8). The late 1940's brought greater interest and concern by individuals, County and State agencies and government, in services available at the State girls' schools. A new public awakening was emerging regarding juveniles in trouble.

October 1949, brought approval of a new policy between Hillcrest School of Oregon and the State Welfare Commission relating to emergency medical care for Hillcrest parolees and the placement of Hillcrest girls in Oregon into Welfare foster homes:

"The Public Welfare Commission will pay for emergency medical treatment in those cases where the family of the parolee is receiving public assistance and will also provide foster-home care in those cases where it is deemed essential. The respective schools will pay for emergency medical care in those cases where the parents are not receiving public assistance." (30, p. 143).

A policy to permit visitation by grade school and high school classes to Hillcrest School of Oregon was approved by the Board in April 1950. Such classes would tour the campus and operating facilities but were not permitted access to dormitories or school facilities when occupied by students. A qualified staff member was to conduct the tours and give a brief explanation concerning the
operation of the school (31, p. 48).

Mrs. Lena R. Smithson, Superintendent of Hillcrest School of Oregon, submitted the following statement relating to the purpose of the institution as of January, 1952.

"The primary function of Hillcrest School of Oregon is to stimulate socially maladjusted girls to change their attitudes and ideas in order that they may soon return to the normal stream of community living as happy, well-balanced individuals and responsible citizens... Continued emphasis is placed on the requirement that all staff use only methods that are compatible with sound mental hygiene principles... Group living, formal academic and vocational education, practical training, and leisure time activities -- provide opportunities for constructive learning experiences and socialization. These are augmented by spiritual guidance and individual therapy and counseling." (18)

One and one-half years later, the State Department of Education submitted a report to the Board of Control relating their staff recommendations regarding Hillcrest School of Oregon. The section of policies and objectives was:

"Perhaps the greatest single need is a written statement of policies and objectives to serve as a guide for all professional personnel working at the institution. Purposes expressed to members of the visiting committee were in some instances divergent. For example, the Superintendent of the school expressed her belief that the institutional program should basically be one of social adjustment with the prime objective to prepare each girl for home and community living. It was her expressed belief that strict adherence to a standard school program might be interfering with the institution's personal and social adjustment efforts. On the other hand, the person in charge of classroom work expressed belief that the major responsibility of the school is to qualify students for graduation, or to give them a program which would
prepare them to take their places in their home community school after release from Hillcrest." (18)

The Superintendent of Hillcrest School in 1955 stated that the primary goal of the institution was to motivate change in each girl's behavior from antisocial to acceptable social conduct and attitudes. (32, no. 11).

By action taken during the February 2, 1961, Board of Control meeting, the Superintendents of Hillcrest School and MacLaren School for Boys were notified that the Board of Control had amended its previous decision whereby the Public Welfare Commission was given responsibility for placement supervision of out-of-state juvenile parolees residing in Oregon. The two juvenile institutions in Oregon were charged with the responsibility for supervision and field investigation in the future. This decision was the result of a conference held with the Assistant Secretary of the Board of Control, representatives from Hillcrest and MacLaren Schools and the State Public Welfare Commission (33, p. 7). Such a policy change not only meant that the social service staff of the two juvenile institutions were responsible for the supervision and care of those students placed in the community from the Oregon institutions, but were also responsible for investigating and supervising the placement of juveniles from out of state. Thus, additional responsibility was placed on an already limited social service field staff at the two institutions.
Whenever it was believed necessary to transfer a person from one institution to another for observation or care, approval for such non-permanent transfer was obtained from the Secretary of the Board of Control. This policy was changed to read: "Any transfer in excess of sixty days must be approved by the Board of Control." (34, p. 65). For example, non-permanent transfer was used by Hillcrest staff when a girl with seemingly limited ability was transferred to Fairview Home or a very disturbed girl to the State Hospital to better ascertain the best possible placement for her continued care.

In March, 1963, the Board of Control approved the use of uniform commitment blanks for Hillcrest School of Oregon and the MacLaren School at Woodburn (34, p. 161). Up until this time, each institution developed its own commitment form as determined by its administration.

In May, 1964, a three-day conference was held at the request of the Superintendent to discuss the problem areas specifically relating to Hillcrest School. The leaders of the conference were six individuals, from throughout the United States, experienced in a variety of fields relating to troubled youth and residential care (32, no. 11).

Reports of the consultants were to deal with deficiencies in the Hillcrest program and suggestions for its improvement. Consultants felt one of Hillcrest's specific needs was a cohesive philosophy.
"In large measure Hillcrest is heir to a prison heritage; but Hillcrest today is an institution in transition. The staff are initiating new programs, and experimenting with new approaches, as witness the Consultants' Conference; however, the transition to new programs cannot be implemented until there is an overall philosophy of operation and until the goals of the institution are well defined. The development of such a philosophy is inherently difficult because there is the constant demand of urgent problems and little time to take a broader perspective on the institution's role in Oregon life." (32) 

Following the Consultants' Conference in May 1964, the Superintendent, with consultations from the staff at Hillcrest, listed twelve goals which they felt best stated the philosophy and goals of the institution in relationship to the development of each girl's personal growth:


2. Assist students to understand and to follow the social standards that are required to live productively and satisfyingly in our communities.

3. Assist in the development of intellectual ability.

4. To care for each girl's physical needs and to assist each student by teaching her to care about, and for, her body.

5. To give spiritual guidance and counsel in regards to her present needs and also to help each girl understand more fully her personal relationship to God and to humanity.

6. To assist each girl in setting realistic goals of which some can be attained immediately and still other goals to be attained in the future.

7. To make each girl aware of her personal worth as an individual and to help her to like and respect herself as a person.
8. To help those who find it undesirable and hurtful to trust others, whether it be her own peer group, her family, or adults in general -- by making opportunities, situations, and people available so that such girls can experience satisfying and successful experiences with other people.

9. To have programs and people who can help the individual and the groups to have "good times together" and to enjoy such activities because of participation, proper social communication, and the girls assisting in the planning of such activities.

10. To plan and execute sound and realistic placement plans with each girl when she leaves the institution to live in the community and to assist her, the family, or the guardian, the school, and/or the employer, in making her return to society a successful experience.

11. Wherever possible, to develop stronger ties in understanding and communication between each girl and her own family.

12. To impart an attitude to each student of the desirability and the personal feeling of achievement of managing one's own life in a way that is acceptable and productive." (35, no. 16)

With the establishment of a Corrections Division of the State of Oregon July 1, 1965, the Secretary of the Board of Control was authorized to carry out the duties of Administrator of the Corrections Division until official appointment of a new Administrator (35, no. 13).

On October 25, 1965, the Board of Control appointed Mr. George W. Randall of North Carolina as the Administrator of the new Corrections Division (36, p. 156). The development of this Division made possible major changes in the philosophy of the correctional institutions in Oregon. The opportunity to consult with, and receive
direction from qualified staff not directly related in the implementation of services to institutionalized individuals has much merit.

At the invitation of the Board of Control in the fall of 1965, the National Council on Crime and Delinquency was solicited to make a study of the total corrections programs in Oregon. Thirteen staff members from this organization were involved in an in-depth study of four major areas of concern -- adult correction services; juvenile training services; parole and probation services; and local community services (37, p. 149). An important finding of this study was that as many as sixty percent of the boys and girls in the State training schools could probably be better cared for in their own home communities with the help of youth care centers, if staff and facilities were available (35, no. 11). A second recommendation was the development of a separate diagnostic facility for all youth committed to the Division of Correction. Such a facility would greatly enhance the services to youth in Oregon. Prior to the placement of any juvenile in a Corrections Division program, a complete diagnostic-workup would be made available to aid staff in decisions regarding placement of the individual into a relevant program. A third recommendation by the National Council on Crime and Delinquency was centralization of all parole services to operate independent of the institutions. The Hillcrest social service staff was made accountable for supervision of all students placed in the community (35, no. 22).
This recommendation would constitute major change in the institutional program.

As of this writing, 1972, two of the three recommendations from the National Council on Crime and Delinquency have been implemented. The development and planning of youth care centers throughout Oregon have received widespread interest and concern. Many youth in the State are now receiving care in these facilities rather than institutional care. With the direction of the Children's Services Division, one can expect this program to be further developed.

As yet, the development of a separate diagnostic facility for youth has not been implemented; however, discussions have taken place regarding this possibility. The centralization of all parole services independent of the institution has been accomplished.

In May 1968, the Corrections Division presented policies and procedures for youth care centers in the State of Oregon:

"A strong national trend is now under way in the correctional field to develop and improve services to delinquent children in their home communities. Research and demonstration in recent years have provided impetus to the development of improved probation service, group home facilities, and innovative combinations of services at the local level. All of these efforts are aimed at interrupting the traditional practice of committing boys and girls to the State training schools when this step is not absolutely necessary."

(35, no. 13)

At the same time, the Corrections Division presented to the Board
of Control a proposed coeducational summer school experimental program for students from MacLaren School and Hillcrest School of Oregon. MacLaren School students would be transported daily to Hillcrest School as day students. Following is a statement of the philosophy and goals for this program as stated by the Superintendent of Hillcrest School:

"It is realized that a tremendous total impact is not going to be made on the students of either institution as a result of a limited program such as this one we are planning. However, we do believe that there will be a noticeable impact on attitudes of staff as to the problems that might arise in a coeducational program . . . .

"Another factor that we are aiming at is apprehension of mingling so-called "delinquent" boys and girls on the part of the staff, administration and the public. We believe that through a trial program such as this we can begin to ease these apprehensions and demonstrate that the problems which arise are not more significant, and possibly even less significant, than those presently existing." (35, no. 22)

Board of Control approval was obtained July 30, 1968, by the Corrections Division for a proposal to abolish the statutory Advisory Committee for Juvenile Training Schools. Members of the then current Advisory Committee on Juvenile Training Schools were invited to serve on special subcommittees serving the juvenile training schools under the direction of the Corrections Advisory Board (38, p. 57).
Summary Paragraph

The philosophy of Hillcrest School over a major portion of its existence has reflected more concern for institutional operation than for the youth it purportedly served. In more recent years, this philosophy has changed and continues to be in a state of flux. The institutional staff, public, and legislators are more aware of the needs of individuals and of making available programs for their growth.

The goals of the School are in the process of becoming more attuned to the child with recognition and respect for her rights rather than removing the offender from society.

This chapter underlines the rigidity, monotony, and lack of programs in the institution that was so apparent for many years. Slowly, an awareness has developed of society's responsibilities to those children who, for whatever reason, are removed from their homes.
CHAPTER IV. TRENDS IN PROGRAMS AND SERVICES

This chapter has been divided into nine major headings which include:

1. Development of Facilities
2. Duties and Regulations Concerning Students
3. Development of Academic Program
4. Policies and Practices Regarding Commitment and Retention
5. Recreational, Spiritual and Cultural Programs -- Visitation Privileges
6. Counseling Programs -- Community Placement of Parolees and those Released
7. Policies and Practices Concerning Department, Discipline and Treatment
8. Physical and Mental Health Care
9. Staff Training and Development - Student Participation

The information included under each of these headings is handled in chronological order so that the reader might rate the development of these various programs and services during the growth of the institution.

Development of Facilities

The Oregon State Industrial School for Girls was opened in temporary quarters at the School for the Deaf, Salem, Oregon, on
July 16, 1913 (39, p. 85). Space for twenty girls was made available and by October of that year fifteen girls were in residence. The Secretary of the Board of Control informed the committing courts that as soon as the temporary quarters were filled no further commitments would be accepted until permanent quarters were completed (40, p. 110). The institution did move to its present site and permanent location in February, 1915 (15, p. 209).

The Superintendent was very involved in the operation of the farm and in the selection and sales of the institution's dairy herd. Considerable contact, communication, and advising occurred between the Superintendent of the Industrial School and the members of the staff at Oregon Agricultural College (Oregon State University, Corvallis, Oregon). Oregon Agricultural College staff recommended best times to sell or purchase livestock as well as the provision of printed materials from their Extension Services on such topics as improving the dairy herd, Industrial Club Work, farm butter making and baking club lessons (18).

New buildings and improvements were limited to the farm operations. These improvements included two new modern chicken houses, several sheds, a silo, a rustic root house and a milk house with a separator and cement milk tank (19, p. 104).

According to the Fourth Biennial Report (1919-1920), an additional dormitory building was requested by the Superintendent.
Thirty-two single rooms were available at the school with an additional six spaces in the attic dormitory. On October 1, 1920, thirty-eight girls were in residence at the school. A request was made by the Superintendent for an amusement and recreation hall. She felt that the general contentment of the girls would be materially promoted if such a building were made available for their enjoyment. The institution was entirely lacking an assembly room or recreation area of any kind (41, p. 214).

Appropriations were allocated in 1921 making available a new cottage which was completed and occupied in April of 1922. The administration building, built in 1915, was gutted by fire in September 1922 (42), and again only one cottage was available for student and staff occupancy.

Since repair work was begun immediately on the administration building, crowded conditions in the new building were temporary. Cost of the repairs was approximately thirty-five thousand dollars ($35,000).

Considerable improvement was made on the grounds and farm land at the institution during 1921-22. Lawns were leveled to provide tennis courts and playgrounds, and lawns surrounding the new cottage were improved or replanted. In respect to the farm lands, a ten acre orchard of fruit trees was developed and ten acres of unusable swamp land was drained, tilled and planted to crop and
A steel water tank measuring sixty-seven feet in height, was purchased and installed in May 1927. With the installation of this facility, sufficient water became available for emergencies as well as daily use of the institution. This tank is still in use as of the writing of this study. . . . . (18)

A request was made in 1927 by the superintendent to construct two new cottages, a school building, an assembly hall, a laundry area, and a heating plant (18). Not one of these requests was honored and no allocation was made for a building program to provide student living or educational facilities. The Board of Control did, however, grant permission to seal the attic in one of the cottages, at a cost of $500, to provide space for school purposes and for employee living quarters (44). In March 1929, the Board approved construction of a six-car garage and chicken houses (45). Approval was also given to install an irrigation system in the gardens (46). Though funds appeared to be available for the production area of the programs at the school, little attention was given to educational, recreational and housing facilities or needs of personnel.

The Commissary, located in the basement of one of the cottages, was remodeled into a recreation room for winter use (42). Though the space, facilities, and equipment were limited, the administration did make an effort to make the Girls' Industrial School a more
pleasant place for those committed to its care. The federal government supplied works of art to be displayed under the Public Works of Art Project, Treasury Department, Washington, D. C. (18).

The Oregon Agricultural Experiment Station (Oregon State University) presented a farm organization and management plan for the Oregon State Industrial School for Girls. This plan outlined the purposes and objectives of the farm; crops to be cultivated; livestock to be raised -- including the dairy herd, horses, swine and chickens; and the growing of fruits and vegetables (47, no. 26). The major emphasis of the institutional program was to raise sufficient food-stuff, meat and dairy products, to meet the major institution needs, making it as nearly a self-supporting enterprise as possible (48, p. 252).

The improvement of buildings for farm use received more attention and improvement than any other aspect of the institutional program. It was the hope of the Superintendent that a new gymnasium could be built in 1938 with a grant from the WPA project. However, this did not materialize. A second cooling-room in the ice house was completed, painting and shingling of campus buildings and a new covered walkway between the two student buildings was finished (49, p. 180).

The institutional grounds in 1940 consisted of approximately fifty acres. Thirty-two acres were under cultivation for farm and
garden produce, seven acres were woodland, and approximately four acres constituted the campus area. The remainder was undeveloped land. Farm and garden produce included garden vegetables, hay, oats, alfalfa, strawberries and grapes. The poultry and farm animals included 590 chickens, 15 cows and 14 hogs. Students at the school worked in the garden and fields and assisted in the dairying activities.

The institutional buildings consisted of two ivy-covered red brick cottages located side-by-side about fifty feet apart. Other buildings were two stock barns, two hog houses, three hen houses, a brooder house, silo, root house, machine shed, milk house and garage. These buildings were of frame construction and were used in conjunction with farming and dairying activities.

The two cottages were of the same design and construction, being rectangular in shape, two stories high with a semi-basement and semi-attic and tile roofs. Interiors were of wood and plaster. Most of the flooring in both units was of hardwood with some sections covered with rubber sheathing or linoleum. The semi-basements were primarily concrete. Individual rooms were of good average size and furnished with a bed, dresser, a large attached mirror, a chain rug and personal decorative knick knacks and handiwork. All furniture in individual rooms was painted white. Each room also had an electric light located in the center of the ceiling and a radiator beneath the window against the wall. Doors were of standard solid
wood construction. The transom above each door was covered with a grille which permitted cross ventilation to all rooms. Windows in both cottages were of detention sash. Girls living in the dormitory area on the third floors were provided individual beds and the living area was "made quite livable by the use of ingenious decorative design and attractive furnishings. (50)."

The dining room in each cottage contained tables with individual chairs seating from four to six occupants. Linen tablecloths were used and occupants used napkins, metal knives, forks, spoons, and various china. Food was served family style, each student taking her turn for a week at waiting on tables. To instill a family feeling each girl changed her seat at the table weekly and at the end of the month moved to another table, repeating this procedure. A radio in the dining room was turned on during the meal hours. The kitchen matron in each cottage supervised preparation of food and planned the menus. The daily per capita cost of food was twelve cents, exclusive of locally raised products. Additional supplies, when needed, were purchased on the open market. Special diets for students were available when ordered by the physician (50).

In August 1945, the Board of Control approved preliminary plans for a new school building (51, p. 75). In March of the following year, approval was given also to draw preliminary plans for a new dormitory, food service building, and a tunnel connection from the
new dormitory to the proposed new school building (51, p. 155).

These buildings were accepted and ready for occupancy on December 13, 1949 (52, p. 170). These new facilities filled a long-time need for services and programming.

The Administration Cottage was ravaged by fire on January 5, 1953 (53, p. 1). Estimated cost to repair the building and to make it fireproof was $85,000. The fire caused extensive damage to the first floor which was used as the Administration Offices, and the second floor used for the housing of students. In addition to the loss of the building, there was damage and loss of commissary stock having an original value of approximately $12,000 (54).

In May 1955, the Administration Cottage was again available for occupancy. The student population continued to grow during the twenty-second biennial period (1954-1956). Eighty-four students were in residence on June 30, 1954, and this number had grown to 122 by June 30, 1956. Again, overcrowded conditions prevailed.

In February, 1956, the remodeling of the thirteen-room treatment units was completed. This unit served to segregate students from the main campus population. A home economics department was established and furnished as a part of the academic program and included three kitchen units and a dining room serving area (35, no. 7). A small ceramics work room was completed also for student use and enjoyment (55, p. 144).
The academic school year operated on a twelve month basis, which enabled students without the necessary credits to make up some or all of their academic deficiencies.

New laundry equipment was purchased and installed in the laundry department. These improvements not only afforded more efficient operation, but also made possible the training of some students for laundry positions in the community.

With the resurfacing of a play area adjacent to Patterson Hall student activities -- such as skating, volleyball, dancing, etc., were made possible. A large outdoor fireplace near the area provided a pleasant and convenient location for outdoor picnics and cottage parties.

A Superintendent's residence was built on campus during the twenty-second biennium (1954-1956). This was the first staff residence built on the grounds of the institution. Prior to this time the Superintendent lived in a small apartment located on the first floor of Patterson Hall (35, no. 7).

During the twenty-third biennial period July 1, 1956 to June 30, 1958, a new high of 150 students were in residence at the institution. This increase in population forced the placement of more than one student to a room. Rooms no longer occupied by staff were converted into student living units (56, p. 184).

Additional office space was made available in the Administration
Building during the 1956-1958 biennium for the new position of Director of Cottage Living. Acoustical tile was installed on the ceiling of the business offices; a new addition to the maintenance department was completed; and a separate paint shop was constructed. In addition, a new driveway, curbing, and retaining wall were provided for the Superintendent's residence (56, p. 186).

The second floor of the Administration Building continued to be used for student housing. However, during the 1958-1960 biennium, this building was used as the admittance-orientation unit. During the student's stay in this unit, which involved four to six weeks, girls received their medical, mental and personality testing. The admittance-orientation cottage had a capacity of fifteen single rooms (57, p. 187).

In May of 1955, the Penitentiary moved the chicken houses from the Hillcrest property (58, p. 39) and in October of 1956, the Board of Control authorized the destruction of the old dairy barn at Hillcrest. Labor was provided by the State Penitentiary with the understanding that the Penitentiary would receive such salvage as was obtainable from the building (58, p. 164).

In October of 1959, the new dormitory, Norblad Hall, was opened. This building was divided into four separate living areas housing eighteen girls to a unit. The central kitchen-dining room, and institutional sewing department were located in the semi-basement.
of this building. The recreation area and storage rooms were ad-

djacent to the sewing department.

The resultant easing of crowded conditions at the institution
made possible the development of an entirely new program. This
was the establishment of "open cottages" in Scott Hall. This building
was a large two-story building with twenty-two single rooms per
floor. Girls living in Scott Hall had a great deal more freedom on
campus, coming and going at will with no locked doors. Also these
girls were eligible for time off campus (week-end at home) after
completion of a twelve-week residency at the school.

The oldest building on campus, Patterson Hall, was used as the
treatment-security cottage. This unit was available for occupancy
in April 1960. A considerable amount of repair and construction
was necessary prior to the movement of students and staff into this
building. The first floor of Patterson Hall housed the offices of
the Social Service Department.

Extensive maintenance work was completed during the twenty-
fourth biennial period. Three staff apartments in the school building
were converted into classrooms. The Home Economics Department
was enlarged from three to six complete units. This work included
installation of new lighting, electrical outlets for new ranges and
refrigerators, plumbing for new sinks, acoustic ceiling tile, floor
tile and removal of some walls.
The addition to the home economics unit was made possible by using storage space from the laundry department. New bumper guards were placed around the parking area of Norblad Hall, new parking areas were made available east of the school building and west of Patterson Hall. A new garbage can washer and septic tank were constructed as well as new lawns seeded and shrubbery planted around Norblad Hall. Extensive remodeling and painting were done in Patterson Hall (57).

The laundry department was discontinued at Hillcrest School during the 1960-1962 biennium and the services of the Penitentiary Industries' laundry were used. The laundry area was converted into two classrooms. One room was used as the science room and the other larger room was utilized as a classroom and area for the beauty school (35).

Another department that suffered from budget cuts during the 1960-1962 biennium was the food service department. The reduction of staff necessitated the consolidation of meal service. "A" Cottage and Patterson Hall meals were served in Patterson dining room, using a staggered schedule. Norblad recreation room was used as a dining area for girls from Scott Hall. Prior to this time each cottage unit had its own dining room area in the individual cottages (59, p. 265).

A new gymnasium with standard size floor and physical education
equipment was completed in September 1962. New showers and locker rooms were also installed (59, p. 264). The beauty school - "Cameline Academy" - was opened for business in October 1963 (35).

Remodeling of the Food Service Building was completed during the twenty-fifth biennial period, making this area more utilitarian for central kitchen use. Awnings were built and installed on all cottages, and the heating system in Scott Hall was converted from steam to hot water, and a fire sprinkler system was installed in Scott Hall. The staff rooms in Scott Hall were eliminated, walls removed, and an additional day room facility created for student use. An air-cooling system was installed on both floors of Scott Hall and an emergency electrical system was also installed. An air conditioning unit was installed in Norblad Hall to serve all four living units. An air cooling system was also constructed for use in the central kitchen area of that building.

The remodeling of an old garage into a commissary area was completed during the 1960-1962 biennium as was the installation of lawn sprinkler systems in limited areas around the grounds (59, p. 266).

The construction of Earhart Hall was in process during the 1961-1962 biennium. The unit was built to replace Patterson Hall which had been condemned by the State Fire Marshal. Those living in Patterson were transferred to Earhart Hall following the acceptance
of that building by the Board of Control in April, 1963 (35).

The Assistant Superintendent's home on the grounds of the institution was completed during the twenty-fifth biennium, 1960-1962, by inmate labor from the Correctional Institution (32, no. 26). During the twenty-sixth biennium a high of 197 students was reached. This situation again created very crowded living conditions at the institution. The four living units in Norblad Hall (Kappa, Gamma, Sigma and Theta) continued to house eighteen girls per unit. Scott Hall, the open unit, served as a double-occupancy cottage. "A" Cottage, on the second floor of the Administration Building, was changed from an intake unit into an open cottage and the name changed to Alpha. Theta Cottage was designated the intake cottage to house all new admissions to the institution. Kappa Cottage was the first unit to be included in both an open and closed program. Some of the girls living on Kappa were in an open program, having more freedom both on and off campus, while other girls were in a closed program and did not have the freedom of the campus (35, no. 7).

During 1962-1964 there were three open units, Scott I, Scott II, and Alpha; Kappa having both open and closed program. Gamma and Sigma were closed units and Theta was used as the intake unit.

During the first part of the twenty-seventh biennial period, some additional remodeling took place on the campus. The old security unit in the rear of Scott Hall was remodeled and used as the
admissions unit. Theta Cottage in Norblad Hall, formerly used for this purpose, was operated as a regular Norblad living unit. All clinical services of the institution were placed in Scott I. The Administration Building was transformed into a more modern, spacious facility, eliminating as much as possible its custodial characteristics (60, p. 425).

On November 24, 1965, the Board of Control approved the razing of Patterson Hall. This building was built in 1913 and further remodeling was impossible (61).

**Duties and Regulations Concerning Students**

Students admitted to the Girls Industrial School in the early days of the institution spent a considerable amount of time in the accomplishment of their job assignments. Specific duties were designated to each girl admitted. Assignments included work outdoors, as well as laundry, kitchen and dormitory departments. Descriptions of student jobs in 1916 were as follows:

_Barn Girls_: Assist with placing of feed, cleaning of cow barn, currying of horses and cleaning of stable. Night and morning they assist with milking and carrying milk into milk room. They also haul wood, or any other necessary hauling.

_Furnace Girl, Laundry Department_: Start kitchen and furnace fires at 5:30 each morning. Keep basement clean, wiping black pipes with a coal-oil cloth, and white pipes and boiler with a dry one. Use hose as officer-in-charge directs. Clean doors of wood lift and supply rooms. Clean stairs and
Figure 1. Map of Hillcrest School of Oregon
woodwork and sweep out sugar rooms. Wash windows and door at top of stairs. Take up ashes. Keep wood cut for kitchen and in lift.

**Dormitory Department:** Daily rooms are swept, dusted and put in order; halls are swept and dusted. Also doors are dusted each day. Stairs are swept twice each day, and mopped once. The big hall on the second floor is swept after dinner daily. Linen closet is cleaned and the floor wiped up twice a week. Bathrooms are thoroughly cleaned daily and disinfected every night. Dust clothes are washed once a week, but daily are shaken and folded and put in broom closet. Mop cloths are rinsed, wrung dry and hung on line in attic to dry, daily." (18)

For complete list of student job descriptions, see Appendix A.

The summer activities during 1926 included the opportunity for some of the girls to work in the cannery located in the city of Salem. Those remaining at the School picked and canned large amounts of fruits, worked on the farm, and some prepared displays for the Oregon State Fair. The displays included domestic art and basketry. Proceeds from the sale of such articles amounted to $200. Funds earned in this manner were deposited to the student's Betterment Fund (18).

From the beginning of the institution to the late 1930's, the programs within the institution remained relatively the same. Farming, canning, cooking and the care of cows, chickens, hogs and horses were the order of the day. Students did attend academic class five half days per week during the academic year. The needs of the school remained relatively the same.
No standard uniform was worn by the girls at the institution. They were issued, however, printed dresses of various patterns and materials. Upon admittance to the institution, four dresses were supplied. These included two morning dresses which were worn while doing job assignments in the cottages and kitchen areas; one dress for general wear, and one dress for Sunday. Also furnished were two pairs of shoes, a sweater, brassiere, anklets, plus overalls and socks for garden and other outside work. Parents were permitted to send clothing to their daughters (50).

A typical day for a student in residence at Hillcrest School between 1945 and 1950 included:

**Rising Time:** Usually 6 or 6:30 a.m. unless a laundry girl or cook. Girls dress neatly, comb their hair, empty granites, wash, air their beds, and straighten and clean their rooms before breakfast.

**Breakfast:** 7:00 a.m. weekdays, 8:00 a.m. on Sundays. Girls complete their practical assignments and make their beds.

**School:** 9:00 a.m. until 11:45 a.m.

**Lunch:** 12 noon. Girls having practical assignments complete their work. Other girls have a thirty-minute rest period in their rooms. Mail and packages are distributed.

**School:** 1:10 p.m. until 3:50 p.m.

**Cottage:** 4:00 p.m. - home from school. Girls having practical work assignments perform those duties. Other girls do daily personal laundry, iron, mend, study, etc. - natural homelife after school.
Dinner:  6:00 p.m. After dinner, girls in the kitchen finish their work. Other girls study, read, play games, radio, etc. in day rooms.

Leisure Activities:  7:00 p.m. A variety of leisure-time activities is offered each evening. A girl may stay in the cottage and read or study as she chooses. The activities are usually held in the school building or on the campus.

Bedtime:  8:30 p.m.

Lights Out:  9:00 p.m.  (62, no. 10)

Girls at Hillcrest School were permitted to wear their own clothing. However, at the beginning of the 1964-1966 biennial period, additional monies were allowed for the purchase of many more items of clothing and a larger variety for selection. If students did not have sufficient clothing of their own, they were permitted to select clothing from the institution commissary. This greatly enhanced the girl's pride in grooming and personal appearance (60, p. 426).

**Development of Academic Program**

It was not uncommon during the early years of the institution to dispense with the academic work in favor of such duties as farming, gardening and care of farm animals and poultry (18). Many of those committed to the Industrial School were greatly retarded in academic work "owing to their dissipation and lack of opportunity to attend
school at home" (63, p. 12). This lack of opportunity continued to exist even at the institution in that students attended school only one-half day, five days a week and performed job assignments the other half. The Superintendent in 1918 made the following statement:

"The most we can do for the majority of this class is to train them in the fundamentals and emphasize the proficiency and respectability of womanhood" (63, p. 12).

The school provides a common school education, home training, industrial and farm work. The industrial work includes sewing, lace making, fancy needlework, darning, mending, knitting, rug and basket weaving. The home training covers all the branches of homemaking -- such as cooking, fruit-canning, sweeping, cleaning, bed-making, laundry work and, in fact, all the training essential for the proper care of a home. The farm work teaches a course in dairying, gardening, the care of chickens, rabbits and other livestock of a small farm (41).

The academic school program in 1923 was comprised of two divisions -- elementary and advanced. The elementary level included grades four through eight. The Oregon Course of Study was used for both elementary and advanced divisions. Students in the advanced division were given courses such as ancient history, English I, physiology and hygiene, and first year science. In April of that year, expectations were that nine girls would complete the eight grades and fifteen would complete the ninth grade. As a result, the Superintendent stated that "because most of these girls will be here next year, it will be necessary to have classes in tenth grade work" (18).
A state examination was given to all eighth grade students and upon successful completion of this examination, students attended the graduation exercises held for the Marion County, Salem, Oregon. (64, p. 252). In 1930, the awarding of eighth grade graduation diplomas in conjunction with Marion County ceremonies was discontinued. Following this time, graduation ceremonies were held on the institutional grounds (18).

The use of the State Library in 1925 was limited to individual employees of the institution. Limited use of the library books was the result of a cut in library appropriations and the fact that repair and cost of books used by girls at the institution tended to be extreme (18). This action by the State Library severely limited an already skeleton educational and recreational program at the school. Reading materials became very limited and though many books were donated by sincere and interested citizens, the materials were often very old and inappropriate for the age group represented at the school.

During the 1930's educational programs available at the institution were not much different from those available fifteen years earlier. The Superintendent stated that the general rules at the institution were "almost the same as in a girls' boarding school" (18). The merit system was not in use because "we want our girls to do their best work well -- to do it right because it is the best way, although we note every improvement and progress and give them
praise for same" (18). The girls were permitted to write to their parents or relatives each month.

Training programs available to girls at the School included domestic science, sewing, rug weaving, housekeeping, and design in fine art work. Girls continued to be involved in the farming, dairy work, and care of poultry (65, p. 106). No commercial courses were taught at the School, though a typewriter was available to any girl who had some training. Such a person was "encouraged to practice at a certain time each day" (18). The student body did not publish a school paper although a small typewritten sheet was published each school term.

The academic staff of the institution during 1936-38 included one grade school teacher and two high school teachers. The educational grade levels and enrollment of the institution during this period were grade school, 23; high school, 30; and illiterate, 1 (49, p. 181).

No special programs were available for girls of low mentality or those with other unusual problems. The Superintendent was in direct charge of the educational program. After discussion with the girl and the cottage supervisor, the Superintendent made assignments to programs based upon "the girl's apparent abilities and her response to suggested programs" (50).

During the early 1940's, there were two full-time teachers in the academic school program. The school facilities consisted of
two classrooms. One room was located in the semi-basement of A Cottage and the other in the basement of B Cottage (Patterson Hall).

The school course extended from grade five in the elementary department through the second year of high school. Class sessions ran approximately forty minutes. Hours for school programs were from 9:30 - 11:30 a.m. and from 1:30 - 4:30 p.m. five days a week. The academic year was from October 1 to May 30. Girls in the grade school attended classes both morning and afternoon. High school programs included a combination of both institutional work and schooling on a split schedule. The curriculum for girls in the lower grades included the regular public school academic subjects.

Students in high school took freshman or sophomore English, world history, typing, American government, health education and business spelling. The Superintendent of Public Instruction of the State Board of Education sent courses of study to the institution to be used by the students, and he or his staff were also available for consultation should the Superintendent of the institution request assistance. Both grade school and high school credits were accepted by the public schools when girls left the institution. Diplomas awarded to the girls who completed the elementary grades were approved by the State Superintendent of Schools. To eliminate the possibility of any stigma, school reports or diplomas were known only by a district number.

Should a girl express serious dislike for a particular course or
otherwise seem unable to adjust to the subject matter taught, she was permitted to drop the course. The institution found that the majority of the girls, upon release from the school, did not return to the public school. The objective of the educational program at the institution was to give each girl an opportunity to complete as much school work as possible so that she would be better prepared educationally on her release from the institution than she had been when admitted.

During the academic school vacation period from June 1 to October 1, an organized vocational training program was conducted during the regular school hours. These classes consisted of domestic art work, particularly knitting and embroidering. All girls were required to learn to cook, serve meals, wash and iron, and keep house.

The institution had no school library. Books were requested monthly from the State Library in Salem. (This service was again made available to the institution.) Approximately sixty volumes were delivered in each shipment and books were divided between the two living groups. The institution subscribed to two copies each of fifteen diversified weekly and monthly magazines. The principal method of building and stimulating reading habits was through class assignment, book reports, and suggested readings by the academic teachers (50).
In 1950, there was a total of seven academic staff. Vocational training included clerical courses, sewing, and integration of practical training courses in homemaking. A student government was formulated with Council members elected from each cottage. Council candidates were required to maintain superior progress reports for two months prior to election and to have been in residence for a minimum of six months. Council members reviewed obsolete regulations of the institution and suggested changes or modifications. Council girls were members of every committee appointed for any purpose in any department of the institution. They also acted as co-hostesses at special functions held at the institution. This student involvement was the first time in the history of the institution that students were permitted a direct voice in the program planning and policy making of the institution (62, no. 10).

During the summer of 1954, the academic school program operated on a twelve-month basis which enabled students without the necessary credits to make up some or all of their academic deficiencies (35, no. 7). During the 1956-1957 biennium, twenty-three girls graduated from the Hillcrest High School, nineteen from the 8th grade, and six girls passed the General Equivalency Development test in lieu of high school diplomas (56, p. 185).

The academic program of the institution continued on a twelve-month basis. A special education department was developed during
the twenty-fourth biennial period, 1958-1960. In addition, business courses in typing and office practice were initiated. The Home Economics Department was enlarged, and vocational courses in quantity cooking were begun (57). Teaching personnel at the institution assisted in directing the evening recreational programs at the school. This involved a variety of activities held each evening in the school building, such as skating, dancing, song fests, ceramics, volley ball, and bingo (35).

The academic school program included a variety of program changes during 1960-62. Band instruments were purchased and individual music lessons were available. Approximately twenty students availed themselves of this program. French was offered on an individual basis. Two classes in religion were taught by the Protestant and Catholic chaplains. Business law was included in the summer school curriculum. An enlarged program was offered in the physical education department, including a class in modern dance, archery, trampoline, tennis and swimming. The pools at the Blind School and Fairview Home were used by Hillcrest students (50, p. 263).

The academic school library received a new set of Encyclopedia Britannica and purchased four hundred new books for student use. Twelve hundred new books were made available through a gift from the Oregon State Library. New card index files, new files for
guidance material and shelving for magazines were provided.

Many other additions, such as tape recorders, a mimeograph machine, new typewriters, an opaque projector, inter-com system, stereophonic speakers in the auditorium, new stage curtains, choral robes and team uniforms added much to the total program (59, p. 265).

Senior students from Oregon College of Education, Monmouth, Oregon, initiated a tutoring program at Hillcrest. This group worked on a one-to-one basis with students who were in need of individual attention (35).

Due to the increase in student population on campus during the twenty-fifth biennium, 1960-1962, (high of 187 girls), the teaching staff were no longer required to participate in the supervision of the evening recreation schedule each week. Twenty-four girls earned certificates of completion in the quantity cooking and vocational nursing classes (59). Students in the nursing program gained actual experience by working at Fairview Home with supervision from the staff of the physical therapy department (35). The summer academic school program in 1962 operated only eight weeks due to cuts in the institutional operational budget.

A half-time teacher was employed to work with students in Earhart Hall (the new security unit replacing Patterson Hall) which made it possible for some students in that cottage to complete their academic work. The Oregon College of Education tutoring program
also assisted girls in Earhart Hall on an individual basis. These kinds of contacts with individuals from the community were valuable to Hillcrest students for personal and social development.

The beauty school -- Cameline Academy -- was opened in October 1963 (35). The vocational nursing program jointly sponsored by Fairview Home and Hillcrest School and begun during the 1960-62 biennium, continued to develop. A number of students preferred to take this type of training rather than to complete their academic work. Some students also assisted the teachers at the Troth Kindergarten in Salem, Oregon (66, p. 326).

During 1964-1966, the College Student Field Placement Program was expanded to include students from Willamette University, Mt. Angel College, University of Oregon and Oregon State University. All of these colleges and universities included Hillcrest in their student placement programs in order to gain practical experience in working with troubled youth (60).

During the summer school academic program of 1968, boys from the MacLaren School attended high school classes on the Hillcrest campus. It was felt by the administration that this project allowed "a marked increase in treatment opportunities with these teenagers as well as to provide a more healthy environment for growth and maturity for both the boys and girls involved" (67, p. 345). The Board of Control did approve the continuation of the MacLaren-
Hillcrest coeducational academic program beginning September 30, 1968 (35).

The high school program was further strengthened during the twenty-eighth biennial period by receipt of several federal grants.

"The Title I projects, 'Exploration in Learning I and II,' have provided funds for the acquisition of a bus for participation in a number of field trips off campus. A grooming and charm course, music and films for enrichment programs on campus, and a number of similar excursions and projects.

"Arrangements were completed at the end of the biennium for the introduction of a new driver-education course. Several style shows sponsored by various organizations have provided modeling experience and current fashion information to a number of girls. The adoption of Hillcrest's high school as a project by the teachers' honorary society, Alpha Kappa Delta, has provided clothes, cosmetics, materials for clothes and art projects, books, and similar supplies for the girls.

"A government 'Concern' grant provided funds for one and one-half teachers, and psychiatric consultation funds for an academic program on Earhart, the maximum security cottage. In the high school, the approval of an additional position for a special education teacher provided further opportunities for girls to extend communication skills, especially in drama and speech. The continued involvement of a group of interns from the Oregon College of Education program, started six years ago, provides for individual tutoring of a small group of individual students in subjects in which they are weak." (67, p. 346)

Policies and Practices Regarding Commitment and Retention

Juvenile courts sentenced female offenders to the institution until they reached majority. Other courts of competent jurisdiction sentenced offenders to serve until they reached twenty-five years of
A girl could be paroled or discharged before her time was fully served by the discretion of the Board of Control or as a reward for good behavior (65).

Very few Oregon counties submitted case histories of the female juveniles committed to the Girls Industrial School. No effort was made by the institution to compile a case history of those committed. The only records concerning students in 1918 were cards stating the individual girl's progress while a member of the student body at the institution.

Each month the Superintendent submitted reports to the Board of Control. The following is an example of such a report:

Gentlemen:

For parole I would recommend the names of Ruth H., Jessie D., Marylinn V., Minnie S. and Elizabeth I.

For discharge I would recommend the names of Osa R. and Mildred C., the former having reached her majority and the latter moved to Raymond, Washington.

The home of Chas. L. C., father of Elma C. has been investigated. I recommend that she be transferred to her father so that she may attend school.

In order that the 20 acres of land transferred to the Industrial School from the Feeble Minded Institution be made tillable, it will be necessary to employ another good man, and with the assistance of 25 head of goats, this land could be seeded in the spring.

The tilling of the 12 acres of land in front of the building cannot be accomplished until the Feeble Minded Institution deepens their ditch 19 inches, according to the grade established by the surveyor from the O. A. C. - (Oregon Ag. College (18).
In November 1920, 43 girls were in residence at the Industrial School. Commitment forms were furnished to the courts for commitment to the Boys Training School. However, no such forms were provided for the Girls' institution. Each court used its own commitment form for this purpose. Some counties resorted to changing the name of the institution on the form developed for the Boys Training School. No reason was given for the discrepancy between institutions.

All commitments of offenders over the age of eighteen years were made by the Municipal Courts and were for a predetermined period of time. Those under the age of eighteen years were committed by the Juvenile Courts for an indeterminate sentence. None were admitted for temporary confinement and the administration of the institution preferred admitting none for a period of less than one year (18).

It was not uncommon for an offender to be committed to the Industrial School who could have been more appropriately served by the Feeble Minded Institution. When such a commitment was made, the Superintendent of the Girls' School would request permission from the Board of Control to have the girl's mental capabilities tested. If the testing proved that the offender would be served more properly in the Feeble Minded institution, the girl was returned to the judge of the committing county for recommitment to the Feeble Minded institution (68, p. 106).
Concern was expressed by many persons and agencies regarding the lack of cooperation between the juvenile custodial institution, juvenile parole officers, juvenile judges, and the county relief agencies. The Oregon State Planning Board submitted a report of the situation covering the years 1928-1936. The major recommendation of the review was the creation of a State Welfare Department with all social service agencies operating under the supervision of one administrator (69). The organization was forthcoming, but was not an actuality until 1971, with the development of the Department of Human Resources.

In July of 1938 the Oregon State Industrial School for Girls had been established for twenty-five years. During that time 915 girls had been committed to the institution (88). During the 1936-1938 period, 54 girls had been committed to the institution (88). The monthly per capita cost for the 1936-1938 biennial period was $20.29 (49, p. 182). On June 30, 1938, there were seventeen staff members (49, p. 179).

During the early 1940's, girls committed to the institution at the same time were usually separated by assigning them to different cottages. If sisters were committed, they were generally assigned to the same cottage. Segregation of girls in one cottage was limited only to room designation. All girls attended academic school and recreational activities together regardless of cottage assignments.
The Superintendent was in charge of all program planning for each girl committed. Following discussion with the girl and the cottage supervisor, the Superintendent made assignments to programs. Work assignments were changed from time-to-time depending upon the girl's progress (50).

In 1950, a change at the institution regarding review of girls was initiated. A weekly record of each girl's adjustment was kept by each staff member directly involved with the student. A grade of excellent, superior, average or fair was given. Staff members were expected to write a progress report and enter an average of all grades for a permanent progress report. Following this procedure, the director of social services conferred with each girl once a month. It was the responsibility of the Case Committee (consisting of institutional staff, superintendent, supervisor, director of social services, school principal, psychiatrist, and psychologist) to decide when a girl was ready to return to the community. Girls were consulted and took part in planning regarding proposed placement in the community and time of release from the school (18).

During the twenty-third biennial period an Evaluation Committee was formed for the purpose of reviewing monthly progress of each student during her incarceration. Members of this committee were the superintendent, assistant superintendent, academic principal and the director of cottage living, a new position initiated during the
1956-1958 biennium. The psychologist who served two and one-half days per week on staff also consulted with this committee (35, no. 7).

A change in the personnel of the Evaluation Committee was made during the 1958-1960 period. As reconstituted, the committee was composed of the director of social services, the principal of the school and the director of cottage living. It was this committee's responsibility to review with each student her progress from reports made by the group life supervisors, work supervisors, and teachers and to make monthly evaluations of the student programs. The discussions with the students and the written evaluations of the girl's progress by the staff, determined when girls would leave the institution for visits home and/or placement in the community (35, no. 7).

During the twenty-fifth biennial period, 1960-1962, a record high in institutional population was reached, with 187 girls in residence. Hillcrest had a single-room capacity for 153. The institution did not have a select intake procedure, which meant that any girl between the ages of 12 and 18 years who had been committed by the juvenile courts must be admitted to the school. Many girls, prior to commitment to Hillcrest, received a great deal of attention and service from their respective juvenile court staffs while others received very little. Wide discrepancies existed for the commitment of a girl to Hillcrest School. Some of those committed were severely
brain damaged, pregnant, or borderline defectives. Many had found it impossible to adjust in a satisfactory way to their school, home, or community. Some were committed to Hillcrest School when their needs may have been more adequately served by placement in foster homes. When juveniles became involved with a juvenile court, it was the responsibility of the court to decide if the offender would or would not be committed to a state institution such as Hillcrest. Some courts were operating under great pressure and insufficiently trained staff.

During 1966-1968, the Research Division of the Board of Control was involved in a major project involving post-institutional adjustment of students from Hillcrest and MacLaren. This project also developed procedures for keeping records of the effectiveness of particular programs designed to strengthen various treatment areas (67, p. 347).

Recreational, Spiritual and Cultural Programs; Visitation Privileges

All girls at the institution were required to attend Sunday School class and church services. The Sunday School was taught by a staff member, and the church services were conducted by various ministers from the city of Salem (18).

Moving picture films were made available to the Industrial
School in October 1922. The film circuit included all state institutions. Charge for the film feature was $27.50 plus $7.50 for a two-reel comedy or filler reel. Each institution was responsible for mailing the film following its use, to the other institution. If the film was not mailed promptly other institutions would be deprived of this entertainment for that particular week (42).

The superintendent wrote the following letter dated December 1922, to the Board of Control regarding the institution holiday season:

"Gentlemen:

The holidays were celebrated in the usual way. A bountiful dinner was provided on Christmas Day with a Cantata, given by the girls, in the evening, which was later repeated for the inmates of the Feeble Minded Institution. The Elks Lodge, also the Young People's Society of the Baptist Church were very generous in their gifts which were very much appreciated by the girls.

"With the exception of a slight epidemic of colds, the health of the inmates has been very good." (42)

Recreational equipment provided for student use and pleasure included a motion picture projector, a player piano, and a victrola and records. "Suitable Books" were borrowed from the State Library. Appreciation was expressed by the Superintendent to the Salem Ministerial Association and the Christian Science Church for conducting church services each Sunday during the winter months.

Student contact with people in the community was limited. At
various times during the year, groups or individuals were permitted to present programs or concerts at the institution (18). Obviously, such programs were especially enjoyed by the students of the school due to their limited contact with the community.

Parents and/or relatives were permitted to visit girls of the Industrial School on Sundays from 10 a.m. to 1 p.m. and on weekdays from 9:30 a.m. to 11 a.m., and from 2 p.m. to 4 p.m. No visitations were permitted on Saturdays.

Recreational activities at the Industrial School were limited as indicated in this excerpt from the sixth biennial report, October 1, 1924:

"We have recently installed a radio, purchased from our Institutional Betterment Fund. This affords an opportunity for lectures, sermons and concerts, which are greatly appreciated and enjoyed. With a picture show each week, during the winter months, programs furnished by musical organizations, clubs and lodges, ample entertainment is afforded the girls. During the summer months, our play ground, tennis courts, volley ball, etc., furnish outdoor recreation." (64)

Though hard physical work was required by the institutional programs, little attention was given to the recreational needs of those detained in the institution. Recreational activities primarily consisted of spectator-type activities such as attending programs presented by individuals or a performing group.

Each cottage sponsored a glee club composed of members from the cottage, and at various times plays and skits were presented for
the enjoyment of those in the institution. Special music lessons were
given to those who could benefit from them. Occasionally permission
was granted for certain students to attend the Capitol Theater in
Salem. At the December 1930 Board of Control meeting, the Board
took under advisement the possibility of purchasing "sound producing
moving picture machines" for all State institutions (70).

The outdoor recreation program consisted of tennis, skating
and volley ball. In 1932, a set of swings was purchased for the
enjoyment of the students and a miniature golf course and croquet
grounds installed (71, p. 96). During 1934-1936, the Works Progress
Administration initiated a number of new projects such as programs
in physical education, art, and music. The Superintendent felt that
the students enjoyed and willingly participated in the art and music
programs but had little interest in the physical education activities
(72, p. 204). It is not clear if these programs were discontinued
or retained when funds were no longer available from the federal
government.

The recreational programs at this time included such activities
as badminton, roller skating, basketball and volley ball on the lawn,
weekly swims during the summer at a Salem School pool, Sunday
picnics and fireplace roasts on the grounds of the institution, dances
(among the girls) and motion pictures bi-weekly in the school
auditorium. Holidays, such as Fourth of July, Halloween,
Christmas, Thanksgiving, Easter and Washington's Birthday were special days and special programs were planned. Students formed their own quartets and choral group. They presented their own programs frequently. A monthly paper called the "School Echo" was edited and mimeographed by the students. The recreation rooms in the two cottages were furnished with pianos, victrolas, radios, and chairs. The daily recreation schedule was 5 p.m. to 6 p.m. and from 6:30 p.m. to 8:10 p.m. When the weather was pleasant, a recreation period was also held from 1:00 p.m. to 1:30 p.m. out-of-doors. The recreation periods in the evenings were supervised by the academic teachers and during the day by the cottage staff.

A radio was available also in each cottage, with connecting loudspeakers to the floors, and could be used for Sunday evening programs when the girls were in their rooms. The supervisor on the cottage floor selected the programs to be heard.

Friends of the girls at the institution were permitted to visit if special permission was secured from the administration and if the visitors were accompanied by the girl's parents. However, such visits were not encouraged. Letters could be written home bi-weekly and a special effort was made to have the girls write to their parents at least monthly. All mail was censored by the parole supervisor (50).

The religious programs on campus during the early 1950's included a part-time Protestant chaplain who was available to all
girls for counseling and spiritual guidance, and the services of Catholic nuns who provided religious instruction for those of the Catholic faith. Mass was said once each month. A Lutheran minister visited the institution every Saturday afternoon. Christian Science instruction was provided by a teacher of that faith and the Gideon Auxiliary conducted classes in Bible Study.

Sunday School was held each Sunday morning and a formal Christian non-sectarian religious service was conducted Sunday afternoon. This service was conducted by a minister supplied by the Salem Ministerial Association.

A major change in policy occurred in the early 1950's when students, for the first time, were allowed to spend days off campus with their families prior to being returned home on a permanent basis. These approved absences were referred to as "furloughs" or "pre-placement visits". Generally a girl had to spend six months on campus prior to being considered for these visits (62, no. 10).

A small ceramics work room was completed for student use and enjoyment. Many pieces of pottery were made for sale to the community. With the resurfacing of a play area adjacent to Patterson Hall, student activities such as skating, volleyball, dancing, etc. were made more enjoyable.

Religious services at the institution continued to be conducted by
the Salem Ministerial Association. Various ministers from this organization assisted in this program on a rotation basis. The chaplain from the State Hospital was available four hours each week for religious counseling.

In 1956, students in residence at the institution for four months were eligible for a week-end off campus with a parent or guardian. These monthly visits continued until students were placed in the community on a permanent basis. During Easter vacation of 1956, fifty students from the institution were granted week-end visits to their homes or foster homes for the holidays. All students returned to the school at the specified time except one. Thirteen students participated in a camp outing at Camp Adams near Molalla. Many girls were taken off campus by staff for shopping, concerts, plays, sport activities, State Fair, etc. (32, no. 11).

The relationship of the individual girl to her family was considered to be very important. When parents visited the campus they were invited to stay for lunch or dinner. During visiting on Sundays, families were encouraged to visit the girls' living units, speak with the cottage staff, and see the area where their daughters lived.

On Christmas Day, parents were invited to spend this special time with their daughters on campus. It was felt by institutional staff that one of the needs for the student body's welfare was the encouragement of more contact and communications with the individual girl's
family. It was impossible for some families to visit due to distance from the institution or family pressures (59, p. 261).

Camping trips were enjoyed by ninety students during the 1960-62 biennium. Four such trips were carried out with each group spending five days in the mountains. These outings were sponsored by Youth for Christ and Youth Adventure, Inc. These two organizations also made available a variety of programs and parties on campus during the biennium. Various colleges in the surrounding area cooperated by providing male volunteers for parties and dances (50, p. 262).

Girls living in the open unit -- Scott Hall, were eligible to spend week-ends at home after they had completed twelve weeks on campus. In addition to the weekend at home each month, girls in Scott Hall could also spend every Sunday with their families from 9 a.m. to 8 p.m. (35, no. 7).

Both Catholic and Protestant chaplains spent increased time at Hillcrest during the 1960-1962 biennium. This afforded a much greater involvement with spiritual teaching and religious counseling. In addition to the chaplains' services, the nuns from the Sisters of the Holy Names in Salem donated time to work with the Catholic girls at the institution (59).

During the twenty-fifth biennial period, a change in program was initiated regarding monthly week-end home visits. Students on an
open-cottage status were permitted to go home after completing eight weeks on the campus. Girls living in other units were allowed week-ends off campus after twelve weeks on campus. All girls on campus could have visitors every Sunday rather than once each month. On Scott I, Scott II and Alpha cottages, small kitchenettes were made available for the use and enjoyment of the girls. These units were particularly popular during the evenings and weekends following recreation activities where students could pop corn, make candy or prepare special treats for the group. An additional play area was developed during 1962-1964 with the help of men and equipment from the Oregon State Penitentiary. A large hill at the rear of Scott Hall was leveled, providing more space for student activities. The physical education program and evening recreation activities were expanded to include scuba diving, bowling and skiing. Many girls at the school continued to enjoy the camping programs available during the summer (35, no. 7).

Much community involvement developed during the 1966-1968 biennium. Hillcrest was in the process of developing a full-fledged volunteer program. This involved many volunteers who were active in various institutional programs, such as flower arranging, oil painting, photography, fishing, woodworking, sewing and chess. Many religious-oriented groups provided service to the girls. Some youth groups in the Salem area such as Y-Teens, included
girls from Hillcrest in their activities (67, p. 343).

With the assistance of the Research Division, the University of Oregon conducted a study regarding the problem of "excess idle time for girls on the Hillcrest campus." An additional staff person in recreation was requested in the 1968-1970 biennial budget to help eliminate this problem (67, p. 347).

**Counseling Programs -- Community Placement of Parolees and those Released**

One of the encouraging aspects at the Industrial School during the 1920's was that the staff was able to maintain limited communication with a relatively large number of girls placed in the community. This was accomplished by staff visiting the girls, and by written communication sent to the Superintendent. Many of those released had become useful and respected citizens of the community (41, p. 215).

The Superintendent stated in the sixth biennial report that "one of our greatest needs is that of a parole officer, the after-care and supervision of the girls being as important and necessary as their care and training while at the school (64, p. 252).

Prior to December 1927, girls placed in the community were given some supervision by the parole staff from the Feeble Minded Institution. In July 1928, permission was given by the Board of
Control to purchase a Ford sedan for use by the new parole officer at the Girls' Industrial School (73, p. 253).

The parole service available for students during the late 1930's consisted of a parole officer who familiarized herself with the parolee's family or relatives. The parole officer made a special effort to visit the community social agencies to obtain a comprehensive picture of the social services available to the girls. If a parolee could not return to her home, she was placed with "an interested motherly relative" or into a "carefully investigated home" as a household helper (18).

Girls were considered eligible for parole when "some degree of reformation" and progress was evidenced and after spending 18 to 30 months on campus. Each girl was expected to have learned to use good judgment and to balance her life by "overcoming her weaknesses" (18). Recommendation for parole was made by the Superintendent to the Board of Control. When approval for parole was received from the Board of Control, the parole officer placed the parolee into her own home, a relative's home or a working home. The girl was visited frequently by the parole officer during the first few months of placement in the community. The purpose of these frequent visits was to ensure the girl was making adequate adjustment and was experiencing no undue concern or frustration. Each parolee was expected to abide by the rules of her parole or be returned to
the institution for further training. The parole officer kept a complete record of each home visit. The report covered the conditions of the home, incidents that occurred, and habits of the girl and her family (18).

From 1940 to 1950, the general living situation at the institution did not change noticeably with one exception. A new policy in the institutional program permitted certain students to be considered for partial parole. This involved placing a girl on a day basis at a job in the city, returning to the institution in the evening. Transportation to and from the place of employment was furnished by the institutional staff. Partial parole jobs included training in such areas as:

- Elevator operator
- Telephone switchboard
- Typist
- File clerk
- Cafeteria waitress
- Receptionist
- Homemaking
- Caring for children
- Nursery school work
- Nurse's aid

It was the hope of the administration that girls receiving this training could better adjust to community life as responsible citizens upon parole from the institution (18).

During the early 1950's, those who had no home to return to were placed in a foster home or a work-placement home. Evaluations of homes were made by the case worker before placement was considered. Personalities of the family, physical facilities,
neighborhood, school, religious and recreational opportunities were evaluated. The caseworker at the institution was responsible for placement into foster homes, work homes, or return to the natural parent.

During 1956-1958, the Social Service Department at the institution consisted of a director and four juvenile service workers. This department staff was not only responsible for direct individual casework on campus, but was also responsible for the placement and supervision of students when returned to their respective homes or foster homes located throughout the State of Oregon. With the addition of a full-time psychologist, it was possible to develop formalized staff training sessions for all department personnel and to give each girl much more individual attention (62, no. 10).

The Social Service Department was increased to include eight juvenile service workers and one director. Four of the eight counselors were responsible for all students on the campus, and four counselors were responsible for all girls placed in the community (103).

"The campus counselors work with the girls in such areas as individual counseling, family conferences, group cases and information to the case conference committee, arranging for out-of-state placements, and assisting in the development of staff training sessions. During Sunday visiting, a counselor is present so that a closer contact might be made with the parent, the child, and the institution."
"The field counselors contact and work with the juvenile departments and courts, place girls in the public schools and have consultations with the principals and deans of girls, and find job placements for those not enrolled in school. The field counselors are also responsible for placing girls in their own homes, foster homes or work homes at the end of their stay at Hillcrest. They also have parent conferences and arrange off-campus clinical or hospital care." (57)

In 1960-1962, assistance to girls at the institution was also made available through the Oregon State Department of Employment in the placement of students into suitable working positions (59, p. 262).

During the 1960-1962 biennium, Hillcrest School established the certification and processing of its own foster homes. Prior to this time the certification, counseling, and follow-up programs of foster homes were done by the State Public Welfare Commission. The institution also assumed the responsibility of supervising girls placed in Oregon from other states. Prior to this time the supervision of out-of-state placements in Oregon had been the responsibility of the State Public Welfare Commission (59, p. 263).

In 1962-1964, the responsibilities of the campus counselors changed. Rather than assigning girls on campus to an individual counselor, a counselor was assigned to each living unit, thereby becoming responsible for every girl living in a particular cottage. Due to the limited number of campus counselors (four), it was necessary to assign each counselor to two cottages. The fluctuation of the campus population made responsibilities very difficult and
demanding. The development of group counseling sessions for students was initiated in each living unit. The counselor assigned to the cottage was responsible for this facet of the program, working with the resident staff of that unit. A change also occurred in the composition of the Evaluation Committee during the twenty-sixth biennium. This committee now consisted of the head cottage supervisors, the counselor of the living unit and a teacher assigned from the academic school. The committee was given responsibility for review of each girl's progress in the institution every month; to interview and confer with students concerning their programs at the institution; and to make recommendations for changes in program or placement in the community. Committee recommendations were referred to the director of the social service department and then to the administration (35, no. 7).

Oregon continued to be a participating member of the Interstate Compact for Juveniles. Through this reciprocal agreement, Oregon agreed to make home investigations and supervise girls who were placed in the State of Oregon from other states. These same services were provided for Oregon girls placed in cooperating states (60, p. 422).
Policies and Practices Concerning Deportment, Discipline and Treatment

One of the immediate problems confronting the Board of Control regarding the new Girls' Industrial School was the handling of incorrigible escapees from the institution. The decision was made to turn incorrigible escapees from the girls' institution over to the Warden of the Oregon State Penitentiary. The Matron of the girls' institution then arranged to return the girls to the Industrial School. A reasonable charge was assessed by the penitentiary for care of such escapees (74, p. 84).

During the early days of the institution, major emphasis was placed on rules and regulations. Absolute silence was required when students were working or passing through the halls and stairways. Girls were expected to remain quiet while in their rooms and were not permitted to enter the halls of the cottage without prior permission from the supervisor (18). In 1920-21, a credit system was initiated denoting a major change in the program. The purpose of the new system was to provide "an incentive to the girls to improve their conduct and hasten the time when they may gain parole" (41). The credit system was as follows:

"At their entrance to the school each girl is given 35 credits. By good behavior and compliance with the rules, 18 credits may be gained, with an additional 2 credits as a bonus, making a total of 20 credits for the month. One hundred and fifty credits entitle them to the honor ward. When they have
earned 210 credits they are eligible for parole. For every violation of the rules, credits are deducted. Runaways, upon being returned to the school, are deprived of all credits." (65)

Upon admission to the institution, it was impressed upon those entering that punishment was not the objective but rather that they were to be given moral and practical training and that the purpose of the institution was to prepare each girl "to go out into the world as an honest, clean, moral citizen" (41). The type of discipline used at the Girls' Industrial School during the 1920's was silence during the meal time, loss of recreation and show, and/or corrective advice and counsel. According to a statement of the Superintendent in November 1924, handling of escapees was not a major concern.

"... we have been exceedingly fortunate in having but few escapees, also being able to locate these girls and return them to the school within a very short period." (18)

The administration was of the opinion that the prompt return of escapees to the institution was a deterrent to other students contemplating similar action. When an escapee was returned, she was deprived of all privileges for three weeks and was detained in her room. The dresser in the girl's room was removed so that she would be unable to make use of the mirror. She was required to polish the floors and to darn stockings for the cottage (18).

Following a visit to an East Coast girls' detention institution, the Superintendent made the following observation, "... one of the
punishments used in runaway cases is the shaving of heads" (18).

Evidently superintendents of those East Coast institutions believed this form of discipline proved very successful and as a result of such treatment they experienced little difficulty with runaways.

Another innovation of the Eastern institutions was that all cottages had unlocked doors (18).

At times the conduct of escapees while at loose in the community was of concern to the Oregon Board of Control. One report dated March 3, 1926, was as follows:

"Mrs. Patterson, Superintendent, reported that Ida W., Peark E., and Elsie H. ran away from the Girls' School on February 4th and broke into the home of Mr. M., south of Turner. They spent several hours in the home cooking meals, opened several jars of fruit, pickles and jelly and looted the house. A bill was presented by Mrs. M. for $599.60 for goods taken and damaged (among which she claimed was a $500 diamond stud).

"Mrs. Patterson advised that the girls were searched and everything returned with the exception of the diamond stud, which the girls claim they did not take, and recommended that settlement be made for the fruit opened and for breaking the lock on the front door, which could be covered for about $10.

"The Board advised Mrs. Patterson to make the best settlement she could, and if necessary to call on the secretary for aid." (75, p. 194)

In 1930, the Superintendent stated that an attempt was being made to make the institution as unlike a penal institution as possible.

Each person was considered an individual with her own specific problems and was treated as an individual. Rules of the institution
were considered to be very similar to those used in a large family. Girls were expected to be punctual, courteous, to do their work well and conscientiously, and to use no slang. Discipline used was the loss of privileges such as recreation time or attendance at the moving picture shows held each week (18).

During the late 30's and early 40's, the Superintendent was in charge of all discipline; however, because of the limited size of the institution and the fact that all cottage supervisors and the Superintendent knew each girl personally, the cottage staff members were authorized to administer minor disciplinary punishment. If a girl were in need of correction, she was sent to her room for the evening, thereby depriving her of contact with her peer group and the radio program. If a girl became so disturbed as to threaten harm to herself or to others, she was placed in a strait-jacket. This type of discipline was seldom necessary. Delayed release from the institution was also used as a form of punishment to the extent that the girl's adjustment to the program was a determining factor for parole. Correction of the girls was individually administered depending on the problem and the girl involved. No uniform or standard disciplinary method was employed.

All records of disciplinary actions were kept by the supervisor of the cottage. These records were in turn submitted to the Superintendent for review and then transferred to the girl's case record.
Girls were free to speak to the Superintendent at any time if they considered themselves discriminated against, or wished to register a complaint (50).

During 1939, fourteen girls ran away from the school and nine were returned. The remaining five girls were eventually located, but for a variety of reasons centering about the escapee's welfare, the Board of Control agreed not to require their return.

Sex offenses at the institution were controlled by a policy of close supervision. Girls who were felt to be developing an abnormally close friendship were given different assignments and work details (50).

During the twenty-eighth biennial period 1966-1968, greater numbers of students on campus were given the opportunity and responsibility to participate in living unit programs with limited staff supervision. These students were assigned their own keys, allowed to work off campus, taught to care for the money they earned, and how to handle the increased responsibility of caring for their own rooms and establishing good relationships with people. Apartment-style living was arranged in three of the eight living units. The increase in freedom and responsibility was reflected throughout the campus programs.

Girls housed in the security unit, Earhart Hall, were those whose behavior problems were extreme enough to require intensive
supervision and a strong treatment program. When it was felt by
the individual girl and the staff that a girl was able to satisfactorily
manage her own behavior, she was placed into one of the other
living units on campus (67, p. 344).

Physical and Mental Health Care

A directive of the Superintendent of the Girls' Industrial School
stated that no person infected with a venereal disease was to be
admitted to the Industrial School. Those found to be infected were
committed in the same manner as all others, but provision was made
for care and treatment at The Cedars until such time as the girl
was pronounced cured. Following cure, the Matron of the Cedars
reported to the Superintendent, and a transfer was made (18).

In later years, this procedure was changed in that girls with
this medical problem were admitted directly to the Girls' School and
given the required care and treatment. Treatment for venereal
disease at that time was medication and a continual process of
periodic testing to ascertain complete and non-recurring recovery
from the disease (50).

The close proximity of the majority of State institutions and
their locations in Salem, permitted various services to be shared.
The medical staff and hospital of the Fairview Home and Hospital
were available to the girls at the industrial school. The physician
visited the institution twice weekly to examine girls or care for their special needs. New admissions to the school received complete physical examinations, including necessary laboratory routines. Wassermann tests and vaginal smears were taken on all girls followed by a retest a few months later as confirmation of the original test result. The laboratory work was performed at the Fairview Hospital. As a check, samples were also sent to the State Board of Health in Portland, Oregon. The physician also made semi-annual medical re-examinations on all girls with follow-up treatment. Regular medical services were free to all girls. A dentist from the Fairview Home visited the institution weekly to perform extractions and/or fillings as needed. Special dental work such as gold fillings could be requested by the girl's parents, who would then be expected to pay for this service which was done by a dentist in Salem.

Pregnant girls admitted to the school were kept at the institution until time for their delivery. They were then taken to one of the two private maternity homes in Portland. The choice of maternity home was optional to the girls, based upon whether or not the girl was venereally infected. In some instances following delivery of the baby, the girl was permitted to go to her home with her child. In certain cases the child was placed in a children's home and the girl was returned to the institution (50).

During the early 1950's, each student admitted to the institution
was held in health quarantine. This confinement could last from three to ten days, depending on the day of arrival at the institution, schedule of the staff physician, and the return of the laboratory test results. During this time the social service staff, psychologist, and psychiatrist conferred with the girl to obtain pertinent information necessary to help her during her institutional stay. An attempt was made to ascertain the girl's plans for her future. Those in quarantine were permitted to make use of the cottage day rooms, play the radio, phonograph, games, read or visit with cottage staff while the other girls in the cottage were attending school (62, no. 10).

The services of the psychologist were increased from four hours per week to two and one-half days per week in 1956-1958. The duties of the psychologist included the administering and interpretation of tests; participation in weekly case conferences involving review of students' adjustment on the campus; assisting in the planning for an individual's return to the community; and assuming responsibility for weekly cottage staff training sessions (35, no. 7).

The Oregon Medical School in Portland made available to Hillcrest students medical care when needed (59, p. 262). Medical care at Hillcrest in 1960-1962 was limited. One nurse was employed full time, with emergency care being available by the Fairview Home Hospital staff (59, p. 265).

A change in the services for pregnant girls occurred during the
1962-1964 period. The State Welfare Department reviewed each pregnant girl's case history to ascertain if she could better be served under the welfare program. If the girl was accepted by Welfare, Hillcrest then requested the committing court to release the girl so she and her expected child would be eligible for welfare aid and supervision. The pregnant juveniles unacceptable to the State Welfare Department remained at the institution (35, no. 7). In January 1965, a different procedure was adopted regarding pregnant girls. Prenatal care was given at Hillcrest until the last six weeks of pregnancy. The girl was then taken to the Multnomah County Hospital in Portland for her weekly checkups. At the beginning of the girl's last two weeks of pregnancy she was placed in a foster home in the Portland area to await the arrival of her child to be delivered at the Multnomah County Hospital (66, p. 325).

Some parents of pregnant girls at Hillcrest assumed the medical costs of their daughter's deliveries. The decision by the Hillcrest girl to keep her child or release the baby for adoption was made by the new mother. Assistance in this important decision was given by the campus counselor. If the new mother decided to keep the baby and had no home for the child, arrangements were made through the State Welfare Department to place the baby in foster care. If the mother decided to give her child up for adoption, the services and staff of the State Welfare Department, the Boys' and Girls' Aid
Society and Catholic Charities were available to inform the new mother of her rights and the procedures that would be followed regarding her decision.

During the twenty-sixth biennial period, the field counselors from Hillcrest made 47 out-of-state investigations for agencies wishing to place offenders from other states in Oregon. The field counselors from Hillcrest School were also responsible for supervision of these girls in addition to Hillcrest community placements (35, no. 7).

Hillcrest continued to have limited medical coverage during 1962-1964. In January 1964, three rooms were appropriated from the area in the rear of Scott Hall, to house the infirmary. Students requiring extensive nursing care or isolation from the campus population were housed in this area (66, p. 325).

Staff Training and Development - Student Participation

In March 1951, a one-day recreational institute was held at Hillcrest School of Oregon. Institutional personnel from Woodburn Boys' Schools, Oregon Fairvew Home, Oregon School for the Blind, School for the Deaf, and Hillcrest School were represented. The purpose of this institute was to develop a more constructive and
better planned use of recreational and informal educational programs at the state institutions (62, no. 10).

A student government was a part of the institutional program in 1951. Council girls were elected by each cottage. Council girls decided questions and discussions to be presented at cottage house meetings.

"It is expected that council girls will increase their effectiveness in interpreting girls' points of view to the staff and will improve their ability to discuss questions objectively. In consequence this attitude may increasingly permeate the student body." (62, no. 10)

Staff training and development programs were given great emphasis during the 1960-1962 biennium. Departmental meetings were held regularly in addition to special lectures by qualified personnel. Bi-monthly meetings were scheduled by the head cottage supervisors, and monthly meetings were held for the entire cottage life supervisory personnel. The psychologist on staff conducted special training sessions for this group. The psychiatrist, in addition to his regular time on campus during the week, spent one evening a month with staff from all departments, discussing mutual problems and concerns. It was felt that in order for staff training sessions to be effective, and achieve understanding and communication among the staff members, meetings should be held on a continued on-going basis with qualified leadership.

The first state houseparents conference was held during the
twenty-fifth biennium. This meeting involved both state and state-aid institutions and juvenile court personnel in Oregon working with court-committed children. The conference was financed by the State Public Welfare Commission with program plans made by the institutional and juvenile court personnel (59, p. 261).

In September 1963, a change in staff development programs occurred. Meetings were now directed jointly by the Director of Cottage Living and the staff psychologist. Mutual interest and concerns regarding the institutional living were discussed. During the summer of 1963, the first male head supervisor was employed to work with the girls in their living unit. This was felt to be a successful and beneficial change for all concerned and plans were made to continue and expand this policy (66, p. 326).

During the twenty-sixth biennial period a program was developed which greatly improved communication between students and staff. This was referred to as the "Policy Luncheons." Twice a month two students elected to the Policy Board by their respective living groups would meet for lunch with the administrative staff, resident staff and cottage counselors to discuss desired changes in programs and policies of the institution. Students were encouraged to present new ideas or recommend changes to afford a more desirable experience while living at the school (66, p. 321).

In July 1965, Hillcrest embarked upon a major program
development project which included revamping of certain existing programs and the development of new programs. An effort was made "to provide increased and improved services for better utilization of staff and resources." (60, p. 423).

A treatment team was established, consisting of institutional administrative staff and clinical personnel, to review and develop the treatment programs throughout the institution. A diagnostic and review committee was formed to evaluate each new admission to the institution. This committee then formulated a suitable treatment program for each girl. The treatment program was reviewed periodically to determine any needed changes. Those returned to the institution from unsuccessful community placement were also reviewed by this committee. A third committee was formed to review the individual progress at the institution and to arrive at decisions for placement into the community. This committee was named the Community Placement Committee.

One of the key areas in programs initiated during the twenty-seventh biennial period, 1964-1966, was the addition to the staff of four campus counselors. This made possible the assignment of one counselor to each of the eight living units. The counselor in each cottage would serve as the director of the treatment program for that particular living unit. Under this plan the counselor was directly responsible for the supervision of program initiation and
development.

The offices of the counselors were located in the cottages of the living units. Another key position created during this biennium was an additional staff member, the Director of Field Services. This employee's responsibility was to provide supervision and coordination of programs involving placement of students into communities. Finding of foster homes and job placements were also a part of the responsibilities of the director of field service (60, p. 424).

A training officer position was established to develop and initiate an in-service training program for all staff at the institution (60, p. 425). The institution was involved in a formal research design through the research section of the Board of Control. A grant application was submitted to the National Institute of Mental Health to fund a project entitled "The Delinquent Girl Approaches to Reclamation" (60, p. 427). It was anticipated that through this grant the staff and administration would develop more meaningful treatment programs at the institution.

More and more of the staff became involved in furthering their training and educational backgrounds through educational opportunities offered by the Division of Continuing Education and State Universities. Increased vocational programs for students were made available during the 1966-1968 biennium. Such programs included a
neighborhood youth corps on campus to assist students in clerical and waitress training. Some girls received training at Fairview Hospital and Training Center in hydrotherapy, sewing and the dietary departments. A limited fund for reimbursement of girls for jobs on campus was developed. All programs on campus and the staff involved in these programs were concerned with making each girl's involvement a meaningful experience (67, p. 342).

**Summary Paragraph**

The development of programs at Hillcrest School was much like a patchwork quilt, with bits and pieces being added as the administration was able to meet the program needs in an effective manner.

All programs and aspects of institutional living were extremely limited for the major portion of the history of Hillcrest School. There may be many reasons for this situation, one of which could have been the general disinterest in those who could not, or did not, follow the precepts of our society. Being required to live in an institutional environment is not the philosophy of "rugged individualism" so prevalent in our history and in our culture as a nation.

Living conditions were often crowded, which made program planning, student participation, and development difficult.

A major building program was completed in 1950 with additional facilities being added during succeeding years. This, in turn, made
possible the improvement of both programs and services to the students.

Clinical staff was non-existent for many years, but later this situation improved greatly. With the addition of qualified staff such as social workers, psychologists, chaplains and psychiatrists, greater emphasis was given to the needs of each individual girl. The importance of returning the girl to the community as soon as possible was recognized and became a reality.
CHAPTER V. PERSONNEL POLICIES

Chapter V is divided into five major categories relating to staffing patterns at the institution. The information under each heading is presented in chronological order.

I. Original Staff
II. Institutional Custodial and Academic Staff
III. Counseling, Parole, Clinical and Chaplain Staff
IV. Administrative Staff
V. Physical, Dental, Health Care Staff
VI. Total Staff

Original Staff

At the July 21, 1913, meeting of the Board of Control, Mrs. Lola G. Baldwin, Chairman of the Advisory Board of the State Industrial School for Girls, recommended and the Board subsequently approved the following personnel and salary of the original staff at the girls institution:

Mrs. Esther M. Hopkins, Matron $75.00 month
Mrs. Clara Ahlgren, Teacher and Asst. 50.00 month
(if Mrs. Ahlgren does bookkeeping) 60.00 month
Mrs. K. P. Allison, Nurse 40.00 month

(76, p. 38)

In the fall of the same year, a male employee joined the staff as janitor and general utility man. However, at the November 5, 1913,
Board of Control meeting, the acting superintendent of the institution (matron) was instructed to dispense with his services. The reason given for his dismissal was that according to law all employees at the Girls' School must be women (1). It is interesting to note, however, that at the January 3, 1914, Board of Control meeting, approval was given to employ a married man and his wife. The man was to assist in teaching bookkeeping, gardening and as general utility man at a salary of $50.00 per month. The wife was hired as a housekeeper at a salary of $40.00 per month (77, p. 199).

**Institutional Custodial and Academic Staff**

The institutional staff in the early years of the school was exceedingly limited and their job responsibilities were varied and demanding. Following is a job description of the responsibilities for the dormitory department:

**Duties of Officer-in-Charge:**

1. Superintend cleaning of officers' rooms, second and third floors, all girls rooms second floor and both attics.

2. Responsible for any girl coming into the dormitory after she has been excused from her work in another department.

3. Has entire charge of wardrobes for girls, deciding need for shoes, sandals and other clothing.

4. Care of mending, taking of baths, locking of rooms during quiet hours.
5. Accompany girls to breakfast, Monday, Tuesday and Wednesday mornings.

6. Care of any shut-in girls; reporting malfunctioning locks or needed repairs to office.

7. Supervisory duty in schoolroom Saturday afternoons and Tuesday evenings.

8. On dining room duty each Tuesday.

9. On supervisory duty on the 4th Sunday of each month.

   Time off: 3rd Sunday of each month; Thursday afternoon and evening.

Note: Keep complete record of all mending completed, and all new articles received in the department.

Monthly reports must be in the office on the last day of each month.

Record cards must be in the office Saturday p.m. and a list of the loss of credits for girls in other departments should be handed to teacher in charge of each girl.

Mending Days:

   Monday -- Hose and underwear
   Tuesday -- Hose
   Wednesday -- Aprons and petticoats
   Thursday -- Nightgowns
   Saturday -- Aprons

A complete list of staff job descriptions may be found in Appendix B.

The 1915-1916 Oregon Blue Book reported that the monthly payroll was $330 (28). At the April 4, 1917, Board of Control meeting, the Advisory Board of the Oregon State Industrial School for Girls recommended that the monthly salaries of the following employees be increased:
Farmer and Engineer from $60 to $80  
Domestic Science Teacher, from $25 to $35  
Bookkeeper and Commissary from $40 to $50  
Industrial Teacher, from $25 to $35  
Gardener, from $35 to $40

The above recommendations were approved (79, p. 145).

Miss Katherine M. Doan, industrial teacher and supervisor, tendered her resignation. Miss Doan, whose salary was $50 per month, was replaced by two persons at $25 per month by action of the Board of Control at their July 8, 1915 meeting. This action was recommended by the Superintendent of the school (80, p. 207).

Mrs. Darst, newly appointed Superintendent at the Industrial School (78), was granted permission to employ two teachers for the summer months with the understanding that their salaries were "not to exceed that of Miss Ahlgren". Clara Ahlgren, a teacher, received $60 a month (63, p. 12). The following transaction took place on April 3, 1918, at the Board of Control meeting regarding salary of state institutional employees:

"Dr. Steiner, Superintendent, Oregon State Hospital, presented a petition signed by 171 employees, who requested an increase of $10 per month for each person not receiving $60 per month. Also he requested a re-adjustment in the time-off duty, all of which was placed in the hands of the Superintendent of adjudication along the lines of the letter and petition.

"Owing to the fact that the employees at other State institutions probably will be asking for advances in salaries, and in order to make an equitable adjustment, executives of the institutions were requested to file a new schedule if any changes were contemplated." (81, p. 109)
All requests for salary adjustments and the hiring of individuals for positions opened at State institutions were required to be approved by the Board of Control. This type of employment practice could oftentimes lead to discrepancies in pay and responsibilities.

The Board of Control was informed that certain institutional employees were being offered increased salaries by executives of other State institutions. Consensus was that in the future no staff member could be employed by another institution without first receiving the approval of the Superintendent of the institution of original employment (82, p. 223).

During the summer of 1920, the assistant farmer at the Girls' Institution gave notice of intention to resign because of the salary which was $50 per month. The Superintendent recommended an increase, raising the salary to $60 a month, effective July 1, 1920. The Board approved this recommendation "since it was shown that he would be needed to harvest the hay crop and paint the barn and well-house" (83, p. 225).

In 1921, staff members were permitted time off of one-half day per week and one week-end every month. Ten days of vacation time was allowed for one year of service and two weeks vacation was given after two years of service. No provision was made for sick leave. In November 1921, uniform application blanks for State institutional employees were submitted to the Superintendents for their approval (18).
Should an employee of any State institution be discharged for cause, it was the responsibility of the administrator of said institution to notify the secretary of the Board. The secretary, after receiving charges leading to termination of employment, was to notify all other institutional administrators of the dismissal (84, p. 331). This policy, though meant to be beneficial to the institutions, was extremely damaging to the employee directly involved. In a sense, it was a form of "black listing". Consequently, employees had no recourse but to serve at the pleasure of the respective Superintendents.

The Board of Control approved the plan to bring employees of State institutions under the protection of the Workmen's Compensation Act in April, 1926. The employees of each institution were free to elect or reject the benefits of said Act. Rejection of benefits was required to be done in writing. A representative of the State Industrial Accident Commission met with the employees at each institution to explain the benefits of the Act and to assist employees in making their decisions (85).

Permission was received in February 1929, to employ a matron to supervise the outside work of the girls. This responsibility had previously been that of the farmer (86).

The Budget Division, Executive Department of the State of Oregon, maintained personnel records of State employees. Each
transfer, replacement, or change in wage or marital status was submitted to this department. An "Employee's Personnel Record" form was completed by each employee. The administration of each institution was responsible for keeping the budget division fully advised as to personnel changes (18).

At the beginning of the school year 1938, there were three teachers on staff. They were responsible for both grade and high school subjects, including music. The salary of the teachers was $75 per month and full maintenance. Schedules of classes were 9:30 a.m. to 11:30 a.m. and 1:30 p.m. to 4:00 p.m. It was assumed that the teacher would also prepare lesson assignments during these times.

Teachers were expected to supervise girls at 7 a.m. while they were involved in cottage cleaning. One day each week the instructors took responsibility for dining room supervision and were responsible for the evening recreation period. Also on one Sunday each month the teachers supervised the girls in the dining room, Sunday School, Church, and Sunday evening recreation. The teachers were allowed the same time off as other institutional employees. On Saturday morning, the teachers helped supervise the cleaning throughout the institution, which was generally completed by 10 a.m. The teachers also were required to meet and help visitors on Sunday each month from 10 a.m. to 1 p.m.
The resident staff of the institution were on duty from 6 a.m. to 5 p.m. During this time, two and one-half hours were used for meals and rest periods. It was necessary for each employee to assist in the dining room, recreation areas, Sunday religious services, and with visitors. The matron in charge of the kitchen planned and prepared all meals to be served, and supervised students assigned to her department. Although none of the matrons were registered nurses, they were permitted to prescribe "simple home remedies". However, a physician was on call at all times. All employees were subject to call anytime during the twenty-four hour day, seven days a week.

It was not necessary to obtain approval from the Board of Control to make salary adjustments affecting ward attendants, penitentiary guards, or similar positions paid upon an established prearranged basis. Salary adjustments affecting all other employees were required to be submitted to the Budget division. This division then submitted recommendations for approval or rejection to the Board of Control which, in turn, notified the Administrator of the action taken (18).

Following is a job description of a housemother's position at the Girls' Industrial School, 1945.
"Housemothers:

"Duties: The immediate care and welfare of their charges. They have the obligation of getting the girls through their duties with dispatch and thoroughness. They must bring to the attention of the supervisor, Superintendent or the doctor any illness which may occur. They are responsible for the girls' most immediate home life, their cleanliness and the attractiveness of their dormitory living; issue clothing; supervise some of the yard work; act as mediators and must at all times know with whom their girls are and where they are working.

"Experience required: Has been that of a good mother. What we desire along those lines would be a background of psychology, a younger age, patience, sound judgment, good health, calm nature, minimum of high school graduation, a willingness to progress, cooperative attitude since they must work with all others on the staff, a good understanding of adolescent girls and their problems, and efficiency.

"Salary: $120 per month, less maintenance." (29, no. 8)

A complete list of selected staff positions may be found in Appendix B.

A full time recreational director's position was created during the eighteenth biennial period, July 1 1946 - June 30, 1948 (87, p. 164). Permission was given by the Board of Control to the Superintendent of Hillcrest School to extend employment of certain teaching staff for a longer period of time than the regular nine-months teaching period. The salary of teachers was based on $213.25 per month for the actual number of months worked (88, p. 214). On July 1, 1949, the State Civil Service Commission, Salem, Oregon, reclassified the eight teaching and supervising
positions to Institution Teacher I and II positions. Adjustments to employee salaries were also made at this time.

Compensation of staff was determined by a pay plan compiled by the State Civil Service Commission. Periodically (generally once a year) each employee's performance was evaluated and this rating served as one criteria for a raise in pay, promotion, demotion, lay-off, release, or other change in compensatory status (62, no. 10). Fairview Home and Hospital took over the farm and garden operations for Hillcrest School. Therefore, the superintendent at Hillcrest requested the State Civil Service Commission to delete the position of Farmer III from the classified positions as of June 20, 1952, and to substitute in its place the position of Groundsman I (32, no. 11).

On June 30, 1956, there were fifty-seven staff employed at Hillcrest School and one hundred twenty-two students on campus (89, p. 143). The academic teaching staff during the 1956-58 biennium included eight teachers and one principal. The number of girls on campus June 30, 1958, was one hundred eighty-six (56, p. 183). During 1958-1960, three new teaching positions were filled, making a total of eleven teachers and one principal. The residential staff responsible for students in the cottages required that their shifts be staggered. The purpose of this kind of staffing permitted more desirable supervision. Typical cottage staff coverage was as follows:
7 a.m. ___________ 3 p.m. Houseparent II
2 p.m. ___________ 10 p.m. Head Houseparent
3 p.m. ___________ 11 p.m. Houseparent II
11 p.m. ___________ 7 a.m. Houseparent I

Double coverage by staff was available in the afternoons when the students were in the cottages after school. Duties of the cottage staff were very demanding, not only for the variety of detail and programs for which they were responsible, but because the campus was so overcrowded.

Men were hired as cottage staff in various units. Their shift was set at the 2 p.m. to 10 p.m. hours, permitting the shift to coincide in the cottage with a woman's shift. Emphasis was placed on bringing more men into the institutional programs, both in the cottages and teaching positions, to permit girls to experience more meaningful and positive association with males (35, no. 22).

During the 1960-1962 biennial period, the head housemothers were no longer required to live on the campus. The administration felt this change in policy would not only make for healthier working relationship for all concerned, but would also make possible a wider selection of qualified applicants interested in working in an institution setting (35, no. 22).
The Advisory Board recommended to the Board of Control at their July 8, 1915, meeting the employment of a part-time woman parole officer to work two days per week. This position would relieve the Advisory Board's supervision of twenty-six parolees. Since the establishment of the institution, the Advisory Board has assumed this responsibility. The Board of Control took under advisement this recommendation (80, p. 207).

On March 3, 1916, the Board of Control granted permission to the Superintendent of the Girls' School to employ an assistant industrial teacher who would also assist in "looking after paroled girls" (89, p. 85).

In the sixth biennial report 1923-24, the Superintendent again states that there was a grave need for establishing the position of parole officer at the institution. This person would assume responsibility of supervising girls in the community after their release from school. This position was made available in the early months of 1926 on a part-time basis (64, p. 252). At the December 3, 1927, Board of Control meeting, approval was given to employ a woman as a parole officer on a full-time basis at a salary of $60 per month. Also approved was the employment of a male parole officer for the Feeble Minded Institution at a salary of $75 per month. These two
employees were to work jointly, using one automobile purchased for parole work (90, p. 20).

In July of 1928, approval was given to the Superintendent of the Girls' School to sell the half-interest in the shared vehicle to the Feeble Minded Institution and to purchase a Ford sedan for the woman parole officer at the Girls' Industrial School (91, p. 253). The initial request for a parole officer was made in July 1915, and the position was filled on a full time basis in December 1927, making a total of twelve years to initiate this position toward an on-going institutional program.

The Superintendent submitted the following job descriptions in 1945 for the position of Psychologist or Psychiatrist.

"Duties: To interview each new admission; recommend treatment for various problems; consult and advise the staff of Hillcrest regarding those girls with a special personality conflict or such problems as may be brought to his attention by the staff or through interviews with the girls; to recommend medical treatment when relative to a girl's condition.

Experience required: That of a practicing psychologist or psychiatrist.

Salary: $210 per month. Dr. Haskins comes every Tuesday . . . working from 4 p.m. to 9 p.m." (29, no. 8)

The services of a psychiatrist on a part-time basis for four hours per week was granted by the Board of Control in May 1948. The psychiatric services were made available through the State Hospital with the following stipulations:
1. "That a minimum of four hours per week be allotted to Hillcrest of Oregon.

2. That four hours served by the psychiatrist would be stipulated as normal time off from the Oregon State Hospital, and would in no way decrease the normal work week at the hospital.

3. This service was to be considered as a temporary arrangement not to exceed six months.

4. Prior to the end of the six-months period, the Superintendents of Hillcrest School and the Oregon State Hospital would discuss with the Board of Control the effectiveness of said service to ascertain if it should be continued.

5. Salary stipulated for this service was $100 per month." (62, no. 10)

In July 1948, a psychologist aid position was approved. The primary responsibility of the psychologist was to administer and interpret psychological tests and make recommendations to the institutional staff regarding the personality difficulties, aptitudes and abilities of the students. A full time recreational director's position was also approved (62, no. 10). On July 6, 1950, approval was given by the Board of Control to employ a part-time chaplain. The salary for this position was $40 per month (92, p. 71). On October 10, 1950, an Episcopal minister "with many years of experience" was appointed to this position (92, p. 107).

During the twentieth biennial period, 1950-52, a part-time Catholic chaplain position was approved. Thus both Protestant and Catholic chaplains were available to aid those committed to the
institution (94, p. 163).

The part-time professional staff included the Catholic and Protestant chaplains, psychiatrist, psychologist, physician and dentist. All persons filling these positions reported directly to the Superintendent (32, no. 11).

During the twenty-second biennial period, 1954-1956, the Social Service staff included one director and three counselors. The director and one counselor were responsible for all students on campus. The two remaining counselors were responsible for student placement in the community throughout the State of Oregon (55, p. 146). During the twenty-third biennial period, 1956-1958, the social service staff was increased by one counselor, making a total of five on staff, including the director. The psychologist position was increased from four hours a week to two and one-half days per week (56, p. 185). A new position, Director of Cottage Living, was approved during this biennium, making possible campus-wide coordination to the group living units (35, no. 7).

During the 1958-60 biennial period, the following staff changes took place: Both Catholic and Protestant chaplain's services to the institution increased to twelve hours each week. A full-time psychologist was employed to serve all students on campus. Three additional juvenile counselors were employed, making a total of eight, plus one director. Four counselors were assigned to the
campus population and four assigned to supervise students in their home communities. A full time Protestant chaplain was employed in 1960-1962 biennium and the services of the Catholic chaplain were increased from twelve to twenty hours a week (35, no. 7).

During the twenty-seventh biennial period, 1964-1966, additional emphasis was given to the Social Services Department. Four additional campus counselors were added to the staff, making a total of eight. These additions made possible the placement of one counselor in each of the living units to serve as head of the treatment program. Under this plan, the counselor was directly responsible for the supervision of all programs initiated, and for the development of such programs, working together with the cottage staff.

Another position established was that of Director of Field Services. The responsibility of the person filling this post was to provide coordination and supervision for all of the after-care services for parolees or those released from Hillcrest, finding and placement in foster homes, home placement, job placement, school placement, out of State placements (60, p. 423).

Administrative Staff

Mrs. Esther M. Hopkins was appointed Matron (Acting Superintendent of the Oregon State Industrial School for Girls at the July 21, 1913 Board of Control meeting (76, p. 38). On May 4, 1915,
Mrs. Esther M. Hopkins, Acting Superintendent, Oregon State Industrial School for Girls, requested the Board of Control to purchase a conveyance for use at this institution. This could be a horse and buggy or a cheap automobile. Mrs. Hopkins also stated that if the Board of Control would increase her salary to the amount provided by law for the position of Superintendent ($1500 per annum) she would purchase a Ford automobile from her own funds, if institutional funds would be allocated for the upkeep of the vehicle. Following full discussion by the Board of Control, it was ordered that Mrs. Esther Hopkins be appointed as Superintendent of the Oregon State Industrial School for Girls, effective January 1915, at the salary of $1500 per annum. Approval was also given for her personal purchase of a Ford automobile with the understanding that said automobile would be used only for institutional business. Cost of upkeep of the automobile was to be assumed by the institution (95, p. 127).

Mrs. Esther M. Hopkins submitted her resignation effective April 17, 1917, as Superintendent of the Oregon State Industrial School for Girls. Upon the recommendation of the Advisory Board of the institution, Mrs. Minnie S. Darst of San Diego, California, was appointed Superintendent May 1, 1917. Six months later, October 30, 1917, Mrs. Darst tendered her resignation and Mrs. Margaret L. Mann, a teacher in the laundry and sewing department
was appointed as acting superintendent (18).

On February 1, 1917, the Board of Control discussed the fact that the 1913 Oregon Laws, Chapter 78, did not require executive heads of State institutions to file official bond. The Secretary of the Board was instructed to have the Attorney General draft a measure to cover this omission (96, p. 43).

In September 1918, Mrs. Margaret L. Mann's appointment was changed from Acting Superintendent to Superintendent of the Girls' Industrial School (18).

The Board of Control at its October 1918 meeting noted that the salaries of institutional executives were fixed by law. The Board felt that these officials should receive salaries commensurate with their duties. They recommended therefore that the Legislative Assembly be made aware of this discrepancy and that equitable adjustments be made (97, p. 327).

Mrs. Margaret L. Mann tendered her resignation as Superintendent of the Oregon State Industrial School for Girls, effective September 1, 1920. The Board accepted her resignation, and appointed Mrs. Clara C. Patterson to succeed her (98, p. 297).

Executives of all State institutions were directed by the Secretary of the Board of Control to refrain from employing members of their immediate family without first receiving the unanimous approval of the Board. It is not known whether nepotism was practiced
extensively but some incident or incidents could have triggered the above directive (18).

An assistant was hired to work in the office of Board of Control; however, no funds were made available for his salary. The Board therefore informed the respective superintendents that "inasmuch as the Legislature did not appropriate funds adequate to pay this man's salary of $150 per month, cost of the salary would be shared by all institutions from April 1, 1921 through December, 1922." The amount charged to the Girls School was $7.61 per month (18).

The Legislative session of 1931 established a committee to investigate and made recommendations to Governor Meier regarding the programs, services and staffing at the Girls' Industrial School. Following is the committee report as it related to the Advisory Board and the responsibilities of the Superintendent at the Girls' institution.

"... The Advisory Board, comprised of three women members appointed by the Governor, should be strengthened in its position and authority. This Board's recommendations should go in writing to both the superintendent of the school and the State Board of Control.

"The Advisory Committee should also act as a parole board, advising with the parole officer, and receiving direct from her copies of all reports to the superintendent. The Advisory Committee should pass upon and have authority to disapprove all appointments to the staff. Resignations from all present members of the staff should be requested in order that the Superintendent and the Advisory Committee might have an early, unhampered opportunity of adequately meeting the requirements of
each position involved, either through reappointment, or new appointments . . . . " (18)

The recommendations of this committee as they related to the Advisory Board’s responsibility could be considered extreme. For an appointee committee to share the responsibility of hiring staff, approving parole status of students and receiving all communication from the parole officer to the Superintendent could, in many cases, create bedlam. This kind of fragmentation of responsibility could be very destructive to both staff and students. No information was found in the research of this thesis to indicate that this recommendation was approved.

On December 31, 1938, Mrs. Claire Patterson resigned as Superintendent of the Girls’ Industrial School. (18). She had served as Superintendent for eighteen years. No Superintendent to the present time (1972) has had such a long tenure.

During the next few years the leadership of the Girls’ School experienced constant change. Mrs. Wilson Savage, the bookkeeper at the institution, was appointed Superintendent January 1, 1939. She resigned on December 1, 1942. Mrs. Elda Russell was appointed Superintendent on December 1, 1942. Miss Russell’s salary was $175 per month plus full maintenance (99, p. 192). She in turn resigned effective September 17, 1943. However, Miss Russell was retained at the institution until September 30, 1943, in an advisory capacity. The Board of Control approved the appointment of
Miss Mary Way as Superintendent pro-tem effective September 17, 1943, with a salary of $175 per month and full maintenance (100, p. 95). Miss Way resigned June 1945 (101) and Mrs. Katherine Loaiza was appointed Superintendent July 1, 1945 (101).

Following is the job description for the Superintendent position at Hillcrest School of Oregon, 1945:

"The duties connected with the position of Superintendent are the physical and mental well-being of the girls; directing of social work and plans for girls; organization of the school, receiving of commitments; personnel work in hiring and firing of employees, their welfare and living quarters; organization of staff duties; over-all management of institution grounds, buildings and equipment; supervising of food and well-balanced diet; financial management; planning of new properties and buildings; transportation for staff, etc.

The salary is $175 per month and requires residence at the School. The Superintendent must be bonded." (29, no. 8)

The resignation of Mrs. Katherine Loaiza was accepted by the Board of Control to become effective on June 15, 1950 (102, p. 4). Mrs. Lena Smithson was appointed Superintendent of Hillcrest School of Oregon effective June 16, 1950 (103, p. 65).

The Superintendent and Supervisor (Assistant Superintendent) positions were unclassified employees and served at the pleasure of the Board of Control (62, no. 10). At the July 22, 1954, Board of Control meeting, Mrs. Lena R. Smithson submitted her resignation as Superintendent of Hillcrest School of Oregon to become effective on August 14, 1954 (104, p. 75). On August 12, 1954,
Mrs. Irma Bywater was appointed Acting Superintendent, effective August 16, 1954 (105, p. 84). The Board of Control appointed Miss Marjorie G. McBride Superintendent of Hillcrest School of Oregon to become effective September 1, 1954, at a salary of $6000 per year less $75 per month for maintenance (106, p. 90).

During the twenty-seventh biennial period, 1964-1966, a training officer position was established to develop and initiate an on-going inservice training program for all staff at the institution (60, p. 424).

The Board of Control accepted the resignation of Miss Marjorie G. McBride effective September 17, 1965. Mr. David A. Pollack was designated to serve as interim Superintendent until such time as a permanent replacement could be made (107, p. 156). At the November 9, 1965, Board of Control meeting, Mr. David A. Pollack was appointed Superintendent of Hillcrest School of Oregon (108, p. 167). On November 1, 1967, Mr. David A. Pollock submitted his resignation as Superintendent of Hillcrest School of Oregon (109). Mr. Robert Watson, a consultant team member of the Corrections Division working with the Hillcrest staff and program, was designated as interim Superintendent (35, no. 22). On January 9, 1968, Mr. Charles W. Pfeiffer was appointed as Superintendent at Hillcrest School of Oregon at a salary of $1,240 per month (110, p. 1).

During the latter months of 1967 and early part of 1968, the Corrections Division appointed a team of consultants to work with
the Hillcrest School of Oregon administrative staff to review and plan a new organizational structure at that institution. This team presented a plan referred to as a reorganization proposal. The major changes of this proposal as it related to the staff were:

1. Reassigning the positions of Group Life Supervisor III to direct cottage supervision, acting as a cottage manager.

2. Assigning a social worker counselor to each cottage with office space being provided in the cottage.

3. Assigning of academic teachers to each cottage to represent the school programs for each girl.

4. Establishing two Program Supervisors' positions at the Social Worker III level to coordinate and supervise the treatment activities in each cottage.

5. Assuming the working title of Director of Campus Life by the Assistant Director of Social Service. This position included the responsibility of coordinating activities both on and off campus, transportation, campus security, work assignments, tours and public relations.

6. Transferring of the Field Service Programs (parole) from the Director of Social Service to the Assistant Superintendent, Treatment Program (35, no. 22).

The Corrections Division Training Director was also involved with various academic institutional personnel in providing college credit courses for staff at Hillcrest School of Oregon and other institutions under the Corrections Divisions management, the purpose being to give specialized academic training to institutional childcare workers. "The operation of an institution effectively devoted to the ultimate goal of rehabilitation . . . . imposes definite
responsibility in terms of quantity and quality of staff... which is not simply related to staff selection but must be enhanced through supervision and training" (35, no. 13).

Physical, Dental, Health Care Staff

The original staff of the State Industrial School did include a nurse at a salary of $40 a month (76, p. 38). The Advisory Board of the Girls' School recommended to the Board of Control at its July 8, 1915, meeting that a woman physician be employed to provide medical care. However, if a female doctor were not available, the Advisory Board recommended Dr. Byrd be employed in this capacity. Dr. Byrd had given his services gratuitously prior to this time. "While we would prefer a woman physician for this institution, provided a competent person could be obtained, we feel indebted to Dr. Byrd... We feel now when we are able to pay something he should be retained if he desires..." (80, p. 207). The Board of Control approved the employment of a physician for the Girls' institution. Whenever possible, girls were taken to the doctors' office for treatment at a cost of one dollar per visit (80, p. 207). Dental care was non-existent at all State institutions except the Penitentiary, as indicated in this excerpt from the Board minutes dated March 3, 1916.
"The Secretary found that the work at the Penitentiary is now taken care of by an inmate of the institution. For the necessary work at the State Institution forFeeble Minded, the dentist did not care to take the position for less than $125 per month. The remaining institutions would not have enough work to justify the employment of a dentist at that rate. The Secretary stated verbally that, in his opinion, the subject had better be dismissed. It was so ordered." (111, p. 87).

In 1922 the resident physician at the Feeble Minded Institution also served the Girls' School. He received five dollars for each trip to the institution. It was ordered by the Board of Control that the physician's salary would be twenty-five dollars per month from the Girl's Industrial School and one hundred and fifty dollars a month from the Feeble Minded Institution (112). It was decided at the March 31, 1926, Board of Control meeting, that the salary of the dentist, who was serving four state institutions be set at two hundred dollars per month with the understanding that he would pay his own transportation to the various institutions (85, p. 209). The services of the dentist were re-allocated by the Board of Control in 1930 to include the Feeble Minded Institution and the Girls' Industrial School. The dentist would reside at the State Institution for the Feeble Minded and be paid a salary of $135 per month (113, p. 91). The Girls' School would pay $50 per month (70, p. 115).

The employment of the dentist on a part-time basis from the Fairview Home staff was no longer feasible as of November 1953, due to the increased population at that institution. Therefore, the
Board of Control approved employment of a dentist from the City of Salem on a part-time basis to serve the girls at Hillcrest School at a salary of $100 per month (114, p. 133). During the 1963-1965 biennium, the services of the dentist were increased from four to eight hours a week (66, p. 326).

**Total Staff**

The payroll for the first biennial period of the Oregon State Industrial School for Girls, July 16, 1913, to September 30, 1914, was as follows:

<table>
<thead>
<tr>
<th>Positions</th>
<th>Rate per Month</th>
<th>Gross Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting Superintendent</td>
<td>$75.00</td>
<td>$1,145.00</td>
</tr>
<tr>
<td>Teacher and Bookkeeper</td>
<td>60.00</td>
<td>701.10</td>
</tr>
<tr>
<td>Housekeeper</td>
<td>40.00</td>
<td>36.14</td>
</tr>
<tr>
<td>Housekeeper</td>
<td>40.00</td>
<td>206.00</td>
</tr>
<tr>
<td>Janitor</td>
<td>35.00</td>
<td>60.67</td>
</tr>
<tr>
<td>Sewing Teacher</td>
<td>40.00</td>
<td>49.62</td>
</tr>
<tr>
<td>Housekeeper</td>
<td>40.00</td>
<td>93.90</td>
</tr>
<tr>
<td>Janitor</td>
<td>50.00</td>
<td>124.04</td>
</tr>
<tr>
<td>Attendant</td>
<td>30.00</td>
<td>16.56</td>
</tr>
<tr>
<td>Attendant (raised to $35)</td>
<td>30.00</td>
<td>227.06</td>
</tr>
<tr>
<td>Housekeeper (raised to $35)</td>
<td>30.00</td>
<td>186.00</td>
</tr>
<tr>
<td>Supply (for two weeks)</td>
<td>25.00</td>
<td>25.00</td>
</tr>
</tbody>
</table>

(15, p. 211)

The average number of staff employed at Hillcrest School of December 31, 1950, was 33.94. Listed are the major categories of staff and salary:
<table>
<thead>
<tr>
<th>Position</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>$450</td>
</tr>
<tr>
<td>Supervisor</td>
<td>310</td>
</tr>
<tr>
<td>Clerk-Stenographer I</td>
<td>219</td>
</tr>
<tr>
<td>Accountant I</td>
<td>284</td>
</tr>
<tr>
<td>Institution Teacher I</td>
<td>296</td>
</tr>
<tr>
<td>Institution School Principal</td>
<td>394</td>
</tr>
<tr>
<td>Maintenance Repairman II</td>
<td>296</td>
</tr>
<tr>
<td>Carpenter</td>
<td>309</td>
</tr>
<tr>
<td>Plant Maintenance Engr. I</td>
<td>336</td>
</tr>
<tr>
<td>Custodial Worker</td>
<td>193</td>
</tr>
<tr>
<td>Meat Cutter</td>
<td>239</td>
</tr>
<tr>
<td>Cook II</td>
<td>261</td>
</tr>
<tr>
<td>Laundry Worker II</td>
<td>239</td>
</tr>
<tr>
<td>Watchman</td>
<td>210</td>
</tr>
<tr>
<td>Graduate Nurse I</td>
<td>261</td>
</tr>
<tr>
<td>Juvenile Parole Worker I</td>
<td>296</td>
</tr>
<tr>
<td>Juvenile Parole Worker II</td>
<td>309</td>
</tr>
<tr>
<td>Houseparent I</td>
<td>219</td>
</tr>
<tr>
<td>Houseparent II</td>
<td>239</td>
</tr>
<tr>
<td>Farmer III</td>
<td>272</td>
</tr>
<tr>
<td>Chaplain</td>
<td>40 part-time</td>
</tr>
<tr>
<td>Dentist</td>
<td>40 part-time</td>
</tr>
<tr>
<td>Physician</td>
<td>50 part-time</td>
</tr>
<tr>
<td>Psychiatrist</td>
<td>100 part-time</td>
</tr>
<tr>
<td>Psychologist</td>
<td>1.71 hour rate</td>
</tr>
</tbody>
</table>

With the exception of the Superintendent and the Supervisor, all staff employees were under the merit system and classified in accordance with the State Civil Service Commission's rules and regulations (62, no. 10).

On June 30, 1968, there were one hundred and forty-eight staff members employed at Hillcrest School of Oregon, and one hundred and twenty-eight students on campus (67, p. 351).
Superintendents Serving Hillcrest School of Oregon

<table>
<thead>
<tr>
<th>Name</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Esther Hopkins</td>
<td>July 21, 1913 - April 17, 1917</td>
</tr>
<tr>
<td>Mrs. Minnie S. Dart</td>
<td>May 1, 1917 - Oct. 30, 1917</td>
</tr>
<tr>
<td>Mrs. Margaret L. Mann</td>
<td>Oct. 30, 1917 - Sept. 1, 1920</td>
</tr>
<tr>
<td>Mrs. Clara C. Patterson</td>
<td>Sept. 1, 1920 - Dec. 31, 1938</td>
</tr>
<tr>
<td>Mrs. Wilson Savage</td>
<td>Jan. 1, 1939 - Dec. 1, 1942</td>
</tr>
<tr>
<td>Miss Elda Russell</td>
<td>Dec. 1, 1942 - Sept. 17, 1943</td>
</tr>
<tr>
<td>Miss Mary Way</td>
<td>Sept. 17, 1943 - June, 1945</td>
</tr>
<tr>
<td>Mrs. Katherine Loaiza</td>
<td>July 1, 1945 - June 15, 1950</td>
</tr>
<tr>
<td>Mr. David A. Pollack</td>
<td>Nov. 9, 1965 - Nov. 1, 1967</td>
</tr>
<tr>
<td>Mr. Charles W. Pfeiffer</td>
<td>Jan. 9, 1968 - present</td>
</tr>
</tbody>
</table>

Summary Paragraph

Girls who were sent to the State Industrial School were automatically subjected to a bleak, monotonous existence. This situation continued until the 1950's when supportive clinical, academic and residential staff were made a part of this institutional program. It seems impossible that an agency could exist for approximately forty years and change so little.

The demands made on those staff who were a part of the
institutional program in the early years was extreme. The requirements of living on the grounds, low salary, and the limited opportunity for social and community contact created a very sterile environment. This did, of course, adversely affect the students of the school. Finding individuals willing to submit to such job discrimination must have been a colossal effort by the administration.

With the advent and implementation of the State Civil Service program, conditions changed. Resident staff were granted eight-hour shifts and in time were no longer required to live at the institution, thus creating a much healthier climate, and greatly increasing availability of more highly qualified people. The last twenty years reveals the greatest change in staffing in relation to qualifications and numbers of employees available for programs. The administration encouraged and made possible the team concept in the institution planning, which involved the clinical, residential and academic staff.

The quality of staff has improved noticeably since 1950. Greater concern by institutional personnel, State government, and the communities throughout Oregon is obvious in this development.

Institutions in our nation appear to be a part of our cultural heritage. The operation of such institutions has been generally ignored by the public at large and in some cases by those indirectly responsible. This thesis depicts the neglect and ignorance thwarting
just one small institution in Oregon. Think what must be occurring
nation-wide.

We, as citizens, must take a stand in involving ourselves, either
directly or indirectly, in the programs of institutions and additional
services offered to youth if we expect to effect the changes which
are so badly needed. It is hoped that the State of Oregon and all
those involved in serving the youth of our State are moving from a
"tunnel-vision" approach to a broad expanse view which includes
varieties of services to meet the multitude of needs.
CHAPTER VI. SUMMARY AND RECOMMENDATIONS

This study gives a historical overview of Hillcrest School of Oregon involving fifty-nine years of service to female juveniles. During the first forty years Hillcrest School saw little change in institutional programs which emphasized farming, gardening and the art of household pursuits. Society evidenced little interest in the plight of those citizens committed to state institutions. The onslaught of two world wars and the trauma of a major depression tended to draw concern and financial support of society away from persons so incarcerated.

Educational programs were limited primarily to students attending half-day sessions. Limited recreational facilities and staff were available for student involvement. The counseling services, both at the institution and in the community placement, were slow in developing. The spiritual help and counseling programs were carried on by volunteers and part-time chaplains until a full-time chaplain was provided.

Noticeable improvement occurred over the past two decades as emphasis was given to individual treatment for each girl committed. Every aspect of living was involved. Clinical services at the institution were augmented and refined; qualification requirements for employment were raised; the educational services, as well as
the recreational programs and facilities, were expanded.

This expansion was made possible because more concern and monies were allocated for the development of Hillcrest School programs by the legislature. Greater emphasis on quality programs were emerging in the broad field of children's services. The institution was beginning to be viewed not as a holding facility, but as a community where growth could take place by those directly concerned if sufficient services were made available.

Individual attention and care for each girl was given high priority. This was accomplished primarily by greater selectivity in staffing and by opportunities to employ more staff for programs in the cottages, school, and clinical services. More emphasis was given to community involvement by permitting students to visit their homes or foster homes more frequently and encouraging individuals and groups from the community to participate in programs on the institutional campus. This has been instrumental in assisting the students at the institution to feel less isolated from the community at large.

With the more humane treatment beginning to emerge in administrative programs and services at the state level of government, even greater rehabilitation opportunities will occur for youthful offenders in Oregon. In the spring of 1972, juvenile boys were included in the residential program of the institution. Planning is
now taking place whereby Hillcrest School of Oregon and MacLaren School for Boys will be combined to form one coeducational institution. In the future greater emphasis will be given to serving youth in trouble through youth care centers in the community rather than institutionalization.

The youth care center concept would decrease the population in juvenile correctional institutions which would then serve only those students whose adjustment in the community would appear to be extremely difficult or impossible. Staffing and programs in correctional institutions will of necessity need to be of the highest quality.

There seems to be evidence to believe that children with special problems can be served in the community more effectively than in the isolated environment of an institution. To accomplish this goal, the attitudes of the parents, legislators, school teachers, administrators and the public in general must change. A larger diversity of community programs must be developed in order to care for the preponderance of disturbed youth who need attention.

The fact that institutions such as Hillcrest School have been a part of our cultural heritage for many years is not a valid reason to continue these programs. For those relatively few students who cannot adjust to living in community center programs, small residential treatment facilities could be located throughout the state.
The cost of such facilities is very high, but the service to youth would be of higher quality for a much shorter period of time.

Hillcrest School of Oregon as a separate institution to serve female juvenile offenders will in all probability no longer exist in the near future. MacLaren School for Boys at Woodburn is being considered as the first state coeducational program for juvenile offenders. In the writer's judgement this would be a sound decision. However, it is hoped that in the not too distant future MacLaren School for Boys and Girls will also close, making possible community-based programs to serve all youth who are in need of such services.
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APPENDICES
APPENDIX A

Student Job Descriptions - 1916

Chicken and Rabbit Girls: Outdoor

Clean house twice a week and put ashes after a thorough scrubbing.
Scrape roosting houses daily.
Put fresh straw in scratching pens every month.

Garden Girls:

Empty garbage pail in kitchen, rinsing and returning same to kitchen after breakfast and dinner daily.

Girls care for own boots and gloves, keeping them washed and clean. . . . if outdoor suits are dirty before day for change see that you wash them, with Laundry Teacher's permission, of course.

No girl is to go into the root house, milk room or well house unless permission has been given by Mr. Harris or Miss Wilcox. No eating of vegetables or butter, or drinking of milk and cream. Absolutely leave pump alone.

Monitor of the Laundry:

First assistant to officer.
List clothes, help get supplies.
Help new girls with their duties, also ask girls who are through with their special duties to help where necessary.
Assist with sprinkling.
Iron kitchen caps, and any general ironing.
See that laundry is clean and in order at the end of work.

Washer Girl: - Laundry Department

Sort clothes, watching for stains.
Take out pins and needles.
Hang out clothes, taking care of clothespins and buttons.
Clean washer and put boxes away.
Bring in clothes and help with sprinkling and general ironing.
Wash on officers' shift.
Make soap (2 bars to pan of water).
First and Second Tubs:

Rub clothes, turn pockets and hose.
Help hang clothes, 1 girl every other day.
Clean white tubs, and mop floor in front of tubs.
Bring in clothes, help sprinkle.
Do general ironing.
Clean windows over tubs.
Help washer girls with stains.

Third and Fourth Tubs, also Boiler Girl:

Shake clothes and see they are clean before putting in.
Rinse clothes, a few at a time, and blue them . . boiler.
Make starch, putting on starch water early enough to be
through at same time as boiler (amount of starch, scant
spoonful to 2 pieces of cloth)
Sprinkle and iron all flat work.
Help washer girl in counting clothes.

Dormitory Department:

Rugs are taken out and shaken on Saturdays when weather
permits.
Attics are cleaned daily, scrubbed twice weekly. All rooms
and halls are mopped twice a week.
High dusting is done on Fridays.
On Thursday bed spreads, bureau scarfs, rugs and curtains
should be changed and put in hamper for Friday's washing.
Officers' towels are changed every other day. Their rooms
are cleaned thoroughly twice a week, but brushed up daily
and well dusted.
Friday is bath day, the schedule is put on the board by the
Linen Girl; two bells summon girls from school room to baths.
At 7:30 a.m., at 12:30 p.m. and 7:00 p.m. the Linen Closet
is open for reporting or getting any needed supply. This
closet is not opened at other times.
The Sunday clothing and all unnecessary belongings are kept
in the lockers, the Linen girl and helper passing them on
Sunday a.m. and returning them to the locker Sunday p.m.
Look over middies to ascertain which are to go to the laundry
hamper. Those coming up from the laundry on Saturday
afternoon are to be looked over for wear Sunday.
Girls do not work during the mornings in their good sandals
nor go outside in them -- work shops are provided, or in
case of outside work, rubber boots which must be kept clean. Girls are not allowed in others' rooms nor visiting in attics. At quiet hour and bedtime the corridors and attics must be kept quiet... early morning risers walk in stocking feet and refrain from talking in bathrooms.

Following is a partial list of foodstuffs preserved for the 1921 season:

<table>
<thead>
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<th>Foodstuff</th>
<th>Half Gallons</th>
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<td>String beans</td>
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<tr>
<td>Cherries</td>
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<tr>
<td>Strawberries</td>
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<td>Raspberries</td>
<td>21</td>
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<tr>
<td>Blackberries</td>
<td>76</td>
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<td>Loganberries</td>
<td>70</td>
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<tr>
<td>Pears</td>
<td>142</td>
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<tr>
<td>Petite Prunes</td>
<td>143</td>
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<tr>
<td>Sour Pickles</td>
<td>112</td>
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<td>Mince Meat</td>
<td>4</td>
</tr>
<tr>
<td>Tomatoes</td>
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<td>Pumpkin</td>
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<tr>
<td>Piccalilli</td>
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APPENDIX B

Staff Job Descriptions - 1916

Outdoor Department - Officer in Charge:

Superintend gathering of vegetables, keeping account of weights and quantities ... Acquainting kitchen staff with what is available, and delivering vegetables from root house to kitchen as requested.

Superintend cleaning of driveways, cutting of lawn, gathering and disposing of trash, stacking wood in basement, planting and/or harvesting of crops.

Accompany girls to barn night and morning.

Superintend milk house duties, separating of milk, care of cream, making and weighing of butter, keeping records.

Reporting number of pounds of butter and milk produced to office and getting from office requisition for butter per day.

Superintend cleaning and care of chicken, guinea and rabbit pens.

Planning next spring's flower garden, herb garden, keeping inventory of seeds and bulbs available for future use.

On duty outside from 8 until 11 a.m.
On duty with sewing classes from 2 until 5 p.m.
On duty with outside girls from 5 until 5:45 p.m.

On duty in schoolroom Thursday nights.
On duty in dining room Wednesdays.
Relief in kitchen Friday from 5 to 7 p.m. and 4th Sunday of each month.

Please notice that all girls working out of doors are to wear either work shoes or boots and NOT sandals ... also keep watch that no boots are left around back door or in basement where they do not belong. You are responsible for outdoor gloves, seeing that each girl keeps her own washed and wearable, also her middy suit between changes.
Staff - Kitchen and Laundry:

Preparation and overseeing all meals, Miss Doan assisting with menus.
Care of kitchen and dining rooms.
Care of milk and butter, canning of fruit and vegetables, etc.
Oversee all laundry and basement work.
Assisting in the unlocking and bringing to kitchen and laundry girls with these duties each morning, except Sundays.

Time off: 4th Sunday in each month; Friday afternoon after 1 p.m. and evening.

Dining Room Supervision: Each Monday, Sunday.

Note: Keep complete record of baking, canning, menus, number of meals, laundry work done, etc.
Fresh meat, fish or groceries needed from town, must be noted on file in the office the night before.
List for supply from storerooms must be ready by 8 o'clock each morning.
Monthly reports must be in the office on the last day of each month.
Record cards Saturday night.

Laundry Notes: Supply closet and woodlift keys not to be given to girls. Personally give out soap, starch and laundry supplies. All clothes in the laundry Saturday must be delivered, except those for Monday’s wash and clothes on lines.

Friday: Hamper day.

Staff - Dormitory Department:

Unlock attic dormitories each morning.
Accompany girls to breakfast on Monday, Tuesday and Wednesday mornings.
Oversee all dormitory work, including all officer's rooms, except Superintendent's.
Care of girls' clothing, also locker on 3rd floor, etc.
Linen closets, etc.
In charge of all mending, distribution of all clothing, taking of baths, etc.
On supervisory duty in schoolroom each weekday after 4 p.m., except Friday and Saturday afternoons and evenings, unless relieved by Miss Doan.
On supervisory duty the 1st and 4th Sundays, conducting Sunday School class - Miss Bowers assisting.

Time off: 2nd Sunday of each month. Friday afternoon and evening.

Note: Keep complete record of all mending done, and all new articles received in the department.
Monthly reports must be in the office on the last day of each month.
Record cards must be in the office Saturday evenings.

Mending days: Monday, stockings and underwear
Tuesday, stockings
Wednesday, aprons and petticoats
Thursday, nightgowns
Saturday, aprons

Staff - Dormitory Department:

Each a.m., call girls with kitchen and laundry duty; accompany girl in charge of furnace work to basement, and remaining there with the girls until breakfast time.
In charge of all garden, chickens and outdoor work.
Assist Superintendent with sewing - oversee care of sewing machines and cleaning of sewing room - also keeping record of sewing done, etc.
In absence of Miss Doan, take charge of kitchen and dining room work on Miss Hathaway's afternoon off, Friday evening of each week, and 4th Sunday.

Time off: 2nd Sunday of each month; Saturday afternoon after 1 p.m. and evening.

Dining Room supervision: Each Friday, Sunday

Note: Keep daily report of produce gathered, eggs, etc., filing report in office each day.
Monthly report of work accomplished, garden produce, chickens, sewing, etc. Must be in the office the last day of each month.
Keep record of girl's attitude and work daily; record cards in office on Saturday night.
Staff - Relief Worker:

General supervision of work done in the different departments. Helping parolees, visiting them when possible, and handling bank accounts.

Extra: Relief work
   When possible, taking Sunday School class on 2nd and 3rd Sundays.
   Relieving Miss Kresky with girls on Saturday afternoon and evening.
   Making up menus, and assisting in kitchen on Friday evening, Miss Hathaway's afternoon off.

Monthly report must be in the office the last day of each month.

Time off: 3rd Sunday; Wednesday afternoon and evening.

Staff Job Descriptions - 1945

High School Teacher:

Duties: To instruct in the four years of high school, giving individual attention and instruction; helping girls attain as many credits as possible during their time here toward graduation. Helping with student body guidance, help with school plays, etc.

Experience required: College graduate with education as a major; at least two years of teaching experience, forceful manner, good personality; attractive person; a stimulating individual.

Salary: $165 per month on a 9-month basis. Residence is not required.

Farmer:

Duties: Planning and rotation crop production; care of land; planting of crops and harvesting, breeding and care of livestock, milking; keeping of farm records, etc.

Experience required: Proven ability by past experience at successful truck gardening, honesty, dependability,
cooperative spirit, good morals, preferably married. It has been the custom to hire a couple for this so that the wife can work at the institution, but the present farmer lives nearby and commutes.

Salary: $155 per month.

Engineer:

The duties connected with this position are so multiple, it is almost impossible to enumerate them. There are too many for one man to efficiently execute. He must supervise all yard and ground work; mow lawns, cut wood, haul wood, repair all broken equipment insofar as he is able; assume charge of the milk house, meat cutting and during freezing and storage of food stuffs; help with canning at the community canner; the hauling of goods to and from the institution; relieve the farmer on alternate weekends; be responsible for all mechanical things about the institution, etc.

The experience desired in this position, since we usually hire a couple, must be that of a general handyman and Jack-of-all-trades. He must be a man of moral integrity, energetic, in good health, cooperative, and willing to work long and hard hours.

The salary for this position for the present man is $165 less maintenance.

Housemother:

Duties: The immediate care and welfare of their charges. They have the obligation of getting the girls through their duties with dispatch and thoroughness. They must bring to the attention of the Supervisor, Superintendent or the doctor any illness which may occur. They are responsible for the girls' most immediate home life, their cleanliness and the attractiveness of their dormitory living; issue clothing; supervise some of the yard work; act as mediators and must at all times know with whom their girls are and where they are working.

Experience required: Has been that of a good mother. What we desire along those lines would be a background of psychology, a younger age, patience, sound judgment, good health, calm
nature, minimum of high school graduation, a willingness
to progress, cooperative attitude since they must work with
all others on the staff, a good understanding of adolescent girls
and their problems, and efficiency.

Salary: $120 per month, less maintenance.

Laundry Matron:

Duties: She must organize and supervise the laundry for the
entire institution. Her department is also a training depart-
ment and she must be able to so organize her work that a
girl who has finished that department would be able to obtain
a position in a commercial laundry by virtue of her experience
and knowledge. By the same token, the girl is better able to
care for her own and family's clothing. The matron must also
take some relief duty during the time she is not in the laundry.
She relieves some evenings in supervising the girls' recreation
or assists the Housemothers on the floor.

Experience required: Similar to that of the Housemothers,
plus a willingness to learn and teach the most efficient and
economical means of a large scale laundry.

We are handicapped in placing anyone in this position because
of our ancient and out-moded equipment.

Salary: $120 per month, less maintenance.

Psychologist or Psychiatrist:

Duties: To interview each new admission; recommend treat-
ment for various problems; consult and advise the staff of
Hillcrest regarding those girls with a special personality
conflict or such problems as may be brought to his attention
by the staff or through interviews with the girls; to recommend
medical treatment when relative to a girl's condition.

Experience required: That of a practicing psychologist
or psychiatrist.

Salary: $120 per month. (Part-time - 5 hrs. per week)