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12; ADMINISTRATION AND  
EDUCATIONAL WORK OF AMERICAN  
JUVENILE REFORM SCHOOLS**

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**DAVID S. SNEDDEN**

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**Contributions to Education**  
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TEACHERS COLLEGE SERIES

No. 12

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**ADMINISTRATION AND EDUCATIONAL WORK OF  
AMERICAN JUVENILE REFORM SCHOOLS**

BY

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## CONTENTS

I. INTRODUCTION.	
Scope of juvenile reform school work. Its educational significance. Aim of the present study. Character of materials available.....	7
II. HISTORICAL.	
Early steps. Movement about 1850. Evolution of ideals. Resemblance to prisons. Quotation from Dr. Goler. Present distinctive features of the institutions.....	10
III. RELATION TO THE STATE.	
State support. Special character of government in each state. Examples. Government of private institutions. Influence of the National Conference of Charities and Corrections. Influence of state boards of charities. Supervision by state boards.....	22
IV. SCOPE, DISTRIBUTION, AND TEACHING FORCE.	
Statistics from Report of the United States Commissioner of Education. Discussion. Statistics constructed from reports of typical schools. Discussion. Statistics showing relative cost of reform schools and other state institutions. Staff. Table showing number of inmates per member of staff. Discussion. Salaries of staff, grouped, for typical schools. Discussion. Impossibility of estimating amount of professional training. Staff in religious institutions.....	31
V. CHILDREN COMMITTED.	
Ages at commitment. Hereditary causes of delinquency. Environmental causes. Parental responsibility. "Broken homes." Facts of juvenile delinquency which are incapable of interpretation. The educational attainments of delinquents. Legal causes of commitment. Boys. Vagueness of causes of commitment of girls.....	50
VI. THE EDUCATIONAL WORK OF REFORM SCHOOLS.	
1. General aspects. Nurture and physical well-being. General aspects of physical and moral education. Moral and religious education.....	64
2. Ideals and practices of vocational education from 1880 to 1890. Results of Mr. Letchworth's accumulation of material. Practices with regard to industries, productive work, etc. Ideals of managers as to industrial work.....	69

3. Industrial education in girls' schools. Discussion of the problem. Necessity of educating for self-support. Description of work done in typical institutions. Out-of-door work. Special trades. Difficulties, personal and social.....	82
4. Industrial education of boys. Rise of trades-teaching and manual instruction. Grouping of work for study. Description of work in typical institutions. Ideals of industrial work of typical institutions. Private schools. State schools. Out-of-door work and special trades.....	92
VII. THE EDUCATIONAL WORK OF REFORM SCHOOLS ( <i>continued</i> ).	
5. General aspects of moral education. Divisions of subject...	119
6. Classification. Historical. Development of the cottage system. Varying methods of classification. Practices of typical girls' schools. The classification of boys. Typical boys' schools. Limitations to classification. Further possibilities of classification.....	122
7. The merit system. Developments in typical schools. The money system of merits. Appearance of an economic basis. Possibilities of a wage system of merits.....	138
8. Military discipline.....	146
9. Punishment. History of abolishment of corporal punishment. Agencies making it possible to dispense with corporal punishment. Play and a freer childhood.....	147
10. Religious education. The problem. English schools under sectarian control. Religious education in state schools. Other means of moral education. Libraries. Effect of characters of men and women in charge.....	150
VIII. THE EDUCATIONAL WORK OF REFORM SCHOOLS ( <i>continued</i> ).	
11. Literary education. The limitations on the teaching of ordinary school subjects. The teaching of special subjects, as music, printing, and the use of libraries. Use of the public school course of study.....	157
IX. THE PAROLE SYSTEM.	
Significance. General description. Typical systems in girls' schools. The differentiation of the parole agent. Work of the more extensive systems of parole.....	163
X. RESULTS.	
Difficulties of estimating results. Lack of standards and of definite records. Sample records from schools with parole service. Records from state agencies. Results of the work of girls' schools.....	177
XI. THE JUVENILE COURT AND PROBATION.	
Significance in connection with reform school work. Discussion.....	194



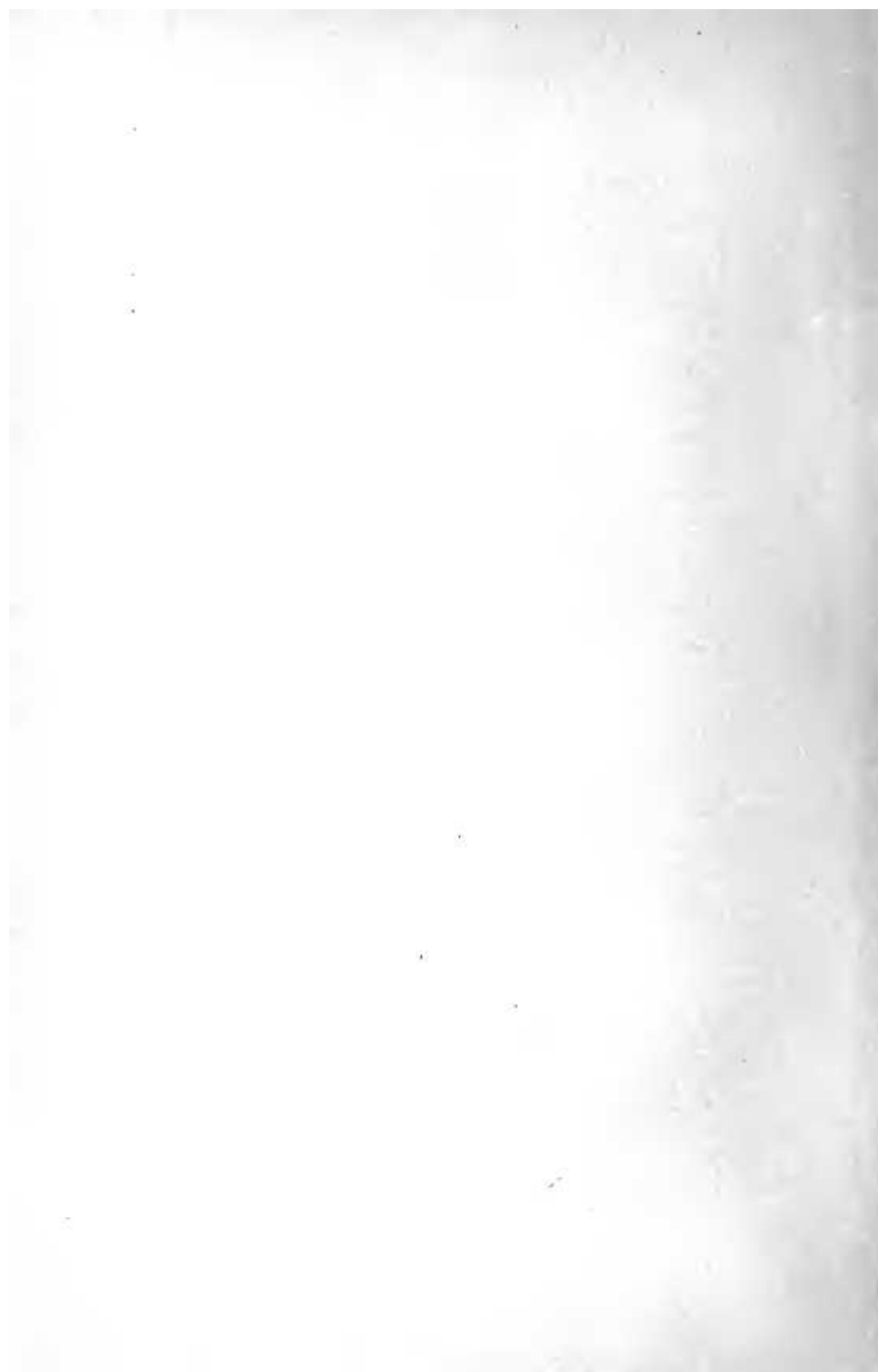
CONTENTS.

5

XII. CONCLUSION.

The work of the juvenile reform school a phase of social education. Possible lines of future development. Means of producing economic independence. Training of teachers for reform school work. Failure of the public school to learn lessons from the reform schools..... 199

GENERAL BIBLIOGRAPHY..... 205



## CHAPTER I

### INTRODUCTION

THERE are in the United States at the present time about 96 institutions engaged in the education of children who are technically known as delinquents. The Report of the Commissioner of Education for 1903 reports that these institutions had, during that year, a total of 34,422 inmates, taught by 644 teachers and cared for by a force of 2,275 men and women as matrons, guards, teachers of trades, parole officers, etc. More than four-fifths of these children are boys. The value of the land, buildings, and other kinds of plant is given at \$23,362,543 which is probably a decided under-estimate, as many institutions fail to report the value of plant. For that year the running expenses were reported at \$3,788,127 or an average of \$110 per capita. Notwithstanding that there are few of these schools in the Southern States, those reporting the race of their inmates give 26,576 as white, and 4,755 as colored. The Report further indicates that of the inmates 21,603 are learning trades.<sup>1</sup>

The above figures give roughly a measure of one system of education in America which has evolved during the last 80 years. The juvenile reform school has not sprung from our public school system but has grown partly in connection with charity and philanthropy, and partly in connection with the departments of justice and penology. In a very true sense the work undertaken by these institutions has represented more fully the idea of state education than has the work of any other part of the educational system. For in these schools the entire round of educational effort must be compassed. That

<sup>1</sup> *Rep. of Com. of Education, 1903: 2288.*