

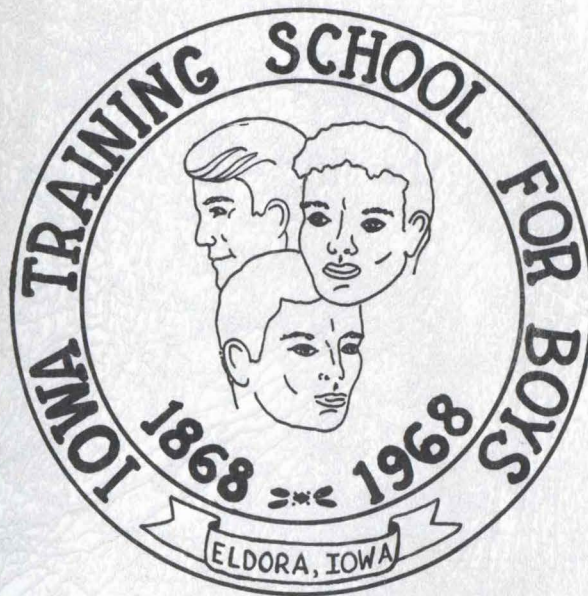
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# CENTENNIAL HISTORICAL REVIEW



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A Loving Man . . .  
Truthful, Valued  
Self-Respecting . . .  
Grows From a Youth  
Well Led by . . .  
a Loving Man

Anthony P. Trivisono  
Carle F. O'Neil

- 21-6, ca. Training Series for Boys 9/68

The man is probably rare who cannot recall moments in his childhood when he thought with fear of possible banishment to a "reform school." His fear might have been of brutality (from other kids or the adults in charge), of shame, of separation from family (even as unhappy as his family might be), and the stigmatic brand, "delinquent." It was a fear of more than the unknown. Somehow reform schools were *known* to be shadowy places of loneliness and evil which existed for the stringent management of youthful evildoers. A folklore of morbid and sadistic stories based on fact perpetuated the awful stereotype.

Insofar as the stereotype continues, it may seem puzzling that the 100th year of such an institution should be celebrated! But the *basic idea* about the training school has always been one of positive concern—to rescue kids in trouble and re-form them so that they might fit acceptably into the open community.

That bad things sometimes happened in reform schools bespeaks the frustrations and frailties of the adults who worked in them. Punishments were sometimes deathly severe and administered out of hate instead of love; boys were some-

## Foreword

times exploited out of the perverse needs of grown-up misfits; terrible crimes were committed in self-righteous autocracy. It must be kept in mind, although it excuses nothing, that shocking things have occurred in every human institution, including the church, which has existed for so long as a hundred years.

It is not the miseries or failures of this school that we commemorate. What we celebrate is the true concern of men and women who worked here and whose *hope* and *care* for kids somehow reached them. And surely we honor the honest achievements of men across the country who once were students here.

Our celebration is only a pause during which we honor human dedication and accomplishment, and acknowledge the shortcomings of a century of institutional existence. Implicit in the pause is a concern for the years ahead: an increasing capacity to understand and to hope so that boys in our care can be guided to greater self-respect and consequently to fuller, more responsible lives. Central to this evolution is the conviction that the citizens of a democracy are best prepared for responsible living, not by doing things to them, but by enabling them to find ways of caring for themselves and others.

Anthony P. Trivisono  
Carle F. O'Neil  
James Hoy

JUNE, 1968

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DES MOINES, IOWA

# The Echo

## June, 1968

Iowa Training School for Boys, Eldora, Iowa

Hon. Harold E. Hughes  
Governor

Department of Social Services  
Maurice A. Harmon  
Commissioner

Anthony P. Travisono  
Superintendent

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Printing: Gordon C. Clemens  
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THE ECHO



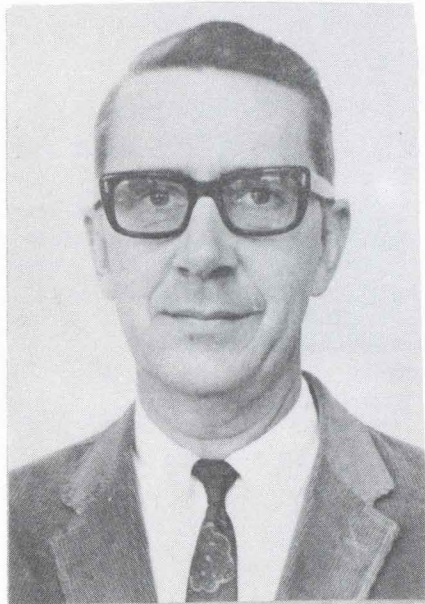
Maurice A. Harmon  
State Commissioner of Social Services

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Eldora, Iowa  
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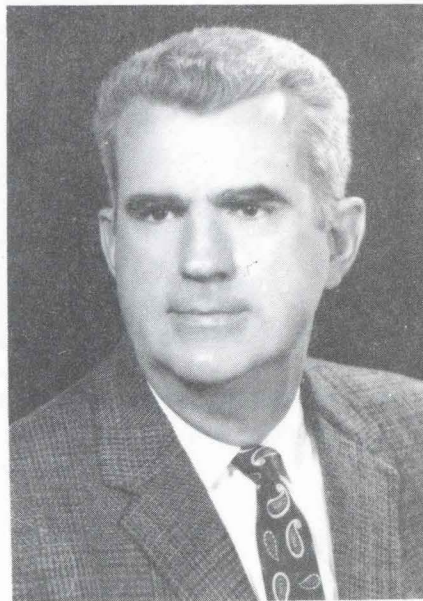




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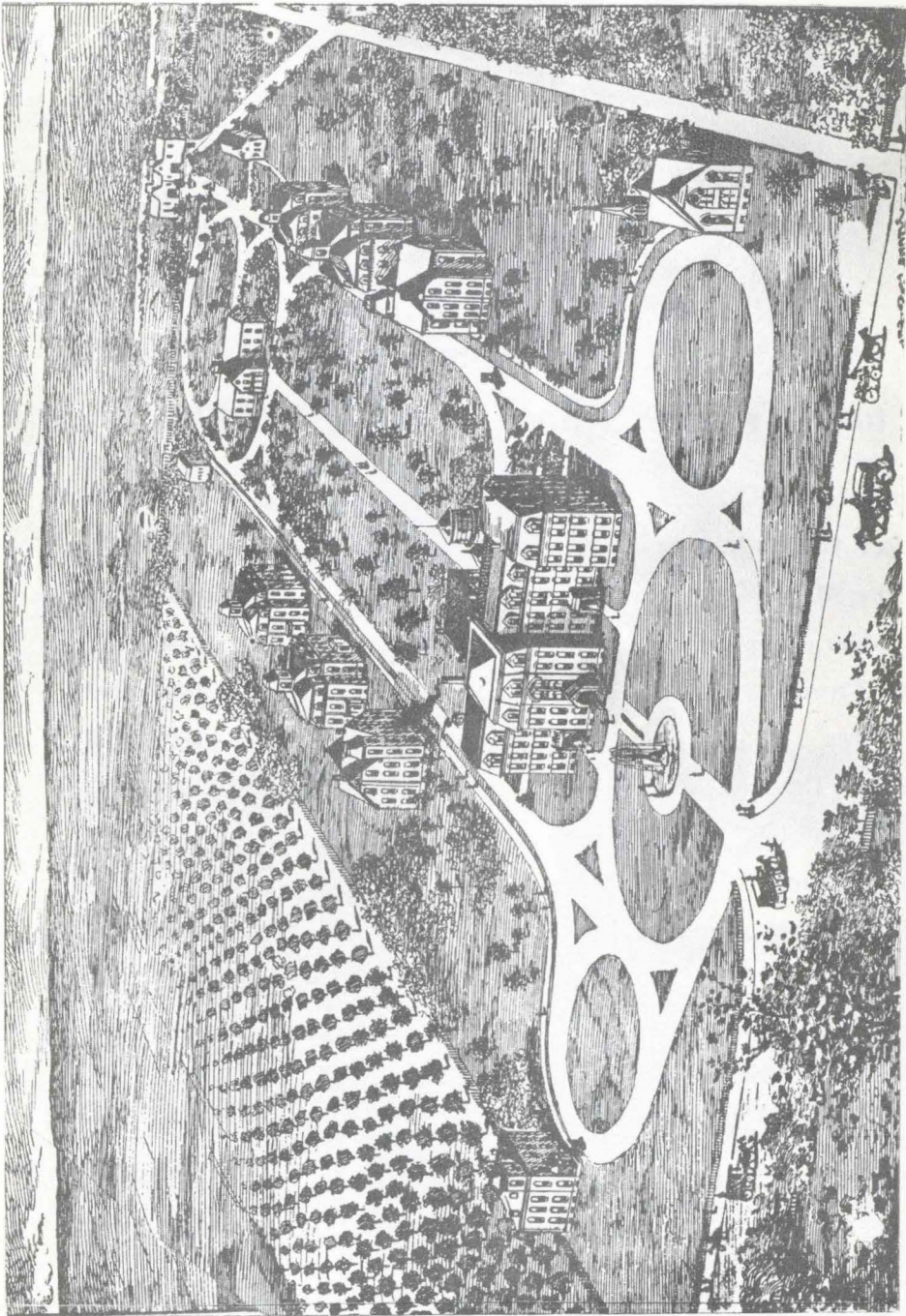


**James Hoy, ACSW  
Assoc. Supt., Administrative**

## Superintendents of the Iowa Training School for Boys, 1868-1961

Joseph McCarty .....	1868-1875
The Rev. Charles Johnson .....	1875-1877
The Rev. M. S. Winans .....	1877-1880
B. J. Miles .....	1880-1891
D. M. Crouse .....	1891-1892
B. J. Miles .....	1892-1904
Col. L. D. Drake .....	1904-1907
W. L. Kuser .....	1907-1922
Otto Von Krog .....	1922-1945
Fred N. Cooper .....	1945-1947
Charles Reed .....	1947-1948
H. L. Miles .....	1949-1961
Anthony P. Travisono .....	1961-

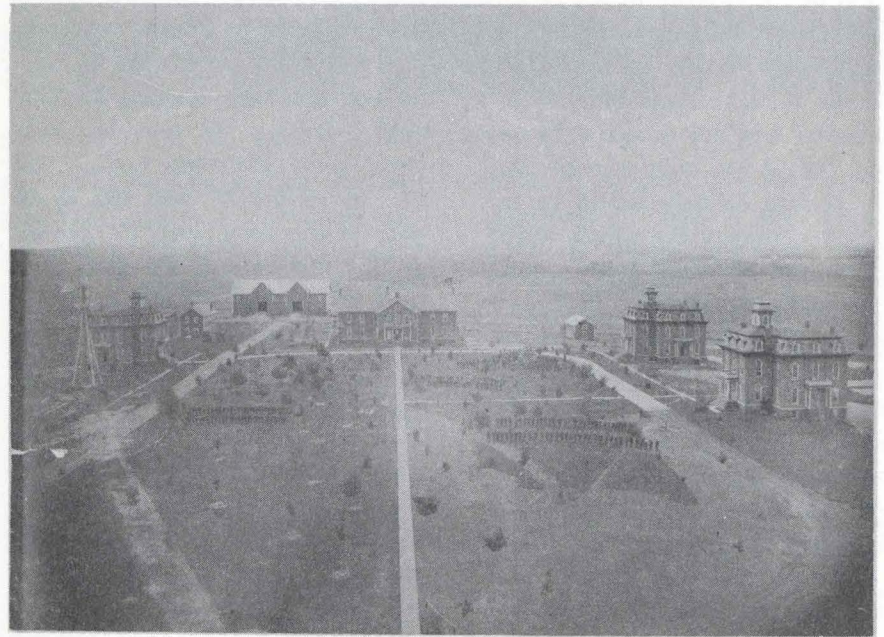




A reprint from an old drawing of the Iowa Training School campus as it appeared in the early days

# The Early Years

By Fred Tully and Larry Morris



The Iowa Reform School in the 1880's

During the third annual meeting of the Iowa State Teacher's Association in Dubuque, April, 1857, mention was made, for the first time officially, for the establishment of a "Reform School." A committee consisting of three men was formed to draft a paper that would be presented to the General Assembly for such an adoption. This memorial, as it was called, de-

manded that the Legislature put a stop to the "unguarded and unprotected condition of many of the youths of this State, and the reckless manner in which some of them are living." This condition was more prevalent in the cities and towns of Iowa which "abound with vagrants and truants of both sexes who refuse to obey their parents, or have none, or worse than none



to obey.”

Most of these people, the paper states, “are not employed and will not work, which has them resorting to any method, no matter how dishonest, to make their livelihood.” The influence they were exerting was bad and caused a great deal of expense to the communities in which they resided. Something had to be done to protect society from them, and equally, it was the obligation of that society to reform them. Proper training would return these young people as worthwhile citizens. If this responsibility of reformation was not accepted by society, then it was quite possible that the criminal element would be increased considerably, which would further cost the state more monies to maintain the offenders in a penitentiary. Experimentation in the reform school, in some states, was completed, and these institutions had been accepted into a prominent position in this country.

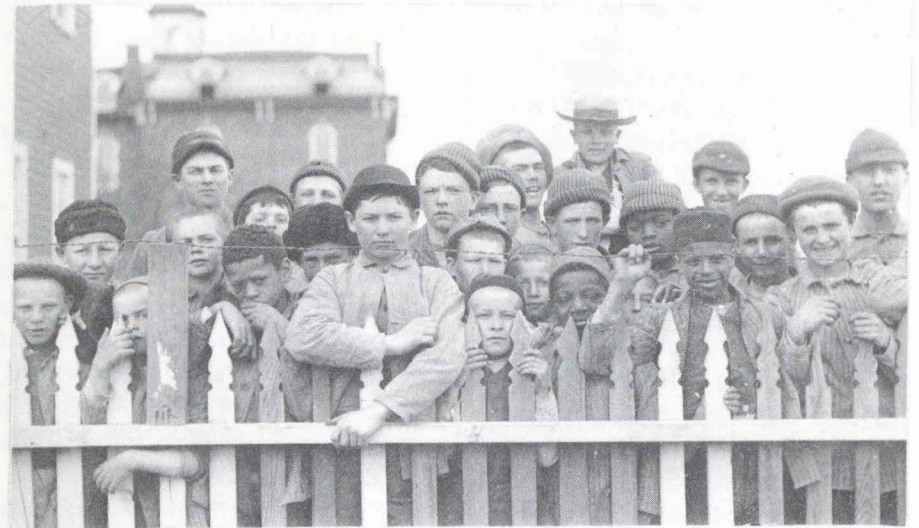
In January of 1858, the memorial, drafted by the Iowa State Teacher's Association, was submitted to Representative Edward Wright and turned over to a Committee on Charitable Institutions. Interest was created by the memorial and, in February of that year, Lincoln Clark introduced a bill for the establishment of a state reform school. Interest in the bill was not sufficiently intense, so it met its death in a committee of four men without getting to the floor of the Legislature.

The Rev. Thomas E. Corkhill, a staunch supporter of the reform

school being established, wrote to Governor Lowe citing the Iowa Statistics in the area of juvenile crime. Evidently the letter had some effect on the Governor in that, in his biennial message of 1860, he also urged the adoption of such a school. He listed all the arguments for its establishment. He noted that the establishment of a reform school would be evidence of progress in the State of Iowa. He also estimated that three-fourths of those young people in reform schools would be returned to the community as “useful and honorable members” of society. During the previous three years, some 50 youths between the ages of 14 and 21 were sent to the state penitentiary, and 47 percent of all convictions in the state came from boys in this age group. He felt that money could be saved by training these individuals rather than by imprisoning them.

In the year before the Civil War was to begin, 1860, the Committee on Charitable Institutions was directed to inquire into the establishment of a reform school and to report back. During this investigation the committee seemed to feel that most of the information gathered supported the idea of establishing the reformatory. Armed with these facts, the group reported its recommendations to the Legislature, only to find that the legislative body did not feel it had enough money to establish the school. The remark made by the Legislature was: “Inexpedient to establish one at the present time.”

The committee reported back to



When 'A Feller Needed a Friend'

the Teacher's Association in 1860 that they had “. . . petitioned and urged both the Board of Education and the Legislature . . . , but have been unable to accomplish anything in behalf of the youthful offenders of our state.” They recommended that the group continue its fight until the reform school was established.

Other groups joined in the struggle to establish the school—others such as judges, district attorneys, and superintendents of schools. A letter in 1865, written by four judges to the Legislature, stated their case: “We unite in the opinion that every dictate of humanity and state policy demands the establishment of a reform school in our midst, where the vicious habits of juvenile offenders may be corrected, and their minds suitably affected by moral and religious culture . . . instructed in the useful arts, and trained in the

habits of industry. Manifold are the arguments in favor of such institutions, of which legislative bodies are not insensible.”

Governor Stone, in his biennial message of 1868, continued the barrage against the lawmakers, saying that “An examination of our criminal returns will reveal the melancholy fact that a very large and increasing proportion of those arraigned in our courts . . . are persons of tender age. These children in trouble are the result of their either being orphans or offspring of people who are not fit parents.” His recommendation was for the establishment of a reform school to retrain these youngsters to prevent them from becoming inmates of the penitentiary. If the Legislature would secure a farm of 50 to 100 acres, the inmates could be reformed by being prepared to earn an honest living. This would be of first importance in such an institution, and



with the farm for an industry the institution could be almost, if not completely, self-supporting.

Eleven years after the Iowa State Teacher's Association meeting in Dubuque, a bill was introduced by Senator John A. Parvin, an influential legislator. His prominence in the Legislature brought support from other influential members of that body, including William Larabee, who would be elected Governor of the State. A standing committee took hold of the bill and began an investigation of its merits. Arguments were heard and evidence examined. Amongst the evidence it was discovered that between the years of 1857 and 1867 about 30 percent of the penitentiary population was made up of minors as young as 12 years of age. Sentences ran from ten days to life. It was a popular feeling that many youths avoided any attempt at correction because the courts were reluctant to send the tender-aged to prison.

In March of 1868, a bill was passed establishing a reform school for both boys and girls under the age of 18. Any person under this age who was found guilty of a crime, with the exception of murder, could be committed to the reform school until he reached his majority at the age of 21. Within the act, it was stipulated that if a youth should perform with good conduct he could be released after having spent one year. This was the minimum amount of time that an inmate could spend at the school. Discharge could take place if there

was complete reformation, if he reached the statutory age limit, or if he were bound out as an indenture. Parents were allowed to petition the court for commitment of their child if that child was "habitually vagrant or disorderly or incorrigible." If the judge found sufficient reason, the child would be committed. However, parents, in this case, were required to pay all court costs and, if the judge wished, he could order them to pay for the child's maintenance while he was in the institution.

The administration of the new institution was put in the hands of a Board of Trustees. The board was composed of six men (later reduced to five), one from each Congressional District, who served terms of six years each. These terms were staggered to assure that a board would not be entirely inexperienced in the work. That first year the board drew straws to select the terms for each member. Law directed them to select the necessary staff for the efficient running of the institution. Everyone committed was to receive employment and instruction, and strict discipline was to be established and maintained. Further instructions in the law called for an inmate to receive "reformation, instruction, and correction, and he is to be trained in piety, morality and such industrial pursuits as might be adapted to his age and capability . . ."

Some of these educational requirements could be met by binding out a boy or girl as an indentured servant. This could be done only if

the parents or guardian gave their consent. The next problem was to find a location for the institution. Two offers were made to the state for the location of the proposed school. Both of the offers were from southeastern Iowa, in Lee county. H. W. Sample offered to donate a farm of 150 acres, known as "Solferino." Upon inspecting the property, the Board of Trustees found it to have several advantages; but the environment was not as suitable as the one provided for in the second offer. The second offer was a piece of property, 1440 acres in all, known as "White's Manual Labor Institute."

The Institute was the product of Josiah White, a believer in manual training for youths. His ideas were originally conceived by Pestalozzi. Known as the Manual Labor Movement, it was brought to this country in 1819. This movement flourished in New England in the 1820's and 1830's, but eventually collapsed. Mr. White's dream was to establish a school for poor children—white, Negro and Indian. Starting with a legacy of \$40,000, he purchased the land and buildings were built.

The expense of building was underestimated, and soon the fund was exhausted and the administrators of the estate were \$2,000 in debt. Income from the farm was short of what was expected, and the future of the Institute was bleak. Administration of the estate was done by the Friends Society of Iowa and, realizing their plight, they asked the state for \$15,000 to assist them in their need. The state, in

looking for a site for the reform school, worked out a solution for both of them. The Institute was located in a remote area, and in the minds of the Board, was the appropriate place for correcting children who were in trouble. A lease was drawn up for a ten-year period with the clause that the state could back out of the agreement any time within that ten-year period.

Although it was not stated, one of the reasons for selecting a site in this area was probably because of the proximity of the penitentiary at Fort Madison. Transfer of boys from the prison to the reform school would be much easier if they were within a short distance of each other, and at this time prison officials were reviewing their inmates for those qualified for admittance to the new school.

In September of 1868, it was announced that the Reform School was ready to receive boys. On October 7 the first boy arrived from Jasper County. Mr. Joseph McCarty of Bloomfield, a former schoolteacher, was selected as the first Superintendent. He and his wife, who was hired as a matron, received a joint salary of \$1,300 a year.

Although it was announced to the public that the school was ready to receive boys, there was no mention that the law directed that girls would also be admitted, even though there were no facilities for housing them.

Superintendent McCarty immediately employed a blacksmith, a



shoemaker and a tailor. There was some difficulty in locating these men in an appropriate area, but eventually a room was acquired and the school was functioning. These trades were probably selected to assist the school in surviving, and not necessarily designed to educate the boy, although that could have been a secondary result. Money ran short until there was a debt of \$6,000. McCarty was not receiving any pay at this time. There was some talk of closing the Reform School and sending the boys back home, but the Board of Trustees looked for other solutions. Although the Board did not receive any compensation for their work, other than mileage, they were a dedicated group. They wrote personal notes for \$4,000 payable on May 1, 1870, hoping that the Legislature would pick up these notes when it met again.

During the first year of operation the school admitted 45 boys and one girl; of these inmates five ran away that year. It appears that the Board's policy was to treat the boys fairly and not to use a jail-type atmosphere. Said one of the Trustees: "By too much severity the moral object of penal establishments is thus, in fact, defeated, which should not be so much to punish as to reform—to receive boys idle and ill-intentioned and return them to society, if possible, as honest and industrious citizens." Within that first year the Board instructed the Superintendent to grant five boys a leave of absence for three months, and if they could succeed they

would be granted a full discharge. Generally, they tried to place a boy back in his own home or with friends; if this was not possible, they tried to find people who would take care of them until they reached majority.

The philosophy of punishment during those first few years was that use of a rod or other painful measures was to be avoided and rather milder methods of controlling the boys were to be found. Willful disobedience by the boys was punishable by not being allowed their regular meals, and being supplied only with bread and water for sustenance. Escape attempts were most often punished with solitary confinement.

Employees were carefully chosen, with two criteria used for selection. The first was his moral standards and, secondly, his ability to do several jobs. The following were some of the questions used in interviewing prospective employees: Could your wife take work? Is she a teacher? Do you belong to any church? Are you in the habit of taking part in Sunday School? What is your age and that of your wife? Do you use tobacco? If so, would you quit to be an example to the boys? Do you use profane language? Do you use intoxicating drinks? Are you or your wife instrumental or vocal musicians? Where were your boyhood days spent—city or farm?

The boys worked a four-hour shift and attended school the other four hours. This was then divided so that one half of the boys in the

institution would be working while the other half would be going to school. One group attended the morning session and the other group went to the afternoon session.

Superintendent McCarty reflected his feelings about the location of his school when he said it would be extremely difficult to select a site more unfavorable than the one they had. His feelings were that the school should be in the center of the state and not in a location where communication was next to impossible. A railroad should be close by to facilitate the delivery of coal, wood, stone and other necessities. In Salem the railroad was 12 miles away, building stone had to be hauled four miles, wood six miles and coal ten miles.

Mr. McCarty was quite outspoken in his feelings. He was desirous of changes in the law which would help the effectiveness of the school. He said that many troublemakers had been admitted who were older than 18, and some possibly older than 21. It was his contention that boys with mental or physical problems should not be sent to the school, because they would interfere with the work that was to be accomplished. McCarty did not recommend where this type of child should be sent, but he did make other recommendations. It was suggested that the length of stay in jail awaiting the boy's appearance in court be reduced and that it be made a requirement, by law, that every boy entering the institution be given a physical examination.

In 1870, the Legislative Committee concurred with the Superintendent's recommendations, but recommended that the Legislature not appropriate more money for buildings. They felt it was a mistake to establish an institution on leased land which could never be owned by the state. Governor Merrill agreed and recommended that improvements on the White farm be stopped. The governor felt that relocation was a necessity for the school's success. As usual, the legislative powers and processes moved more slowly than the supporters wished. The Legislature did, however, pick up the notes which the Board of Trustees had signed. It also agreed to the recommendations of the committee, but refused to consider relocation during that session.

Some criticism developed over the openness of the institution and the lack of a jail atmosphere. People did not understand the reasoning behind such permissiveness. Some still don't today! In 1871, a report was made citing the fact that not one boy had escaped and that the "honor system" at the school was working. In that same year officials reported that the instruction being given was in shoemaking, harness-making, tailoring, broom making, blacksmithing, carpentry, baking and general work. Most of these trades were being taught in the attics of discarded buildings about the grounds. Room was at a premium.

Twice during those first years the Board of Trustees ordered that the



commitments be halted because there was not enough room. Room could not be made available until some boys were paroled, and then they were being paroled too early without full knowledge of their trade. The problem of population control is still plaguing the institution 100 years later.

The girls who were sent to the school did not have quarters of their own. The boys were crowded enough, so the girls had to stay with the Superintendent and his wife.

In 1872, the Legislature was meeting again, and again Governor Merrill recommended the relocation of the school. This time he was heard. A site was to be selected by the Board of Trustees, keeping in mind a location that would be central, within a short distance of wood, coal and building stone. They appropriated \$45,000 for the construction of buildings and \$5,000 to be used to establish a girls' school at the White farm. It was felt that the sexes should be separated and that this would be an appropriate and opportune time to accomplish it. Although the girls were separated, they were still under the direct control of the boys' superintendent. This remained true until a new girls' school was built at Mitchellville and a superintendent appointed in 1913.

It was announced to the public that the Trustees would accept offers from interested communities. Five responses were made: Des Moines, Ottumwa, Oskaloosa and Eldora. Each offered inducements,

but the Board had certain guidelines to follow for the selection of the site. Eldora was chosen, and Superintendent McCarty describes the offer and the new setting in his statement: "In order to secure the location of the school at this point, the citizens of Eldora and vicinity, at a cost of about \$15,000, donate to the state for this purpose 440 acres of most excellent land, one mile long from east to west, and a half mile wide. Across each end of this tract runs a never-failing stream of water. From these two brooks the ground gently rises to near the central plot, where it terminates in a broad ridge, gently sloping to the south, as well as to the east and west, affording one of the most beautiful building spots in the state. It seems that nature has done everything to make this one of the most lovely sites for such an institution."

Contracts were awarded for the erection of two buildings. Smith and Foster and S. G. Mowen, both of Eldora, were the contractors. One building, 40 by 100 feet, was to be used for manufacturing purposes, a dining hall and schoolroom; the other was a two-story family building, 37 by 56 feet. Both were to be built of stone and brick. Construction would not be completed until 1873, but planning ahead, the Superintendent sent a supervisor and some boys to the site to begin the farm work so that there would be a crop ready for harvest in the fall. The population at this time was 122 boys and 13 girls.

Feeling that the 440 acres that had been donated would not be

enough, the state decided to purchase another 240 acres. In a generous mood after its selection, Eldora donated another 60 acres, giving the new school a total of 760 acres.

In the summer of 1873, 116 delinquent boys were transported to Eldora. A special committee of three Trustees was selected to visit reform schools in Ohio, Indiana, and Illinois for the purpose of inspecting the buildings and style, and to obtain information regarding their programs. This committee returned and recommended that Eldora follow the setup of Ohio, with a family-type cottage system built behind a main building.

The Superintendent of the school had a very important role in its functioning. He was administratively in charge of the school, being in charge of record-keeping, correspondence and accounts. He was also secretary to the Board of Trustees, made a quarterly visit to the girls' division, and when not occupied with other duties worked with a class of boys on the farm. All employees were responsible to their jobs seven days a week, and each person labored in several different areas. Teachers worked in the fields with everyone else. This held true through the 1940's. In 1874, the per capita support by the state was founded. The figure was ten dollars per month per boy, and this was considered adequate for the care and feeding of the population.

In 1875, the Trustees called upon the Governor to select a special committee to conduct an investiga-

tion of the Reform School. McCarty was temporarily suspended until the completion of the investigation. This committee assisted the Board from April 28 until August 27. During this time nearly 200 witnesses were examined, with much of the testimony being hearsay evidence. What the investigation was concerned about is difficult to ascertain. One of the Trustees said it was "one of the most severe ordeals that any state institution ever endured." Immediately following the investigation, the Governor called for the establishment of an intermediate prison which, if it were in existence, could have prevented what later occurred at Eldora.

There were probably some legitimate problems at the school, but the investigation could also have been a result of personal dislike for McCarty. Rumors crossed the Governor's desk in the form of letters, but nothing seems to be very concrete. McCarty was described by M. J. Moir of Eldora in his *History of Hardin County* as not having "that suavity of manner that some men possess. Though of seemingly rough exterior, he had a good true heart within, was kind yet firm in his discipline, and made a far better superintendent than he had credit for."

Although reinstated by the committee, McCarty submitted his resignation. In the investigation mention was made about the disciplining of boys. The Board maintained their philosophy that "bolts, bars, and corporal punishment may produce fear and command obedience,



but never confidence, respect and love." This philosophy insisted that there were other means of controlling and training these youths other than the harsh methods practiced by many other institutions. They reasoned that these youths were in trouble because they had never known real friends, real homes and trust. They believed that everyone was against them thus causing them to disregard the laws of society.

McCarty's successor was a minister from Michigan, the Rev. Charles Johnson. This man ran into difficulty within his first year of administration. He overspent the budget, incurring a debt of \$8,000, and did not have anything left to complete the work on the new main building, for which \$40,000 had

been appropriated.

In visiting the school, the Legislative Committee sharply attacked Johnson. They described the new main building as a "palace" for which there was no use. Capacity at the school was 200, and the average attendance was around 150, so why should they need new buildings? In criticizing the building, the committee members said the huge turreted tower atop it should be used for the "architect's tombstone." The committee members further stated that there was a "general appearance of unthrift that at once makes an unfavorable impression upon the visitors."

Criticism of the living conditions of the boys was made also. They described the situation by saying that the only heat in the winter for

the two-story buildings was a single stove in the middle of the first floor. The boys undressed in this room, but left their clothes there and walked up two flights of stairs down a hallway that at times was so cold that water would freeze instantaneously if dropped on it. The rooms became so cold during the winter that sometimes weeks passed before they could be cleaned. Beds and pillows were made of straw which the committee said was inferior to husks and moss. In private interviews with boys, the committee learned that the youths did not have any complaints, although they generally wished they could leave to go home. The committee members were somewhat surprised by this, feeling that the boys had suffered abuse and poverty at home and should welcome the opportunity to leave the institution.

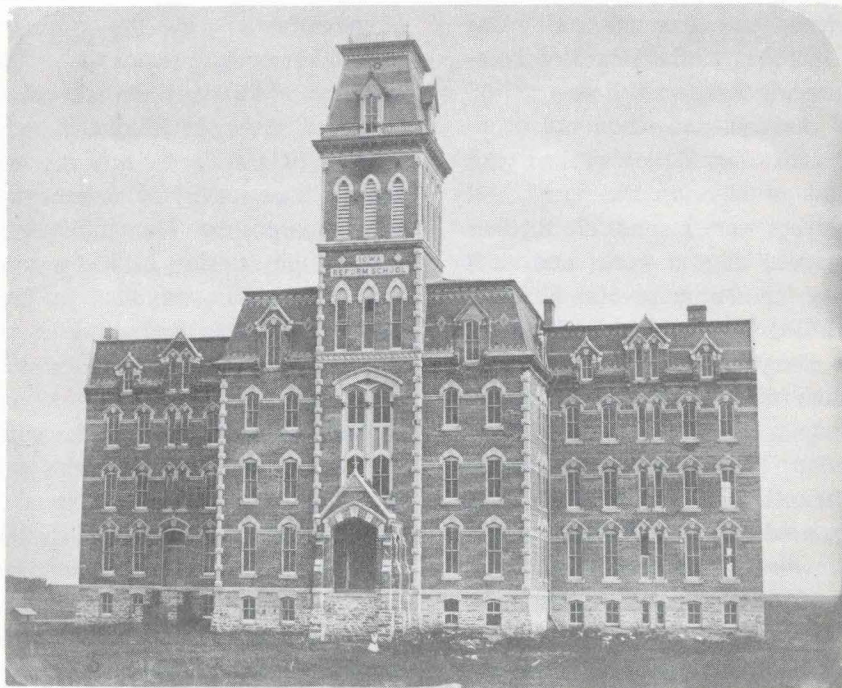
After hearing the committee's report, the Legislature refused to further appropriate money to finish the main building. It also refused to cover the debt incurred, and in anger reduced the per capita income from ten dollars per month to eight dollars per month. This period is described as being "dark and dismal," but the institution was determined to survive. A reduction in spending was begun to keep things running. ". . . By using rope for reins, homemade quilts for blankets, sorghum for sugar, fat pork for beefsteak, potatoes for sweet cake and other vegetables for pie, and by doing a very large amount of mending and patching, we lived." The debt was paid.

Again the school asked for \$30,000, to complete the main building. Still angry, the Legislature balked, but finally approved the \$7,000 for the completion of the basement and three rooms. It also allowed \$1,600 to remove the "architect's tombstone," which consisted of 62,000 bricks erected on a wooden truss. They suggested that the tower be saved as a ". . . memorial of warning to us and generations yet unborn."

In November of 1877, Johnson's resignation was accepted by the Trustees. Another minister, the Rev. E. H. Winans of Mount Pleasant was appointed Johnson's successor. Winans remained Superintendent for almost three years when he, too, resigned to move to California. During his administration he arranged the boys into three groups or families. They were divided by size: smallest, medium and large. In school work and industrial pursuits the boys were divided in half, just as they had been since the school began in 1868.

The next Superintendent was B. J. Miles, who served in that capacity from 1880 to 1905. He worked for the school in several capacities. In 1872, he was hired as a teacher, but within a year he was promoted to the position of family manager. He left the institution for a short period to go to medical school, but failed and returned to accept the position of Assistant Superintendent. He later resigned for one year to accept the position of Superintendent of the Oregon

'Old Main', 1875





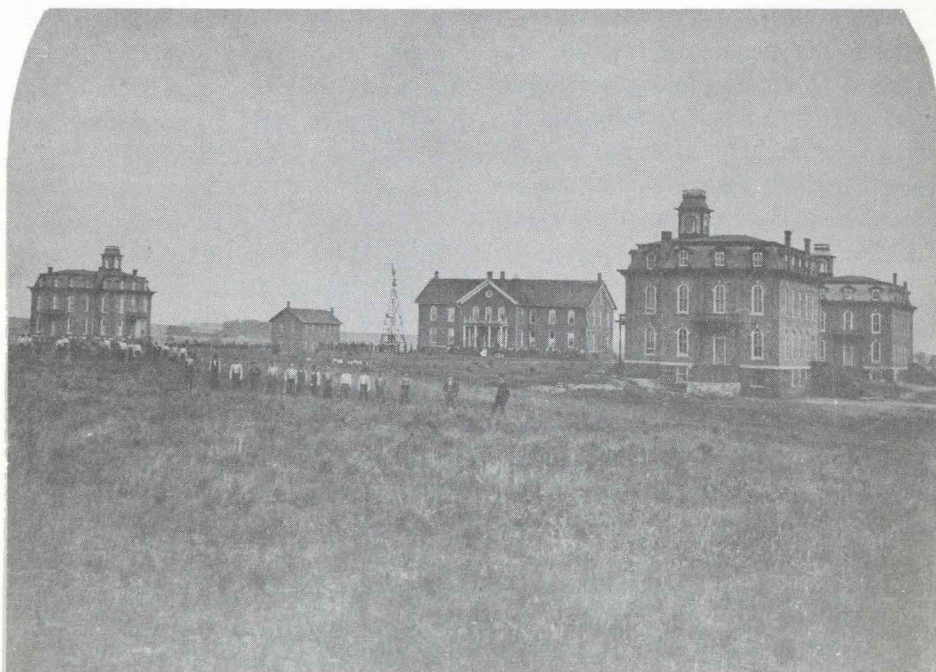
Reform School. His successor during that period was D. M. Crouse, who had taken the position of Assistant Superintendent after Miles was appointed Superintendent. After several pleas from the Board of Trustees, Miles returned to Eldora. His wife then took over the job of matron.

A matron's duties were described as: "When the laundry lady was taken sick, she took her place; when the kitchen lady was gone on a vacation, she became Bridget; when the boys were sick with fever, no one more tenderly than she could moisten the parched lips or bathe the fevered brow. She has ever been a kind mother to the erring boy who, when he accidentally cut his finger, knew where to go to find sympathy and a clean band-

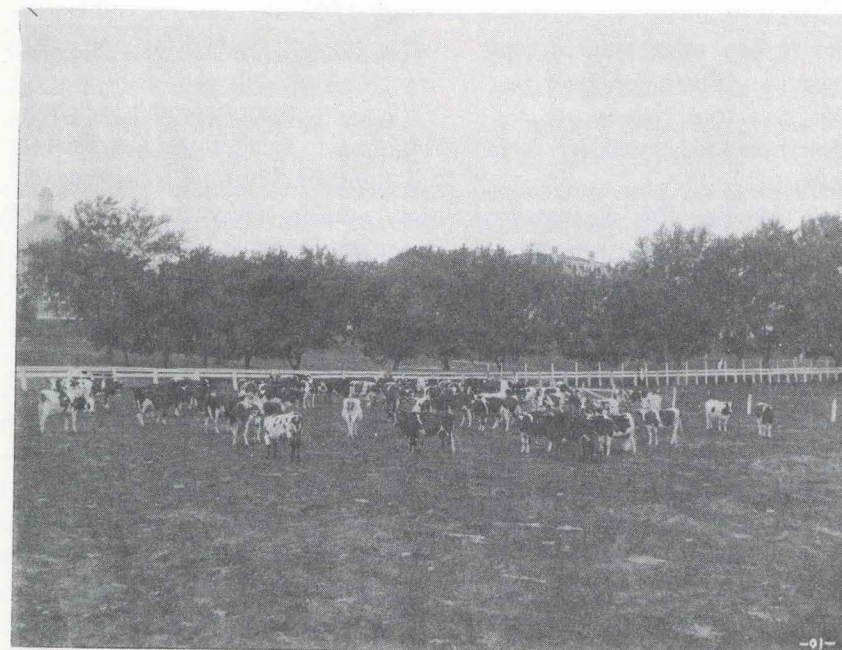
age. And when the little 7-year-old boy arrives at school, crying and homesick among total strangers, no one could take him in her lap and soothe his sorrow like Mrs. Miles."

Much of the source material used here concerning the school's early history came from the Legislative Committee reports made during their visits each session. In 1882, they criticized the school for not planting a grove to protect the farm, which they felt had remained a "dreary, desolate storm-swept plain, with hardly a brush or shrub to break the severity of the north and west winds." Other suggestions made by the visitors were that 40 cows should be kept on the farm to supply the boys with butter on their bread once a day, and that skimmed milk should be supplied

The 'Desolate Landscape' Was Criticized



THE ECHO



The School Developed a Prize Dairy Herd

at the morning and evening meals. Chickens should be kept to provide eggs for the boys, and tender meat for those who were weakly and sick.

Nor did clothing escape the committee members' criticism. They said that the dress was not adequate for the harsh winters. Each boy should have a vest for extra warmth. It was also felt that literature and periodicals should be made available in the library, but only literature that was soundly moral. The last suggestion made was that the school's name be changed from the Reform School to the Boy's Industrial School. Trades and training were becoming more important in the program, and less thought was given to the idea that mere removal from the former environment, coupled with

moralistic living, would solve these boys' problems.

Lawmakers, meeting in the Twentieth General Assembly in 1884, passed a resolution changing the name from Reform School to Industrial School. The first 16 years of the school were spent in rough seas, floundering to find the proper course. The change of the name was the beginning of another era—one which would put the actual training of the boys alongside the religious, moralistic approach of reforming youth. Changing the name was an effort to erase the stigma that was attached to the word "reform." Generally, the schools were classified as penal institutions where the immature criminal was kept until adulthood.

A report from 1885 showed the



Trustees asserting that more boys leaving the institution were successful than in any other state except Pennsylvania. Their argument was that this was true because of the exceptional methods used by their institution.

In the 1880's, the Legislature seemed to become more sympathetic. Perhaps it was the effect of B. J. Miles on them. He was experienced in this work and knew the problems that the school had faced when the visiting committees became angry. It was moved that the monthly per capita payments, which had been reduced, be eliminated and appropriations be made flatly, regardless of the fluctuating cost of coal or other articles. Most of the farm products had to be sold for the support of the school, and as a result the boys were not eating as well as they should have been.

Agitation increased to have the school provide more industrial instruction. Broom making was added, but as with other trades, the program was geared more to the institution's needs rather than the teaching of a successful trade to prepare a boy for re-entrance into society. However, improvement in this area could not begin without the appropriate funds from the Legislature. A building was needed, along with increased money for the hiring of suitable trade teachers. Governor Larrabee called upon the lawmakers to do their duty and provide the school with the necessary money to perform its functions. He suggested that a print shop be located in Eldora to teach the boys

the trade of printing. It was not until 1890 that more subjects—stenography, typewriting and telegraphy—were introduced.

The practice of committing young children to institutions was brought to light in 1890. Eldora had 65 boys under ten years of age and none of these was under five. These children had not committed any crime, but rather, were just homeless. The population was 401 in 1891, and Governor Boies presented material showing that only 143 boys had committed law violations. He did not include vagrancy, because he did not believe that vagrancy was criminal. Boies was angry with the forces that had changed the name from Reform School to Industrial School. He said that there should be a stigma attached to such an institution, and both the child and the parent should feel it. Many parents were committing their sons because the state would support them and give them a good education. He believed that only lawbreakers should be sent to the institution.

Throughout his term in office, Governor Boies lashed out and criticized the law regarding the institution. He was against indeterminate sentences. He felt there should be a specific amount of time set when a boy was committed. With the "badge" system set up by Superintendent McCarthy, a boy could be released whenever he earned enough credits. Boies was critical of this, saying that a boy's "period of confinement" was determined, not by his offense, "but

by his ability or willingness to comply with rules made for the government of the school during his confinement." Under this system, he said, a child committed for disobedience, might stay as long as someone who had committed a serious criminal act. He attacked those persons who would change the Industrial School into an educational rather than a penal institution. "All those in attendance have been committed by courts which have criminal jurisdiction. Their residence was not voluntary," he said. "Their home is a prison, more merciful in its management than some, it is true, but nevertheless a prison," he concluded. Governor Boies recommended that any child committed for incorrigibility should be released whenever a parent requested it, and that sentences should be indeterminate rather than fixed.

During this same period officials of the Industrial School requested the establishment of a halfway house between Eldora and the penitentiary. In reporting ten runaways, Superintendent Miles said that most of those boys were of an age that made them too old for the Industrial School, and yet they were not old enough for the adult institution. However, little was done with his recommendation.

The length of stay in Eldora averaged three and a half years in 1895, and success on parole was up to 82 percent. Only 18 percent were not succeeding. Reformation came through physical, moral and religious training, and now military drill was compulsory. However, it

was not yet on the scale that it would reach in the era of Superintendent Von Krog.

In 1895, Major Miles, which was his military rank at the school, called attention to the effect of entertainment and the amusements as a means of discipline. He had organized a "boys' opera," which had given concerts to other boys in the school and had staged public performances to raise money. This money was used to procure recreational equipment and to allow the entire school population to attend the circus when it was in town. The band which had been organized could be made available to any group within an hour's notice.

In 1896, some of the dark clouds that had hung over the institution were removed when the Legislature restored the per capita income from eight dollars to ten dollars per month. In this same year the Board of Trustees asked for a school building. "With our present arrangements, our schoolrooms are in the cottages of the dwelling houses occupied by the boys. The sitting rooms of these cottages are seated with desks which the boys occupy, not only during school hours, but also mornings, evenings and Sundays. This becomes monotonous and tiresome, and is not as home-like as we would like to have it." The Legislature considered but would not approve. Construction for the school was not to begin until six years later. The condition in the cottages was dismal in that they had 80 boys in each 50-boy unit. Population continued to rise with it,



going over 500 in the period between 1895 to 1897. Although the census was up, there was not one death in that two-year period.

In 1898, control of the institution was taken out of the hands of the Board of Trustees and placed under a new governmental department. This was the Board of Control. Tension developed as soon as control was transferred. First, the per capita allotment was reduced from ten dollars to nine—without any explanation. Secondly, the Board of Control made a public statement which caused a great deal of concern. The announcement stated that the “condition of no other institution in the state had proved so unsatisfactory as that of the two industrial schools.” This evaluation was the result, it was said, of the confinement of “young men and young women whose presence is pernicious in the extreme, and who should not be allowed to mingle among, and contaminate by their presence, mere children as yet unacquainted with crime.”

Similar thoughts had been expressed by others when they asked for an intermediate institution between Eldora and the penitentiary, but nothing as strong as this. Further announcements revealed that harsh and cruel punishments had been ended as a result of the establishment of the Board of Control. This is the first mention of cruelty or punitiveness as being a matter of policy. Several cases and statements from the earlier days seem to substantiate that there was little, if any, corporal punishment. This is dem-

onstrated in a resolution passed by the Trustees in 1872: “Whereas we have been informed that one of the employees of the school, in correcting a boy, struck him with the handle of a broom and also kicked him, therefore be it resolved that the Trustees of this institution do not approve of such chastisement, and think that no kind of corporal punishment should be resorted to except in very extreme cases.”

A writer of that time interpreted the Board’s statement that there were cruel and harsh punishments as being true. His conjecture for supporting such activity was that, due to the fact that worthy boys had been paroled, only the more criminal element was left. This caused the administration to use methods which were stronger and therefore harsher.

One of the first recommendations made by the Board of Control was a change in the laws governing admittance to the school. Parents could commit a child regardless of his age, while the courts could only commit children above the age of 7. It was recommended that no child under the age of 7 or over the age of 16 be admitted. Governor Shaw, in 1900, agreed with the recommendations made by the Board, but could not convince the legislative body. Changes were made, but not all of those that had been preferred. Seven years of age was set as a minimum for commitment, while 9 years was set as the minimum for conviction of a criminal act. Maximum age for release was changed from 18 years to 21.

One of the most important requests made by the Board, concerning the mandatory stay of one year, was not changed. It was the Board’s feeling that paroles should be issued by them in the best interest of the inmate, and that they should not have their hands tied by a mandatory rule making a minimum stay of one year.

It is interesting to note, in the Board’s first report, the list of reasons for commitment for the period of 1891 to 1899:

Arson	8
Assault & Battery	9
Assault With Intent To Murder	1
Attempted Rape	11
Break & Enter	21
Burglary	74
Concealed Weapon	1
Disturbing the Peace	1
Disorderly	4
Embezzlement	4
False Pretense	1
Forgery	6
Grand Larceny	44
Horse Stealing	1
Incorrigibility	628
Intoxication	1
Larceny	272
Lewdness	1
Malicious Mischief	5
Manslaughter	2
Obstructing Railway	4
Robbing U.S. Mails	3
Rec. Stolen Property	1
Sodomy	1
Vagrancy	42
TOTAL	1,146

Commitments rose 25 percent

from 1890 to 1899.

In 1898, as the Spanish-American War broke out in Cuba, approximately 50 boys on parole voluntarily enlisted to “meet their country’s needs.” Several of them received commissions, and 15 or more were members of bands as a result of their military training at the institution.

Shortly after the Board of Control took over the governing of the school, the Code of 1873, in regard to escapes from the institution, was altered. In the original Code it was written that anyone who aided an inmate in an escape or an attempt to escape, or who knowingly concealed an inmate after an escape, was to be punished by a fine not exceeding \$1,000 and imprisonment in the penitentiary not exceeding five years. This was rewritten to read either a \$1,000 fine or five years imprisonment.

The duties of the Superintendent were also altered. The keeping of records and accounts was handled by the appointment of the necessary manpower. The bond which was required of the Superintendent was no longer in effect, and by law the educational department was required to teach the effects of alcoholic drinks, stimulants and narcotics.

Once the Board of Control was established, much more written history was made available. The Superintendent was now responsible for making published reports to the Board as to the progress or the state of the institution, and for noting his recommendations for improve-



ments.

The report of 1899, the first to be made, is interesting to note. Miles writes his report describing the school as follows: "The time which this report covers marks a period of progress and prosperity for this institution unsurpassed in any biennial term of its history. In the providence of God, there has been no loss of life or property by storm or fire, and but three fatal cases of sickness during the two years. . . . The farm and garden have yielded fair crops. . . . The shopwork has been quite satisfactory, and all the clothing, boots, shoes and brooms used in the institution have been made in them.

"The class in carpentry has done well, and several boys have made a good start at the trade. The class working with the mechanical engineer has also made fair progress, and a few have gone out from that department into well-paid service. The shoe shop and tailor shop have also furnished quite a number of boys who are now earning fair wages in the respective trades. A goodly number of boys who had training here on the farm and in the garden have gone out to do well in these lines, and a few have bought land and will make farming their lifework. But it must be admitted that only a small percent of those who work on the farm while in the institution follow up farming after they leave. This is accounted for, I think, by the fact that nearly all come from the towns and cities of our state, and when they grade out they naturally gravitate back to

their former homes and associates. It seems to me that we may find a reason in this for enlarging and multiplying the shops of this institution, and for establishing a trades school at as early a date as practicable."

Most of the shops were for the production of commodities that the institution needed, and were not really interested in teaching the boys a trade. For this reason, more shops were needed in order for the institution to be even considered a trades school.

Miles mentioned the fact that many of the school's former boys were becoming doctors and lawyers. He also noted that the music program had been successful in the rehabilitation of youths. In the next paragraphs he gives his philosophy of reformation and what the Eldora school is founded upon.

"The experimental state of reformatory institutions has long since been passed, and they now have an undisputed place among the state's charities. Their established record of saving to good citizenship 80 percent of all that come under their care is sufficient reason for the exalted position which they occupy in the confidence and goodwill of all thinking people who are familiar with what they are doing. At the same time, I am aware of the erroneous idea that many of our citizens regard them merely prisons for children, but the fact remains that a juvenile reformatory is not a prison. It is a training school where the industrial, literary and moral education of the boy is carried on



Constructing a Coalbin

at one and the same time.

"The theory of a reformatory is prevention of, rather than punishment for crime. Hence, if a boy or girl in any community is incorrigible, vagrant or criminal, the earlier in life he is committed to a reformatory the better. If he comes when he is from 8 to 12 years of age, the chances for this permanent reformation are very much increased. If his commitment is delayed until he is 15 or 16 and his criminal inclinations have crystalized into fixed habits, the chances for his permanent reformation are materially decreased."

Miles made further recommendations to the Board, asking for the construction of a Young Men's Reformatory. "We have urged this in a number of previous biennial re-

ports, but wish to again renew the plea for such an institution in Iowa," he said. "Practically all the difficulty we have in maintaining discipline in this school comes from the incorrigibility of the young men who should be in a Young Men's Reformatory, such as several of our sister states have. Very firm and even rigid discipline is at times necessary for this class of young men; a discipline which involves more restriction than is ever necessary for boys from 8 to 17 years of age, and is therefore objectionable in a juvenile reformatory. I beg to say, however, in connection with this subject of discipline, that we have gotten along for several years with but very little corporal punishment and, for several months past, with none." This seems to have



been a slip on the Superintendent's part, in that, you will remember, the first act of the Board of Control was to discontinue corporal punishment.

Miles reported a budget for 1897 to 1898 of \$76,788.90, with a staff of 41 full-time employees and six part-time employees. The following is a list of the employees' titles: superintendent, assistant superintendent, physician, steward, matron, storekeeper, stenographer, seven managers (also schoolteachers), seven housekeepers (also teachers), military instructor, relief and assistant manager, relief man, night watchman, boys' dining room manager, trained nurse, carpenter, shoemaker, tailor, manager of sewing room, farmer, gardener, engineer, head cook, assistant cook, baker, three kitchen and dining room helpers, two laundry managers and a part-time baker. Salaries ranged from \$150 per month for the Superintendent to \$12 per month for dining room help. This was the staff for a population of 502 boys!

In 1904, B.J. Miles resigned after 24 years as Superintendent. His successor was Colonel L. D. Drake, formerly of the Ohio and Indiana Industrial Schools and more recently of the Missouri Industrial School, where he was Superintendent. Colonel Drake brought with him more emphasis on the military aspects of rehabilitation. Although the school had had a military instructor prior to his arrival, only limited emphasis had been placed upon this aspect of training a boy.

Drake, who frequently used his title of Colonel, began a program that was carried on for the next 30 years.

In 1895, military training became a part of the regular school program, but Drake inaugurated the annual "drill day" in 1906. Cottages would practice throughout the year until the culmination in training resulted in competition between the cottages or companies. Judges of military tactics reviewed the military maneuvers, and prominent people from all over the state were invited to attend the reviews. The winning company won the right to carry the flag in the Sunday evening dress parade. "Besides company awards, extra merits are awarded individuals who are members of the winning company," commented Drake. "The underlying purpose of military training is to teach the boys the importance of discipline and orderliness. It has been felt that it serves a real need in training the boys, many of whom have had very little restraint of any kind, to have the proper respect for authority."

It was under this Superintendent that the coal stoves in the cottages were removed and a central heating plant was installed. To facilitate this heating plant, Drake ordered the construction of the tunnels which now cover the entire grounds of the school. These tunnels were dug by hand, while the mixing of cement was also done manually. It was not until 1910 that the school purchased a cement mixer powered by a combustion engine.

One of the first acts by Drake

was to suspend, as a means of judging parole, the "badge" system which had been instituted by McCarty when he was Superintendent. In its place Drake substituted the "merit" system. "Each boy starts in with nothing to his credit and earns 15 credits everyday he is perfect, the fifteen points being divided as follows: five for proficiency in manual labor, five for perfect school work, and five for good deportment. Thus it is hardly possible that a boy will lose all of his credits in one day. Under the badge system, if a boy lost more than 25 points the first day of the month it was necessary for him to wait the other 29 days before he could start over again." After reaching 6,000 merits a boy could be considered for parole. Without making a mistake, a boy could be considered for release in a little over 13 months.

It was under Colonel Drake that the Industrial School began the print shop which had been recommended years before. With the facilities for producing the printed page, the school took on the task of writing and printing a monthly school magazine, the Echo. This publication cost 50 cents per year for 12 issues filled with news of the school and moralistic stories. Most of the literature, contained in the Echo for many years, was reprinted from other magazines which told rags-to-riches stories of men who worked hard. The success stories were of Carnegie, Rockefeller and other multimillionaires. Each boy was urged to work hard to become a success, just as these men of great

wealth had done. Sixty-three years later, the Echo is still being published monthly and is sent to 50 states and 20 foreign countries free of charge.

Concern was developing over the success of inmates going on parole, in that they had little supervision, if any, once they left the institution. It was recommended that the state take over the task of providing some type of supervision for parolees in helping them to adjust to the community and to remain successful in their tasks outside the school. The Thirtieth General Assembly, recognizing such a need, allowed for the appointment by the Board of Control of a state agent for the boys' and girls' schools and the Orphans Home.

In 1904, Miss Clare Lunbeck was appointed as the first state parole agent. It was her duty to supervise the former inmates who were now in the communities. This was an impossible task, for there were more than 300 boys from the Eldora school alone to take care of. Supervision was accomplished by requiring the parolees to write the parole agent every month describing their adjustment to society. Miss Lunbeck would best be described as a correspondent, for it was her responsibility to check the reports of the parolees with the people in the community; and it was also her job to write to each boy and girl giving them words of wisdom that would help them in their endeavors.

It was not until 1910 that legislation provided for a parole agent for each institution. This was still



an impossible task, even though the responsibility was now divided equally between two people. They kept the boys informed of institutional news and severely reprimanded anyone not keeping up with his, or her, monthly correspondence. A newsletter was printed at the school describing the activities of the boys still in the institution, and relating stories of the failures and the successes of boys they had under their supervision. A series of articles, entitled "A Boy I Know," was started. The fifth article in the series typifies most of them:

"When — woke up this morning and looked out of his little steel chicken coop, I'll bet he wished he was back here making his bed and complaining because the whistle blows so early. He's not here, however, and his complaints will not be heeded or even listened to so long as he remains in the place of his choosing.

"When — was here the first time he was what one might call an ideal boy. He earned his merits in a very short time and was paroled. He was out only a few months when he broke his parole and was returned. He was an altogether different boy when he came back the second time. For some reason, he thought he should be a 'P.C.' He was a superior personage, in his own estimation, and was never satisfied. He complained at every opportunity and belittled everything connected with the school.

"Not long ago, he was taken ill with appendicitis. While he was being taken to the hospital someone

sneered, 'Do you think I would let them operate on me in that old place?' Our hospital was entirely too small a place to care for the boy he thought he was. An operation was found to be necessary. In fact, he had stubbornly refused to go to the hospital until it was almost too late.

"The operation was performed, and for days he lingered between life and death. A special nurse was employed to care for him, and everything that medical science and nursing skill could do was done. At last the crisis was passed and he was safe.

"He had most of his merits when he was released from the hospital, and expected to go home after the Fourth of July. Arrangements were being made for his parole at the time he ran away. Can you imagine it? After having been snatched out of the clutches of death and put on his feet, a well, a strong boy took this means of thanking those who were responsible for his very life.

"During his flight he committed crimes that were punishable by reformatory sentence, and yet, when he was tried, the judge permitted him to choose between the Reformatory and the Training School. In his ignorance, and because of the disarranged condition of his mind in regard to himself, he chose the Reformatory.

"He now has five years to serve, but that is not the lamentable feature of his choice. When he has served his time he will then have an even longer time to serve at honest work before society in general, and

employers in particular, will take him at his face value and trust him as they would a boy who had unthoughtfully made a little misstep and had been sent to the Training School.

"'I'm sorry.' That's what I told him when he was returned after he ran away. In many ways — was a fine boy, but there was something missing in his makeup—something that is probably more essential than we sometimes realize: He was unable to place the correct valuation upon his abilities. In other words, he had an exaggerated opinion of himself. It's a bad habit and nothing will put a man down quicker."

This was the type of story that each boy received when he was on parole. We do not know how these newsheets were received, other than the reports of the state employees, who described each of the boys as being quite anxious over the release of the next issue.

Colonel Drake did not stay very long with the school, having had some difficulty with his health. He accepted a position with the force that was digging the Panama Canal. Perhaps his work on the tunnels at the institution gave him some background for that type of work.

Assistant Superintendent W. L. Kuser took over as acting superintendent until the Board of Control selected him as Drake's successor.

Just prior to his resignation, Colonel Drake recommended that the age limit for boys admitted to the institution be revised. He felt

the minimum age of seven should be changed to age nine. Anyone under the age of nine should be in an orphanage and not a school of correction. The maximum age should also be changed to allow boys over the age of 16 to be admitted to the school. This, he said, would allow the school, in its program of construction, to use the larger boys in the work on the new buildings. He quickly stated that, although this would appear to be strictly selfish on his part, the boy's interest did come first, for the older boy was the one who could more easily take advantage of the training given at the institution.

When Kuser took over as Superintendent, he quickly presented arguments against such a proposal. It was his feeling that the older boy would be more trouble and the younger boy would be sacrificed with an increased policy of discipline to govern the larger boys. His protest was in vain. The General Assembly raised the maximum age to 18 years. Finally, in line with requests which had been made by each Superintendent of the school and the Board of Control since its establishment, there was founded a men's reformatory in the old penitentiary facilities at Anamosa.

After the Board of Control took over, the qualifications for teachers at the school became more rigid. Prior to this, a teacher's qualifications depended on the work he could perform when he was not teaching—such as farming or shopwork. The Board insisted that all teachers hold first-grade certificates



and be qualified in vocal or instrumental music. By 1906 the principal of the school was also the assistant superintendent of the institution, thus giving the academic department much more power than it previously had.

Boys were grouped into 11 divisions for school attendance. There were no fixed periods of time before one could advance to another grade; rather, the emphasis was put on the progression that was made. Some of the boys might advance two grades in one year. Subject matter around 1910 consisted of lessons in "government, history, and geography of both the state and nation," and intense study of "patriotism, honesty, manliness and respect for honest labor." The former rule which called for the teaching of the effect of alcohol, stimulants, narcotics and tobacco, was no longer necessary. It was felt that these children knew too much about those subjects already, and the less said the better.

Kuser called for needed changes in the statutes, such as the separation of the boys' and girls' schools. These schools were always considered one institution with a separate girls' division at Mitchellville. Kuser further recommended the changing of the name from Industrial to Training School. He also wanted changes to include a specific definition of who could be admitted to his school. The law at that time was that any juvenile court could commit any boy as long as he was within the age requirement. Kuser pointed to the example of the boy

who had lost both of his hands in an accident and did not have anywhere to go. He had not committed an offense against the law, but he needed someone to watch over him. Lawmakers agreed to most of the inconsistencies in the law, but would not make the name-change until 1916.

Once the erection of the school building was under way, Superintendent Kuser turned his attention toward the physical condition of his boys. He suggested that each boy entering the institution needed the services of a physician. The average boy was in poor physical condition upon his arrival at the school. It was Kuser's feeling that work with the boy could not begin until he was in good physical condition. His words offered evidence for the need when he said: "A hungry boy will be a bad boy." Most of the boys committed *were* hungry.

The services of a physician, dentist, oculist, aurist, and possibly even a psychologist, would prepare the child for rehabilitation. This, it was noted, was in line with the most recent views on the causes of delinquency. In 1912, the Board of Control took steps to investigate the use of a psychologist in state institutions. As a result of the attention on physical development, the school was allotted \$60,000 for the construction of a gymnasium.

One of our better sources of information about the school during the early days comes from articles written in the monthly Echo by visitors to the institution. Although these are always favorable, and

possibly they would not have been printed if they were not, still they give us an outsider's view of the school. The following is an article written by Reuben Herner, Council Bluff's truant officer:

"The Industrial School . . . is a credit to the state. It seems to be perfect in every respect. It is a small city of itself, having a population of 416 boys. . . .

"The boys at this institution are from all walks of life, and no color or nationality is refused. The place is in no sense a prison. There is no high fence around it, and no guard patrols the grounds with gun in hand. It is simply a school where boys are taught many things necessary to fit them well for the duties of life. Boys leaving here are eagerly

sought for by farmers and others who know the value of one who has received an all-round education. The slight stigma attached to being at the Eldora school is rapidly passing away; in fact, among the better informed it no longer exists. More should go to Eldora to see for themselves how the school is conducted.

"Work of every kind is done by the boys. They farm, make garden, raise fruit and vegetables, bake, cook, wash, sew, make their own clothes, put up some of the buildings, and lay the walks made of brick and cement . . . . There is indeed hardly any calling not represented. Even the barber, the printer and the expensive plumber are in evidence. In the bakery were hundreds of loaves of the finest bread,

Dining Hall at Mealtime, Circa 1910





made without alum or other harmful ingredients.

"The boys all eat in one room. Eight sit at each table, the one at the head serving the others. They march into the room in companies, put their hats on the floor under their chairs and, when all are seated, grace is said in concert. And then the trouble begins. Talking is allowed at this time, which is not the case in all similar institutions.

"There are seven cottages or houses where the boys sleep and live. In each of these homes there is a man and his wife who are like parents to the boys under their charge.

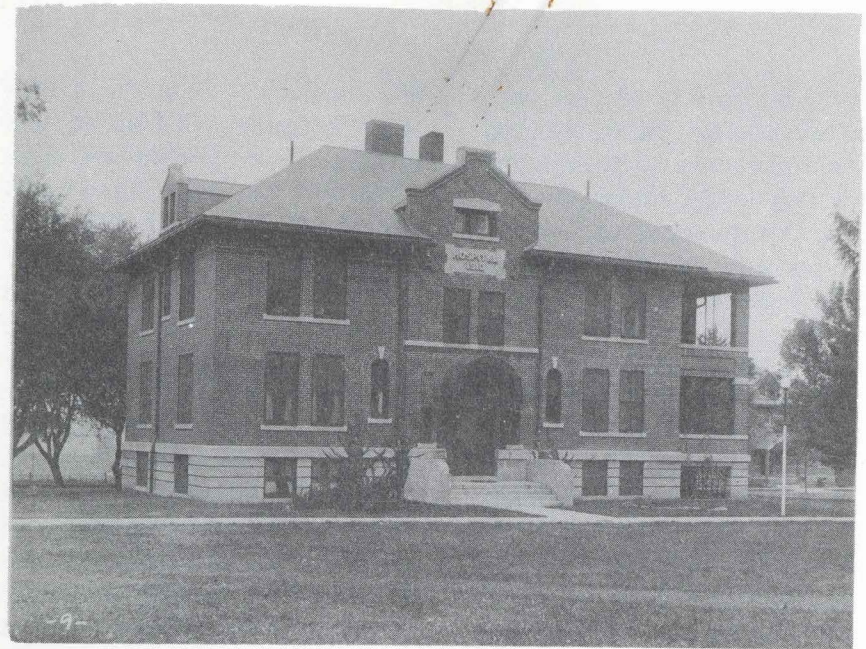
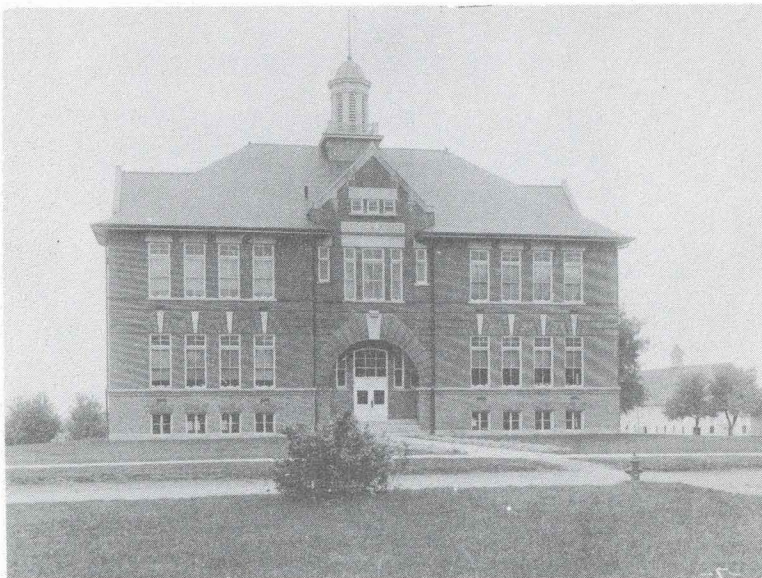
". . . They are taught printing, tailoring, shoemaking, harness making, carpentry, blacksmithing, baking, stenography, typewriting, telegraphy, horticulture and floriculture, stationary and electrical engineer-

ing, plumbing and steam fitting and laundry work.

"Nothing said here is meant to imply that boys should try hard to break into the Industrial School at Eldora, however good it may be. Boys should do right so they will not have to go there. But if they will not do as they should, or if their parents cannot, or will not, control them, then Eldora is the only place for them. There they will do right because they must, and because they are made to want to do right."

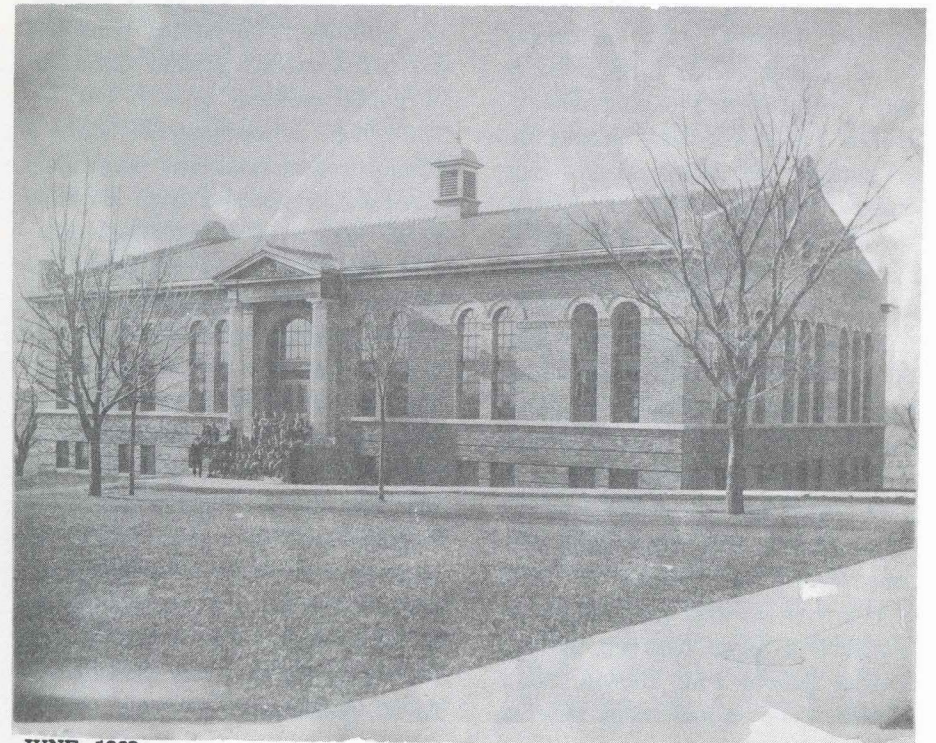
During Superintendent Kuser's administration a great deal of building took place. It was under him that the hospital, the school building and, finally, the gymnasium, were erected. His requests for these buildings came long before he was Superintendent, but his persuasiveness was the factor which made them a reality.

School Building Was Constructed During Superintendent Kuser's Administration



Hospital, Built in 1910, Was Later Converted into Cottage 7

The Gymnasium, Built Over 40 Years Ago, Was Recently Reconditioned For the Same Amount of Money It Took to Build in 1916





Athletics began to take on some prominence under Kuser, although they did not reach the peak of the teams that would appear in the 1930's. One great athlete, Leonard Cole, formerly of the Industrial School, began to show promise when he gained a start with the Chicago Cubs in 1910. Cole, who learned his baseball at the school, became nationally known as a pitcher under the name King Cole. He led both leagues that year in pitching; he was even ahead of New York's Christy Mathewson. Chicago reached the World Series and played against Philadelphia, but lost four games to one. Leonard returned to the school after his victorious first season and talked with the boys about his career.

In the same year that King Cole was making headlines in the Chicago Tribune, the notorious Carrie Nation visited Eldora and talked with the boys on the evils of alcohol. This fierce lady, famous for her hatchet that destroyed so many saloons, was described as having "novel" ideas, but not ones which could be considered "commendable."

As mentioned previously, athletics were being emphasized more than they had been, and the teams were facing the State Normal School at Cedar Falls, Ellsworth College at Iowa Falls and Leander-Clark of Marshalltown. The older Echo editions record the conceit of the sportswriter at that time when he described a game between the Industrial School and Eldora High School: "The school team was in

fine condition. . . , playing Eldora High Wednesday, October 12, and defeating them by a decisive score of 48 to 0. The game was a farce-comedy in four acts, the school team starring in the leading role. . ." Athletics would soon grow within the institution to become one of the major methods used in the rehabilitation of boys.

Iowa, as was noted earlier, used the Ohio Reform School system as a model for its institution back in 1868. By 1910, Iowa had begun to step out ahead of Ohio in the area of corrections. In that year, the Governor of Ohio requested of his Legislature a proposal for a Board of Control based on the one set up in Iowa. Iowa's Board of Control had been formed some 12 years earlier. It was the Governor's intention, according to the Echo, to take the institution out of the hands of the politicians to prevent an abuse of public monies.

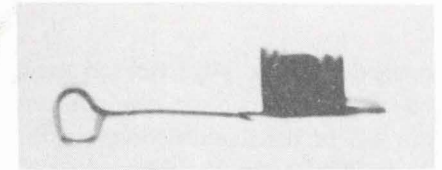
During Superintendent Kuser's administration discipline was either increased or we have been left with more records of it. Although corporal punishment was not condoned by the Board of Control, we find that the administration of corporal punishment was in evidence from the printed forms used to describe misconduct. The misconduct report had spaces in which a boy's name and the charges against him were written, and the report had to be reviewed by the Superintendent and signed, with any adjustments that he chose to make. This report, stating the conditions and why the boy was to be punished, was made out by

the supervisor with whom he had had the trouble.

A recommendation of punishment was offered by the staff member making the report. The recommendation was usually that the boy be given a certain number of demerits and so many days or strokes. Each of these reports had to be approved by the Superintendent personally, and he did on occasion modify the recommended punishments. A witness was present when the strokes were administered, and was required to sign the report of misconduct stating that the act was carried out in accordance with the rules of the institution. When a report was made out on a boy, the incident surrounding the charges had to be written on the reverse side of the report.

Kuser read these reports faithfully, and frequently became involved in the charges. Boys were allowed to present their case if they so desired. From the records we found, it was customary for employees to report the misconduct of other employees to the Superintendent, and many an employee was "called down" for being too rough on his wards. The average punishment for disobedience or disrespect, which were the most common infractions, was 15 strokes and 300 demerits. This would depend upon the employee, of course, for one particular staff member seemed to stick with 450 demerits.

Escapes during those years were not very frequent, but only because of the very rigid controls put on the boys. In order for a boy to escape



Reduced Photo of Key  
Made by a Boy

the school, he was forced to use extreme ingenuity to bring about the escape without being caught. One incident involved a boy who obtained the use of a dormitory key and, when the staff member was not looking, traced the outline of the key on a piece of scrap paper. With the help of a friend in the carpenter shop, he was able to use the drawing in fashioning a workable key. The friend in the shop spent weeks, working only a few minutes at a time in the toolroom, to work up the copy. Using a metal key, such as one would find on a coffee can to turn back the metal band, and a piece of metal, he fashioned the two pieces into a working model. This complicated and involved plan was foiled when another boy learned of the plot to escape out of the locked dormitory door. He reported the incident to a staff member and the scheme collapsed. The informer was given 500 merits for his effort in preventing the escape.

Superintendent Kuser saw World War I begin and end during his administration. During that period of the second decade of the 1900's many changes were taking place. An electric vacuum sweeper was purchased by the institution; Edison's newest motor-driven motion picture machine was announced; 1724 eggs were colored for Easter celebrations; the Panama Canal was



opened; and the boys worked extra hours putting together bandages for the use of the medical corps in the great war across the sea.

People began wondering about normality, and the Echo obliged the boys by allowing them to take tests that would prove their capability at being normal persons: "Perhaps you are perfect, or almost so. In order that your supply of egotism may not be prematurely exhausted, just try the 'official race betterment test.' Do not look the test over before trying it, but give it a fair chance and, when you are through, see what you think of yourself. This test was exploited at the National Conference for Race Betterment held recently at Battle Creek, Michigan, and is recognized as valuable by alienists.

"With a pencil, mark out each letter 'a' that you see. You must cross out every 'a' in 30 seconds. You must not miss a single one if you expect credit for doing the test. If you can do this test in 30 seconds, crossing out every 'a,' you are entitled to a rating of normal."

Lskse evavy dawma kzaje xatzs cnj  
ahalv iwige fkakp xmvwa parka sug  
yraea zaqwb qiajc mvqpa ebaih ang  
fanzd wdaks gsbnc azeqa grhng na  
spqva iauct akiwr hkdat tatta puwqa  
yoirr vboyx laehu qnhra kaqal. Vai  
tbcma bjezwuvura oajba jmzao tutz  
xslac dhxrd feqag ogaxl gunka ona  
mcfra ifano picka xawye cjrga lawo

himfa csamy jckax ejwoa mpuda ty  
diuno obola watma majtj abcta jqat  
imuwa baxap sxoab cmfaz qata aqi  
narbq lagad alcbg bqagx vyxpa faf

Such was the science of human behavior during those years when Kuser was attempting to rehabilitate wayward boys.

In January of 1922, W. L. Kuser resigned from his position after 15 years as Superintendent. The Echo records his administration and resignation: "For some time, Oregon state officials have realized that they were lagging behind in matters pertaining to the wayward boys of their state, and last summer Governor Olcott appointed a commission to investigate boys' schools in different parts of the United States. This commission visited our school and, at the time of their visit, said nothing of their real mission. They were looking for the best man they could find to take charge of the new boys' school they expect to build at Salem. After spending a few days here, during which time they made a most careful survey of existing conditions, they continued on their journey and visited a number of schools in the different states. They returned home several weeks later and told Governor Olcott that W.L. Kuser was the man Oregon needed.

". . . It will be just 21 years to a day, February 9th, since Mr. Kuser came to Eldora to take charge of the Educational Department of this school. He is a graduate of the Nebraska Law College and was ambitious to become an attorney. How-

ever, his work with boys appealed to him so strongly that he sidetracked his ambitions to practice law and has devoted his life to the reclamation of wayward boys. . ."

The accomplishments of this man in his job are listed by the Echo: the repeal of the badge system and the establishment of the merit system; made possible a shorter length of stay (average 20 months); reorganization of the academic school to include a ninth grade and graduating exercises for those completing the eighth year.

Col. Drake's tunnel program was continued until there was over a mile of tunneling in 1922. This was to be used, not only for an underground passageway, but to house the electrical wiring, steam pipes and plumbing for the institution. A new horse barn was built as well as two silos, a new gymnasium, a school building, plus a new coal house, an artificial ice plant and many more improvements which were too numerous to mention. His monument, the Echo states, was not to be found in the vast physical improvements of the school, but rather in the 3,000 boys who had been returned to society through his dedication.

Outside of his activities at Eldora, Kuser held several positions of prominence, such as President of the Iowa State Conference of Social Work, President of the National Conference on the Education of Backward and Dependent Truants and Delinquent Children, and a member of the standing committee of the National Conference of Social

Work.

To replace Kuser, the Board of Control turned to a professional educator, Otto Von Krog, a man who was to have a profound influence upon the school.

O. S. Von Krog was formerly superintendent and principal of schools in Ellsworth, Lisbon, Cedar Rapids, Emmetsburg and Iowa Falls. This background in education would have a great deal of influence in the program offered to the boys. His motto, established in his first month as Superintendent, was "A High School Education and a Trade for Every Boy."

Prior to Von Krog's appointment, as was mentioned previously, schoolwork extended to the ninth grade. Every state in the union had accepted the high school as a part of the school system by 1890, and yet Eldora did not offer it until 1929. This appears to be slow, but the Training School was the first school of its type in the United States to offer the four-year high school program. In 1931, the first class, consisting of six members, was graduated.

Enrollment in the high school program grew steadily under Von Krog. In 1918, there were 24 boys enrolled in the ninth grade with an average daily population of 470. These 24 boys made up 5 percent of the total school census. In 1928, the enrollment in high school was up to 106 with an average daily population of 461, making the senior grades 23 percent of the total census. By 1936, enrollment in the



high school was over 50 percent of the total population of the school with 292 enrolled out of 579 students.

Superintendent Von Krog examined the programs which were already established at the school and set about to strengthen them. In the area of athletics, which he felt were very important in rehabilitation, he pushed to extend the program. In the early days of athletics, boys were urged to participate, and small rewards were offered as inducements. Occasionally, boys could earn medals if they were winners in the athletic competition, but most often food was used. Prizes for winning in the early 1900's would include one dozen bananas. This would be an inducement only if the boys were hungry or not used to having fruits. Von Krog also offered merits, which would help a boy in obtaining a release from the school.

It may be deduced that athletic-minded youngsters could mount their required merits and be recognized as "rehabilitated" much more quickly than the nonathletically inclined boy. As a result of this increased competition, I.T.S. teams were strengthened. In wrestling, it was not uncommon to see a Training School boy becoming an individual state champion. In 1931, the school tied with Fort Dodge High School for the state championship in wrestling.

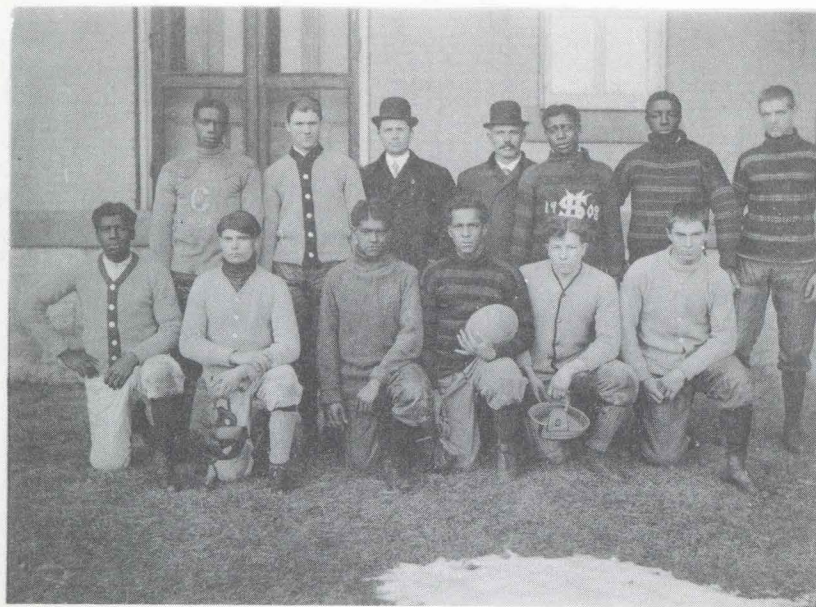
Football teams were developed early and, as we have mentioned before, they engaged in competition with colleges on a regular schedule. On several occasions, these "seem-

ingly larger boys" were questioned by competing schools as to their age and eligibility to play this sport. Staff members explained the physical maturity of the players as being a result of the "rougner" life they were forced to lead. Public school officials still had their doubts.

In basketball, it seems that the teams were not on a par with the other sports in terms of being winners. Although they did have their moments, such as in 1939 when they were Hardin County champions, Lorne Boylan, principal of the school, maintained that the necessity for teamwork, which requires years to develop, was the reason that basketball did not fare as well.

Track was one of the stronger sports at the school, and every year during the Fourth of July celebration on campus, boys competed in track and field events. These teams dominated in competition, and Von Krog assisted with the construction of a quarter-mile cinder track which, at that time, was one of the best tracks in the state.

Within the cottage setting, competition was organized to select the best athletes for interscholastic teams. These intramural teams were the training schools for varsity athletes. Each company competed vigorously for pennants and trophies. From the reading of old Echos, we get the feeling that the competition was more often between the staff of each company rather than between the boys. There was considerable status for the staff member who had winning teams. Intramurals consisted of a variety of sports, from



The Football Team of 1912

tennis to horseshoes, from kittenball to wrestling.

Other extracurricular activities included the music department. Although the music program was or-

ganized as early as 1887, it did not really become an integral part of the program until Von Krog took over. Prior to this, it was more or less a sideline. In 1928, a full-time

Football in the 1930's



JUNE, 1968





I.T.S. Track Team of 1936

music instructor was hired and concerts were given regularly on the campus. Frequently, the lawn of the Training School was covered with from 80 to 90 horses and buggies

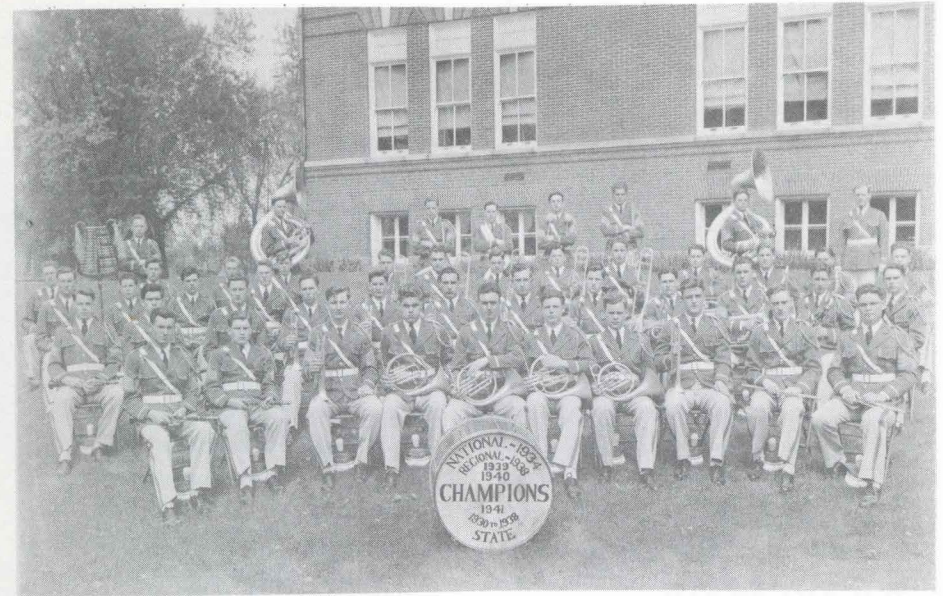
belonging to visitors who traveled to hear the music.

People today still talk about the excellent bands that the Training School produced. In 1930, the band

Basketball Team, 1936



THE ECHO



The Training School Band Won National Renown

became a member of the Iowa High School Music Association when it entered the band concert and marching events. It was disqualified that year in the concert event for failure to play the required selection. For the next five years, the marching band won the state championship, and in 1934 took high honors in the national competition by being selected as the best school band in the United States. From 1934 to 1939 it won seven titles. In 1936, the band was asked to withdraw from competition because other schools in the state had little chance of winning. This band was still invited to the state musical festival for exhibition, but was not eligible for competition. In 1938, it again entered the field to vie with other schools, and won the state and regional championships at Iowa City and Minneapolis.

In 1939, Von Krog removed the band from the competition, but allowed it to demonstrate military maneuvers for exhibition. Because of its superior rating the previous year, it was allowed to compete in national competition and again won a superior rating. That same year, the band was selected to march in the parade for the National Convention of the G.A.R., alongside the United States Marine Band. This was a peak in the music department which would never again be reached. Status in being a band member was profound. Members of the group lived together in one cottage, known as the Band Cottage, which today houses Cottages 1 and 2, east of the school building. This was the newest cottage on the grounds at that time.

Drama was also developed as a part of the extracurricular activities.



Several plays were put on each year, generally coinciding with a particular holiday or season. It was described as being a form of art which was thoroughly enjoyed by the boys; but undoubtedly the staff received as much, if not more enjoyment, than the boys.

Further work was done in declamatory, forensics and extemporaneous speech. Speakers reached the state finals in the 1930's and won several honors in that competition and in local contests.

Athletics and other extracurricular activities became a very significant part of Von Krog's administration. His philosophy maintained that adequate training and exposure to a variety of activities would automatically rehabilitate youths who had been problems in the communities. Education was all-important, but underlying the entire program of training was the teaching of discipline.

Discipline, he felt, could best be taught through militarism. Von Krog, who held the title of Colonel, reviewed the military training already underway and began a program of expansion. The tailor shop, which provided all the clothing used by the boys, made the military uniforms which were worn by the inmates during their drill training. As early as 1928, militarism became one of the most important programs in the school. A section from the *Trainer*, the school yearbook, describes the purpose of this training in the establishment of discipline:

"Since the Training School for

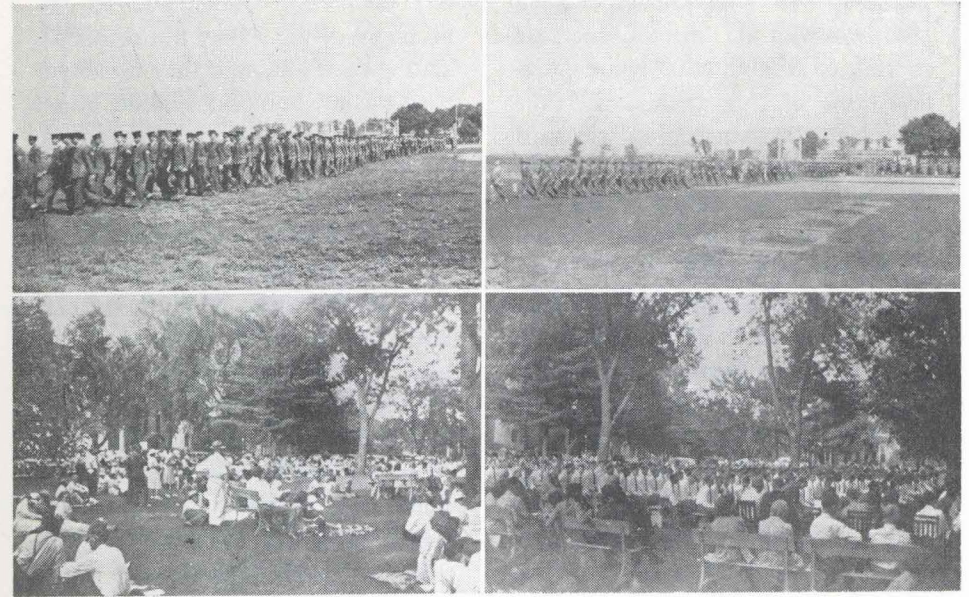
Boys is operated as a semimilitary school, the Department of Military Training has an important place in the everyday routine of the school's activities.

"The Cadet Battalion is under the command of Col. O. S. Von Krog, Superintendent. The Battalion consists of a band of 48 pieces and two cadet companies of three platoons. Each platoon has an enrollment of 56 boys. The infantry drill instruction is under the supervision of Major J. P. Ries. He is assisted by Capt. O. A. Eike and a staff of ex-servicemen.

"Discipline is considered by most teachers as the foundation of proper instruction and has been defined as 'A spirit which causes the students to put forth their best efforts in carrying out the will of their instructors.' It has long been recognized that infantry drill has a highly physical and disciplinary value, and for this reason it has been chosen as the branch of military training that is taught at the Training School.

"The properly disciplined boy is dependable, willing, prompt and consistent. He can be depended upon to execute his superior's orders and wishes, even when he is not present. The disciplined boy is willing, he acts promptly and does everything consistently, according to precise methods that have been taught to him.

"Through the medium of infantry drill, the boy learns to respond promptly, unhesitatingly and willingly to the will of the commander. He learns that there is a right way to do things and that even the simp-



Military Dress Parade and Band Concert

lest order should be executed correctly and precisely. He learns that lack of promptness and indifference cannot be tolerated, and he learns the reason why.

"As a result of infantry drill, it becomes a habit with the boy to do the things in the manner prescribed for him in the different lines of instruction he receives. When such habits have become a part of the boy's nature, the boy is thoroughly disciplined.

"The well-disciplined boy usually performs all his duties in a punctual, unhesitating and precise manner, and will develop into a man whom society can depend upon to function efficiently and produce results in the stress and confusion of life's battle. . ."

Each Sunday during the summer months, the Battalion held Dress Parade at Retreat. The public was

invited to attend and review the boys in their maneuvers. On the third Friday of August, a Military Field Day was held during which the platoons of each cottage competed for honors and prizes. Competent military judges from all over Iowa were used in selecting the best prepared companies and cadets.

Staff members also wore uniforms and used military rank to assist in the training of the cadets. Superintendent Von Krog was a colonel, the assistant superintendent was a lieutenant colonel, the military instructor was a major, male cottage staff were captains and the teachers were lieutenants. Boys earned rank by their prowess in the military endeavors. Infractions of rules could reduce a boy in rank and thereby reduce any privileges he might have.

The Department of Military



Training was strengthened each year, and with the efforts to increase its role in rehabilitation came proclamations of this method as the answer to the treatment of wayward boys. It appears that corporal punishment and the method of teaching were not enough to contain the behavior of some boys.

In 1933, a Discipline Department was established to deal strictly with disciplinary problems. A discipline unit was set up for the segregation of those youths who could not maintain themselves without being a problem. Heading this new unit was the Dean of Boys, who held conferences daily to settle problems created by boys. He was informed of any infraction, via discipline reports. On an average, this man saw 450 boys per month, which is approximately 15 per day. That would allow a little less than 30 minutes per problem.

The discipline unit was set up in the old firehouse which today houses our Vocational Painting and Decorating Department. This building was fenced in and housed anywhere from 15 to 24 boys at a time. A boy was placed in this unit for periods ranging from 5 to 10 days, 10 to 15 days or 20 to 30 days. These boys remained in this area all day, sitting out the time they had to serve. There was no program to correct the behavioral problem, but, rather, a "jail" atmosphere which provided the boy and staff member time to "cool off."

When this new department was established, it was again announced that corporal punishment was fin-

ally abolished. Comments, by the principal of the school are recorded, stating that, although they no longer used this method of discipline, it had been quite prevalent in recent years. At the end of the biennium, the Superintendent, in a published report to the Board of Control, stated that corporal punishment had to be used several times in the past year, but that in recent months it had been almost nonexistent. This was reported to a governing body which had condemned such punishment.

In arguing for the type of discipline used by the school, the administration put forth the premise that the public attitude had to be considered. Comments from visitors, such as, "He certainly isn't getting much punishment here. Why, he was a regular little devil when he was out!" affected their policies. In 1939, the administration was writing that the philosophy of the school was becoming more humanitarian and less punitive. Evidence was offered by pointing out a storage room, located in the corner of the old Administration Building, which was once used for solitary confinement. This measure was no longer used by the Von Krog staff.

Although the method of discipline used during this period was defended, its proponents did admit to some weaknesses within it. The following comment, made in 1939 concerning discipline, reveals the feeling the school was having concerning it:

"The system of discipline is admittedly not a perfect one; but the success of any one system cannot

be predicted, and to abolish one until a better one can be found might so disrupt the entire program that the good work in the other departments would be nullified. To have a definite sentence fixed by statute would be that many boys would not be at the school a sufficient length of time to learn a trade or derive much benefit from the academic department, and the educational objective would be crowded into the background. Probably the ideal disciplinary system would be one which places educational and vocational achievement as the basis for parole, rather than merits. Under such a system, a boy would be committed to the Training School until he had mastered a trade. When he had thoroughly mastered a worthwhile trade, he would then be eligible for parole. To a limited extent, this is done today, for many boys are kept at the school even after they have earned their merits, if the school year is nearly completed and they would lose credits or be unable to complete the school year if paroled at that time.

Again we see the emphasis being placed upon learning particular subject matter or becoming proficient in a certain area as the basis for rehabilitation. No one is talking about how the boy is being programmed to change the behavioral difficulties he had when he was committed by the courts. Judges were not sending delinquents to be educated, although that may have been a secondary goal in rehabilitation. Proficiency in learning was the basis for allowing a boy to return to the commun-

ity.

To return to the extracurricular activities which flourished so well under Von Krog, we should mention some of the difficulties he had with the various sponsoring organizations. As the Eldora teams became more able in their areas, the criticism of their participation in events increased. In a state field meet which was to be held in Des Moines, West High School objected to the Iowa Training School's entrance. They did not list their objections, but the Des Moines Register and Leader reported that they felt the Training School was not a high school. In an editorial, the Des Moines paper rallied to Eldora's side and attacked the poor spirit of the principal who was not broad-minded enough to engage in competition with the vigorous players of the Training School.

Members of the Hardin County Schoolmasters' Club, which sponsored extracurricular events within the county, felt the Training School should not be allowed to participate in interscholastic competition. Their reasons for objecting were that the Training School could secure better directors of sports and devote more time to practice.

In music, the school was asked not to participate because the boys were "too good." In 1938, a motion was placed before the schools of Iowa by the Iowa High School Music Association to exclude all state institutions from participation in the activities of that organization. The motion was defeated. The school defended its program as be-



ing a successful character-building device, noting in proof the fact that, in the most recent Drake Relays, three schools in the parade were headed by drum majors from the Training School's band.

Another era in the history of the Training School was begun in 1934 when the Department of Psychology was established. Initially, it was a subunit of the Department of Psychology of the Board of Control. Additional services were available through the Iowa Child Welfare Research Station at the University of Iowa. Through testing, the school was better able to program for the boys by giving the inmate a vocational field in which he was suited to succeed.

One result of the establishment of testing was that the school found that 12 percent of its boys were considered to be feeble-minded. Progress at times is slow in institutions, as evidenced by the fact that it was recommended, back in 1912, that the school have the services of a psychologist. It took 22 years to establish the department. Prior to 1934, the school physician administered the Binet-Simon test to each boy admitted. The Training School staff members were elated to have the Department established, but they were distressed by the fact that one man covered six state institutions. They requested a full-time man for each institution.

This department did not reach any significance until after the Von Krog administration. The philosophy of the psychologist did not coincide with the military and edu-

cational stress that was prevalent at this time.

Otto Von Krog held the position of Superintendent during one of the most trying periods any man could face. Economic depression came seven years after he took over as head of the school. At a time when the school needed to replace several of its buildings, a lack of funds made it impossible. Von Krog had requested a ten-year building program to establish the necessary facilities to carry on his work. However, he deferred this in the realization that the money needed was not available.

In his thirty-first biennial report, he described the crowded and poor condition of the facilities: "The dormitories of our cottages are crowded. To relieve this crowded condition at present will require at least two large cottages." This could have been temporarily avoided. . . "by releasing a large number of boys; but experience has taught us that most boys released thus soon return, and our crowded condition would recur. . . .

"The housing situation and building situation will continue to need attention until a number of our old buildings are replaced with better and modern buildings. On account of the poor materials used in building the Administration Building and the older cottages, constant repairing is necessary. The mortar seems to crumble away, leaving many open spaces between the brick and stone. It was necessary to do something last summer to prevent Cottage No. 1 from collapsing. Under the direc-

tion of the State Architect, it was strengthened so as to make it safe for the present. Metal strips were used, both inside and on the outside of the walls, to hold them together and in position. This will last for a few years.

"We are asking for \$100,000 for a double cottage to replace Cottage No. 1. This asking should continue each biennial period until all the old unsafe and semifireproof cottages have been replaced. One cottage could be replaced every two years, and the work and re-arrangement will not interfere with the running of the school. The Main or Administration Building should be replaced during the next ten years."

Instead of receiving the appropriations, Von Krog saw his budget reduced by 8 percent as a result of the lack of funds. Salaries were decreased, and many of the staff had to leave for better paying jobs. Vacancies created by staff members seeking more money were difficult to fill.

Lack of funds was not the only headache faced by the school during the Depression; more importantly, there was an increased enrollment. For every new student entering the public school between the years of 1929-1937, three were entering the Training School. Population grew to nearly 600 boys. Teachers were handling 62 students per class, and the living units were sleeping approximately 100 boys.

Returnees to the school were on the increase. There was over a 200 percent increase in boys returning. State parole agents blamed the poor

economic conditions for this rise in parole violations. It was mentioned by the agents that many boys requested to return because of the poor conditions at home as compared with the favorable treatment they received in Eldora.

In 1937, the Osborne Association, an organization combining the National Society of Penal Information, Inc., and the Welfare League Association, Inc., made a study of the Training School and its program for rehabilitation. Although I.T.S. was said to be one of the two foremost training schools of the West North-Central area, it did not escape criticism: "The insistence on forcing boys through a regimented course of academic subjects without reference to their individual interests, capacities and prospects, flies in the face of modern educational research. The very fact that a large proportion of those committed to the Training School have failed in such programs in the public schools, and that these failures must be regarded as at least contributory factors in their delinquency, should be the signal to reorganize the academic work along progressive lines, as has been done in the Minnesota Training School for Boys at Red Wing."

In reviewing the merit system, which was established as a basis for determining when a boy should be paroled, the Association reported that it had failed in its purpose to record positive progress and, "At Eldora, as elsewhere, it has become a negative demerit system." This criticism did not change the merit



system. It remained in effect.

As the Depression ended with the outbreak of World War II in 1941, money became more available than it had been previously. Von Krog's next problem was the shortage of materials and manpower. Although money was again moving, the necessary staff was not available. Materials were rationed. The extracurricular activities were curtailed with the shortage of rubber and gasoline. Most of the young men went off to war, and qualified staff were not available. Commitments were again on the increase, and even though over 100 boys were discharged to the military service, conditions remained crowded. Population remained close to 600 inmates.

One of the most unusual escapes took place during this period. A former Training School boy, posing as an army recruiter, entered Superintendent Von Krog's office and requested that he be allowed to recruit 48 boys for service in the World War. Von Krog obliged and arranged a date for them to be picked up. A week later, the imposter drove onto the school grounds with a bus and sped away with 48 volunteers. Upon reaching Des Moines, the boys were set free in front of the Des Moines Register and Tribune Building. The "recruiter" was later arrested and charged with impersonating an army officer.

With the dwindling of staff and their constant turnover (five separate teachers were employed in one year to teach one particular subject), discipline was increased. To

maintain control over the boys under these crowded conditions, and to do so with staff who had not been experienced in the field, meant applying rigid rules. To loosen the reigns when the atmosphere grew more tense with the admittance of each new boy meant an invitation to chaos. The military training was increased and carried over from what was once a separate program to involve the entire working day. This situation grew explosive. Corporal punishment increased, and with it the hostility of the boys grew until, on August 29, 1945, a riot broke out. One day later, a 17-year-old inmate died while working on a coal pile in the powerhouse.

Just before noon, bedlam broke out in the boy's dining hall. Stools were thrown through windows, providing the boys with a means of exiting. One hundred and seventy-nine boys left, running in all directions. Tear gas was brought from town to quell the disturbance, but it was not used. All those boys remaining listened to the school officials and returned to their cottages.

Superintendent Von Krog was absent, vacationing in Minnesota at the time of the riot. Citizens from Eldora rushed to assist the officers of the school; help was enlisted in rounding up the runaways. Fifty or more townspeople covered the area in automobiles, picking up boys. On several occasions, they brought back boys, walking in the direction of the Training School, who said they had tried to chase down the fugitives. In the days to follow, more boys ran. Two days

after the outbreak 44 more departed, and then 15 to 20 a day for the next two months. Finally, it tapered off. In all, approximately 379 boys escaped. An accurate count was not possible.

In its Centennial Edition, the Herald-Index of Eldora looked back on what had occurred: "On that day began one of the most explosive upsets that any Iowa institution had ever experienced. Under the strain of attempting to control the overloaded training school, punishment had grown in severity beyond reason. A boy died, and his death was, in part, attributed to punishment he had received. (He was forced to carry coal on an exceptionally hot day.) The students, in protest, staged a riot. . . . After leaving the dining room in something comparable to a cyclone. . . the boys escaped. Chaotic uproar is an under-description of the conditions that persisted over the next several weeks. The State Highway Patrol came from all over the state to help corral the escapees. The county and town officials worked 24 hours a day to help control the situation. . ."

Warden Percy Lainson was sent to take charge of the institution, and state guardsmen were called in to assist in quelling any further disturbances. Twenty-three inmates were transferred to Anamosa.

Five men were indicted for the death of the boy and the incidents which followed. The Superintendent, the Assistant Superintendent and the Dean of Boys were charged with conspiracy. One cottage manager was charged with second de-

gree murder, and another cottage manager charged with assault to commit great bodily injury.

The conspiracy charges were dismissed by Judge Fry of Fort Dodge who stated, "Von Krog might be guilty of something but not of conspiracy." He continued, saying that, although there had been an abundance of material proving mistreatment of boys at the school, and that Von Krog was aware of these mistreatments, he was not guilty of the charge of conspiracy. The two cottage managers had their charges reduced to assault and battery and were found guilty.

After the investigation was completed, the state ordered the construction of a \$250,000 security unit to house unmanageables. This was the first new building on the grounds in over 30 years. Today, this unit is a psychiatric center for the more disturbed boy.

Warden Lainson was relieved of his duties as acting superintendent when Fred Cooper of Fort Dodge was named the new head. Cooper, a former coach and assistant principal in the Fort Dodge school system, was one of the most popular superintendents. He came to the Training School with a good reputation as an educator. His beginning salary was \$3,000 per year, plus full maintenance. Due to the bad publicity which the school had received, it was a tough job to take over. Employees who knew him say that he was the hardest-working man at the school. Two years later, when he died of a heart attack, people reflected that he worked himself to



death for the good of the Training School.

This was probably the blackest period in the history of the institution. An article carried by the Cedar Rapids Gazette described some of the problems Cooper faced as Superintendent:

"Fred N. Cooper, Superintendent of the Iowa Training School for Boys at Eldora . . ., placed the responsibility for boys sent to the training school squarely upon the shoulders of the people of Iowa.

"If we are going to have a program of rehabilitation, then we are going to have to spend some money," he said. "We lead the world in education. We lead the country, and it leads others, in the production of hogs, corn and cattle. Now, we have to do something for Iowa kids. It's going to take money. I'm going to ask for a lot of things. If something isn't spent for these youngsters, then you've got to triple the amount of money to do it for them as men.

"Unless the people of the State of Iowa wake up and realize we've got to do something for these boys, we may as well block off the training school, then give it enough money to feed, house and clothe the boys until they are old enough to be transferred to Anamosa."

"Cooper learned that Arkansas was the only state which spent less per boy per year than Iowa does. 'Iowa spends \$368 per year and Arkansas spends \$307,' he said, 'and Arkansas doesn't heat its buildings. New York spends \$1208 and the average is \$847.'

"Describing the condition of the buildings, Cooper added, 'The place needs a going over from stem to stern. We have a long way to go and we haven't even started.'

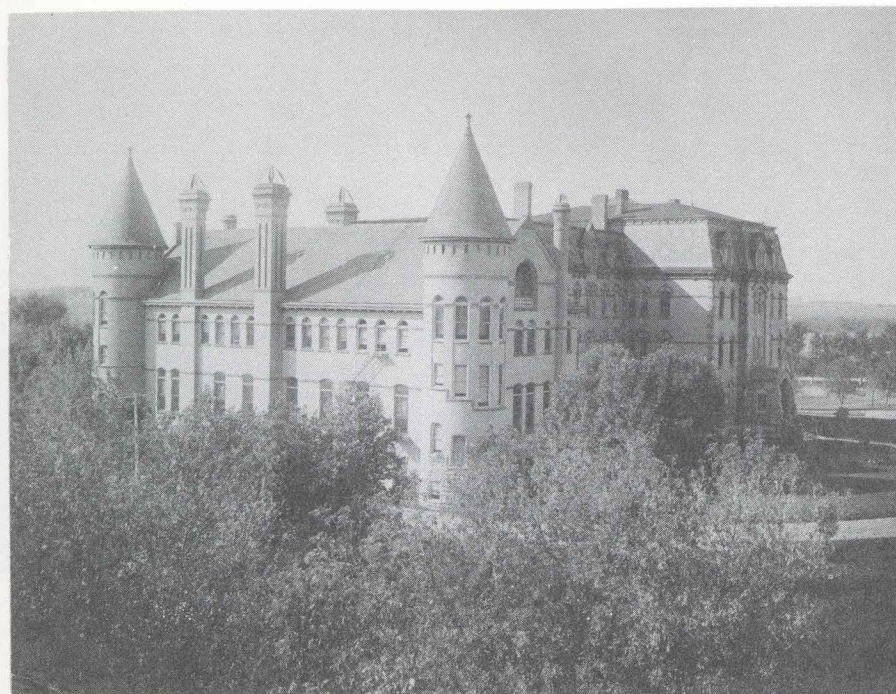
"He explained that top stories on two buildings there cannot be used because the bricks are so loose they pulled out when attempts were made to bolt fire escapes to the buildings. . . .

"We need workers," he asserted, and added that they were beginning to get a better class of help following newspaper publicity about the jobs open. "Some of those who want jobs don't even inquire about salary. But when I show them the living quarters they will have to occupy, that's all. They leave."

"Cooper vividly described conditions he found at the school when he took over last August following the uprising at the institution. He told of experiences he has had in various cottages when the boys barricaded themselves in, wrote threatening notes to the cottage managers and became involved in fights.

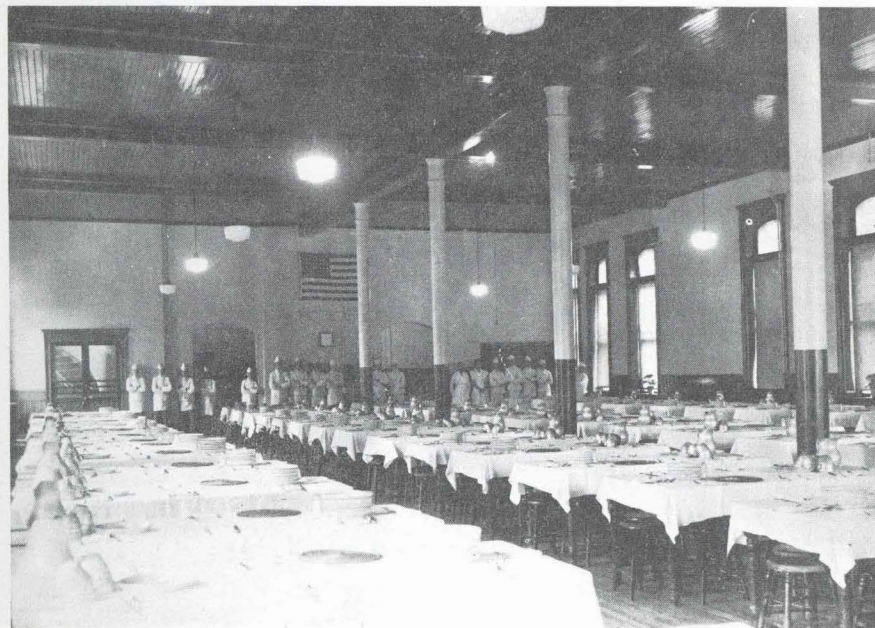
"If I had spent two or three weeks at Eldora before I accepted the job, I wouldn't have taken it," he said. "I have no desire to pick at the heels of those who preceded me. If I had been in the position of my predecessor, with the limited facilities, poor help and the conditions, I don't know what I'd have done. I thought I knew something about boys. I've learned I don't know anything about them. But I'm learning.

"As I look back on those first three or four months, it seems like



Old Administration Building Resembled a Medieval Castle

Old Mess Hall

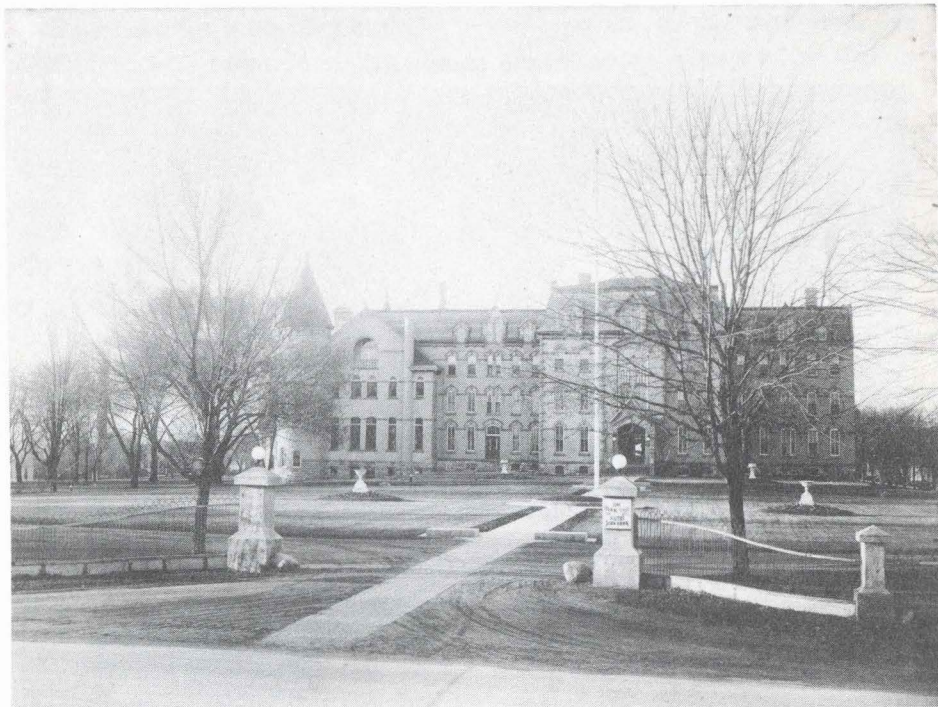






Journalism Boys Wearing Their Military Garb

A View of the Old Administration Building From Highway 57



A Class in Barbering

Boys Pose With Two of Their Prize Cattle

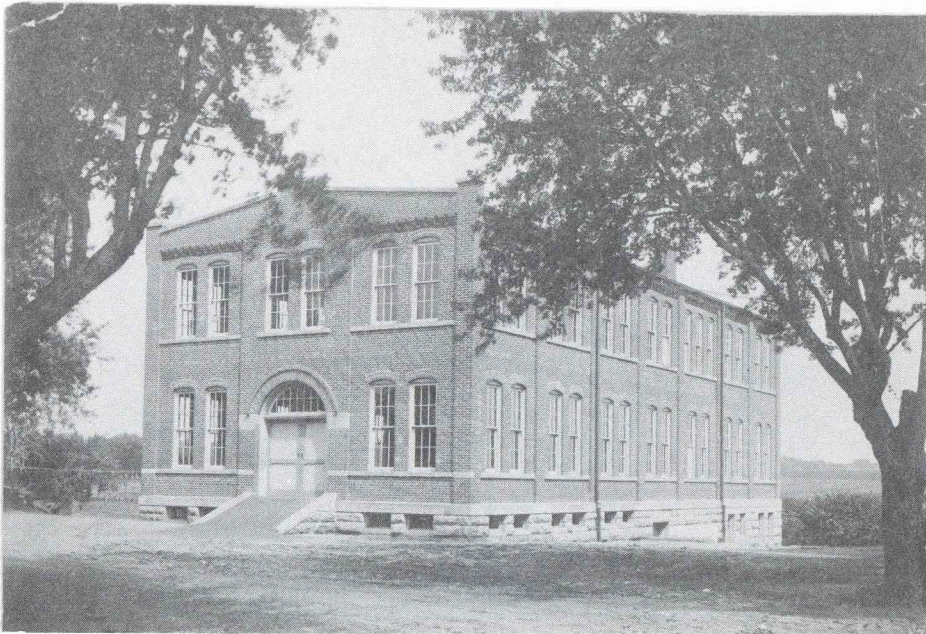






High School Class in 1930

Destroyed by Fire, Old Livery Stable Was Later Converted Into a Catholic Chapel



a nightmare. Nothing I ever faced was as rough and tough as that. There were nights when I was so beaten, discouraged and aggravated, that I literally cried myself to sleep.'

"Referring briefly to the recent examinations of boys by psychologists and psychiatrists, Cooper said he doubted if they could fully decide what should be done. He explained the case of one boy who had been declared by the doctors to have no apparent psychosis. 'I'm sure he has a psychosis at times, but I never can get him to the doctor at the right time.'"

In his first report to the Board of Control, Cooper described some of the reforms he was instituting. He described the semimilitary setup which he was adhering to for the teaching of discipline. However, the military dress would not be required on Sundays and special occasions. During the periods when the boys were out of uniform, the military code did not apply. A canteen was installed where the boys could buy candy. They were allowed to spend 25 cents per week in the canteen.

Cooper also established a Boy Scout troop on the campus. His philosophy of rehabilitating boys placed emphasis upon the recognition of good, rather than the punishment of evil. Boys were taken around the state to basketball games, track meets, circuses and other events which provided incentives to good behavior.

There were still only two parole agents for the entire state when Cooper made his report. He recommended increasing the staff to six.

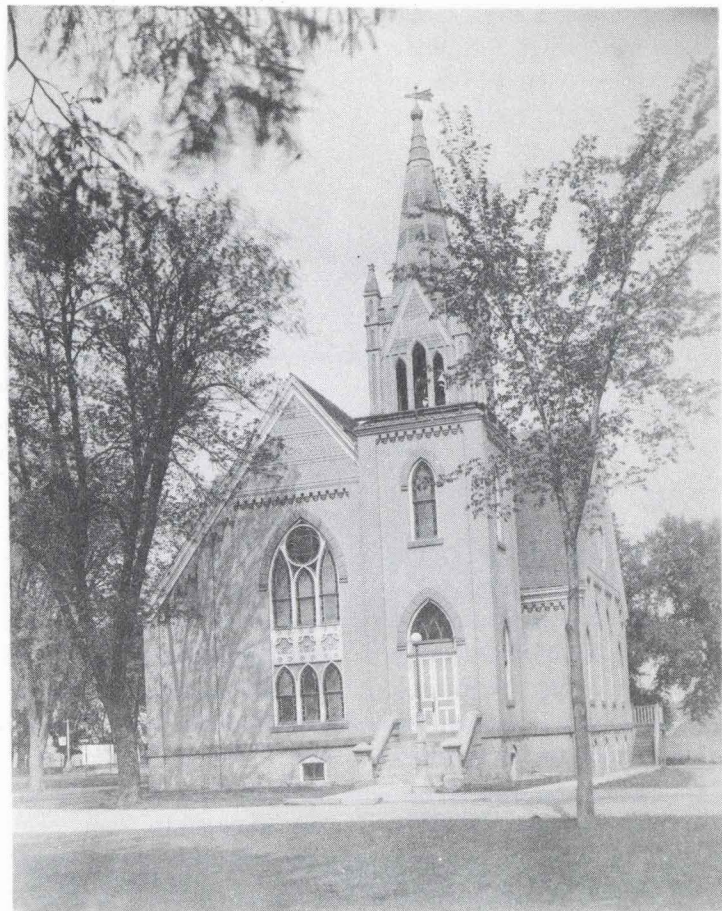
During that biennium, 994 boys were either paroled or discharged. Cooper reduced the population from almost 600 to 248.

In the summer of 1947, Fred Cooper died of a heart ailment. He had served only a short time as Superintendent, yet he was able to relax tensions considerably. Those who knew him say that if he had lived he would have taken the Training School along the path that it has taken in the 1960's. He was a very progressive administrator.

Cooper's replacement was the Assistant Superintendent of St. Charles Illinois School. Charles Reed was a large man, six feet two inches tall and weighing 215 pounds. He, too, was a progressive Superintendent, but perhaps too far ahead of his time. He lasted one year. His resignation was handed in after the school received numerous complaints from local citizens and staff members. Hired at \$5,000 per year, Reed tried instituting immediate reform.

One of his first acts was to release from the stockade a boy who was serving 30 days for smoking. His philosophy was that "No matter how serious a problem a kid is, there is always some good in him somewhere." Reportedly, he avoided drastic action in cases involving perversion, which invoked severe criticism from Eldora townspeople and other citizens throughout the state. It was reported in a Cedar Rapids newspaper that state officials had ordered Reed to tighten up his policies. One incident which received wide publicity involved a





Remodeled Protestant Chapel

boy who was escaping from the school nightly, breaking into local stores and returning without notice.

In an editorial, the Eldora Herald-Ledger stated that "People who live in Eldora and surrounding Hardin county are becoming more and more concerned over the large number of escapes from the training school. . . Business men are getting out of patience with repeated break-ins by training school escapees, and while individual losses have not been spectacular, the sum total of loot has been steadily

mounting. . . What of business operators in Eldora, Hubbard, Whitten, Union and other nearby towns, who are constantly suffering losses through the escapes? They have a right to expect better protection than they are getting at present."

In the face of such opposition from people who did not understand what he was trying to do, Reed resigned.

H. L. Miles, a parole agent for the Training School for 20 years, was named Superintendent. Miles

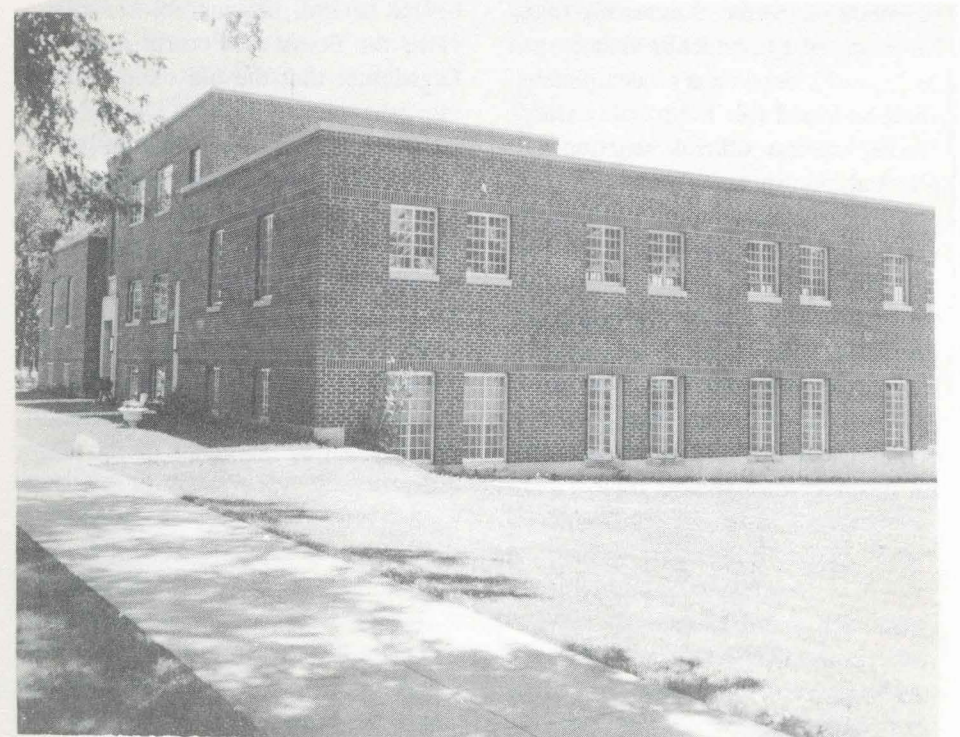
finished the construction of two new living units, which were begun under Reed. These would house 80 boys per unit. Later, he requested further funds from the Legislature for a third unit. He received those funds, which enabled the school to house 240 boys in new dormitories. The old band cottage, which was built in 1930, was in good condition, providing facilities for another 80 boys.

Miles pushed for an addition to the school building, built in 1905, which could no longer serve the boys' educational needs adequately. Vocations were being taught in makeshift shops, and the Superintendent felt it was necessary to combine the two areas — academic

school and vocational education. The new vocational addition was attached to the older school building.

Restoration and remodeling of the Chapel was another of Miles' improvements. Although the interior of the Chapel was ornate, the building was slowly deteriorating. Productive services were not possible. A new sloping floor was installed, and the workmen dismantled the huge pipe organ which was once featured at the St. Louis World Fair. (This 1500-pipe instrument, costing \$3,000, was a gift from Governor and Mrs. Larrabee.) All of the ornate fixtures, including the balconies, were removed to make the building more functional.

One of Three New Living Units on the I.T.S. Campus





This is typical of the reconstruction which Miles concentrated upon. He was always in the process of constructing a new building or remodeling an old one. Physically, the institution was becoming more adequate.

Treatment was undergoing some changes also. Although the Psychology Department had been created as early as 1934, actually there was little service provided in that area. Under Miles, the services were extended and the school became more oriented toward the psychological approach to rehabilitation.

Even with this psychology orientation, a basic punitive atmosphere still existed among staff members. A shortage of employees, and the philosophy carry-over from administrations where punitiveness was prevalent, were the reasons for this. Miles stated emphatically that corporal punishment was completely abolished, and this is probably true. There was no official sanction of physical punishment.

Miles eliminated the old merit system used for gauging a boy's progress. In its place he installed a "classification" system. This, it is described, was a method that rewarded a boy for good conduct rather than penalizing him for bad conduct. "A boy can progress only by properly disciplining himself

under this system. As he moves in steps forward in the program, privileges are increased. He can finally gain the privilege of visits away from the Training School, or Sunday visiting days in the company of his parents. . ."

Discipline was handled in graduating depression: ". . . beginning with counseling for simple difficulties to a loss of time, or segregation in the discipline unit. Our effort is to be completely fair, but absolutely firm in meeting the boy's difficulty."

Religious services were strengthened with the hiring of full-time chaplains. Prior to this time, local ministers served the school, either by visiting or by having the boys transported to their local churches.

H. L. Miles retired in 1961. But before he did, he was able to convince the Board of Control and the Legislature that the old main building was outdated. In December, 1960, the excavation for the new Administration Building was dug in front of the old structure. "Old Main," crumbling, unsafe, and harboring the many untold secrets of 85 years, was torn down.

For 11 years, Hollis Miles brought to the school another successful administration and created stability out of the chaos of the late 40's.

# Present Programming

by

Thomas Reiber and Donald Pranger

Following Hollis Miles' retirement, the Board of Control sought "a man with vision and judgment to carry on the work at the Training School . . ." For the first time in the history of the school, a man was selected for superintendent who was trained in the field of social work. Anthony P. Trivisono was named head of the Iowa Training School for Boys in February, 1961.

With a bachelor's degree from Brown University and a master's degree in Social Service from Boston University, Trivisono had a variety of experience which would aid him in his new role as superintendent. A veteran of World War II, he gained experience with the Rhode Island Department of Social Welfare and the Veteran's Administration Mental Hygiene Clinic. For three years he worked as Assistant Director of Big Brothers of Rhode Island, Inc. Prior to accepting the head position at Eldora, he was Superintendent of the Rhode Island Training School for Boys.

Immediately upon taking over, Trivisono began a series of reforms. For the first time in the history of the school, a superintendent abolished corporal punishment, in fact

as well as theory. His policy was not stated for the purpose of pleasing the Board of Control, but rather as a personal belief that this method of control was unnecessary and inhumane. With this method gone he instituted in its place a number of privileges which could be used to create more desirable behavior.

Formerly, the bedtime hour was eight o'clock, which was changed to nine and later to ten o'clock and later in the older cottages. Boys were allowed to choose their own style of haircut. Academic school was changed from a half-day basis to a full-time program. A canteen which was initiated under Miles allowing a boy to spend twenty-five cents per week was enlarged to include enough items to make it a small store. Boys were polled as to the items they desired to be sold. The twenty-five cent limit was extended to three dollars per week. Pool tables, Ping-pong tables and a jukebox were set up in the canteen to provide recreation while they were making a purchase.

Open movement was a new idea that met some resistance from the staff. Normally, boys were marched to and from the cottage under the



supervision of a staff member. Now boys were allowed to walk or move about the grounds without staff watching over them. Regimentation as a carry-over from the old military set-up was finally abolished. Boys were allowed to wear their own clothing. All uniform-type clothing was discarded.

Trial Home Visits were instituted, allowing boys to return to their home after they had been in the Training School a minimum of 11 weeks. Boys then became eligible every other week for this privilege. Weekends in the community reduce the difficulty of acceptance by members of the community. Added strength is gained by periodic visits into the environment where they will eventually have to succeed. Any problems that arise during these visits can be worked out with staff members at the school.

Visits off grounds with parents were now permitted within a six-week period. Families could now visit with their son in a five-mile radius of the Training School. These visits help in the difficult adjustment of the first two months.

Full-length movies were established as a weekly activity, and today cottages attend a movie in the Eldora theater once a month. On occasions, cottages travel to a neighboring town for movies and roller skating, and today the gymnasium is being prepared to permit this activity to take place on the grounds as well.

To effect a program of rehabilitation, or treatment, Travisono concentrated on building his staff. It

has grown both in quantity and quality until today we have 211 employees operating with a yearly budget of almost two million dollars.

An increased concentration has been placed upon field staff who supervise a boy after he leaves the institution. At the time of the "riot" in 1945, there were only two parole agents. Today we have close to 50. To reflect the true nature of their job, their titles have been changed from parole agent to family counselor, and there are several women on the staff doing an extremely good job. During 1966-67, case-aides (former boys at the school) were hired to help the field staff.

To increase communications between the field staff and the institution, Travisono divided the living units into districts. With this new division, family counselors are responsible for visiting two living units, whereas formerly they might have boys in every cottage in the school.

A. P. Travisono, and his staff have developed an interdisciplinary program which is aimed toward a milieu or comprehensive treatment program. This is aptly described in the following comments.

The Iowa Training School for boys presently houses 285 boys between the ages of 12 and 21. Most of them live in eight cottages of 25 to 30 boys each, after an initial 10 days in the Reception Center. Approximately 50 boys are housed in the Health Center; this is a multi-purpose unit involving psychiatric treatment, dental services and in

and out patient care for the physically ill.

Each cottage is guided by a cottage director, a clinically trained person who is administratively responsible for the staff, boys, and program of his cottage. The cottage staff, which comprises a treatment team, includes a counselor, three or four cottage parents and two night attendants.

Also included on a cottage team are educational counselors (teachers), academic or vocational. Teachers are very important to the treatment process because they provide the daily programs, vocational or academic, in which boys can unlearn old problem behavioral patterns and learn new, more responsible behavior along with specific educational skills.

As a boy enters a cottage his "problems in living" are evaluated by the cottage team. A consulting psychologist and psychiatrist help to understand the deeper troubles. Individualized treatment goals are set for each boy.

The boys and staff who live and work together in a cottage form a small community. As in any community, the members must learn how to live with one another, seeking solutions to common problems so that survival will allow for one another's differences and be satisfying. Since most boys who come to the school have problems of adjustment, the cottage community has a basic therapeutic purpose: to help boys achieve more adequate social adjustment. We seek to promote individual personal growth

through the establishment of communal responsibility. Consequently, there are frequent cottage meetings in which problems can be fully discussed and individuals may be required to take a good look at themselves.

To establish such a "therapeutic community" it was necessary to establish the idea that a boy's problems must be viewed as his difficulty in dealing with people and understanding them and relating to them. Each boy must assume responsibility for his own growth (treatment), and he must participate in the treatment of his peers in the group. All staff members—cottage parent, teacher, psychologist—work to facilitate the energy for growth and change that exists among the members of the cottage community.

The primary setting in which these efforts take place is the cottage community meeting which is held for one hour three times weekly. All the boys of a cottage and the staff team meet together at these times. The cottage director, or someone he designates, moderates the meeting.

It is in this community meeting that the concept of "communal responsibility" becomes very real. All boys and staff are encouraged to openly express their thoughts and feelings about the "cottage community" problems. Sometimes the group spends time on program problems which are openly resolved. Usually, the discussion centers around a boy's relationship problem with a staff member or another boy or with a member of his family.



Ideas and feelings are expressed; members of the group offer criticisms or suggestions as to how the problem may be handled. The goal frequently accomplished is that the persons involved take a closer look at themselves with the concern and support of the group. Collective individual growth may then occur.

Initially, community meetings may do nothing more profound than allowing participants to get things off their chest by verbalizing rather than acting out behaviorally. As this happens, the inevitable tension of group living drops. This prepares the way for problem solving. Boys who often feel quite hopeless about their lives find that problems can be resolved if they can be brought out in the open and talked about. Communication skills then develop within children whose primary means of communication has been physical acting-out. Boys develop increasing awareness of the meaning of their behavior for themselves and others. Feelings of inadequacy and depression may slowly be replaced by self-respect and confidence. While boys are learning about themselves, staff development takes place, too, as all group members are confronted with aspects of themselves from time to time.

An inherent effect of the therapeutic community method is modification of the "barrier" between staff and boys or adults and adolescents. Through the discussion process, the staff is able to demonstrate that "we care" in meaningful ways, because we are *involved to-*

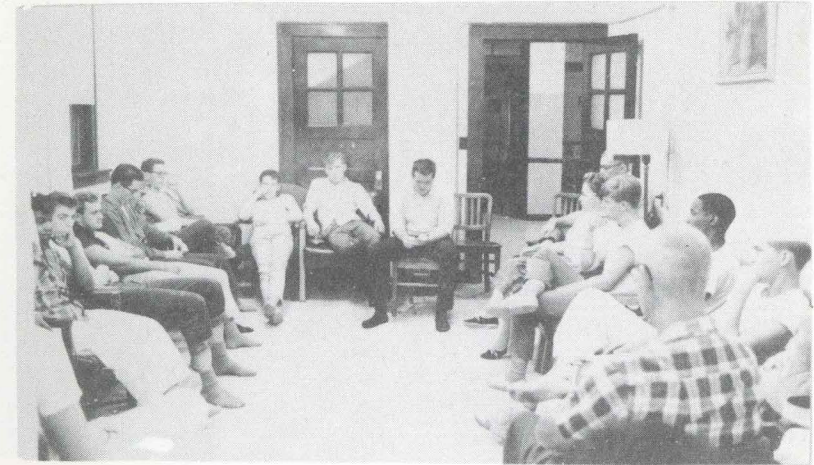
*gether* in working out problems. On the other hand, total involvement is initially threatening to staff who may ask: "If boys are given freedom to talk will I lose control? It will be impossible for me to hide my weakness, and then will I lose respect?" It is only through involvement and ultimate "survival" that the staff members find the positive answers to these understandable questions.

The cottage meetings are the hub of our treatment programming. Other activities are important too; outstanding among these is education. Academic and vocational achievement is necessary in the 20th century, and our program provides an opportunity to fill this need.

The educational program, as it has evolved, aims to achieve a socialization process as well as educational goals.

Individualized work with a boy has been facilitated through the "self-contained" classroom or shop. Each teacher has a class of 8 to 10 boys and has the responsibility for providing individualized instruction to each student throughout the day. Academic classes are centered around four basic subject areas: math, science, English and social studies. A shop-oriented program will emphasize a specific trade, with special emphasis in trade-related math and English. Special education opportunities are available for those boys whose achievement level falls below the fifth grade.

Utilizing this individual approach, it is found that academic retardation can be dealt with appropriately. No longer does a student have to refuse



A Cottage Community Meeting

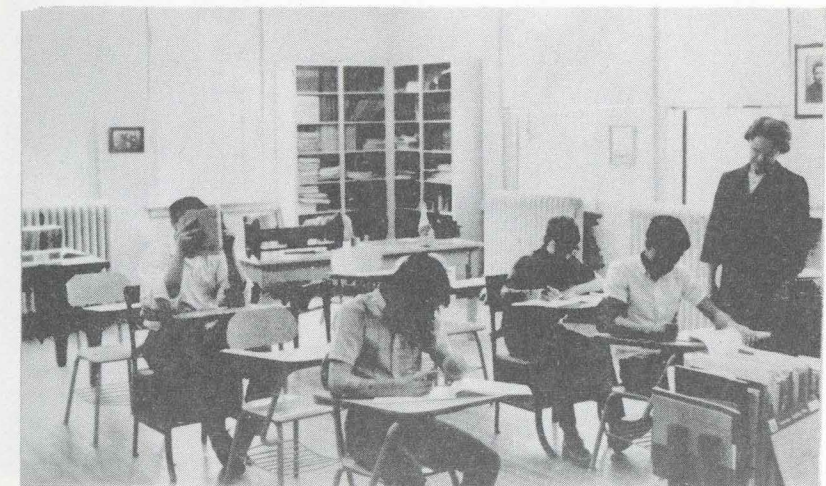
to work because of his fear of failure. He will be taught at his level of understanding. Stimulating motivation toward learning experiences becomes a lesser problem because of the meaningful relationships that develop between the teacher and student. The teacher finally has a chance to become appropriately involved in the emotional growth as well as the educational growth of

each child with whom he works.

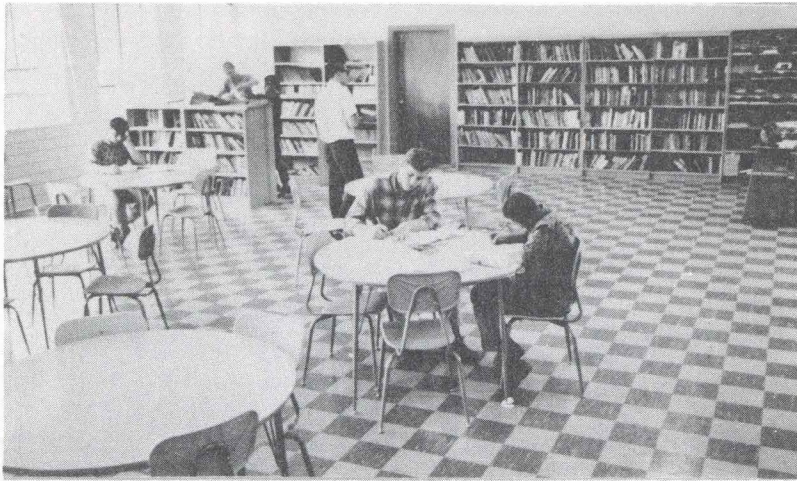
In establishing a comprehensive individual treatment plan, the team in most cases will discuss three considerations:

1. What are the boy's social and emotional needs? Perhaps the boy is a withdrawn individual. Perhaps he is an aggressive acting-out boy. Perhaps he has a very poor self-concept. An approach to problems of

Classrooms Are 'Self-Contained'







Boys Have the Use of an Excellent Library

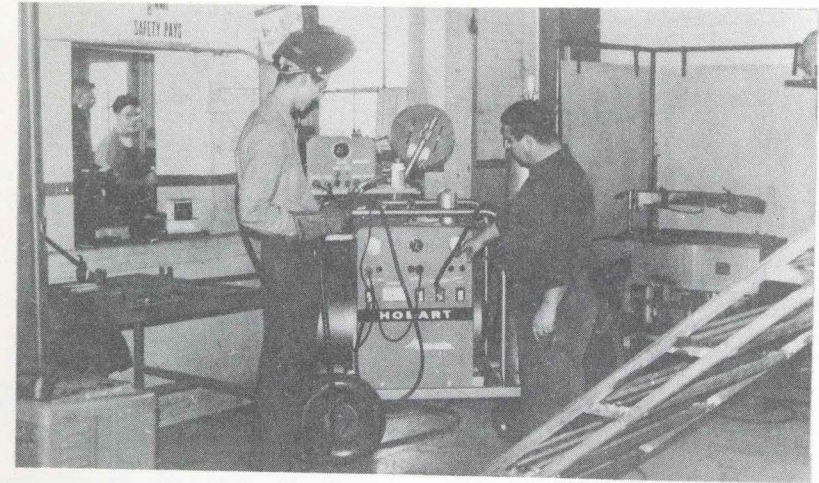
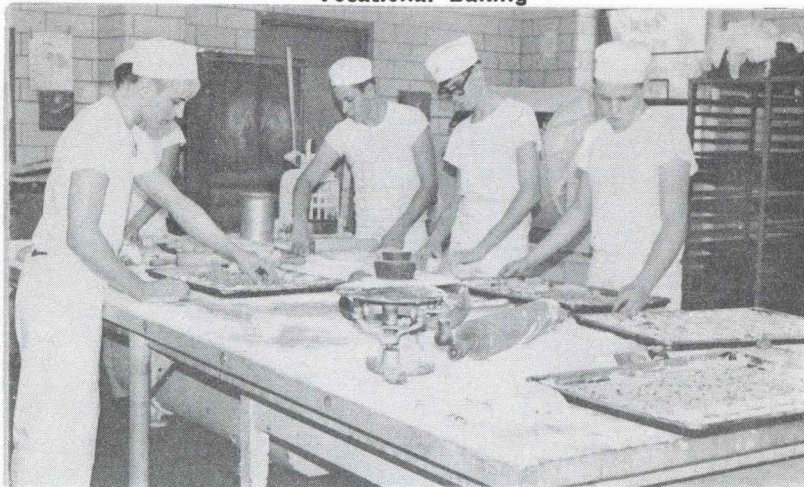
this nature is determined by the team and pursued each day with the boy.

2. What are the boy's educational needs? Will the boy be returning to school when he leaves the institution? If so, his grade level, achievement, past problems in school, and course content must be considered. If, because of his age, the boy may be entering the labor

force upon his release, the development of vocational skills should be encouraged.

3. Perhaps the most important consideration concerns the circumstances of a boy's future placement in the community. Will he be going to a foster home, his real home, or an intermediate destination, such as a group home? Is his own family willing to attempt to make some

Vocational Baking



Vocational Welding

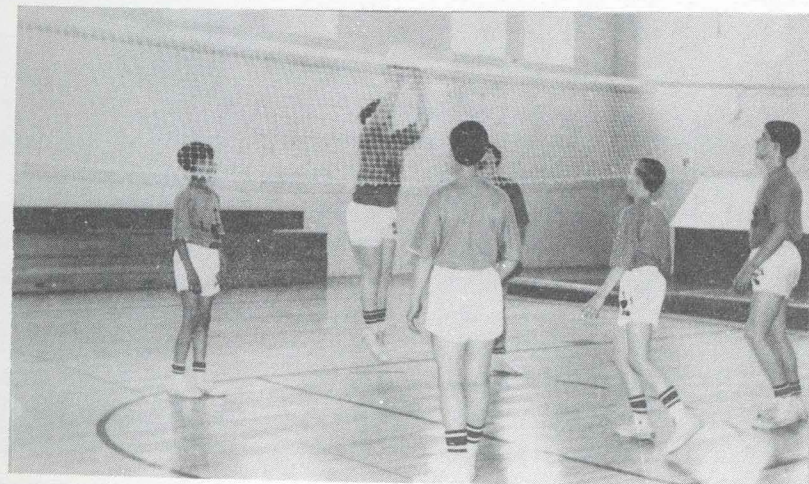
changes in their own functioning on his behalf? Difficult choices may have to be made here, and desirable resources may be limited. It must be understood that separation from home is painful, and that a boy's dependency conflicts must be recognized and worked through. Often this takes much time and patience.

Based on these considerations, the staff formulates a plan for each

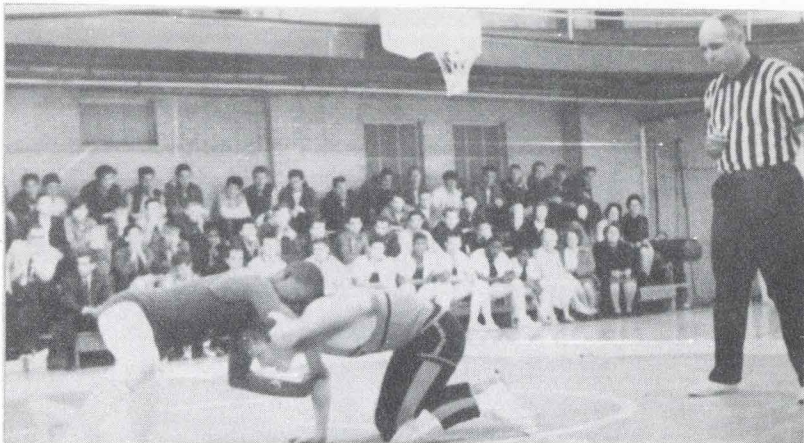
boy. The wisdom of the plan and its appropriateness to a given boy's needs are then continually reevaluated through the community meetings and staff sessions.

The teacher must be well-informed about each student with whom he works. Through his membership on a cottage team, the teacher cooperates in establishing a

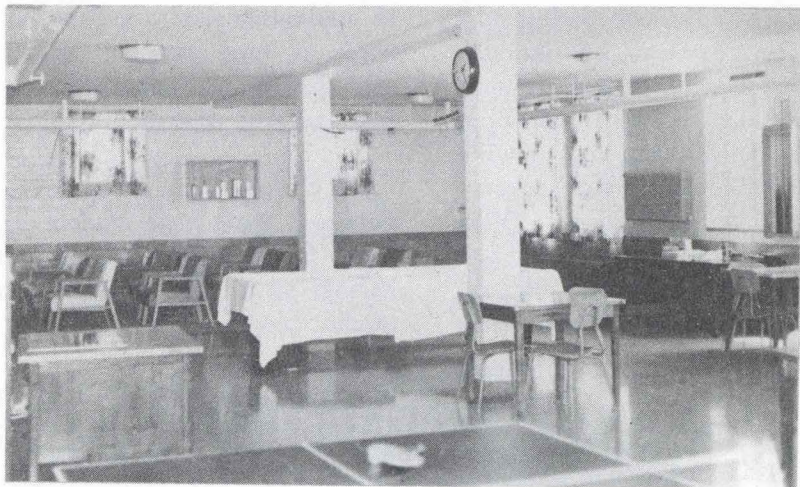
Physical Education







Interscholastic Athletics



A Cottage Dayroom

treatment plan for each student.

In conclusion, throughout the past few years we have been evolving a program which is quite different from traditional training school programs. Training schools have made use of conventional educational methods and treatment techniques in an effort to meet the needs

of clientele. These efforts have traditionally been *separate*, administratively and functionally, within the institution. Through the use of therapeutic community concepts and the team approach, we have integrated these efforts in the development of a comprehensive interdisciplinary program.

# The Future

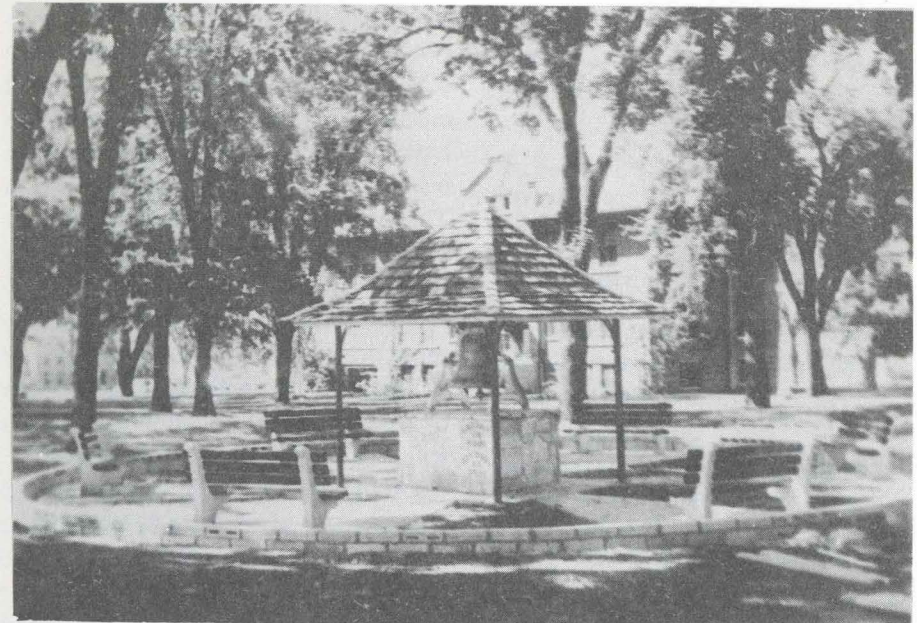
by

Anthony P. Trivisono and Carle F. O'Neil

What would it be like to be clairvoyant? At times it might be frightening to be able to see ahead, but in the case of delinquency control and treatment there is a need to probe the future and make plans accordingly. It is an exciting and adventurous obligation which must be scientifically and purposely pursued.

When our new administration building and the bell memorial were dedicated in 1961, we decided to keep the original cornerstone (1873) and imbed in it some mementos of the past 88 years. With these articles we also included a letter to the person who might be Superintendent in the year 2000. The letter is appropriate for reprinting in this

The I.T.S. Bell Memorial



JUNE, 1968



volume.

August 8, 1963

To the Superintendent:

I am writing this letter to you with some reservation because I am not too sure there is to be a Superintendent when this box is opened. I assume this box may not be opened for at least 50-75 years from now, and I have a feeling that Training Schools as we know them today may not exist in the century 2000 A.D.

However, in the event they still feel it necessary to have them, and this cornerstone which was salvaged from the original building built in 1873 has to be displaced because the space is needed for a building, we have included a few interesting items for your enjoyment.

The original box contained a Bible and the proceedings of the General Assembly of 1873. Both volumes were quite mildewed and not in condition to return to this new box.

1. The box was made in the Industrial Arts shop by Mr. Jesse Hanson and his boys.
2. The coins, all new currency, except the Silver Dollar (last minted in 1923), can be sold for profit or returned to another cornerstone.
3. The handcuffs are obsolete and, although we still use them occasionally, are a memento of our dual function. Treatment with security is necessary.
4. The "humane restraints" are obsolete as of two years ago. Let's hope these remain in our dark history.
5. The home-made weapons were made by some students who were somewhat bitter. They have been collecting for more than 20 years. They should be worth a grin or two!
6. The reports are just a sign of our time and the development

of the school. They should be interesting reading. We certainly hope you can read these. We made certain to seal the box as best we could.

7. The book from the Childrens Bureau is our "Bible" so to speak. It recently was revised, but this copy is pretty good anyway.

So—have fun reading and looking at these items and pause to think of us as we look down on you (we hope) at your progress. We have been overwhelmed at the increase in delinquency during the past ten years. It probably looks like a mere pittance to what you have now, but we, in our way, are still searching for the answer.

Good luck to you and your staff. We feel today that each boy is worth saving and leading him to a useful life in general society. This we hope is still valid at the time this box is opened.

Anthony P. Travisono  
Superintendent

Our thoughts of 1961 have been reinforced, and we are of the firmer conviction today that training schools as we have known them must be replaced with small, community based centers which are an integral part of a given community. The large 300-800 bed training school is a product of the 19th and 20th centuries and should not be carried through to the 21st century.

The issue of whether we "punish" or "treat" or do something else is still active and has not been fully resolved by our citizens on the street; many of us have agreed that we must solve this dilemma soon if we are to come to grips with the real issue, the challenge of the ap-

parent unrest in our civilization.

It is hoped that we may agree to treat the offender in a responsible way in tune with the times. We believe that this should be done in each community rather than in a centralized facility. Hence we must find ways to strengthen the basic community programs, including the schools, church, police, probation, recreation and employment services. Probably above all we must strengthen the family as it relates to the environment and copes with everyday problems.

The United States is experiencing a boom in many respects, and most of all in its population. There is no doubt that by the year 2000, only 32 years away, our population will be centered in three vast megalopoli. With the growing concentration of people in these areas, the degree of stress experienced by them will likely increase significantly; we will have many people who will experience emotional disturbances, alienation of a percentage of our youth and a high increase in crime and delinquency. If we agree that these conclusions have validity, then we can predict that we will have to adopt new ways to work with people—or use the ways we now know can work—to handle the vast numbers of young people who may violate the social value systems.

To continue to build large institutions is not the answer, either economically or socially. The per bed cost of operation at our school today and in many other public training schools throughout Amer-

ica is close to six thousand dollars (\$6,000) per year, and private agency beds approximately \$9,000 per year today. By the year 2000, a conservative guess would be twenty thousand (\$20,000) per year per bed. If we institutionalize people then at the rate we do today we would need 3-5 times as many beds in Iowa. Perhaps 20-25 times the number of beds would be needed in the three megalopoli. (SanSan: San Diego to San Francisco; Milpits: Milwaukee to Pittsburgh; and Boswah: Boston to Washington.)

These projected figures make it imperative that we find substitutes for centralized institutionalization. Resources must be developed whereby people to people programs can cut back the tremendous investment cost in bricks and mortar. Just as mental hospitals have been able to cut the size of their populations, correctional services must find ways to limit institutionalization to the "acute phase" of antisocial behavior. Then, major ongoing treatment must be carried out in community based programs with a great deal of citizen participation.

The community replacement for what is now the training school will have to be based on scientific principles of care and treatment; all staff members will have to be expert in the various fields that make up the interdisciplinary team. We may also add several new specifically trained experts in urban affairs, cultural analysts, technical leaders and others whose specialties will come clearer in the next ten to twenty years.



There is some evidence accumulating today that antisocial behavior and some mental illness can be caused by a poorly planned diet. There is another theory gaining some acceptance that there is a definite chromosomal change in persons who are the "criminal type." If these two "new" theories have any substance at all we can have some hope in prevention programming at the community level through the addition of new expertise in the interdisciplinary team. Social work, psychology and psychiatry will have to take a good look at all those elements of treatment that we have held meaningful in our professional evolution; continued examination of our role will be an integral part of our day to day program. Our schools will have to become the laboratories for social research of the problems of delinquency, both adult and juvenile. We will also certainly need provisions for family life intervention so we may offer an entire family some help in understanding their life's role and making it more meaningful. The individual child who has caused the concern may not be the center of attention as he appears today.

The role of the new correctional institution must incorporate some or all of the following points of view:

1. The Training school must be located in a desirable location. This will keep the offender close to the "source of his discontent" so that the principles in his particular social drama can be included in his habitation. Location

is also important in the recruitment of qualified staff. We may not have enough staff in society to fulfill all the needs of the broad community; therefore we must be prepared to share the staff with others so we all can have benefits of limited expertise.

2. Traditions for their own sake and arbitrarily set patterns have no place in the future institution. A carefully designed, integrated system calling upon the many skills which industry has used to define role, goals, etc. must be employed. We must examine what our output should be and have only those elements of input necessary to achieve our goal.
3. Areas of speciality must be defined, and the constant argument about whether a comprehensive school is best or a special school is best should be studied and settled.
4. The size of schools should be limited to a workable population, preferably below one hundred beds, and each living unit within the school should be no larger than eight to ten. The first "cottage" idea came from Germany in the early 1800's and the average accommodation was for twelve boys. Americans, always operating under the "size complex," wanted things bigger and better so we enlarged the

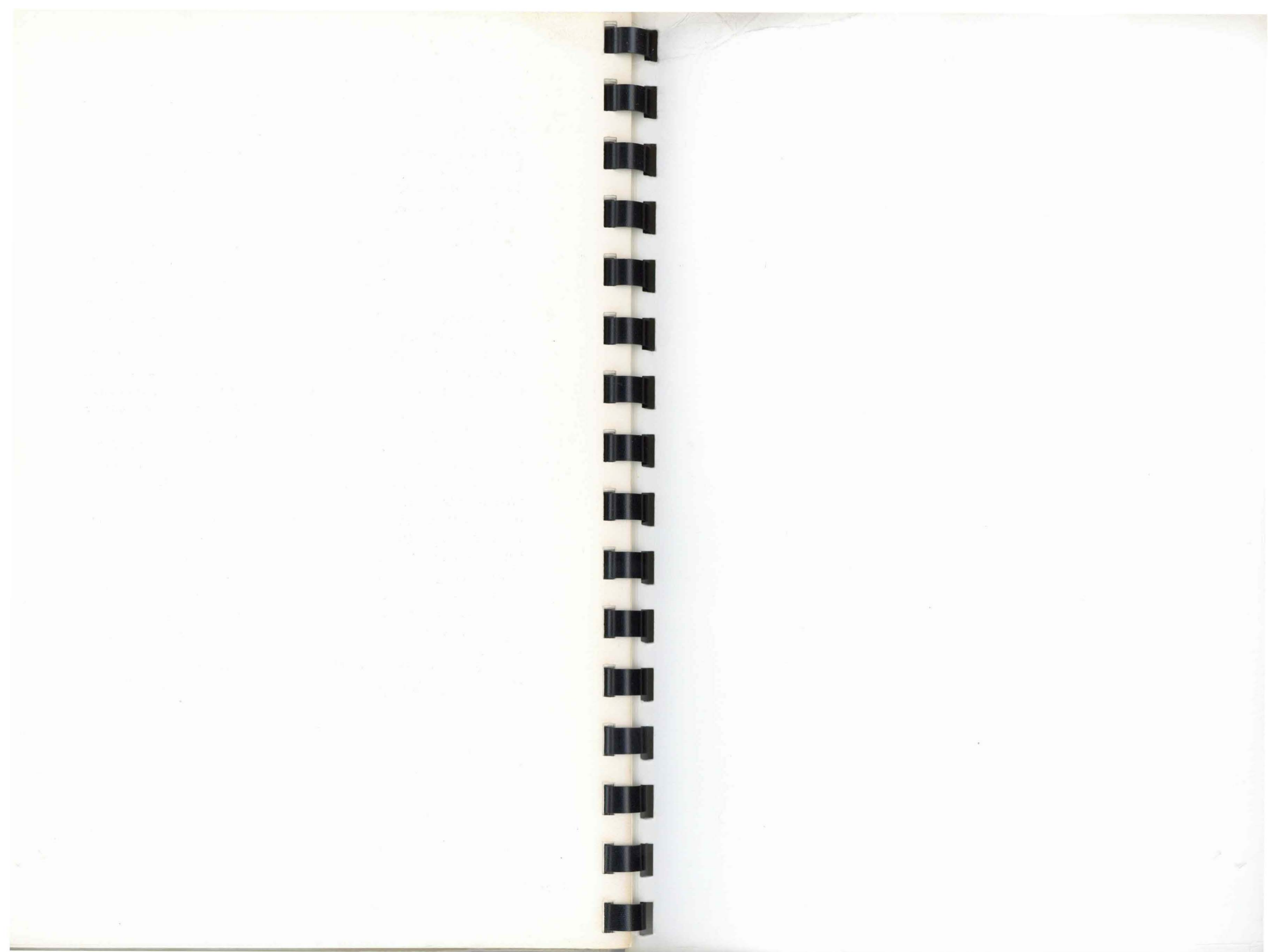
cottage to a dormitory and lost the intimate spirit of the cottage.

5. Coeducational schools will play a more significant role. Many states are planning new smaller coeducational institutions that appear to make sense. None of what we have done to date has been tested or researched so we can not rely on hard facts to give proof.
6. The pressing need is for increasing understanding by our citizens of the useful and important role our institutions and centers will play in the new society. If our schools give the impression that our boys and girls need to be caged by fences, high walls or rude and inconsiderate staff members, we will only continue to alienate troubled people from those who can help. All facilities of the training schools should be made available to community groups; activities of a joint nature should be encouraged.
7. Staff must be encouraged and allowed to keep abreast

of the technological and professional changes taking place. To be able to discern between significant new approach and new gimmicks is at best difficult. However, the administrator who writes off all advances and new theories does not engender research or a spirit of movement in his staff or program. He needs to flexibly encourage new developments in experimental design and allow staff to travel and view other units with similar goals. We must learn how to use communication media of all kinds to improve interpersonal relationships.

Looking forward to the future can be exciting and adventurous. Many of the professional correctional personnel need help in developing imaginative plans to meet the needs. The citizen who has had the patience and tolerance to guide us continues to be extremely important. He is the only one who can allow us to move forward toward our goals. The first one hundred years have been difficult, but perhaps necessary. The next . . . who knows!





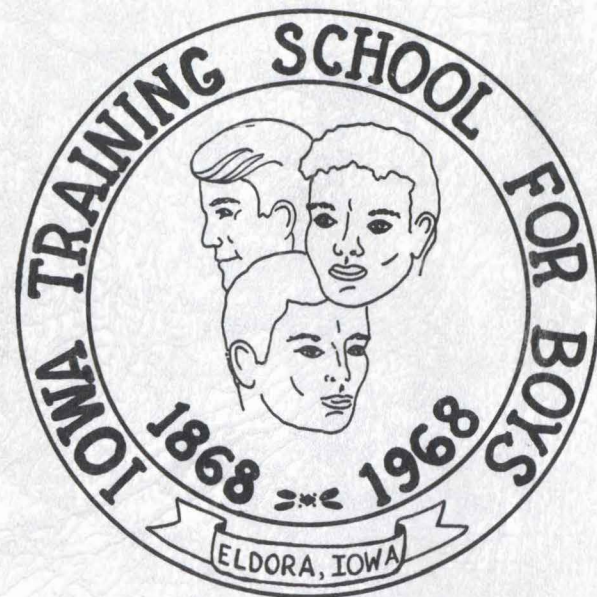


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