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Report on the State Industrial School for Girls, 1867-68

Managers of the State Industrial School for Girls

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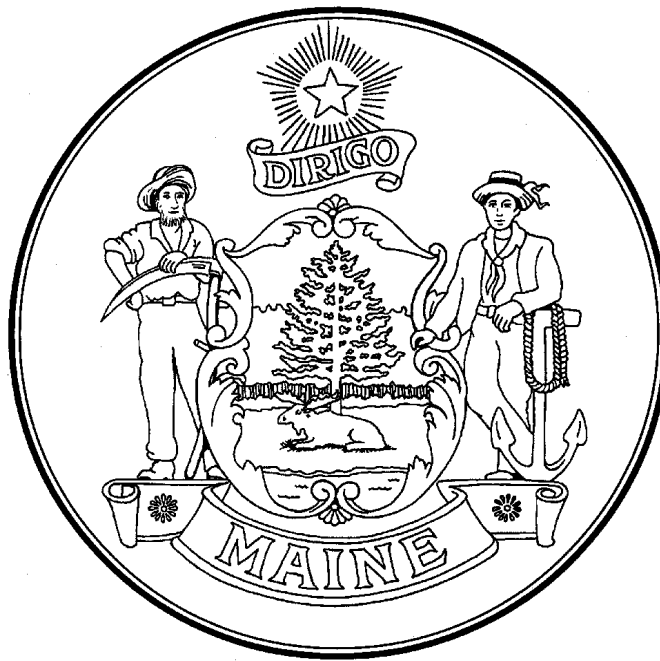
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MAINE STATE LEGISLATURE

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PUBLIC DOCUMENTS OF MAINE:

BEING THE

ANNUAL REPORTS

OF VARIOUS

PUBLIC OFFICERS AND INSTITUTIONS

FOR THE YEAR

•
1867-8.



AUGUSTA:

OWEN & NASH, PRINTERS TO THE STATE.

1868.

REPORT
OF THE
COMMISSIONER
ON
STATE INDUSTRIAL SCHOOL
FOR GIRLS.

APPOINTED UNDER RESOLVE APPROVED FEBRUARY 18, 1867.

AUGUSTA:
STEVENS & SAYWARD, PRINTERS TO THE STATE.
1868.

REPORT.

HON. J. L. CHAMBERLAIN, *Governor of Maine*:

SIR:—The following Resolve was passed by the Legislature of 1867, and approved by yourself, viz.:

Resolved, That the Governor is hereby authorized to appoint a Commissioner, whose duty shall be to investigate the principles and operations of Industrial Schools for Girls, and report to the next Legislature on the expediency of establishing such an institution in this State.

Having been appointed Commissioner under the Resolve, I have the honor to submit the accompanying Report:

The considerations to be presented to any body in relation to the expediency of a measure, depend very much upon the nature and objects of its organization, and for this purpose they cannot be too clearly ascertained or specifically defined. Let us, therefore, in the outset, inquire for what ends was the State created, and to avoid a wide field of discussion we will confine ourselves to our own State. The people of Maine wisely copying a higher example, declare to the world that they laid the foundations of a new and independent State, "in order that they might establish the blessings of liberty, justice and peace for themselves and their posterity, and also provide for and promote the common safety and happiness." And in evident recognition of the idea that no State rightfully exists except as it is based upon such principles, and that all such creations, although faintly and dimly, do shadow forth that building not made with hands, that invisible temple in which God himself dwells, they devoutly acknowledge his goodness in the commencement of their great undertaking, and ask for his aid and direction in its accomplishment. An early statute provision evidently founded upon the original ideas of the constitution expressly declares, that all the people of the State shall in early youth be instructed in the "principles of morality and justice, and a sacred regard for truth; love of country, humanity, and a universal benevolence; sobriety, industry, and frugality;

chastity, moderation, and temperance ; and all other virtues, which are the ornaments of human society ; and impressed with the tendency of such virtues to preserve and perfect a republican constitution, and secure the blessings of liberty, and promote their future happiness ; and the tendency of the opposite vices, to slavery, degradation, and ruin."

It is evident, therefore, that the origin and objects of the State are involved in no obscurity, and although in its subsequent growth and development, it may extend over the kingdom of nature, the sea, and the land, and be not unmindful of man or beast or any of their interests, dealing with agriculture, commerce, manufactures, and all the varied principles and products of labor, it is after all only in order that it may infuse mind into matter and thus subordinate it to those organic principles from which it derives its own existence.

We gain nothing but lose much when we suffer a rude materialism to overshadow the ideal, the real State, and it can only be done through an unpardonable forgetfulness of the objects of its founders, or of Him on whom alone it can securely rest.

It may, therefore, be asserted that the State was not instituted for material objects ; unlike private corporations existing for specific purposes it does not live for gain, it neither buys nor sells, it accumulates no treasure, it declares no dividends, and even apparent departures in these directions must ever be indirect means for the accomplishment of its original ends. And yet the financial interests of the State are large and controlling, and through its myriad veins and arteries flows that circulation which gives it the semblance of material life ; it receives and disburses the money of individuals for the common good of the people, and with that end in view and governed by their necessities, its great mission in this direction is that of continual distribution, of liberal expenditure, although with scrupulous regard for economy, and always mindful of the "ability of its inhabitants."

That the State has this higher life and nobler ends appears by their recognition on the part of its citizens ; they build roads and bridges with the labor of their hands for the public comfort and convenience, although they may be used by the stranger and even the invader ; they surrender their property, or so much as may be required to provide public instruction for the children of the people, exempting not even the childless citizen from this burden, and when the Commonwealth is in danger and liberty at stake, they

give up not only property and labor but even life itself, and for such objects it is offered a willing sacrifice upon the altar of country. Ordinarily men *live* for themselves, that they may plow and sow and reap, to build and inhabit, to bring wealth across the sea, to compel the forces of nature to work for them; they *die* for the State, at her command, with her consent, and in the exercise of this high prerogative there comes to them the consolation that their children will continue to receive the great blessings for which it was created, and that such examples of sacrifice and self-denial will increase their value and stimulate posterity to maintain and transmit them at any cost.

It is only as a country has noble aims that patriotism is a virtue.

These general considerations may serve to show not only how grave are the responsibilities resting upon those who are entrusted with the destinies of a people, but also to indicate that when questions of public expediency arise, the trustees of sacred rights, the guardians of a people's honor are debarred from a resort to those precedents and conclusions which may be appropriate and convincing to business men and financiers, or persons limited by the by-laws of a corporation, and on the contrary, are expressly shut up to the special consideration of the original objects of the organization whose servants they are. May we not legitimately infer that honest legislators can never suffer personal or political considerations to influence them unfavorably, when questions relating to the common good are to be decided, and when by so doing they endanger the purity and perpetuity of those great principles upon which the State rests. With equal truth it may be said, that all wise legislators will improve every opportunity for promoting the welfare of the State, and not content with that which has already been done, will seek out new ways and means for carrying out the original designs of its founders, and will give them that just expansion which may be proportioned to the wants and the advancement of the race.

In addition to the general provisions of the Constitution before mentioned, it also grants power to the Legislature "to make and establish all reasonable laws and regulations for the defence and benefit of the people of the State." It is moreover worthy of notice, that the only special duty enjoined therein upon the Legislature aside from those relating to parliamentary routine, is that contained in the seventh article under the title *Literature*, as follows: "A general diffusion of the advantages of education being

essential to the preservation of the rights and liberties of the people ; to promote this important object, the Legislature are authorized, and it shall be their *duty* to require, the several towns to make suitable provision at their own expense for the support and maintenance of public schools ; and it shall further be their duty to encourage and suitably endow from time to time, as the circumstances of the people may authorize, all academies, colleges, and seminaries of learning within the State." In accordance with these requirements, successive Legislatures have endowed higher seminaries of learning and scattered them through the length and breadth of the State, so that ample provision in this direction has been made for the present and even future generations. Experience however demonstrates, that although a liberal supply of intellectual food may be provided for the people, although the fountains of public instruction may be full to the brim and raised to the very lips of the masses, there will always be some who cannot or will not partake.

In large towns and cities, and more or less in every community, there is a class who have no sympathy with the right ; justice, peace, and regulated liberty, they regard as their foes, and with them openly and secretly they wage a perpetual warfare ; and with no inconsistency they manifest equal hostility to that embodiment of these principles, which exists in that organized right and collective manhood which we call a State. To some of this class crime brings their daily bread, property in their sight has no rights which they respect, they regard it as an evil to be abated, an accumulation to be scattered, only valuable when consumed, never to be acquired except from others and in violation of law. They attach no value to a good name, but make it a mark for abuse and assault, as it serves to make unpleasant class distinctions, separating and elevating others from themselves while they desire to drag all down to their own level. It seems also to be inevitable that those who disregard the rights of others will be reckless in relation to themselves, and so it follows that these enemies of the public peace war against their own bodies and souls, making them temples of dishonor, worshipping their foulest abuses, offering them in unholy sacrifice, and in these things delighting to do to others as they do to themselves. For such aggravated cases there is almost no hope of cure, and therefore a regard for the rights and welfare of others necessarily constrains the State to maintain towards them the single attitude of resistance and defence.

As the law is made for the lawless and disobedient, against them and for its own protection it erects the bulwarks and barriers of law, it hinders their progress by opposing obstacles, making the way of the transgressor hard ; but nevertheless it is seldom that security can be expected or attained, until they are finally lodged behind prison walls over which hangs the threatening shadow of the gallows.

The Good Being who sends rain upon the just and the unjust, does not withhold from such criminals the blessing of the family, nor deprive them of children, and thus a new generation appears upon the stage who sustain entirely different relations to the State.

With childhood we already associate ideas of beauty, purity, and innocence ; in each new face we seem to see a fresh impression of the image of God, and from those first years of infancy we ourselves learn more of good than we can communicate. Not so, alas ! with children from these families, who come into the world with depraved instincts, inherited tendencies toward vice, and transmitted love of evil ; to them the sweetness and tenderness of infancy never comes ; strangers to kindness, with none of those associations which are inseparable from parental love, domestic happiness and real homes, their hearts become hardened, and shunning the school and the church and the very appearance of good, they go early into the world on an errand of mischief ; they are literally born and bred, missionaries of evil.

To the statesman and political economist, no questions present themselves with so much force or are more anxiously pondered, than those which relate to these and kindred subjects. Are the evils arising from certain conditions of life inevitable and therefore to be submitted to with patient endurance ;—shall those who scatter the seeds of vice do so with impunity ;—shall they be held guiltless who suffer them to spring up and bear fruit ?

Shall we not regard honest poverty as an accident, or a misfortune to which all are exposed, but from which there may be recovery as from a disease, as something rather requiring aids, correctives and stimulants ;—and shall not poverty which comes from idleness, ignorance and vice, be treated as disobedience to the laws of God and man, and punished as an offence ? Or discovering no distinction in this great evil, must we believe with the old world that as the poor are to be always with us, so poverty is chronic or perpetual, and therefore to be aggregated in one vast body, nourished by systematic alms-giving and funded charities,

and thus forever grow by what it feeds upon? What can be or must be done for unfortunate vagrant and vicious children, the offspring of drunkards, thieves, abandoned women, convicts, paupers, for foundlings, and for numberless orphans, many of them the children of soldiers and sailors who have died for their country, for whom no other asylum is open but the poor house or jail?

A thoughtless and heartless expediency may dictate that all who fail to contribute to the industry and wealth of the State, or actually subtract from it, shall be treated as enemies, and thus a severe and vindictive policy may be pursued, watchful to discover offences, ready to punish, literally rewarding every one according to their deeds. Shall we thus discharge our obligations as men and citizens;—shall we give such classes new power for evil by the very attacks and repulses we make;—shall they be suffered to entrench themselves in wrong, to hide behind those ever growing walls which selfish opposition always creates?

Were it possible to separate the chaff from the wheat and give it to the wind, could we by a simple motion “arrest all knaves and dastards,” or were there some far distant land to which we could banish all who “work abomination or make a lie,” many of the problems of life might receive easy solution, and we might at length subside into a severe and delightful optimism.

The prevailing policy, however, the world over, arising always from ignorance or indifference, and commending itself by its ease of adoption and execution, is that of neglect; and so those who have determined to be blind may really fail to discover the existence of suffering and want, and for a while live in blissful unconsciousness of evil—but time brings an awakening.

History and experience alike establish the fact, that no class or condition of men in any country or community can be kept in suffering and degradation, or bound by disabilities which ought to be removed, without in the end inevitably dragging down to the same level many of those who come in contact with them.

No policy is so suicidal to individuals or communities as that which neglects poverty, suffering and vice; they ever will exist as excrescences upon the body politic, unsightly and disagreeable they must be, but so long as absolute removal is impracticable, we can only inquire under what conditions must they be absorbed; shall they infuse their own taint and corruption into the very blood and life of the State, or purified and cleansed may they in some way contribute to the health and growth of a renovated body?

The contents of a sewer may be discharged into the very stream from which water is supplied to every household, or they may be conducted away from men and their habitations, and in the laboratory of nature so analyzed and distributed as to give verdure and beauty to the earth, and food and raiment to man. Carlyle says : " One of Dr. Allison's facts relating to the management of the poor in Scotland, struck me much. A poor Irish widow, her husband having died in one of the lanes of Edinburg, went forth with her three children, bare of all resources, to solicit help from the charitable establishments of that city. At this one and then at that she was refused ; referred from one to the other, helped by none, till she had exhausted them all, till her strength and heart failed her, she sank down in typhus fever ; died, and infected her lane with fever so that seventeen other persons died of fever there in consequence. The humane physician asks thereupon as with a heart too full for speaking, ' would it not have been *economy* to help this poor widow ? ' She took typhus fever and killed seventeen of you ! The forlorn Irish widow applies to her fellow-creatures, as if saying, ' behold I am sinking, bare of help ; ye must help me ! I am your sister, bone of your bone, one God made us, ye must help me ! ' They answer, ' No ; impossible ; thou art no sister of ours.' But she proves her sisterhood ; her typhus fever kills *them* ; they actually were her brothers, though denying it ! Had man ever to go lower for a proof." We may fail to give help to the needy, but so doing, it is always sure that they will bring harm to us.

It has been the high privilege of good men of the present century, to inaugurate a humane policy, especially with reference to juvenile offenders, one that has commended itself to the wise and good everywhere, and has thus been introduced into all civilized countries. Recognizing the fact that the State is but a larger family, not only to be governed, restrained and corrected, but also protected, enlightened and cherished, and also affirming that justice alone will not restrain, that punishment will not always cure, nor severe enactments of law prevent vice and crime ; with a large advance from existing penal institutions, and with special reference to the principles of prevention and cure, they have established Houses of Refuge, Homes of Redemption, Juvenile Asylums, Reformatories and Industrial Schools.

As indicative of progress in this direction, I quote from the Report of a Committee of the British Parliament, who say : " That

it appears to be established by the evidence, that a large proportion of the present aggregate of crime may be prevented, and thousands of miserable human beings who have nothing before them under our present system, but a helpless career of crime, may be converted into virtuous, and honest, and industrious citizens, if due care were taken to rescue destitute, neglected and criminal children from the dangers and temptations incident to their position. It appears further, that a great proportion of the criminal children of this country appear to require systematic education, care and industrial occupation, rather than mere punishment; and that various private reformatory institutions have proved successful, but are not sure of support and are deficient in legal control over the inmates."

In France, by special provision of law, "children found guilty of minor violations of law, at the discretion of the Court may be acquitted, on the ground that they acted *without discernment*, the supposition being, that the offences by them committed, were done without that adequate perception and appreciation of their unlawfulness, that is embraced in the idea, and constitutes the essence of crime. But such acquittal does not operate as a discharge. The Court retains jurisdiction and entrusts it to the care of friends, or to some Reformatory Institution, where its training and reformation will be properly attended to. In this way the humane idea of the law is carried out to great public advantage. The school at Mettray is principally composed of persons so acquitted and disposed of by the Courts."

In other portions of the Continent, especially in Germany, public attention has been awakened and profoundly stirred by the zealous and self-denying labors of such philanthropists and reformers as Falk and Wichern. To Immanuel Wichern belongs the great honor of being the founder of "The Rough House" of Hamburg, where the school, the shop, the family, united in one christian household, have given to the world a model Reformatory. As an interesting chapter of his history, and the history of reform, and also of the living facts upon which it is founded, I give a brief account of his first inmates. I also do not hesitate to say, that even in our own favored State, it would not be difficult to find as sad a parallel:

"They varied in age from five years up to eighteen; their variations in vice were not so great, for they were uniformly bad. Eight of them were illegitimate; four were under the influence of

criminal and drunken parents; one lad of twelve was known to the police by ninety-two thefts; one had escaped from prison; one had sinned till he had become imbecile; they were all thoroughly wild; lying and stealing were their second nature. They were poor street-wanderers, such as may be seen in large cities in the dreary winter nights, crouching in doorways and under bridges; little heaps of rags with perhaps bright, hungry eyes, that sparkle on you in a kind of fear. They used to sleep on piles of stones or on steps; 'only,' said one who slept in empty carts, 'the stars awoke me in winter, for they looked down on me so clear and white.' There was a shameless, false, little beggar among them,—a poor thing, deserted by his mother, who had risen to be the leader of all the street boys in his neighborhood and a notorious plague. There was a boy who had been treated like a beast and naturally lived like a beast; his so-called adopted parents had bought him for £13; the woman was an idiot, the man a coarse drunkard, and under them he lived until he was eighteen; no wonder he came shy, full of mistrust, naked within and without. A boy of twelve declared positively that he believed in no God, much less a Savior, no resurrection, no judgment; he had once laid violent hands upon himself, and when angry, he threatened that he would run himself through with a knife; frightful fits of passion seized upon him, culminating in one which lasted twelve hours, and during which four men could scarcely hold him. Before he came he used to be chained at such times. Others followed like these: notorious pickpockets, vagabonds who from very vagabondage could not speak fluently, young housebreakers. They had learned to sleep on the ice, though as for other learning they could scarcely count two. They would eat raw meat, potato-peel, swine's drink, May bugs, tallow for greasing shoes,—this last with peculiar relish. Two of them were from a kind of wild beast's den, a cellar inhabited by their grandmother, and where thieves and beggars of every sort came to drink brandy and pass the night in the vilest orgies. A girl of thirteen had 'every conceivable bad quality.' A boy of the same age cudgelled his mother (helpless by a sprained hand) and his grandmother; beat the neighbors' children; came home at night drunk and smoking cigars; stole from his mother what he could lay hands on, and was three times put in prison. There was a girl of fourteen whose mother reported that she was a 'very good child, only that she stole eagerly, and lied as much as she stole; and she would steal and lie though you

might strike her dead.' The mother of one boy held the lies she told for her children as a special merit, and indeed a proof of extraordinary virtue; the boy himself drank, and kicked his mother. A child of nine is described as lying, stealing, abusing his father, scratching, kicking, biting, swearing. A girl of ten—it is the poor mother's testimony—'will look in your face like an innocent christian, and lie more than ten grown people. She breaks open everything, and has been beaten half dead.' And here is the history of a lad of sixteen: he stole a hundred marks from his father; was apprenticed in a shop; stole; was hunted away; apprenticed to a cigar-maker; stole again and was again hunted out; went to service; broke into the savings-box of his master's children; worked at day labor; stole from his comrades; was arrested; returned to his father. 'Hie, you fellows,' cried another, when his comrades told him of the Bible, 'let the Holy one hang on the gallows; that Word of God is trash, and whatever is written in it is a lie, and the fellow who makes you read out of it every day is a liar, and far worse!' 'Little one,' said a mother one day, 'what makes you tell lies? You know you don't *need* to do it now.' Another mother used to seize her boy by the feet, sit down on a chair, and 'pummell the ground with his head; but even that,' she added with some surprise, 'did him no good; and so I think your Rough-House measures will scarcely succeed.' The air they breathed was tainted; they were habituated to the absence of common morality and decency; they were checked by the rudest and most barbarous punishments, and grew up to be more like beasts than men. Familiar with the scenes of the dancing-booths, the joys of street theatres, filthy romances, the most obscene ballads, travesties of the purest hymns, clever parodies of the Bible; there could scarcely be a more corrupt atmosphere than that in which they lived. Some of them had to be forbidden to speak a word for weeks after their entrance. They were mostly hopeless; young incorrigibles, given up by everybody who had tried a hand upon them.

These are the fruits of his system in the first twelve. They have eaten their bread in honor; they have their children; their christian household life; four of them settled in Hamburg; four settled elsewhere; two went seafaring. Of those three who have been specially mentioned, the first became a help and stay of the house; the second, a God-fearing, thorough man, with few capabilities, but with strong practical sense, and an entire trustworthi-

ness ; the third, who was the terror of his mother and sisters and of the other boys, and even a terror to himself, soon drew everybody's heart, and grew up a gentle and forgiving, but brave, strong, determined man."

There are now in Europe not far from one thousand Houses of Refuge, or Reform, over two-thirds of which are Protestant charities, established and almost wholly supported by private individuals, societies and churches ; and these are entirely exclusive of Orphan Asylums, Houses of Correction, Industrial Schools, Ragged Schools, and similar establishments, which are controlled by the government. In the United States and Canada, there are about thirty Reformatories, and in addition some hundred or more Orphan Asylums, Industrial Schools, &c.

In our own State, we have not only complied with the special requirements of the Constitution in relation to schools and higher seminaries of learning, but in obedience to those first principles which gave it life, and in accordance with the onward march of humanity, we have provided within our own borders an Asylum for the Insane ; and availing ourselves of the superior advantages of sister States, have also made ample provision for the deaf and dumb and blind ; and have discharged half of our duty towards juvenile offenders, by establishing the State Reform School for Boys. Since the opening of this institution in the year 1853, nearly eleven hundred boys have been admitted within its walls. As the objects of reformatory institutions for both sexes are alike, and from both similar results may be expected, it cannot be regarded as inappropriate, in this stage of our investigation, to inquire, what are the ends and aims of this institution ? As these have been laid before the public from time to time by those intrusted with its care, I present, without connection, such extracts as may be suggestive of the evils to be prevented, and the results attained in the direction of our inquiries.

The design of the Reform School is obvious and readily understood ; it is to arrest the young criminal early in his career ; to draw him aside from the temptations which have led him to crime, and to place him under such influences as shall reform and fix his character, and make him a good man and a useful citizen. The punishment of the offender is of course under such a system, altogether a secondary thing. His reformation is what is sought ; and he is detained and disciplined till that is so far supposed to be accomplished as to render it expedient and safe to dismiss him,

and no longer. The youth of the State commencing a vicious life, grow up to be its adult criminals—many of them its great criminals; almost all of them idle, mischievous and useless members of the community. Our purpose is to reclaim them while they may be reclaimed, that we may not have to incarcerate and punish them, when they can only be incarcerated and punished.

The people of Maine tax themselves every year for the support of common schools to a greater amount than the whole annual State tax, because they know that a government dependent for its success and existence, upon the intelligence of its citizens, must at any cost provide for the instruction of its youth. The young that are leading vagrant and criminal lives, it should be, it would seem, the first care of a government thus dependent, to stay and direct. The number of them, while it is comparatively small and so reached and controlled with the more facility is large and potent for harm. Shall not the State do a good and politic work when it thus places itself as a father and guardian over its neglected and erring children?

In a decision pronounced by the Supreme Court of Pennsylvania it is said:

“The house of refuge is not a prison, but a school where reformation and not punishment, is the end. It may, indeed, be used as a prison for juvenile convicts, who would else be committed to the common jail. The object is reformation, by training its inmates to industry by imbuing their minds with the principles of morality and religion, by furnishing them with the means to earn a living, and above all, by separating them from the corrupt influences of improper associates.

To this end, may not the natural parent, when unequal to the task of education, or unworthy of it, be superseded by the *parents patriæ*, or common guardian of the community? It is to be remembered that the public has a paramount interest in the virtue and knowledge of its members and that of strict right the business of education belongs to it. That parents are ordinarily entrusted with it, is because it can seldom be put into better hands.”

If the position here laid down be the correct one, it becomes both the right and duty of the State to assume the charge of those juvenile offenders of whom it is the natural guardian, and to see to it that they be not lost to the community through its neglect of them.

The effect of punishment upon young criminals has usually proved to be, loss of self-respect in the convict, and to greater or less extent, indifference in the criminal to all punishment. There can be no permanent reform in an individual who has with his standing in society, lost also his own self-respect; nor can he who has become habitually indifferent to all punishment, be reformed by its infliction. Nothing is more noticeable in Prison Reports, than the fact, appearing so often in them, of the repeated commitment of the same party. Prison statistics show that seventy-five per cent. of all imprisoned criminals become reckless and abandoned persons. Indeed it may be considered as satisfactorily proved by the prison records of our own and other countries that the tendency of prison discipline is rather to harden than to soften—rather to make skilful criminals than honest men and good members of society.

The maintaining Reform Schools upon some such plan as that adopted in this and other States in the Union is of course to be taken to be the settled policy of the State. The expense attending it is to be regarded as a part of the necessary cost of educating the youth of the State. The added expense to the people of the State, of educating that portion of its children supported in the Reform School, is not more than the sum expended by one of our cities upon its public schools.

But taking only a pecuniary view of the subject, we think it will prove a wise economy for the State to spend some of its money for the prevention of crime; and by so doing, save much of what it spends for its punishment. The costs to the State for criminal prosecutions, have in a single year, come up to \$35,950; and there is hardly a child who will be sent to the Reform School, who, if left to the course which brings him there would not finally be supported by the State as a convict. We could cite instances of boys committed to our State Prison at an early age who have at various times, passed thirty years of life in prison at an expense of not less than \$2,000 each. A majority of the boys are sent to the School for crimes against property. Their actual depredations upon the community amount to a very large sum, and their prospective ones, if not arrested in their course may be estimated at a much larger one. We might continue to bring statistics to our aid, but we will only say, that the more thoroughly our position is examined the better it will be sustained.

There is undoubtedly suggested to many minds the question, Does the benefit realized, justify the expectations of those who established the Institution, and the liberal appropriations necessary for its support? To answer this question in its pecuniary aspect, is somewhat difficult, and from the nature of the case, its solution cannot be attempted with mathematical exactness. To show what it costs to arrest the incipient criminal, germinating in the streets of our large cities and villages, and to support him at the Reform School would be a very easy task; but to count the cost of the trial and imprisonment of the same offender, when he shall have become proficient in crime, and active in its commission, and to estimate the value of the property he may be instrumental in destroying would be quite another undertaking. The most superficial observer may be able to comprehend the amount annually taken from the public purse to build homes for the homeless, to provide teachers for those who would otherwise be untaught, and to surround with healthful moral influences those who, from inclination or necessity, would be tempted to stray from the paths of virtue and honor; but neither facts nor figures can be so arrayed as to render equally plain the amount, even in dollars and cents, which may be thus saved to the State and to the world.

In other words, the debit side of the account, from being constantly before our eyes, becomes familiar to us, and sometimes perhaps seems disproportionately large, while the credit side remains comparatively a blank—only to be completely filled when the increased value of the boy, fashioned into the good man, over that of the hardened criminal, shall be definitely determined.

Reform Schools have now been in operation, in different parts of the world, sufficiently long to enable us to judge of their results, and to compare those results with those of institutions whose chief design is punishment. It is stated in the Reports of the Rough House, that the per centage of reformed cases in that establishment has been eighty per cent. At the school at Mettray, France, the percentage is estimated at ninety per cent. At the Red Hill, in England, it is said to be seventy per cent. At the Massachusetts Reform School it has been eighty per cent. At the House of Refuge, in Philadelphia, the number of reformations is said to be more than two-thirds of the whole number of inmates. The following is an extract from a paper appended to a report made to the city government of the last named city: "From the reliable

estimates which your memorialists are thus enabled to form, of the beneficial results of the House of Refuge, they have the gratifying assurances that more than two-thirds of all the children who have been entrusted to its care and who have fully participated in its advantages, have become the subjects of a thorough and permanent reformation, while in almost every instance they entertain a reasonable hope that the influence of the institution has not been exerted in vain, but sooner or later the seed there sown will spring up and produce its abundant fruit. As a mere expedient of economy it is respectfully suggested that this institution is entitled to a liberal consideration at your hands. A part of these children, the vagrant and the homeless, would have found a shelter in your alms houses, but a large number must have become inmates of your prisons; in either event burdensome to the community, at whose expense they would have been supported, and without any probability of reformation."

In considering the various relations of expenditures with results, it may present a new aspect of the matter to state, that the cost to the State for each inmate, for food, clothing, mechanical, intellectual and religious instruction, medical attendance, constant oversight by day and night, and a variety of incidental expenditures, will not exceed two dollars per week, even during the reign of war prices, excluding, of course, in this computation, the original investment in buildings, as we would in reckoning the cost of a legislative session.

Were we to regard this institution as a place of detention merely, a pound, where unruly and destructive animals are restrained from positive depredations upon property, time and examination only would be required to demonstrate by actual statistics that a large amount is annually *saved*, and thus gained by the people of the State. I will here anticipate the important statement contained in Dr. Wine's letter, that thirteen millions of dollars are annually lost to the people of the State of New York by petty thieving.

The records of a similar institution show that among its inmates was a boy of sixteen, who had murdered two little girls for a piece of flannel, which he afterwards sold for three shillings; and also two boys of ten and twelve, who set a village on fire, and burned eighty-eight houses, with the church. Who can tell the amount of suffering that may have been averted from us? The careless boy whose fire-cracker in a single moment sealed the destruction

of ten millions of property in this State, in such a Home would have been as harmless as scores of its inmates, who may have the same capacity and desire for mischief, but no opportunity for its expensive gratification. Such statements may be considered as valuable by indirectly demonstrating the loss to the community where such institutions do not exist; or where they do exist, by showing the irreparable evil that may be inflicted upon the State or its inhabitants by those whose power for evil may be so easily restrained.

The State sends to this institution none but offenders and violators of law; by far the larger number received back again are quiet, orderly and industrious citizens; and while the subsequent crimes of some incorrigible one, or the relapse of another weak in the hour of temptation, are too frequently blazoned abroad as samples of the work of reform, the struggle against evil, the effort to erase the stains of early life, the patient continuance in well doing, which characterizes so many, is unheralded and unheard of by the multitude; and no record is made of such statistics of the heart, unless as we fain would hope, it may be found in the Book of Remembrance. I do not hesitate to assert that the history of this noble charity is a history of its success. Its daily record shows the benefits which the State confers and which the State receives; and those who have been the most familiar with its operations are the most willing and the most valued witnesses in its behalf; while others who are contented to be ignorant of its workings, or satisfied with adopting unfounded prejudices, will almost necessarily discover in it nothing but defects and failure.

Having thus examined the original objects of State formation, the special requirements of its organic law, and the recognition of their binding force, by the successive establishment of different charities, we must be constrained to admit that the State is committed to an advance movement, that its policy is defined, and that hereafter the discovery of a great public evil will necessarily bring about its removal; and for the public servant, it will only be necessary to see what duty is in order to secure its prompt and faithful discharge.

We therefore inquire, why should the State, in its oversight of juvenile offenders, discriminate between the sexes? Why enter families containing vagrant, vicious, and unfortunate children, and remove boys to a place of shelter and safety, while girls are left without protection, and exposed to temptation and danger? Why

transplant rough and hardy plants into the light and warmth of a well sheltered garden, while those tender and delicate by nature, and susceptible of the highest cultivation and development, are left to be choked by nettles, and thorns, and brambles, and so deepen and darken the desolation of those moral wastes in which no flower can ever bloom? It is the matured conviction of all those whose thoughts have been turned in this channel, that the first thought and labor for juvenile reform, in communities of States, should be directed to the salvation of girls; not only on account of the greater temptations and dangers to which they are constantly exposed, and the almost remediless ruin which follows their downward course, but also from the immense power for evil which perverted purity and ruined innocence is enabled to exert in corrupting others, and in dragging to a common destruction all who come within reach. Our system of public instruction recognizes the right of every person to ask for suitable food for the mind, and also the duty of all persons to see that the needful supply is furnished and partaken of, however reluctantly. There are girls whose parents refuse to send them to the public schools, and suffer them to wander unrestrained wherever inclination may lead. Shall we compel them to come in from dens and hovels, with filthy clothing, diseased bodies, disgusting habits, skilled in tricks and deceits and mischief, and so not only corrupt the very atmosphere of the school room, and even communicate disease by personal contact, but worse than all, lead astray the innocent and unwary, and rapidly undo all the labors of parental love? We need daily to ponder the familiar quotation :

"Vice is a monster of so frightful mein,
As, to be hated, needs but to be seen,
Yet seen too oft, familiar with her face,
We first endure, then pity, then embrace."

The incidental and perhaps direct tendency of our common school system, is to stimulate and strengthen character, to develop latent powers, and by communion, or collision, with rude and vigorous natures, to arm the timid for the battle of life, and give to all a preparatory discipline. So long as it has these merits, and is justly our pride and boast, let not prejudices and objections be heightened and confirmed on the part of those who assert that the system is bad, that more of evil than of good is there learned, that the pernicious thoughts, and words and deeds there suggested to the child, cling to the youth, and become a part of the life of the

man. The State owes instruction alike to the whole and the sick, to deaf and dumb, blind, idiotic, and perhaps insane children, and no law forbids their assembling with others for that object; but were all such unfortunates intermingled with those of sound body and mind, how must the time of the teacher, and the attention of the pupil be distracted, and how little of real good done to those need so much. So plain is this, that we have recognized the necessity of separation, and have furnished special instruction to distinct classes; why may we not, with equal and greater force, demand that those who have hearts diseased with sin, and all their faculties disordered and perverted, should for their own good, and that of others, be specially provided for? Men who cannot eat food, and thus continue in health, we carry to the hospital, that they may take medicine, and so recover; in like manner should those children who will not partake of the plain and wholesome fare which the State provides, be placed under the care of "good physicians," and treated as patients, until returning health and appetite indicate that the hour of danger to themselves and others has passed.

While we almost instinctively concede more of natural refinement, gentleness and purity, to woman, we are compelled to admit, that no exercise of the imagination can surpass in conception the reality of that depth of degradation and misery to which she has descended; and many times the profoundness of the ruin reached, seems to be proportioned to the height from which she has fallen. And no matter through what avenue of opportunity, or temptation, she may depart from the right way, it almost inevitably winds into that broad and downward road which leads to shame and everlasting contempt. Divine strength alone can enable those whose path is beset with temptations, to resist and overcome them; and while it is so easy to go astray, how hard to return, and how seldom is the difficult task attempted.

"The gates of hell are open night and day;
Smooth the descent, and easy is the way:
But, to return, and view the cheerful skies,
In this the task, the mighty labor lies."

The relations which girls sustain in social life, or with reference to the interests of the community, are largely domestic; and through these, and the opportunities and employments connected therewith, their influences upon domestic and social life are almost entirely of an educational character; and while the results are at

first so imperceptible that we are slow to realize the power of the influence exerted, they are in reality reaching almost indefinitely into subsequent life. In families where there are children, the daughters sustain the relation of assistants to the mother, and exercise a guardian influence over the others; and in the event of the mother's absence or death, how frequently, and how faithfully, they endeavor to supply her place. Approaching womanhood, and going out from the family, they continue to exercise with increased power the same formative and controlling influence. Even in the lower walks of life, as household servants, their daily life of precept and example insensibly shapes and fashions the tender plants growing up about them; while those who aspire to the higher and holier privilege of instructing mind and heart, possess a power which moulds individual life, and may even decide national destiny. How much of solid statesmanship, of life-long self denial, of bright example, of holy living, of useful labor, of noble and heroic life, goes back for its beginning to these primitive foundations, to the saintly life and example of a sister, or servant, or instructor.

When so much of good has been accomplished, who wishes to know, or describe, the results of corresponding evil influences. Accident may occasionally reveal something in the case of individuals, but the whole truth may rest with a century. "*If the light that is in us be darkness, how great is that darkness!*" It is an old truth, that most of character is formed in childhood; and not a new one, that at that period it is mainly shaped by those who are themselves children. It may hereafter be an inquiry, not of mere curiosity, but worthy the dignity of the historian, how much have peculiar types of national development been connected with the nursery instructions and associations of Irish, or African, or Asiatic servant girls?

The general truth may here be admitted, that the number of girls whose condition in life threatens future danger to themselves, or who have so far advanced in evil as to become dangerous to others, is less than that of boys who are similarly situated. It also may be conceded, that property suffers most from the depredation of boys, and that they are the greater disturbers of the public peace; but no argument is needed to convince the most skeptical that the power to destroy peace and happiness, to blast character and reputation, and to poison the foundations of individual and national life, rests largely with the weaker sex. The

merits of this question do not depend upon theories alone, or the manner of their presentation. Observation and experience must always confirm the positions thus far taken, and no person of mature years can look upon the past without recalling here and there most melancholy wrecks of body and soul; while the sad conviction is ever present that light and knowledge, care and kindness, alone were needed to have insured to the unfortunate voyager a haven of safety and rest.

Having forborne to dwell at length upon a description of the several classes of girls who stand in need of the protection of the State, and as the peculiar characteristics of vice and crime are the same everywhere, it will be appropriate to introduce testimony in this direction from abroad. The State of Connecticut recently appointed three commissioners, to inquire as to the necessity and best methods of establishing a Reform, or Industrial School for Girls. The subject received their earnest and deliberate attention, and occupied the time of one of their number during a considerable portion of the year. I quote from their valuable report, so much as describes the classes for whom such an institution is specially designed.

1st. *They are girls of a tender age, from eight to sixteen years.* As a class they are too old for the orphan asylum—they are too young to be regarded as abandoned and hopelessly fixed in habits of thieving and prostitution. Their *sex* renders their situation and wants, as well as the means to be used for their good, peculiar. It should materially modify our views of the kind and details of an institution specially designed for them. Their *age*, while it by no means defines the degree of their ignorance or degradation, affords a ground for hope which does not exist in the case of older offenders. It constitutes a most persuasive argument for immediate efforts in their behalf. They stand at the very gateway of the road to ruin. In a single year they may have advanced far onward in a career from which there is no return to purity and safety.

2d. *They are girls of a peculiar class and condition.*

They belong to what has been termed "the perishing and dangerous classes of society;" and are sometimes termed "juvenile delinquents," and in the French law "detenués," to distinguish them from older offenders. Various other names are applied to them, such as "outcasts of society," "helpless exposed girls," "street-Arabs," "human vermin," "wharf-rats," "vagrants" and "juvenile criminals," and still other terms denoting mingled pity,

fear and aversion. By your petitioners they are happily distributed into three subdivisions—the unfortunate, the vagrant and the vicious.

The youngest and least numerous portion of them are simply *unfortunate*. They are helpless and outcast, suffering, through no fault of their own, but are, notwithstanding, exposed to some of the direst ills incident to human existence. They are born to a heritage of abject poverty and often of sin and shame. At least sixty per cent. of them are wholly or in part orphans, while the greater portion of the remainder are worse than orphans. At least *three-fourths* of them are the children of intemperate parents. A very large proportion are the children of the licentious and of criminals. They are born in hovels and amidst filth and disease. Upon them are often entailed diseased and imperfect bodies, and constitutions tainted by vicious blood. They are from infancy familiar with scenes of revolting depravity and debauchery. No tongue can describe their physical sufferings from hunger and cold, and exposure, and brutal cruelty. No father's care, no mother's tenderness, no friendly heart or hand provides for their wants. No one speaks to them words of love, or teaches them of God and their duty, or assuages the inexpressible loneliness and anguish of a deserted but longing, aching youthful heart. In hundreds of cases, in this state, have these little girls been consigned to the poor house, and peddled out by the selectmen of the town to the lowest bidder for the care and services of the town poor. Are they not then properly denominated *unfortunate*?

Almost as a matter of course as they advance in years they become *vagrants*—a class of indolent, unrestrained and lawless wanderers from house to house, and place to place. In the rural districts we find them in bye and unfrequented places, remote from schools and churches. In these localities are herded several (shall we call them?) families of various colors and parentage. They live by begging and thieving. They are the plague and terror of the surrounding districts. The spot is known as “Sodom,” “Satan's Kingdom,” and the “Devil's Den.” And from these social and moral pest houses are sent forth their little girls, clad in rags, to beg or to pillage as best they can. In our manufacturing towns these girls do not assume as distinctly a vagrant character as in the rural districts, the factories affording them employment during working hours. But no sooner does the night fall than they run at large in the streets, or beg from house to house, or sally forth

to plunder the hen roosts and gardens, and fruit yards of the citizens. In the cities and seaports they swarm in the lanes and lower streets. They lounge around the wharfs and ship-yards, and dance houses, and grog-shops. Many of them have no homes. They shun the common school and work only when compelled to work. They eke out their precarious living by begging, and the refuse of the streets. They are filthy in their persons, impatient of restraint, and regardless alike of the laws of God and of men. This is the class technically known as *vagrants*. They are legally defined "*idle, unrestrained children, who obtain their living in a vagrant and illicit way.*"

The third stage of their career is that in which they have committed some flagrant act which exposes them to *legal restraint and punishment*, a stage often very early attained. Heretofore they have been unrestrained. Occasionally a Sabbath school teacher, or a city missionary, or some self-denying woman has sought them out, and spoken to them kindly words, and ministered to their wants. But for the most part they have been uncared for, and untaught, and left to become the easy victims of seducers, and professional prostitutes and thieves—and having attained this stage the strong arm of the *law* comes down upon them, and under the plea of justice, and the protection of the public interests, they are arrested by the sheriff or city police, thrust into the jail or lock-up with hardened criminals, and are there fully initiated into the arts of pickpockets and courtezans, and, after a brief and worse than useless imprisonment, come forth lost to shame, and with the feeling that they are indelibly branded as criminals and public enemies.

These three classes are all alike *deplorably ignorant*. A considerable portion of them can not even read; a still larger portion are entirely ignorant of the simplest elements of a useful education—though in New England, thanks to our common schools, such ignorance is less frequent than in other parts of the United States. Many of them have never entered a church or a Sabbath school. They do not understand the simplest truths of religion, most of them are ignorant of the common proprieties and useful occupations of life. "The great majority," says the Superintendent of the Massachusetts Industrial School for Girls, "who come to us know nothing about household work and are averse to it."

To correct the erroneous impression so widely spread, and so firmly rooted, that the juvenile delinquency of boys alone, is to be

guarded against and provided for, it will only be necessary to introduce the opinion of Miss Carpenter of England, so well known as the author of "Our Convicts," and various other works relating to prisons and reformatories. She states, "that girls of the criminal class are far more degraded, dangerous to society and difficult to control than boys. This is well known to those whose experience has enabled them to compare the two sexes. The fact is partly referable to the greater natural delicacy and susceptibility of the nature of girls which renders them open to a deeper impress both of good and evil. They have also been more exposed to the evil influences of bad homes, and the affections which are very strong in these girls, are therefore in close sympathy with vice. Their desire for excitement of every kind is strong, as also for the gratification of the senses. They are generally devoid of any good principles of conduct, particularly addicted to deceit, both of words and actions, of fine but misdirected powers, of violent passions, extremely sensitive to imagined injury and equally sensitive to kindness; and, though numerically, such girls are not more than a third of the importance of boys, yet their influence on society for evil, if left uncared for, can hardly be exaggerated. When we reflect that they, hardened and reckless through the degradation of a public trial, must not only spread vice around them, but become the mothers of the next generation, we must perceive the importance of making every effort to rescue them. They will, if left to themselves, perpetuate a race of paupers, prostitutes and thieves."

How great is the responsibility resting upon the State, sustaining as it does the paternal relation to these neglected children; where is the inhabitant who is willing that the guilt of their blood shall rest upon his head?

Can it be regarded as mis-statement, to assert, that in the present condition of affairs, the State consents to, if it does not encourage their ruin? Does it not suffer innocent and harmless girls, to remain in the clutches of depraved men and women, and under their criminal tuition, until they become adepts in wrong doing; are not their early departures from the right, ignored, or winked at, because they are girls; and for the same reason, are they not too frequently allowed the unrestrained liberty of the streets, free access to places of amusement, and haunts of dissipation and immorality; and then when all this ends in overt crime, does it not complete the process of destruction, by closing upon

them the doors of jails and prisons? It is everywhere apparent, and frequently admitted, that officers will not arrest young girls who are offenders, and in the absence of any Home, or House of Refuge, courts with excusable tenderness will discharge the few who are brought before them, rather than incur the responsibility of their final ruin, which imprisonment with hardened criminals is sure to bring.

In order that this subject might be presented to the consideration of the Legislature, in its matter of fact aspects, rather than as a question involving conflicting theories, or opinions, I sent the following Circular to all the large towns and cities of the State, for the purpose of ascertaining approximately the number of unfortunate, vagrant and vicious girls between the ages of seven and sixteen, resident therein during the year 1867. Desiring to include the entire year, especially the early months of winter, when there is so much destitution, and consequent misfortune, the final completion of my report has been necessarily delayed for a few weeks. I have now to regret that no returns have been received from Bangor, Bath, Augusta, Gardiner, and several large towns. The Commissioner of another State, in the discharge of a similar duty, reports "that many of the selectmen replied complaisantly to our inquiries, 'we have no such girls in our town.' In several instances in which they have given the assurance that there were no girls dependent upon the town, or who should be sent to a reform school, we have found from other sources that there had for years been several cases which greatly needed instruction and relief." A majority of those who have favored me with replies to the Circular, have expressed the conviction, based upon facts within their knowledge, that some reformatory institution was needed; yet it is nevertheless apparent that not a few municipal officers have been selected for their positions, more with reference to an economical disposition of the poor and their children, than as pioneers in any large system of benevolence. It has not been a rare thing to find that professional men or private citizens were better informed in the statistics of want, vice and crime, than those who sustained official relations to those who should be objects of their care.

CIRCULAR.

It becomes my duty as Commissioner on State Industrial School for Girls, to present to the next Legislature a Report containing all the information I may obtain on the subject.

Please inform me, as the result of your observation or inquiry, whether in your place of residence, during the year, there have been any girls between the ages of seven and sixteen who belong to the following classes: Truants, vagrants, guilty of petty offences, unfortunate and neglected, without proper guardians, and thereby exposed to vice and crime, and liable to become inmates of the Poor House or Jail?

If there have been any such unfortunates, do you think it probable that they might have been benefited, or reformed, by being sent for a year or two to an Industrial School, and there placed in families of twenty or thirty, under the care of a matron and a teacher, instructed in common school branches, and also in sewing, knitting, washing, cooking, &c., and as soon as fitted for domestic service, provided with permanent homes in good families?

Have you previously known cases, where persons of a like description, might perhaps have been saved from ruin had such a shelter been provided?

I have delayed procuring statistics from different parts of the State, in order that I might embrace nearly all the year.

I shall be very grateful for any facts or opinions you may communicate, especially if forwarded promptly.

ANSWERS.

CASLINE. I have shown your Circular to the Chairman of our Selectmen. He reports that five girls of this town are without parents and guardians, or relatives to take care of them;—they are destitute, exposed, and with no one to look after them but the overseers of the poor. I have no doubt but that these girls would have been greatly benefited, by attending such a school as you name for a few years; and even now, there is hope that such a school would keep them from a vicious life. There have been cases here, of girls left without the restraints of parents or guardians, who might have been saved from ruin, without doubt, by a Reform School such as is contemplated.

DAMARISCOTTA. There are none of the class referred to, the present year. For the last six years previous to this, there have been more or less every year that might have been benefited.

BELFAST. There have been for the last year four girls from nine to fifteen years old who have been brought before the Police Court on complaints for theft. They all belonged to parents of intemperate habits. Two of them I think might be benefited, and per-

haps reformed, by being placed in an Industrial School, under the care and influence of good earnest matrons and teachers, who would instil into their minds the principles of religion and morality.

BIDDEFORD. In reply to yours will inform you that the Judge of the Municipal Court is away ; but in my opinion there are girls here who would represent some or all of the classes named in your letter, although the City Marshal informs me that he has made no arrests that came under either of these heads.

SACO. I was very glad to receive your Circular, referring to a State Industrial School. Such a school is very much needed, from the fact that not only many girls between the ages you mention become criminals, but they also lead many young men astray. I have not been in office a great while, but since I have been Judge of the Municipal Court, I have often wished we had a House of Correction in the county. I have been obliged to send young girls to Alfred, for night-walking, and after their term of imprisonment was out, they would be brought up again and again. One of them told me that she had no home, and that she liked to go there, because she had plenty to eat, drink and wear, and no work to do. If she could have been sent to some place where she would have to work, she would not have been so willing to do wrong. I have no doubt whatever that forty young girls from the two cities of Saco and Biddeford, could be benefited and kept from ruin by the proposed school ; and I sincerely hope it will be started immediately. We have a Reform School for boys, but it is so hedged in by our statute that penurious towns send but very few there. The Industrial School will do much more good—it will benefit both boys and girls.

The City Marshal says he has arrested fifteen or more during the year, within the ages you mention.

FRANKFORT. I have but one case in mind that would come under your description ; but in the general sense there are a number in our town who I should consider would be much better off with the privileges offered by your circular than where they now are, and who would probably grow up to be useful members of society.

LEWISTON. Your circular has been received, and in reply I have to say, that from my observation I think there are quite a number of girls in this city that would come into the class of your first inquiry. I have had several cases before me, within a year, of

young girls for petty larceny ; one I committed to jail day before yesterday for that offence. From my experience as a magistrate, for more than twenty years, I have long since been of the opinion that an Industrial School for Girls was needed quite as much as a Reform School for Boys. There may not be as many liable to commitment to such a school, but quite enough to warrant the establishment of such an institution.

Within the last three years I have known many girls in our city, of the ages and of the various classes specified in your circular, some of whom are already inmates of the jail and poor house, and others are liable to become such sooner or later. The number of such girls who have come under my observation officially, by arrest, during the present year, ranges from twelve to fifteen, as near as I can tell from my records now, since I do not always get the ages of those arrested. I think it very probable that a large proportion of such girls might be benefited in a high degree, and perhaps reformed, by being placed a suitable length of time in an Industrial School properly conducted. Such an institution, in my judgment, has long been needed, and I cannot but believe that it would be a source of great benefit, both to the State and to such unfortunate ones as may become inmates.

EASTPORT. There are a few cases in our town, of girls who are truants, vagrants, unfortunate and neglected, and liable to die in the Poor House or in the ditch. These undoubtedly might have been benefited by being placed in *time* at the Industrial School ; still more if care and oversight could be had of them, so that they could finally be placed in families, or good positions. There are several here now, who might have been saved, if they could have been taken from the bad influences that surrounded them in season, who are now too far gone to save, and there will always be in every town more or less of them. An Industrial School would certainly be a great blessing to all such, and I cannot imagine a more practical charity than this, which must result in saving from worse than death, hundreds or even thousands of those poor girls, who, born to poverty, and ignorance, and crime, have no help except in such institutions.

FREEPORT. There is only one family in town, within my knowledge, included in either class mentioned in your circular. In this family, two or three little girls, within the ages specified, are truants, whose parents are not proper guardians ; they are supported

in part by the town, although having a home by themselves. These children might be reformed and educated in such a school as you allude to. As to the expediency of establishing such an institution at this time I should have some doubt, though highly appreciating all efforts that can be made judiciously for the benefit and education of children. It is a subject, however, upon which I have never thought much, in relation to our own State, but I should expect the advantages of it would chiefly inure to the benefit of the few large towns and cities, as does the Reform School, rather than to the State at large.

ROCKLAND. In reply to yours, I might say in general terms, that I have no doubt there are examples of the classes you name in this city, but I have no particular cases in my mind for the past year. So much is done by private charity, in addition to the public provision, that very much of the suffering and want is relieved, and I rarely hear of any cases which come before the Municipal Court. I do not know whether such a school as you propose is confined to those who may be liable to legal penalty, but if so, I do not think our records would show many cases during the last year, though the Police Judge informs me, there are occasionally some brought before him, and if such an institution were in existence, and he were authorized to send inmates to it, he might and probably would send some every year. There are in all towns of this size, a class of girls, neglected at home, and uncared for, who would be greatly benefited if they could be placed in an Industrial School; but I do not suppose that could be done, unless they made themselves amenable for violation of law, and hence I have written only in reference to the latter contingency.

CANAAN. We have no particular case in mind that would be benefited by an Industrial School. There have been some cases heretofore that we think might have received benefit.

GORHAM. I should regard the establishment of such an institution as you describe as very desirable, and one promising much good to society, always supposing, of course, economy and sensible management of the beneficiaries to be exacted.

NEWCASTLE. There are none that we know of that will come under your first inquiry at the present time; but there is no doubt but that a great many might have been saved from a life of shame and disgrace, and been made useful members of society, if they

could have had that proper training at the proper age, which under our present faulty system, has not been given to the unfortunate and neglected. That there ought to be more attention given to the unfortunate youth all must acknowledge.

PARIS. According to my knowledge and belief, there have not been, during the past year, in this place, any such as you describe. Previously, in a few instances, from the misfortune, sickness or imbecility of one or both parents, girls, tender in years, have by neglect and poverty grown to maturity with minds uncultivated, and with habits of idleness, which rendered them outcasts in good society. This might have been prevented, if a well regulated school had been in existence. I cannot entertain a doubt that if such unfortunates are to be found, it would be the greatest benefit to them to be placed under proper teachers at an Industrial School, where they could be educated in matters of science and morality, and taught the necessity of virtuous and industrious habits.

HALLOWELL. I am not aware that there are such girls in this city as would be proper subjects for a public institution of the kind you describe. I think, however, I have known several cases of the kind within the last thirty years, who if properly cared for could have been saved from ruin.

HAMPDEN. I have known cases where persons of like description might have been saved from ruin, had such shelter been provided.

BREWER. At this late date we cannot give you as much information as we wish. To the first question we answer, that there are a few girls in this town who fall under this head. To the other questions we give an affirmative answer.

PHILLIPS. Of such girls, I think at the present time there are none. I have known quite a number that, had they been looked after by some one who took an interest in them, could have been saved, and been ornaments to society, instead of what they now are, mere dregs.

MACHIAS. I have made some inquiry in relation to the classes named, and do not find that our town is so unfortunate as to have any. In conversation with the Jailor on the subject, he remarked that some of them might be found in Calais and Eastport. I have known girls such as you describe, who no doubt would have been

greatly benefited had they been inmates at the proper time, of a reformatory institution, such as you are engaged in establishing.

SEARSPORT. We probably have some young girls who would be greatly benefited by an Industrial School—some certainly who are now fit subjects for the Poor House.

In regard to the past, must say we have had poor girls go abroad for service who have made shipwreck of character; but whether they could have been reached and saved, I know not. I hope such a school will be established in Maine.

NORTH BERWICK. No cases during the past year. I have known some previously, where timely care, and protection, and shelter, such as contemplated by the State Industrial School, might have saved them from disgrace and utter ruin. There are I believe fewer cases of this character among girls than boys; but the number is of sufficient consequence to call for its careful consideration in the direction indicated by the action of the Legislature

NORTH YARMOUTH. I am fully satisfied that there have been good subjects for such an institution in years past. One in particular I can call to mind. It is my opinion that a State Industrial School for girls, well regulated, would be a great blessing to such unfortunate ones, of whom the number is not small.

BUCKSPORT. To your first inquiry, I answer most unhesitatingly, that there are always among us more or less exposed to vice and crime, and liable to become inmates of the Poor House or Jail. To the second I answer, Yes, most certainly. I regard such a school of industry as promising more to the morals, if not to the pecuniary interests of the State and people, than Reform Schools for boys, though I put a high estimate upon them. We much need both.

In reply to your last question I answer, I have known persons who might have been saved from ruin, &c., and I think the man cannot have been a very careful observer of the morals of any place, who has not seen such cases.

SCARBOROUGH. So far as this town is concerned, I know of no case in particular coming under the head of your inquiries, but I can readily call to mind many in the town where I formerly resided. Had proper instruction been given, and proper employment been afforded, with suitable restraints, such as a well regulated

family, or Industrial School, would give, many a poor, unfortunate girl now living only in shame and disgrace, might have been filling places of respectability and usefulness, a blessing to society and an honor to her sex. From what I have seen and known of schools for females in other States, I have no hesitation in saying that such institutions are as much needed for them as for males, and as productive of beneficial results.

CALAIS. The object you suggest is one worthy the best efforts of good men. The number in our city who have need of such aid cannot be counted. I have derived some information respecting them from the Overseers of the Poor, and some from being engaged in a mission Sabbath School. During the year five girls between the ages of seven and sixteen have been inmates of the Poor House. There are not many truants, vagrants, and petty offenders, such as are liable to be dealt with by law; thanks to the labors of some honorable christian women, most of them have been provided with comfortable homes. I do not know of more than eight. Probably there are twice that number in the city. Of those who, from being unfortunate and neglected, without proper guardians, are exposed to vice and crime, a very large number might be included, so large that it would not be possible for me to estimate it. There are few of these who have not parents, or at least one. Most orphans are provided with homes in families who are able to shield them. But there are many having parents who from sheer lack of character are unable to protect their households from the intrusion of the lowest of men, and from the violation of all the sanctities of home, even if they would; so that their children are exposed to inevitable ruin, while nominally under the care of parents, who perchance may feed them and cover their nakedness. How far it would be considered right to remove girls from the custody of such parents, I do not know. They are not immediately liable to become inmates of the Poor House or Jail; yet that is their ultimate destination, and this is really the class from which those institutions are recruited. I suppose that from ten to twenty, to whom I first referred, would be all who properly belong to the classes you name; of those, five or six are habitual street beggars, trained to it by parents who send them out for that purpose.

PORTLAND. In turning to the police record for the year past, I find the whole number of girls arrested between the ages of seven

and eighteen years to be as follows : vagrancy, forty-six ; larceny, twelve ; drunkenness, ten ; malicious mischief, three ; homeless, two. In my opinion many of them could have been benefited or reformed by being sent for a time to an Industrial School. A large number of the abandoned women of this city are between the ages of fourteen and twenty years, many of them belonging to different towns and cities in the State, and travelling from place to place, with no means of support, but growing up in ignorance and vice.

PORTLAND. Your favor, asking my opinion of the necessity of a State Industrial School for Girls, was duly received, but press of other matters has prevented an early answer. My position as Judge of the Municipal Court of Portland for over four years has compelled me to bestow considerable thought upon the subject.

There is a large class of girls, between six and fifteen years of age, in this city, who are growing up without parental care, and who spend much of their time in petty thieving, or wandering about the streets day and evening. These girls are frequently arrested by the police for larcenies ; but they often feel compelled to let them loose again upon community, simply because there is no suitable place of reform to which they may be committed. When such cases are brought before me, as they occasionally are, I am entirely at a loss what to do with them. If I commit them to jail, the unavoidable consequence will be that they will come out more hardened and reckless than when they entered. If I fine them, the fine is rarely paid, and the jail is the alternative.

It is true that the Overseers of the Poor are always ready to do their duty, when their attention is called to these cases. But you will readily see that placing these wild, half civilized children in the Poor House is not the right measure of *reform*, but simply a temporary and compulsory repression.

I regret that I am unable to furnish you the statistical information you desire.

The evil is growing with the growth of our city, and in a few years, if not now, will imperatively require abatement ; and I presume all our large cities and towns will find within their borders the same evil, and feel the need of some stringent remedy.

What better plan could be proposed than that of an Industrial School for Girls ? With such a refuge, the police of our city would soon be able to clear the streets of these young Arabs, and

put them in the way to become virtuous women, honored wives, and capable mothers. A great and growing evil would be abated, crime would be diminished, and public virtue largely improved. Of course, it would cost money ; but the people of Maine have not been accustomed to set off *money* against the *public good*, and I have no apprehension that they will in this instance.

———. There are many here of the classes named by you, and the number is increasing at a fearful rate. I think there are many girls now in houses of ill fame, who might have been saved. I have often thought when I have been to the Reform School with boys, that that School ought to have a *sister* in the State, and I think great good might grow out of such an institution. *As it is now, we have no proper place for young girls, and for that reason I never arrest them.*

HARPSWELL. There are probably some girls in town, of the ages mentioned, who might be benefited by going to such an institution, who are now under the poor guardianship of their parents.

CAMDEN. We know of two young girls, paupers in our town, who might have been saved from a life of shame, and the town from much expense, had they been sent to an Industrial School a few years ago. No doubt if such a school were established, it would be a great advantage to us as a town.

———. That there are many, who, if they could be placed in schools and homes as above described residing in this town, would be benefited, and even made respectable by that means, I have no doubt. There is wealth here and respectability, there are also many poor families who can do but little more for their children than to keep them from starvation. There is a great deal of immorality among the young, especially the females. But if even these brief remarks should be published over my name, I know not how severe to me might be the consequences. Trusting therefore to your honor that you will in no way connect my name with these statements, I have ventured to give them for your information.

These circulars have been sent to all the large towns and cities in the State ; from many of them no answers have been returned, the extracts I have given were written by clergymen, lawyers, doctors, magistrates, municipal officers, county officers, city marshals, judges of probate, and police and municipal judges ; mem-

bers of both political parties. I have received but two or three communications in opposition to the plan proposed, and these were based upon the arguments, that it involved expense, and that the benefits would be confined to the large towns and cities. I can only say in reply, that the State was created for specific purposes, that no one of them can be carried out without positive expenditure, and that it is better to move forward with the rest of the world under the pressure of existing necessity, than to be held in bondage to a timid and dangerous economy. Whenever a plain and legitimate opportunity or occasion for charity is presented to us, it may be well to remember that for a State to do good, always costs,—not to do good, always costs more. Nor need we, if we are convinced of the existence of a sharp State necessity, or that the welfare of the people is imperilled by continued delay, govern our movements solely by a consideration of the amount of the State tax or the State indebtedness. Just as soon should the father begin to reckon the cost of food or medicine for his child before he decides to get them when life is at stake, and they must be had, no matter at what cost.

And why should there be now, or ever in the presence of a State issue, opposing interests, jealousies or differences between towns, where the only real difference is that of size or situation; are they not members of one body, can one receive benefit without communicating it to the whole? Do not those who make and those who enforce the laws swear to support the Constitution, which requires that all laws shall be for the defence and benefit of the people of the State? If it has been decided to be a national heresy to believe in the State instead of the Nation, why not within State limits conform ourselves to this decision and subordinate all narrow and local interests to the common good.

With regard to the question under consideration, it is quite apparent that small interior towns are relieved from much of their own native vice and crime, at the expense of larger towns and cities where opportunities for their gratification and exercise as well as concealment are proportioned somewhat to the amount of business and population. An increase in the property, business and population of a large town or city, as we all know, is an advantage to all towns with which it has connections, by the new facilities it supplies to producer and consumer, and also by opening a wider expanse into which is drained the pauperism, crime

and vice of the interior, and by a law as universal as that which carries the rivers to the sea.

It ought also to be remembered, that our State lies broadly to the ocean and almost in the arms of a foreign nationality, and so our seaports and frontier towns serve as breakwaters against that wave of foreign pauperism which floods our shores, and they thus protect the rest of the State from all such deleterious influences, by absorbing them themselves. The recent statement of the Treasurer of State, that one-half of the State tax is paid by fifty of our seaboard towns, is also of no slight significance in this connection.

Another point to be considered, is, that the law actually provides that towns may make such by-laws concerning habitual truants and children between six and fifteen years of age not attending school, without any regular and lawful occupation and growing up in ignorance, as are most conducive to their welfare and the good order of society—they may annex a suitable penalty for any breach thereof—or the magistrate having jurisdiction thereof, in place of the fine may order such children to be placed for such periods of time as he thinks expedient in the institution of instruction, house of reformation or other suitable situation provided for the purpose.

The practical result of this well intentioned legislation, which simply provides that every town may take care of its own, is, that little or no care is taken of them ; in the large towns truant laws may be passed, but no shelter or home is provided ; while in the smaller towns all provision for truants, and the offenders themselves are alike neglected, so that after a few years of vagrancy they drift to the city only to take new degrees in vice and crime. There is also very generally a gross disregard of the rights and necessities of the children of paupers, so far as relates to a suitable provision for their education. The law which provides that they may be indentured to any citizen of the State as apprentices or servants, merely requires that females shall be taught to read and write ; and where the governing motive of the overseer of the poor is to relieve his town from a burden, and that of the master to advance his own interest, and neither party has the good of the girl at heart, it is too often the case that her privileges are but little better than those of a slave. The neglects and abuses which are thus suggested, and not by any means enumerated, are of sufficient consequence to warrant the assumption of the guardianship and education of all her neglected children on the part of the State.

I add one other consideration, which independent of all others, should be of sufficient weight to carry with it an affirmative decision. What is the position of our State so far as this work of benevolence is concerned, when compared with the other States of New England? Occupying one-half of its territory, the second in population, having one-fifth of the inhabitants of the six States within her limits, with none of those peculiarities of soil, climate, or industrial pursuits, which sometimes give partial immunity from crime, and thereby exempt from corresponding responsibilities; and yet Maine is the *last* State, to *inquire*, even, whether it is expedient to grant relief to this unfortunate class. The others are actually making provision for them from the State Treasury, one excepted, which has already raised a large sum to endow a private institution for the same object. With such a similarity of life, character and condition as there is throughout New England, with the same pressure of necessities and duties resting upon all alike, is it not a logical inference from such premises, that we have a similar duty to discharge?

Admitting therefore the existence of this serious and dangerous evil, and that it has been too long neglected, we propose the remedy indicated in the original proposition for inquiry: the Home and the School. Reformatory institutions in this country, and in Europe, derive their vitality, as well as success, from these fundamental ideas: that the idle are to be made industrious; the vagrant quieted and restrained; the exposed, protected; the unfortunate, pitied; the vicious, cured; the wicked, reformed; and as these evil conditions spring largely, if not entirely, from the lack of homes, or good homes, the first step is to furnish a good home, a shelter and a defence, and not a place for punishment, although judicious correction is no more ignored here, than in the well ordered family. The youthful applicants for admission, come not as criminals, but as those who are exposed to crime; not as the convict does, to the *end* of his journey, the place of reward, but to the *beginning* of a new life, the entrance into a better way; no frowning and forbidding walls chill their very life, no bars and bolts prevent their entrance or departure, they come to a house of parental love, a real home; they find no longer hearts of stone, but hearts of flesh. Here the daily instructions of the school-room, are mingled with the daily duties of domestic life; matrons and teachers are in constant companionship with their pupils, ministering to them by precept and example, and giving them "reproof, cor-

rection and instruction in righteousness;" and here are found all the corresponding relationships that exist between good mothers and their children.

The Industrial School proper, with its connecting links in a system of reform, is no where more appropriately described than in the Report on the Prisons and Reformatories of the United States and Canada, made to the Legislature of New York, by E. C. Wines, D. D., LL. D., and Theodore W. Dwight, LL. D., from which I now quote :

" We would have a law enacted, by which the education of all the children of the State should be made compulsory. Every child should be compelled, within a certain range of years, to attend regularly some school, either public or private ; or, if parents desire a more select education for their offspring, they should be required to show that they are receiving, during the legal age, adequate instruction at home. No half-way measures, no patch-work legislation, will meet the necessities of the case. It is far better to force education upon the people than to force them into prisons to expiate crimes, of which neglect or ignorance has been the occasion. Deep and broad foundations of moral and religious, no less than of intellectual character, must be laid in our common schools, despite the obstacles that bigotry and sectarian jealousy may throw in the way ; and the children of the State must be there, even by compulsion, if need be, to be so trained.

This essential preliminary aid being thus secured, the first in our series of establishments, looking to the repression of crime, should be institutions of a preventive character. Here, indeed, to our view, is the real field of promise. The problem is to stay the current of crime, to turn it back upon itself, and to dry up its fountain-heads. In studying this question, the mind turns instinctively to childhood as the true field of effort for the accomplishment of the desired end.

Two classes of institutions, it appears to us, are needed, and are sufficient at this stage of the work—public nurseries and industrial schools.

Public nurseries for children of two or three to five or six years old, of pauper parents, and perhaps of some others, are the first link, the earliest agency in the prevention of crime in youth and manhood. The importance of this class of institutions will appear evident when it is considered that the first impressions made upon the mind, whether good or evil, are the most lasting and the most

difficult to eradicate. All experience shows that such impressions received in early childhood, and the habits formed at that tender age, usually exercise a controlling influence throughout the period of youth. Accordingly, it is from the class of children who receive their impressions and form their habits in the streets, from the age of four to ten years, that our reformatories, jails, houses of correction and State prisons are mainly peopled. Is it possible, then, to exaggerate the importance to society of institutions such as those here proposed? Ought not systematic and energetic measures to be directed by legislators, as well as philanthropists, to the department of prevention? Can any system of legislation which aims at the suppression and extinction of crime overlook so potent an agency to that end as the one here recommended, and yet lay claim to the attributes of sagacity and humanity? Here the serpent may be crushed in the egg, the hydra strangled in the birth, the harvest of evil nipped in its first sprouting. A fact bearing on this subject, at once instructive and encouraging, is mentioned in a Government Report on Prisons in France. A vast number of abandoned children in that country are received, almost from birth, into foundling asylums, where they are cared for and educated, till they are of a suitable age to put out; yet the number of children reared in these asylums, who have subsequently found their way into prison, is quite insignificant—a striking proof of the almost omnipotent power of early (the very earliest) moral, religious, intellectual and industrial training, as a security against the commission of crime.

The Industrial School, whether called by that name or some other—Truant, Ragged, or whatever it may be, is the next link, the second agency in the preventive part of the system. The children of parents who neglect their offspring, either because they are vicious or indifferent to their welfare—children who roam the streets and prowl about docks and wharves, and are almost sure in the end to take up crime as a trade—should be gathered into institutions of this class, where they would receive that mental, moral and industrial training which their own homes would never afford them, and from which they would at length be sent out to good situations in the country, or elsewhere, where they would grow into virtuous and useful citizens, adding to, instead of preying upon, the productive industry of the country. A few schools of this sort have been established with the best results; but nothing has been done by them in rescuing vagrant children and youth of

both sexes from vice and crime, at all commensurate with the good that might be effected in this direction through their agency. These schools should be open to the voluntary resort of neglected children, whose parents, regardless of their future character and condition, leave them to do for themselves, battling with their hard lot as best they may be able.

The discipline in these Industrial Schools should be strictly of the family character. All the arrangements should be such as to cultivate industrious habits, and prepare their inmates for the stations they are afterwards to fill. The kitchen, the wash tub, the sewing and knitting room, the workshop, the farm, and above all the school room, together with such recreations as may be suitable to their years, should occupy the time of those who find their home there; and this home should be, though tidy and attractive, yet of the plainest character, partaking as nearly as may be of the nature of the domestic department of families in moderate circumstances. Criminal and vicious habits should be the only bar to reception here; and children, tainted with such practices, should in no case be permitted to come in contact with the destitute but yet unfallen street children, for whom alone the Industrial School is designed. Should any such, by mistake, ever be admitted, when discovered they should be at once transferred to institutions whose distinctive character is reformatory rather than preventive.

It is confidently believed that if these two classes of institutions—public nurseries and industrial schools—were sufficiently multiplied and placed under judicious control and management, and proper care taken to keep them free from those who have reached the point of crime, thousands of young victims of parental indifference or vice would be kept from idle and vicious habits, and from the ruin they bring in their train; the most prolific fountain of crime would be cut off; and the numbers confined in reformatories and prisons would be materially diminished, perhaps brought down almost to zero. We have spoken of the need of judicious management in these institutions. Probably a union of private and public effort would best secure the requisite wisdom and efficiency; but in any case, liberal pecuniary aid must be supplied by municipal and legislative grants.

Is the expense of such institutions made a point of objection? Let it be considered—for of this we are fully persuaded—that a judicious and effective system of prevention in behalf of this class of juveniles would be an arrangement the most economical to the

public, as well as the most merciful to themselves which could be made. To save them—and the plan we propose would no doubt be the salvation of almost the entire class—would be to cut off one of the most copious sources of adult crime, and of course to dry up an incessant and tremendous drain upon the wealth of the State, through their depredations, when arrived at manhood, on the property of the citizens.”

Were our criminal code revised, and conformed to some advanced standard, and our penal and reformatory institutions graded and accurately adjusted to each other, could the State be judiciously districted, its future wants partially anticipated, and ample provision be made for the present, no more admirable arrangement could be suggested than the one thus described; in that event, the Industrial School would be, as it then should be, free from the very appearance of evil.

When Wichern first commenced his labor of love, he found that separation was necessary, and a shelter for the children. Was that enough? Other reformatories sought no more; but it struck him that a household of a hundred children was unnatural and unhomelike. The nearer he kept to existing relations, he felt the surer of success. The family was God’s own order, and the natural place for a child. The family life was the circle within which the purest and strongest influences were to be sought. He knew there was little of it among the poor. There were already in the city of Hamburg, pauper and prison schools with large numbers of children in them. “But,” said he, “a public pauper school will never raise above pauperism and vice; and no prison school can ever enlist the child in his own reformation. A new principle must be developed. The child must be restored to a healthy moral condition, and this can be done alone by placing the child in the position in which the Heavenly Father would have placed him—a well ordered family; where his best faculties and dispositions should be developed and he be prepared to be a useful and self-supporting member of society.” With these views he decided, that he would have no more children together than would make one household; they would have a household head and household ways; and if their number increased, there might be many separate households, each independent, and yet all bound in one large household, of which he would be the general father. These original ideas were confirmed by subsequent experience, the teacher and the school alike have a world-wide reputation, and pilgrims to

"The Rough House" are as numerous as to shrines or battle fields.

M. Demetz of France, distinguished as a judge, and as the founder of the school at Mettray, also says: "Division into families should be the fundamental principle of every penal and reformatory colony, and we are happy to see that this conviction, which takes stronger hold on our judgment from day to day, is making increased progress among our public writers. The division into families renders superintendence at once more easy, more active and more zealous; more easy, because it extends over a fewer number; more active, because it makes all the responsibility rest on the head of one person only, whose authority is well defined and prescribed; more zealous, because it produces in the minds of the superintendents sentiments of sympathy and benevolence, under the influence of this responsibility, and of a life spent in common with their charge. The influence of the division into families is no less salutary on the young colonists, the authority exercised being neither imperious nor oppressive. They become attached to their master who loves them, and whom they regard as their confidant and friend. They allow themselves to be more easily influenced and convinced, and while discipline loses none of its vigor, education finds in this mutual affection a lever of incalculable power."

It was under the influence of similar considerations that the Commissioners appointed by the Massachusetts Legislature to propose a plan of organization for a State Industrial School for Girls, reported in favor of the family system, as that "best adapted to the ignorant, the wayward, the vagrant, and even the criminal, and to so change them as to return them to society intelligent, docile, industrious and inoffensive members." "How," they inquire, "can this best be done?" The Commissioners can entertain no doubt that the organization should be that of a *family*, and the government, as nearly as practicable, that of the *parent*. They believe that great moral and religious power abides in the idea of *parental* government and *family* organization, which has not been developed in any public reformatory institution in this country, and that if this legitimate power were wrought out into ultimate action, it would effect far more in the way of reforming juvenile delinquents than measures based upon any other idea.

The State Industrial School for Girls, subsequently established by the Legislature of Massachusetts, is located in the town of

Lancaster. In most respects it may be regarded as a model institution, and it well deserves the commendation it has received. Messrs. Wines & Dwight, in their recent Report, say: "If we might venture among so many excellent institutions, to single out any that seem to us to possess an excellence superior to the others, we could not hesitate to name the reform schools of Massachusetts; and of these we should feel as little hesitation in pronouncing *first among its peers*, the Industrial School for Girls at Lancaster." Rev. Mr. Pierce, now Chaplain of the New York House of Refuge, says: "There probably is not a public institution in the world, better subserving the great purpose for which it was established, or bringing more honor to the State which gave it birth, than the State Industrial School for Girls at Lancaster."

This strong testimony is also recently confirmed by the Commissioners from the St. Louis House of Refuge, and from the States of Vermont, New Jersey and Connecticut.

Having made two visits to the School, once during the absence of its Superintendent, Rev. Marcus Ames, in Europe, and again since his return, I am prepared to give it my entire approval. The description which I find in one of the Trustees' Annual Reports, of its principles, and operations, and surroundings, is so much more appropriate than words of my own, that I give it at length.*

There are five families, occupying separate houses, each conducted on the plan of a frugal private family in the country. They are adapted to the accommodation of thirty children each, and are under the care of a Matron, an Assistant Matron, who is teacher in the school, and a house-keeper. The dress of the children is entirely suited to their condition, comfort and health, but never expensive; the food is abundant and well cooked, plain and wholesome, and a considerable part of it is produced on the farm belonging to the Institution. Each house contains a kitchen, a wash-room, a parlor, a school-room, and a working-room, and a sufficient number of chambers to give each inmate a separate room when it is thought necessary.

These houses are beautifully situated, at some little distance from each other, on a plain, shaded by noble old elms and other trees, and commanding views of the valley and of the hills around. Attached to each house and to the chapel are borders or plots for flowering shrubs and annual plants, which are usually kept in nice order by the care of the matrons and the labor of the girls.

* For a further description reference can be made to the letter of Rev. Mr. Pierce in the Appendix.

The farm is of about 140 acres, large enough to keep at a distance all habitations which might be sources of annoyance.

In each of the families, between three and four hours are spent by all the children, in the afternoons of five days in the week, in the school-room. In each, three or four hours in the forenoons are spent in the working-room by all who are not occupied in the necessary work of the house, the wash-room, and the kitchen. Under the superintendence of the matrons and the housekeeper, all the work of the families is done by the children. In this way, washing, ironing, cooking, and all the arts of housewifery, are learned at last by all the children. In the working-rooms, all learn to sew and to knit, all learn to mend and to make all articles of dress, except leather shoes. Many of the children are too young to do much; but, just as in any other well-ordered family, those of every age are taught to do what they can. Sufficient time is allowed for recreation and out-of-doors exercise.

In these ways, the children are kept always busy. While occupied with the sewing, knitting, mending, making, and other operations of the working-room, some one is employed, whenever the work admits of it, in reading aloud to the children. There is an abundance of suitable reading provided for the purpose. By the munificence of a friend of the School, (Hon. H. B. Rogers of Boston,) the interest of one thousand dollars is annually appropriated, which, in addition to a small sum allowed by the State, has formed a large and valuable children's library.

The visible effects of this mode of life are very striking. Many of the girls, on entering the school, have come from dirty, dark, close, and unwholesome habitations, and from among people of irregular and vicious habits; and their health, on an average, is very poor. By regularity, wholesome food, perfect cleanliness, early hours, gentle discipline, careful and constant employment of the mind and of the body, free exercise in the open air, and cheerfulness in the school-room, in the house, and in the work-room, their health is rapidly and very decidedly improved; and the inmates of the several families are, on the whole, all things considered, remarkably healthy.

The greatest pains have been taken, from the first, to keep the children in a pure and healthy moral atmosphere, and to bring them under the influence of religious principles. This was to be done only by placing them in a christian family, and establishing a kind personal relation between them and the heads of such a

family. The matrons, teachers and housekeepers, have been selected with particular reference to this paramount object.

The schools have been successful. Many of the children have entered the institution almost wholly ignorant of reading, writing, spelling, and even counting. Under the kind maternal influence of the teachers, they are led to exert themselves to improve; and the progress made in the important elementary branches, to which alone much attention is given, is considering all the circumstances, very satisfactory.

Many of them come to the school with their moral nature scarcely awakened, indifferent to truth and falsehood, to right and wrong, stupid, disobedient, self-willed, and almost without natural affection. The good women who take charge of them are almost appalled at the sight; but the memory of success gives them courage, and faith makes them strong. They see in these poor children the lost ones whom Christ came to seek and to save, the little ones to whom he called himself a brother. They set themselves bravely and devotedly to their task. They let patience, gentleness, kindness, disinterested affection have their perfect work. They feel that they are themselves in a mother's place, and the maternal heart warms towards their new charge. The strong magnetism of motherly love shows its irresistible power. The chilled bosom of the child is warmed; the heart is won, and confidence, affection, and respect are established. The desire of being good is infused. Slowly the old, perverse habits are changed. A sense of duty is aroused. The tongue becomes truthful. The desire to deceive departs. Obedience becomes voluntary and cheerful. The conscience is at last enthroned; and the love of God, which the child sees to be the vital, moving principle in her new dear friend, takes the sovereign place in the child's soul, which nothing of earth can occupy.

Being convinced of the necessity and duty of establishing an Industrial School for Girls in this State, I therefore recommend it, and present herewith a bill to that effect, which embraces the principal features of the Massachusetts law with some modifications corresponding to our present legislation for State institutions. Under its provisions for commitment, the disgrace of a public trial is avoided, as well as the stain of criminal conviction which adheres so long to subsequent life; and those whose physical condition renders them rather fit subjects for a hospital, as well as hardened criminals, will be excluded. No section relating to the

liabilities of towns for the support of inmates therefrom, has been inserted; it is the opinion of others confirmed by some experience of my own in this matter, that the public good might thus be promoted, as towns will not be so reluctant on account of the expense to send those who should be committed, or for the same reason, so anxious to remove others before the work of reformation is accomplished. The burden of taxation also will be quite as equitably distributed, as towns making the most use of the institution will ordinarily have the largest share to bear.

I do not report Resolves for appropriations, or for the appointment of Commissioners with reference to expenditure, as these can more readily and properly be prepared by the body whose decisions will control all action, and whose precise wishes need expression therein.

With reference to the amount to be appropriated, should that question arise, I will say, that it is my opinion that provision should be made in the outset for the suitable accommodation of at least fifty girls,—and relying upon the judgment and opinions of those who have had valuable experience in such matters, I express my concurrence by stating that for that purpose, there should first be secured a farm of about one hundred acres situated within a mile or perhaps two of some central and accessible place having railroad facilities. This amount of land will not all be required for cultivation, and therefore need not necessarily be of the most valuable kind; but in order that the buildings may be located at proper distances from each other, that there may be sufficient mowing and pasturage to supply all the milk and butter required, that all the vegetables used may be raised, and more than all, by having room enough, that all annoyances from troublesome neighbors may be avoided, a less amount cannot be recommended. Two family houses would be needed, each capable of accommodating twenty-five or thirty girls; these may be of wood, although brick is generally recommended on account of the peculiar danger of fire.

There should also be provided a building to be used as a general school-room and as a chapel. Suitable houses would be required for the Superintendent and the Farmer; the buildings usually purchased with a farm would serve for the use of either. In addition, the necessary stock, agricultural implements, &c., would be required. Aside from the usual considerations of economy, it is conceded that the construction and furnishing of the houses, as well as the food and dress of the inmates, should be of the plainest

and simplest description, to correspond so far as may be practicable with the condition and circumstances of their future life. The cost of the buildings must depend very much upon the material, as well as the locality and financial condition of the country. I estimate the sum required for the above accommodations to be between thirty and forty thousand dollars.

I have ventured to travel outside of the line marked out in the original Resolve, and have in advance endeavored to secure some local interest for this institution, and not without some encouraging response. It is gratifying that the direction indicated has met with the approval of the Executive. And while I trust that the concurrence of the Legislature will not be withheld, I hope the charge of presumption will not be attached to this movement.

Should the Legislature appropriate by resolve the sum of twenty thousand dollars, provided an equal amount is raised by individual donation or otherwise, I am not without strong hope that the city of Bangor will give a farm in its vicinity for this object, (perhaps on the same conditions as the city of Portland did to the Reform School,) and that her benevolent citizens will contribute the sum required for the buildings, attaching, if they desire, their individual names, and thus erecting the most durable of monuments. Should a discussion of this question lead to affirmative action on the part of the Legislature, I would earnestly recommend that the Trustees be appointed at once, and that from their number one or more be selected who shall take charge of the work in place of a special Commissioner; there will then be no divided responsibility, and as the agent acting under the direction of the Board will alone receive compensation, the expense will be materially lessened.

Briefly then I express the conviction, that the original design of the State, the requirements of the Constitution, the precedents established by legislative action, that State pride which has heretofore kept us abreast of all progressive movements, and the imperious necessity of suffering and perishing souls and bodies all demand this forward movement. I sincerely advocate it as a measure of economy, believing that prevention is cheaper than punishment,—that reformation costs less than conviction and imprisonment,—that it is cheaper to pay two hundred and fifty dollars from the State Treasury (the average cost of the reformation of one of the inmates of a Reformatory,) for each inmate, than to support her at large as a pauper, vagrant, thief, or prostitute, or in confinement as a convict. Such charities serve to stimulate private

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charity in the same and other directions; they create a nucleus around which in due time will gather the benefactions and legacies of men and women of wealth and benevolence; and bring out a new order of public servants, who serve the State in the highest sense, when they serve God and man instead of themselves.

I trust that the action which originated with the Legislature, as a spontaneous recognition of the rights of the people, and of the claims of justice, may be continued and concluded in the same spirit; all uniting with Bishop Whately, "that nothing but the right, can ever be *expedient*, since that can never be true *expediency* which would sacrifice a greater good to a less."

In conclusion, I desire to acknowledge my indebtedness to Rev. Dr. Wines of New York, Commissioner of the Prison Association, and to F. B. Sanborn, Esq., of Boston, Secretary of the Board of State Charities, for their Reports, and for their valuable letters which appear in the Appendix. I have also found the Report of Rev. T. K. Fessenden of Connecticut, to be of great service, and have made free selections from it in the Appendix. The gentlemen from all parts of the State who have replied to my Circular, will please accept my thanks.

GEORGE B. BARROWS.

FRYEBURG, January, 1868.

AN ACT

To establish a State Industrial School for Girls.

Be it enacted by the Senate and House of Representatives in Legislature assembled, as follows :

SECTION 1. The government of the State Industrial School for Girls, established for the religious, intellectual and industrial education of unfortunate, exposed, evil disposed, vagrant and vicious girls between the ages of seven and sixteen years, shall be vested in a board of five trustees, who shall be appointed by the governor with the advice of the council, and commissioned to hold their offices during the pleasure of the governor and council, but not more than four years under one appointment. The trustees shall receive no compensation for their services, but shall be allowed all expenses incurred by them in the discharge of their duties.

SECT. 2. The trustees shall take charge of the general interests of the institution, see that its affairs are conducted in accordance with the laws of the state and such by-laws as they may adopt; appoint a superintendent, chaplain, and such matrons, assistants, teachers, and other officers, as may be required; prescribe their duties, fix their salaries, remove them at pleasure, and appoint others in their stead; exercise a vigilant supervision over the instruction, employment and discipline of the inmates, and bind out, discharge or remand them as is hereinafter provided. The by-laws of the board, and the salaries of the officers shall in all cases be subject to the approval of the governor and council.

SECT. 3. Judges of the probate courts, shall have authority within their respective counties, to hear and determine complaints and make commitments to the school. The governor, with the

advice of council, upon request of the mayor and aldermen, selectmen, or overseers of the poor of any city or town, shall appoint and commission, in the same manner as justices of the peace are appointed and commissioned, one or more suitable persons residing in such city or town, who shall have like authority therein.

SECT. 4. When a girl between the ages of seven and sixteen years is brought by a constable, police officer, or other inhabitant of this state, before such judge or commissioner, upon complaint that she has committed an offence punishable by fine, or imprisonment other than by imprisonment for life; or that she is leading an idle, vagrant or vicious life, or has been found in any street, highway, or public place, in circumstances of want and suffering, or of neglect, exposure, or abandonment, or of beggary, the judge or commissioner shall issue a summons to the father of said girl, if he is living, and resident within the place where she was found, and, if not, then to her mother if she is living and so resident; and if there is no such father or mother, to the lawful guardian of said girl, if any there is so resident, or, if not, to the person with whom, according to her own statement and such testimony as shall be received, she resides; and if there is no person with whom she statedly resides, the judge or commissioner may appoint some suitable person to act in her behalf, requiring him or her to appear at a time and place stated in the summons to show cause, if any there is, why said girl should not be committed to said institution.

SECT. 5. At the time mentioned in the summons, the judge or commissioner shall proceed to examine the girl and any party appearing in answer to the summons, and to take such testimony in relation to the case as may be produced. If the allegations are proved, and it appears that the girl is a suitable subject for said institution, and that her moral welfare and the good of society require that she should be sent thereto for instruction, employment or reformation, he shall commit her by a warrant in substance as follows:

To A. B., one of the constables (or police officers) of the city (or town) of ——

You are hereby commanded to take charge of C. D., a girl between the ages of seven and sixteen years, who has been proved to me to be a suitable subject for the State Industrial School for Girls, and a proper object for its care, discipline and instruction; and deliver said girl, without delay, to the superintendent of said school, or other person in charge thereof, at the place where the same is established. And, for so doing, this shall be your sufficient warrant.

Dated this —— day of ——, 18——, at ——, in the county of ——, in the State of Maine.

But no variance from said form shall be deemed material, if it sufficiently appears upon the face thereof, that the girl is committed by the magistrate in the exercise of the powers given to him by this chapter. Warrants issued under this section may be directed to, and served by any officer qualified to serve civil or criminal process in the county in which the warrants issued. Accompanying the warrant the magistrate shall transmit to the superintendent, by the officer serving it, a statement of the substance of the complaint and testimony given in the case.

SECT. 6. Summonses to appear before a judge or commissioner as aforesaid shall be served by the officer, by delivering the same personally to the party to whom it is addressed, or leaving it with some person of sufficient age at the place of residence or business of such party; and said officer shall immediately make return to the same magistrate of the time and manner of such service.

SECT. 7. When a girl between seven and sixteen years of age is brought for trial before a trial justice or court of criminal jurisdiction, charged with an offence which may be punished by fine or imprisonment, and the justice or court is of opinion, that, if found guilty, she would be a fit and proper subject for said school, a decree to that effect shall be entered of record; and thereupon such justice or court shall, by a warrant, cause such girl to be brought forthwith before some judge or commissioner authorized to commit girls to the school, and transmit to him the complaint, or indictment and warrant, by virtue of which she has been arrested, and he shall thereupon have the same jurisdiction and powers as if she had been brought before him upon an original complaint.

SECT. 8. If a girl previously committed to the school is brought before a judge or commissioner upon any allegation set forth in section four, he may examine the case, and issue his warrant for committing her to the school, without having issued the summons required in said section.

SECT. 9. Every judge of the probate court, or any commissioner, before whom any girl is brought, under the provisions of the fourth, seventh and eighth sections of this act, shall make a brief record of his doings in the premises, and transmit the same, with all the papers in the case, to the supreme court, and the clerk thereof in the county in which such proceedings are had, shall file and preserve the same in his office.

SECT. 10. The fees and compensation allowed to judges and commissioners under this act shall be the same as are by law allowed to trial justices ; and all officers serving process shall be allowed the same fees as they are entitled to for serving process in criminal proceedings.

SECT. 11. Any girl ordered to be committed to the school may appeal from such order in the manner provided in respect to appeals from trial justices. And the case shall be entered, tried and finally determined in the court to which the appeal is made.

SECT. 12. Any girl committed to the school shall there be kept, disciplined, instructed, employed and governed, under the direction of the trustees, until she is bound out, or arrives at the age of twenty-one years, or is otherwise legally discharged.

SECT. 13. The trustees shall discharge and return to her parents, guardian or protector, any girl who, in their judgment, ought for any cause to be removed from the school. And in such case the trustees shall make an entry upon their records of her name, the party to whom she was returned, and the date when she left the school, together with a statement of the reasons for her discharge ; a copy of which record, signed by their secretary, they shall forthwith transmit to the judge or commissioner by whom the girl was committed.

SECT. 14. The trustees may bind out as an apprentice or servant any girl committed to their charge, for a term not longer than until she arrives at the age of twenty-one years ; and the master to whom the girl is bound shall, by the terms of the indenture, be required to report to the trustees, as often as once in every six months, her conduct and behavior, and whether she is still living under his care, and if not, where she is. And the trustees, master or mistress, and apprentice, shall respectively have all the rights and privileges, and be subject to all the duties provided by law for apprenticing by overseers of the poor.

SECT. 15. A person receiving an apprentice under the provisions of this act, shall not assign or transfer the indenture of apprenticeship, nor let out her services for any period, without the consent in writing of the trustees. If the master for any cause desires to be relieved from the contract, the trustees, upon application, may in their discretion cancel the indenture, and resume the charge and management of the girl, and shall have the same power and authority in regard to her as before the indenture was made.

SECT. 16. If a master is guilty of cruelty or misuse towards a girl so bound to service, or of any violation of the terms of the indenture, the girl or trustees may make complaint to a judge or commissioner aforesaid, who shall summon the parties before him, and examine into the complaint ; and if it appears to be well founded, he shall, by certificate under his hand, discharge the girl from all obligations of future service, and restore her to the school to be managed as before her indenture.

SECT. 17. Upon the death of the master to whom a girl is so bound to service, his executor or administrator, with the consent of the girl, in writing, acknowledged by her, and approved by the trustees, may assign the indenture to some other person ; which assignment shall transfer to and vest in the assignee all rights, and subject him to all responsibilities, of the original master.

SECT. 18. The trustees shall be the guardians of every girl so

bound, or held for service ; shall take care that the terms of the contract are faithfully fulfilled, and that she is properly treated ; and they shall especially inquire into the treatment of every such girl, and cause any grievance to be redressed.

SECT. 19. The trustees shall cause the girls under their charge to be instructed in piety and morality, and in such branches of useful knowledge as are adapted to their age and capacity ; and in some regular course of labor, either mechanical, manufacturing, or horticultural, or a combination of these ; but more especially in such domestic and household labor and duties as are best suited to their age, strength, disposition, and capacity ; and in such other arts, trades, and employments, as may seem to the trustees best adapted to secure their reformation, amendment, and future benefit. In binding out girls, they shall have scrupulous regard to the religious and moral character of those to whom it is proposed to bind them, that they may secure to the girls the benefits of good example and wholesome instruction, and the best means of improvement in virtue and knowledge, and the opportunity of becoming intelligent, moral, useful, and happy women.

SECT. 20. The superintendent, with such subordinate officers as the trustees may appoint, shall have the general charge and custody of the girls. He shall be a constant resident of the school, and under the direction of the trustees, shall discipline, govern, instruct and employ, and use his best endeavors to reform, the inmates in such a manner as shall, while preserving their health, and promoting the proper development of their physical system, secure the formation, as far as possible, of moral, religious and industrious habits, and regular thorough progress and improvement in their studies, trades and employments. He shall, before he enters upon the duties of his office, give a bond to the State, with sureties satisfactory to the governor and council, in the sum of two thousand dollars, conditioned that he shall faithfully perform all his duties and account for all moneys received by him as superintendent. He shall have charge of all the property pertaining to

the school within the precincts thereof; he shall keep in suitable books regular and complete accounts of all his receipts and expenditures, and of all property entrusted to him, showing the income and expenses of the institution; and shall account to the trustees in such manner as they may require, for all moneys received by him from the proceeds of the farm or otherwise. His books, accounts, and documents relating to the school, shall at all times be open to the inspection of the trustees, who shall, at least once in every six months, carefully examine the same, and the vouchers and documents connected therewith, and make a record of the result of such examination. He shall keep a register containing the name and age of each girl, and, as far as practicable, the circumstances connected with her history to the time of her admission to the school; and he shall add thereto such facts as may come to his knowledge relating to her history while at the institution and after leaving it.

SECT. 21. All contracts on account of the institution shall be made by the superintendent in writing, and approved by the trustees if their by-laws require it. No action brought by the superintendent, in his official capacity, shall abate by his ceasing to be in office; but his successor upon notice, may assume its prosecution in his own name as plaintiff. All actions founded on any contract, of any kind, whether in writing or under seal or not, made with any superintendent in his official capacity, may be brought by the person being superintendent at the time of the commencement of the suit, and in his name as plaintiff. All actions for injuries done or occasioned to the real or personal property of the state, appropriated to the use of the Industrial School, and under the care of the superintendent in his official capacity, may be prosecuted in the name of the person who is superintendent at the commencement of such action. The superintendent may, with the consent of the trustees, submit any controversy, demand or suit, to the determination of one or more arbitrators or

referees. When a new superintendent is appointed, and accepts the office, all the books, accounts and papers belonging to the Industrial School, shall be delivered to him, and he shall be vested with all the powers, and subject to all the obligations with regard to any contracts that his predecessor would have been vested with, or subject to, if no change had taken place in the office.

SECT. 22. One or more of the trustees shall visit the school at least once in every four weeks; at which time the girls shall be examined in the school-rooms and work-shops, and the register inspected. Once in every three months the school in all its departments shall be thoroughly examined by a majority of the trustees. A record shall be kept of these visits in the books of the superintendent. Annually, in the month of December, full reports from the trustees and superintendent, shall be laid before the governor and council for the information of the legislature, corresponding with those from the state reform school.

SECT. 23. The governor and council may draw warrants on the treasurer of state in favor of the trustees from time to time as they think proper for the money appropriated by the legislature for the State Industrial School.

APPENDIX.

Letter from E. C. Wines, D. D., LL. D.

IRVINGTON, N. Y., December 18, 1867.

HON. GEORGE B. BARROWS :

Dear Sir: I received your favor of the 7th inst. in due course of mail. I rejoice to hear that Maine has appointed a Commissioner to report upon the principles and operation of industrial schools for girls and the expediency of establishing such an institution in that State. It is emphatically a step in the right direction.

I regret that confinement to my bed from a broken leg will prevent me from replying at length to your letter. I am obliged to use the hand of my wife in penning the few lines which I dictate.

I regard it as a grave mistake made by *all* our States, that so little attention is paid by them to the establishment of institutions of a preventive character. If our Legislatures would but make *trial* of the plan, they would soon find that the prevention of crime costs far less than its punishment ; to say nothing of the enormous sums in which society is mulcted through the depredations of criminals. The Prison Association of New York has made such investigations on this subject, with regard to our State, as very imperfect statistics would enable them to institute. The result, of course only approximate, was that \$13,000,000 are annually lost to the people of the State by petty thieving. The fair corollary from such a fact is, that the general establishment of institutions of a preventive character are as much the dictate of policy as of humanity. I am fully persuaded that childhood is the true field of promise wherein to labor for the repression and prevention of crime. When *industrial* and *reformatory schools* are sufficiently multiplied in our several States, we shall be able to make some—yes, and I believe a most *decided* impression upon the amount of crime committed ; and I fear that we shall not accomplish very much in that direction until this shall be the case. I hope and be-

lieve that you will be able to submit such facts and arguments to the Legislature of your State, as will induce them to take prompt and effective action in the direction which a true statesmanship as well as a genuine philanthropy would dictate.

I cannot close without adding that you do me too much honor in the position which you assign me as touching matters of this nature.

With pleasant recollections of the day which I had the happiness to pass in your society and that of your family, I am

Very truly yours,

E. C. WINES.

Letter from F. B. Sanborn, Esq.

COMMONWEALTH OF MASSACHUSETTS, }
Board of State Charities, Boston, Jan. 8, 1868. }

GEORGE B. BARROWS, Esq. :

My Dear Sir:—I owe you a thousand apologies for not answering sooner your letter. It found me and all my force in the midst of so much work on the Annual Reports that I could not give to it the time which it required, nor can I now, except very imperfectly.

I am glad to learn, as every friend of humanity must be, that it is proposed to open in Maine a State Industrial School for Girls, for no philanthropic work is more needed than that which occupies itself with orphaned, neglected and vicious girls. Few, indeed are more difficult, or require more insight and experience and good judgment in their management. For this, among other reasons, I have been gratified to learn that the State of Maine had entrusted the subject to your consideration.

Massachusetts, as you are well aware, is the only New England State which has, thus far, made separate provision for girls of this class in a Reformatory. Indeed, I believe there is nowhere in the United States a State Reformatory especially for girls except ours at Lancaster. In some States no place whatever, except the ordinary prisons and work-houses, is assigned to girls of this class: in other States they are gathered in a department attached to a Reformatory for boys. It seems to me that the Massachusetts plan is better than the other; yet ours is by no means perfect.

The Lancaster Industrial School for Girls is generally regarded, and I believe, justly, as the best of our State Reformatories, and not inferior to any of the private or municipal establishments. Its system is carefully devised, and, on the whole, well carried out; you know very well what it is. There are, however, these defects in it.

First. The power of commitment to our School is not regulated so as to insure the restraint and proper classification of the subjects of such an institution. Girls are sent in great numbers from certain localities, while few or none come from other localities where they are quite as numerous; girls are sent who are too far advanced in vice for such an establishment as ours; while others find their way to Lancaster who do not need the restraint of a reformatory at all. This defect, however, is incident to any such institution, and I mention it only to urge that great care shall be exercised in entrusting to magistrates the power of commitment.

Second. There is also a lack of proper classification at the School itself. The families, as there arranged, include girls of all the ages and conditions which the School receives, and thus, while securing some advantages, expose the younger children to much risk of contamination, and impose an undue burden on the matrons and teachers. In my opinion there should be a penal family or grade, in which the more vicious girls could be separated from the rest.

Third. The difficulties in the way of finding good homes for the girls when they leave Lancaster, are increased by the lack of a methodical system for ascertaining where such good homes are, and for tracing the condition of the girls who go out from the School. The experience of the Board of Charities in regard to the pupils of the State Primary School at Monson fully confirms what had long been conjectured, that no such institution can do its work thoroughly without some regular means of providing and securing good homes for the pupils in families. This is done in some degree at Lancaster, but not so effectually as, in my judgment, is desirable.

Fourth. And this leads me to speak of a defect inherent in all such establishments—namely, that they detain their inmates too long, and, to a certain extent, unfit them for the duties which await them in life. Excepting the incorrigible, who, as soon as their character is fairly ascertained, should be committed to establishments of a more penal kind, it seems to me wrong to detain chil-

dren in public institutions a moment longer than until, by active search, good places can be found for them in private families. The tendency always is to keep them too long, and to give them a higher education than their future condition in life will warrant. This tendency springs from generous motives, and I respect it greatly, but it is wrong, and results in evil for the children.

I mention these things freely because our Industrial School has accomplished so much good that it can afford to be criticised with frankness. I hope that in your State you will be able to profit by our example, rather than to follow it implicitly.

Of course you will begin in a small way, as we did at Lancaster. But instead of establishing one large School, like ours, I could wish you might, in course of time, have three or four in different parts of the State, with a department attached to one of them, in which those specially needing restraint could be retained, or to which they could be sent. To distribute, rather than to aggregate, seems to me the best policy.

I will endeavor to look up and send you such passages in the writings of Miss Carpenter and others, as seem to bear particularly on the problem before you. But the experience of European countries in respect to this class of establishments is so different from ours, that much which is said there does not apply to our case.

You inquire respecting the class of fallen women, many of whom in Massachusetts and elsewhere do undoubtedly come from Maine. But from all I can learn, your State is no exception in this particular. A considerable number of young women of respectable birth and education do fall into this shameful way of life, in all parts of the country, from reasons which the good of society requires should be investigated, and, so far as possible, removed. Such institutions as you propose will do much to check this evil, but they cannot do everything.

With the most cordial good wishes for the success of your benevolent work, which the State of Maine cannot too soon undertake, I remain

Yours very truly,

F. B. SANBORN.

Extract from Miss Carpenter of England.

WHAT SHALL BE DONE FOR THESE GIRLS?

It is evident that the routine of ordinary schools will be quite inefficient here. The work of training and instructing must be combined with that of eradicating and repressing. Free scope must be given for the development of the individual nature, combined with a firm control. In endeavoring to effect this, the following suggestions, which are the result of the writer's experience, may be found useful:

1st. The physical condition of these girls will generally be found very unsatisfactory; and it is well known that the moral state is much influenced by the physical. All sanitary regulations for ventilation, regular and sufficient personal ablutions, suitable temperature, &c., should be strictly attended to. The advantage of agricultural labor not being procurable, walks beyond the premises, as well as out-door play, should be regularly taken by the girls, and as much bodily exercise as possible should be devised for them in their daily industrial work, as an exercise of their physical energies. The food shall be sufficient, and of a more nourishing description than is allowed in most pauper schools. On this point considerable stress has been laid by medical men of high scientific experience. These children have been accustomed to a stimulating life, to feasting and fasting, and to various exciting elements. Unless the system is properly sustained under the change, it will sink.

2d. The young girl is to be placed, as far as possible, in the same kind of position as children in a well ordered family in the working classes. She has been accustomed to be independent of authority, and to do only what is right in her own eyes. She *must now feel under steady, regular restraint, administered with a firm, equal, but loving hand.* Her irregular impulses must be curbed. She must insensibly, but steadily, be made to feel that it is necessary for her to submit to the will of *others*, and especially to be obedient to duty. The regular training of the school-room will greatly contribute to this, and all those nameless arrangements and manœuvres to preserve order and discipline, which are found so valuable in good British and National Schools.

3d. Children in this class have hitherto felt themselves in a state of antagonism with society, and totally unconnected with the virtuous portion of it. The Matrons, Chaplains, and even Governors

of the jails they came from, have usually been the only persons whom these children had been able to call their friends, and are often most gratefully remembered by them. They must, as far as possible, be brought to feel themselves *a part of society*, regarded by it with no unkind feeling, but rather, having been outcasts, welcomed into it with christian love, and entering into it as far as their own conduct renders this possible. Nothing in their dress or appearance should mark them out as a separate caste; as far as it is found safe and expedient, they should be enabled to associate with others; and, under judicious restrictions, persons of virtuous character and loving spirit should be encouraged to visit the school and have intercourse with them.

4th. *The affections must be cultivated as much as possible in a healthy direction.* The love of their families must not be repressed, and the natural ties must be cherished, as far as can be done without evil influence being exerted over them. The school must be made a home, and a happy one; but the children must be led to feel that the possibility of this depends on their own forbearance and kindness towards each other. Mutual dependence must be cultivated; as in actual society, they must be made to feel that all must often suffer through the misconduct of one, while the good conduct of every individual is a benefit to the whole number, to the school in general. They will then learn to feel it a duty and a pleasure to help each other in difficulty, and to be watchful over each other's conduct, from no censorious feeling, but from a simple regard to each other's benefit, and to do what is right.

5th. The activity and love of amusement natural to childhood should be cultivated in an innocent and a healthy manner. These cannot be repressed without great moral injury, but they may be turned to good account, and made the medium of conveying most valuable lessons on the rights of others and the nature of property, or even of imparting useful knowledge. The children should be allowed to possess little toys, and articles treasured by childhood, which they may be permitted to purchase with earnings awarded them for work done. The valuable exhibitions now open to ordinary schools may be allowed to them occasionally, especially as a reward for good conduct. The Dioramas and Zoological Gardens may open their minds, and give a stimulus to the advancement of knowledge, more than any other lessons.

6th. All rewards and punishments should be, as much as possible, *the natural consequences of actions*. Deceit or dishonesty will

occasion an amount of distrust, and watchfulness, which a judicious teacher may render a very severe punishment to a child. The employment of bad language, and the indulgence of a quarrelsome disposition, will require separation from the society of others as a necessary consequence. All punishments should be administered with the greatest caution and impartiality, and should be evidently prompted by a desire to do good to the offender; the sympathy of the school, and even of the culprit, will thus be enlisted with the teacher. There should be no bribery to do right, nor deterring by fear, only, from doing wrong; a desire of improvement and love of duty should be cherished *for themselves*. Hence, *artificial* stimulants to good conduct, especially such as excite a desire to *excel others*, should be especially avoided in these schools: they foster many bad passions. The children should rather be stimulated to surpass *themselves*; this will be greatly aided by a regular and impartial record of conduct, which should be frequently reviewed.

7th. As much freedom should be given as is compatible with the good order of the establishment. Those who prove themselves deserving of confidence may have situations of trust given them, and may be sent on errands beyond the premises. *It is only in proportion as there is liberty, that security can be felt in the child's real improvement.*

8th. The intellectual powers should be steadily *trained*, though not superficially excited. It is only by giving the mind wholesome nourishment, that it can be prevented from preying on garbage. Many are chary of intellectual instruction in these Schools, as if they were doing a wrong to the working classes by imparting knowledge to these. We are conferring a boon on them, by reforming, in the best way we can, those who, if neglected, may do them an irreparable moral injury.

9th. After the preceding remarks, it is hardly necessary to say that every effort must be made to infuse a good *moral tone* into the School. It will certainly exist if the preceding principles are well carried out. When a new comer or a badly disposed child finds the feeling of the School in harmony with obedience, order and duty, and that public opinion *which is strongest when it proceeds from equals*, is in opposition to everything wrong, the work of the teacher will be incalculably lightened.

10th. *The will of each individual child must be enlisted in her own reformation*, and she must be made to feel that, without this, the

efforts of her teachers will be useless. Such confidence must be awakened in the minds of the children towards their teachers as to lead them *willingly* to submit to all the regulations for order, neatness and regularity, which are an important part of their training, and to yield themselves implicitly to their guidance. From this the child must be taught to *feel obedience to the Divine will to be the highest happiness, and to desire to obey that will.*

In the Red Lodge Girls' Reformatory School, of which reports are sent herewith, attempts have been made to carry out the principles contained in the foregoing suggestions, and the success attending them gives ample ground for encouragement, while the difficulties arising from a long training to vice, in many cases render the work extremely difficult. Very interesting instances might be given of the fresh awakening of conscience, the struggle with evil, the warm attachment evinced by these poor girls to their teachers. But it is felt very undesirable to give publicity to the sacred confidence of what ought to be a *home*. The plan alluded to in the report, of opening a small house for the further training of the more advanced girls, has been commenced with much promise of success. Four girls, whose conduct has been for some time satisfactory, are there placed under no more restrictions than would be exercised over young servants in a well regulated family. Their greater freedom thus tests their real character, and better prepares them for service than immediate transition from the school.

Several other Girls' Reformatories have now been commenced in England on the same general plan; one, that of Allesley Farm, near Coventry, is giving a training for *farm service* to a small number of girls, who have thus the advantage of rural occupations. One only of these schools is calculated to receive a large number of girls. It is doubtful whether it is desirable, under any circumstances, to assemble together more than fifty of these very peculiar and excitable girls, over each of whom some *individual* influence should be maintained by the superintendent. There should, if possible, be separate establishments for those under and above the age of fourteen, and, where they are in the same school, there should be as much separation between them as possible. Further experience in this work will lead to important results on both sides of the Atlantic. May all who are laboring in it be supported by Divine grace; and may our mutual efforts strengthen each other's hands, and thus be doubly blessed. Amen.

Letter from Rev. B. K. Pierce to the Commissioner of Connecticut.

The success of the Farm School for boys, on Thompson's Island, in Boston Harbor, suggested to Hon. Theodore Lyman the noble donation to the State which resulted in the establishment of the Reform School for boys at Westborough.

Why should not equal provision be made for the neglected and vicious girls of the State, who were in even greater peril, and whose ruin would entail more serious consequences upon the community? was the question naturally suggested and persistently asked by benevolent men and women, until it was appropriately answered in the establishment of the State Industrial School for Girls at Lancaster, Mass.

As early as the legislature of 1849, petitions, numerously signed, were forwarded to the General Court, for the establishment of a State Reform School for Girls. In 1850, commissioners were appointed to consider the subject and to report. A favorable report was made and referred to the succeeding legislature, and was again, after discussion, referred in 1853. In the succeeding year, Governor Washburn commended the subject very warmly in his message to the consideration of the legislature. A resolution was passed appropriating twenty thousand dollars for this purpose, providing the same amount should be raised, within six months, by private donations. Commissioners were also ordered, to be appointed by the governor, to select a site, to prepare plans, and to propose the appropriate legislation for the establishment of such an institution.

The money was raised, and Messrs. John H. Wilkins, Henry B. Rogers, and Francis B. Fay were appointed as commissioners to carry out the spirit of the resolves.

The site selected was an old brick mansion, in the ancient town of Lancaster, situated upon a fine, high lawn, embowered in elms, and surrounded by a farm of one hundred acres, (since increased to one hundred and forty,) sloping downward to a branch of the Nashua river. The lawn was increased in size and made symmetrical by the generous gift from the town of the old common, or training field, that laid unimproved in front of the estate.

The large, square, "Stillwell Mansion," by the outlay of a few thousand dollars, was made to answer quite conveniently for one of the family houses. From the adjoining mountain water was

brought down in pipes, in sufficient quantity, and of an adequate "head" to meet all the wants of the institution, and to be distributed in every portion of it.

The site was everything that could be desired, and was secured at a comparatively small price. To the indefatigable labors of Col. Fay, who deserves, for many reasons, the title of "father" to the institution, the State owes the admirable location of the school, and the marked economy attending its establishment.

After a careful examination of the plans of the more prominent European and American institutions for the reformation of juvenile offenders, and calling to their aid the practical thinkers and writers upon this delicate question, the commissioners reported to the legislature a system of organization and discipline, called, to distinguish it, the "family plan," following quite closely the arrangement of the institutions for boys at Mettray, in France, which was at that time attracting more attention among the friends of reform than any other in Europe or America. Heretofore every public institution of the kind in this country had been upon the "congregate plan," constructed very similarly to penitentiaries, but made more comfortable, and wearing no penal aspect in their discipline. Greater indulgence than is permitted in a penitentiary was allowed in passing in and out of the limits of the reformatory on the part of the children, and the officers were expected to hold a parental relation to the inmates, but still these institutions were included within walls, and the dormitories were closed by locks and bolts.

But the commissioners proposed that, at Lancaster, separate buildings should be constructed capable of accommodating thirty girls in each. That each house should be a separate family, under its appropriate matron, assistant matron, (who should also be the school teacher,) and housekeeper. All the work and study of the family, it was arranged, should go on under its own roof. No walls enclosed the village of homes that it was proposed to erect, and no fastenings defended the windows of the sleeping rooms from offering their facilities for the escape of the inmates. It is an interesting fact that only two girls have succeeded in escaping from the school since its establishment, and these during the first six months of its history.

In each house it was proposed to distribute a portion of the older and of the younger girls—thus keeping up the idea of a family, and securing the easier performance of the housework.

The older girls were to have separate rooms, while the younger slept with a monitor in an open dormitory.

The work proposed for the girls was housework, the making of their own garments, knitting, and such plain trades as shirt making and straw braiding. From these sources, in the experiment of ten years, the time of the children has been fully occupied, when not engaged in school or in their necessary recreations.

The only change in the manner of committing subjects to the school from that pursued at Westborough, was the particularly happy arrangement to avoid the disgrace and taint of the court room, by appointing special commissioners to hear the complaints against the children, and constituting judges of probate, *ex officio*, commissioners for this purpose. By this means, also, the institution, it was thought, through the more careful supervision of special officers, would be saved from being overrun by a class of hardened and hopeless criminals, or by diseased and idiotic children.

Girls were permitted to be sent between the ages of seven and sixteen, and were, at first, committed until eighteen years of age. Since its organization, the trustees have received power from the Legislature to retain the custody of their subjects until they are twenty-one. As in other institutions, the trustees were empowered to indenture the girls, after having bestowed upon them sufficient training in the schools, to good families in the State or beyond its borders.

The report of the commissioners was accepted, and immediate steps were taken to provide buildings for the reception of inmates. The name by which the institution was known, in order to defend the girls committed to it, as far as possible, from any disgrace arising from their connection with it, was changed from "Reform School," to "Industrial School."

The institution was publicly dedicated, and the first house opened August 27, 1856, and was, in a few months, filled with inmates of various ages, and, a large proportion of them, of American parentage. This somewhat remarkable fact, although the proportion has sometimes varied, has continued to characterize the subjects of the school until the present time.

The new houses were constructed of brick, two stories in height, very neatly and conveniently finished, at an expense of about twelve thousand dollars each. By April, 1857, the third house had been opened, and, in January, 1860, the fourth.

In 1861, the fifth, and last house, a wooden dwelling-house fitted up for the purpose, was provided to meet the constantly increasing demand for accommodations. From the opening, the capacity of the school has always been fully taxed, and there has been scarcely a month when the rooms have not been uncomfortably crowded, and applications from Commissioners declined.

A convenient house, already on the grounds, formed a pleasant residence for the Superintendent, and another for the farmer. A neat, white, village church, standing unoccupied, was removed at small expense, and placed upon the lawn; and thus, five homes capable of receiving one hundred and fifty inmates, two family residences, and a pleasant chapel, were secured at an expense of but little over, (\$60,000,) sixty thousand dollars.

For the first six years the institution was under the care of Rev. Bradford K. Pierce, now Chaplain of the New York House of Refuge. Since his resignation, the present excellent incumbent, Rev. Marcus Ames, has conducted its affairs with great prudence and most encouraging success. The Superintendent unites in himself, the legitimate duties of his office, and the delicate and responsible labors of the Chaplain.

On last October, when the last report was made, there had been received into the school 464 inmates; there were present at that time, in the different homes, 132 inmates, and 234 had been returned to friends, or completed the term of their indentures. The remainder had been removed to hospitals, or alms-houses, or discharged as unsuitable.

Without doubt, a large proportion of these girls are now living honest and pure lives. Some of them are filling quite conspicuous positions, as teachers or matrons in similar schools, who seemed at the time they were sent to the institution, predestined to a life of sin and sorrow. Many have not fulfilled the expectations excited in their behalf, and are now wandering amid the retributions of the life of a transgressor.

The close and beautiful relation existing between three christian women and thirty young girls, sitting at the same table, and forming one circle in family prayer, and all domestic and social duties and enjoyments, must have, as the experiment has proved, a powerful and redeeming influence. It is possible that the Industrial Home may have been so pleasant and so light in its exactions upon the girl, that sometimes, she has turned away dissatisfied from a somewhat rough and exacting country home; or an ambition has

been aroused for other employments than house-work, and, in the failure to gratify this newly awakened taste, the temptation to turn aside to the paths of sin may have been awakened afresh. It may also have happened, that the difficulties attending the indenturing of the girls have induced the retaining of children too long in the school. All institution life is unnatural, and no child should be retained in any one, however improving, longer than is indispensable to prepare the child for the natural home in a family, where it must, certainly, ultimately live. We should never weary of the experiment of placing the child in a home. If it fails in one, it may find a congenial atmosphere in another.

All these tendencies and open problems are constantly in the thoughts and discussions of the cultivated and benevolent gentlemen that watch over the interests of this favorite institution, and the highest success that human wisdom can secure for it will be their earnest and constant endeavor to attain.

To the writer, it would seem an improvement to this admirable system, to have one larger building, where all the inmates should be at first received, and afterward be detailed to the various homes. This building might admit of some restraint, as all attempts to escape are in the first week of a child's connection with the institution. In this building might also be the rooms of the Superintendent's family and the public offices. Here also accommodation could be provided for girls returned from their places, or sent back by the Commissioners after their discharge. Such girls often exercise an unhappy influence over one of the families, by the stubborn tempers or vicious habits which they usually bring back with them.

It would be better, the writer thinks, not to have separate schools in each family, but to have one school house, and all the children attend there, as they meet in chapel. This would admit of better classification and instruction, and break up in a measure, the somewhat monastic character of the institution life.

But, take it altogether, there probably is not a public institution of reform in the world, better subserving the great purpose for which it was established, or bringing more honor or satisfaction to the State which has given it birth, than the State Industrial School at Lancaster.