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RECOLLECTIONS OF
JUVENILE HALL

Helen Manz Moede

Completed under the auspices
of the
Oral History Program

University of California
Los Angeles

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INTRODUCTION

Mrs. Helen Manz Moede, for twenty-three years a counselor on the staff of the Los Angeles Juvenile Hall, was born March 15, 1879 and reared on her father's homestead in Minnesota. A German immigrant with only a very rudimentary education, Herman L. Manz insisted that each of his children obtain the best education possible. Helen, following the example of her two sisters and brother, became a teacher, completing her studies in 1902 at the Teachers' College at St. Cloud, Minnesota.

Following a year of teaching in a small school in northern Minnesota, Miss Manz realized that she wanted to become a high school teacher and matriculated at the University of Wisconsin and received her BA in 1905.

Her teaching experience over the next thirteen years included such assignments as a year on the Owyhee Indian Reservation, a year at Haskell Indian College and four years in Puerto Rico.

In 1926, Miss Manz joined the staff of Los Angeles Juvenile Hall as a member of the Housekeeping Department, where she remained for three years. In 1929 she became home director in the Girls' Department, which position she held until her retirement in 1949.

Always concerned with the fact that the girls in her custody needed more activities to occupy them during their stay in Juvenile Hall, Miss Manz provided many opportunities for creative and recreational efforts.

Perhaps her major contribution was in the organization of the Girls Club, which is discussed at length in the following tapescript.

In the following narrative, which is a transcript of tape-recorded interviews made by Mrs. Moede with the Oral History Program, she describes the main aspects of her career as teacher and counselor.

Records relating to the interviews are located in the office of the UCLA Oral History Program.

INTERVIEW HISTORY

INTERVIEWERS: Elizabeth I. Dixon, Head, Oral History Program, UCLA. B.S., International Relations, USC; M.L.S., Library Service, UCLA.

Donald J. Schippers, Interviewer-Editor, Oral History Program, UCLA. B.A., UCLA; M.A., American History, Occidental College; M.L.S., Library Service, UCLA.

TIME AND SETTING OF INTERVIEWS:

Place: In Mrs. Moede's apartment at 6042 Hillandale Drive, Los Angeles, California.

Dates: Interview series conducted by Mrs. Dixon (May 13 to June 2, 1965). Interview series conducted by Mr. Schippers (February 13 to February 26, 1968).

Time of day and length of sessions, and total number of recording hours: Each session of both series produced approximately one hour of recorded tape. The interviews were conducted in the morning. The manuscript represents a total of two hours of recording time from the Dixon-Moede sessions and three hours from the Moede-Schippers interviews.

Persons present during interview: Moede and Dixon in the 1965 series; Moede and Schippers in the 1968 series.

CONDUCT OF INTERVIEWS: In the initial series, Elizabeth Dixon encouraged the interviewee to give a chronological account of her life and career. In response to Mrs. Moede's desire to give additional information about her duties at Juvenile Hall, the interviews were resumed by Donald Schippers. He stressed a more detailed topical approach and a fuller exploration of Mrs. Moede's activities as a counselor.

EDITING: The Dixon-Moede tapescripts were edited by Bernard Galm, Editor, Oral History Program, UCLA. The editing was minor in nature, mainly punctuation and spelling corrections. The Schippers-Moede series was edited by the interviewer. On reviewing the manuscript, and with the encouragement of the Program in this particular case, the interviewee made extensive changes, adding new material and rearranging the existing taped material to eliminate repetitions and to achieve a better continuity. Brackets are used to indicate material that either did not appear in the original sessions or that is not in its original position in the tapescript.

The index was compiled by the editor.

TAPE NUMBER: ONE, SIDES ONE AND TWO*
TWO, SIDE ONE*

May 13 and 27, 1965
June 2, 1965

MOEDE: I was born near Paynesville, Minnesota on a beautiful farm which my father, Herman Ludwig Manz, homesteaded in 1867. A grandson, Wilbur Manz, who now lives on the Homestead has made of this country home a kind of show place. Last summer there occurred here a very exciting event. This was a three-day Centennial celebration to commemorate the hundredth anniversary of Father's claim to the Homestead. Of the 106 living descendants over 60% attended. It was a wonderful time for getting acquainted. It is true, a person doesn't know what he really misses by not knowing his own relatives better. A biography of Father, Herman Ludwig Manz, had come off the Press just in time for the occasion.

Father came to America when he was 22. In Germany where he was born the prevailing wages of a farm worker were \$30 a year plus his work clothes and maintenance. He had been orphaned when he was nine and placed in the home of his eldest sister who had a family of her own. While she was always good to him in a certain way, it was understood that he was expected to earn his keep--as young as he was--and that his privileges were not exactly the same as those of the other children in the family. For instance, as soon as he had satisfied the minimum schooling required in Germany,

*The following text represents a substantially edited version of these tapes. See, Interview History for further explanation.

he had to work, but the other children would be sent to school. This hurt him very much. It was then that he made the resolution that if ever he had any children of his own, he would see to it that they all had a fair chance at an education.

He told of how when he was only nine years old, he had to get up at 4 o'clock in the morning to take the oxen out to graze. That was the way they fed the work-oxen during the plowing season--to let them graze in the meadow for a couple of hours early in the morning, and then let them chew their cud for a couple of hours in the barn before they were hitched to the plow. Father would be so cold in those early mornings that he would sometimes take his cap from his head and warm his bare feet in the cap. He resolved that if he ever had any children, he would see to it that they were dressed warmly.

I was the sixth of eight children. We all received our education in a one-room school, which was 1 and 3/4 miles from home. When the thermometer dropped to 30 or 40 below zero, or when there was a good northwestern blizzard blowing, Father would always take us to school and bring us home because Father insisted upon regular attendance in school. When he would take us to school he would always have a full load on the sleigh. There were seven families that lived along the road, and the twelve or sixteen children would pile in our sleigh. Sometimes the drifts were as high as the horses were tall. In our home regular attend-

ance had priority. Other girls in school would stay home on Mondays to help their mothers on washday. In our home, the washday was moved to Saturday when the girls were home.

While my father was a good American citizen; he nevertheless, always held in very high esteem the fine things that were German, especially the German language. He felt that any person was better equipped with two languages rather than one, so he saw to it that all of his children learned to read and to write German. He began teaching us even before we went to public school. His classes were always held in the wintertime when the field work was done. The pupils would always sit at his knee. Usually there were two, and we all learned from the same little primer. The lessons were short. When they were over, he would send one of the children down to the cellar for some apples, or only one apple if apples were dear that year. He would peel the apple very thin with his pocket knife and give everyone a piece who was in the room including Mother--everyone got a piece of apple.

I have always been so thankful that Father taught us the German language. When I was in Germany, people were surprised sometimes that I, an American girl, could speak German fluently. When I did work at the university, I wanted to make up some work in two years instead of the three. I made up two years of university German just by examination because of the good basic training that I had.

Our country school was the regular little one-room building. It was a large district; there were about forty pupils attending regularly, but in the wintertime when the field work was done, the big boys would go to school, not so much for what they could learn but for the fun they could have and the mischief they could make. As soon as the frost was out of the ground in the spring, they would stay home again. But the school was sometimes crowded to the very door with about sixty or sixty-five pupils. They sometimes presented quite a problem to the teacher.

A couple of the country school teachers made quite an impression on my mind. One of them was a young student who was studying for the ministry; he would tell us how the Creator had equipped every living creature with some special device for defense. For instance, to the tiger and the lion He had given powerful strength. To the deer and rabbit, He had given the feet to get away--to the bee, the sting. Man was not such a powerful animal as animals go, but He had given man a mind with which to think and to plan. I thought that was very interesting.

There was another teacher who had let it be known that he would have order and discipline in the school. If he didn't do any teaching, he would have order and discipline. He had such a bag of punishments that I hit upon the plan to keep a record of his punishments. There were standing on the floor, standing in the corner, whippings, ear pulls, shakings, and whatever other methods he could do. He would

even whip the girls for almost no reason at all. I received two whippings myself. The first one I just thought was not fair at all. I was listening to a class in history that the big boys and girls were having, and it was so interesting that I forgot all about opening my own book and studying. When the recitation was over, I opened my book to study, and in the same instant the teacher was standing by my desk. He was taking hold of my shoulder and bending me forward. Then he struck me several times over my back with a stick, saying, "Study your lesson! Study your lesson!" I was dazed and humiliated.

Perhaps I deserved the second whipping because I was one of three who fell down on their multiplication tables. My own undoing was 8×7 and 7×9 . We were told to stay after school. We stayed in at recess and at noon, and we drilled each other until we knew the tables backward and forward. After the rest of the pupils had gone home, we were called forward to the recitation seats. We were told to stretch out our hands, and he took our hands and swatted our palms several times with the ruler. He never even asked us whether we knew the multiplication table, but as far as the multiplication tables went, I was never caught short again--not even the 12's!

Quite early in life, I knew that I wanted to be a teacher. My two sisters had been teachers, and my brother was a teacher. I knew that I wanted to be a teacher, too.

As soon as I qualified, I went to the nearest teachers' college which was at St. Cloud, Minnesota. It is a beautiful institution, right on the banks of the Mississippi River. I graduated in 1902.

In the spring of my senior year, I received a letter from my little sister at home who wrote me every week saying that Father, Uncle Manz and a friend were planning on making a trip to Germany, and that they were making reservations to sail on the Bismarck, a German boat, on the 4th of May. Right then and there, I saw visions of travel dreams come true for me. I sat down and wrote a very persuasive letter to my father and mother, asking them to let me go along with Father on this trip. I took the letter to the post office. After that I went to talk it over with the president of the college and with the professors with whom I had classes. They all agreed that they would give me my diploma and let me graduate with the class if I took the trip. Then I took the train to beat the letter home. They were so surprised to see me, but I told them that I would receive my diploma just the same and that I had my teaching contract for the next school year and that I still had 200 of the 400 dollars that each of us girls had received when Father and Mother had retired and moved to town. So I had everything in my favor, and they agreed that I should go.

Mother was pleased that I could go with Father because she was concerned that he might be seasick on the trip. I went back to St. Cloud and got ready to meet my father and his friends in Minneapolis. We would take the boat on the 4th of May; it was a six-day voyage. To my surprise, Father proved such an excellent sailor that he never missed a single meal in the dining room, but I never found my sea legs until the day before we landed. That one day was wonderful on the boat! There is nothing like being out on the wide ocean on a boat.

Father had, living in Germany, a brother and a sister, the sister that had once taken care of him when he was an orphan. It was Pentecost Sunday when we arrived at my uncle's place. As we went to the house, Father knew every foot of the ground. There had been very few changes; in place of the old house where he had been born, there was a new house now. Uncle and Auntie were home with their daughter and her husband.

As Father shook hands with his brother, he said to him "I am from America and I bring you greetings from your brother Herman."

The two brothers looked into each other's eyes, and Auntie looked very closely at him and remarked, "I think you are Herman."

With that, the two brothers were in each other's arms. We had a delightful time getting acquainted with our relatives. Father visited all of them and his friends. We took

little trips out where they lived. We had six weeks there with them. There were a few little incidents--minor incidents, perhaps--that I have always treasured.

The first morning when I woke up, I heard barnyard noises by the window. I looked out and saw a girl with a flock of little goslings--100 little goslings or more--coming down the path right by my window. It was just like a page out of a storybook. My cousin told me afterwards that they had a dozen goslings in that very flock. This girl was taking care of them. Of that dozen, six of them would be returned to them in the fall when they were mature and fat, and the rest would go to her as a reward for taking care of them.

Another incident was the stork nests that we found on the housetops. There were a number of gables that had these huge nests of sticks and branches where the storks were building their nests. We actually saw great big storks fly in and settle down on the nests.

Father and Uncle often took a little walk. One particular evening at sunset, we walked to the village cemetery which was close by. Father and Uncle walked among the graves and read the inscriptions; Father knew them all. I was tremendously impressed with the blue forget-me-nots growing everywhere around us. I asked Uncle if I couldn't pick a few, and he said, "It isn't forbidden." I went around and came to a very forgotten grave where there were a lot of blue forget-me-nots. I picked a handful and thought to myself that surely

whoever sleeps beneath this grave wouldn't mind having an American girl come all the way here and gather some flowers from his grave.

After Father had finished his visiting, we went for four days of sightseeing in Berlin and in the neighborhood. We walked along Unter den Linden, the famous avenue there. Then we boarded our ship, the Columbia, which was an American ship, for home.

Then I taught one year at Winthrop (Minn.) at 45 dollars a month; I came home with 5 dollars in my purse at the end of the year. But, I had begun to realize that I really wanted a university education, and I wanted to teach in the high school. I knew that at 45 dollars a month I wouldn't save enough money in a hundred years to go to college. I couldn't ask my father because there were eight of us children, and I didn't even mention it to him. Sometimes I expressed this idea--that if I really had faith in the answer to prayer, I would get down, in sackcloth and ashes, and pray for 1,000 dollars. Then I would borrow the money and go to college.

One day someone took me up on that; it was my sister and her husband. They said, "Do you really mean that?" And I said, "Yes, I do." They offered to lend me the money.

I selected Wisconsin as my choice of colleges because it offered me the most credit on my advanced Latin course at teachers' college. I graduated in 1905 with a BA degree.

Then I taught two years at Eagle River in the northeastern corner of Wisconsin, where the thermometer drops down to 50 below zero in the winter. But it is a beautiful country, full of lakes and beautiful forests. One Saturday morning in front of the post office I saw a band of Indians--real Indians from the reservation. I had never before seen any in my life. A couple of Indian women each had a papoose in a cradle on her back. I was tremendously impressed. Right then and there I knew I could not die happy unless I taught Indian children on the reservation, but that dream didn't come true for a number of years. I wanted to travel and see something of the world. I thought if I would teach only one year in a school that that would help, but I always got stuck for two years or three years. At the end of the third year I knew I wanted to be in sunny California.

A fellow teacher had the same idea. We both had relatives in Los Angeles. We decided to make the trip by boat from Seattle to Los Angeles.

I remember especially that we were over an hour late leaving port and somehow I formed the impression that ships are never prompt in leaving port. We had an eight-hour stopover in San Francisco from 9 in the morning to 5 in the afternoon.

We bought a morning paper to see how we might get the most fun out of our shore leave. On the theater page we saw that Maude Adams was playing in James Barrie's "What

"Every Woman Knows" at the 2:30 matinee in one of the downtown theatres. That was what we were going to see.

It was a most delightful play and we were not too much concerned about the time. We had timed ourselves going to the theatre and were quite sure the ship would not leave on time as it had been over an hour late in Seattle. But we had not figured on the afternoon traffic. When we got off the street car we hurried toward the wharf. The sidewalks were crowded with people all coming toward us away from the wharf.

When we arrived the whole place was deserted. The keeper of the wharf was the only person there and our ship was half a mile out at sea. He understood at a glance what our predicament was and he asked "Do you want to make that ship? It will cost you \$5.00," and we boarded a launch anchored there for just such an emergency. He sounded the sirens signalling the ship and it stopped.

When our launch came alongside of the ship a rope ladder was lowered. This rope ladder was operated like an escalator from which we stepped off onto the ship. Both of us were onboard safe and sound.

At the dinner table that night the captain asked us what it was downtown that had fascinated us so that we could not make the ship on time. We told him it was "What Every Woman Knows" and that we had seen the famous Maude Adams playing this in one of the theatres downtown.

We found that we were not the only ones that had ever missed the boat. We learned that quite frequently someone would miss his boat in San Francisco.

While I was vacationing in Los Angeles with my aunt and uncle, I saw in the post office a notice for an examination for Indian service. I took the examination; it was a three-day, very comprehensive examination. I had no time to prepare for it, but I just took my chances on it. I came out 21st on the eligible list, and I thought that was so far away from an appointment that I accepted a position for teaching in Calexico. However, shortly before Christmas, I received a letter from the Indian Affairs Office, offering me a position on the reservation at Owyhee, the reservation for the Western Shoshone and the Paiute Indians which was just on the state line of Idaho and Nevada. I would have \$50 a month and maintenance, but I gave up a perfectly good job to go to the reservation. My youngest sister was with me, so everything had an extra good meaning for me.

This trip would entail a stage trip. After we went through San Francisco and as far as we could by train, then we would have a three-day stage ride. We had a big disappointment. A stage somehow or other always had a kind of romantic meaning. I thought it would be a wonderful stage-coach. When we stepped out to board the stage, there was a plain lumber wagon waiting for us. Our two trunks were al-

ready on the wagon, and we sat on the front seat with the driver. It was getting very wintry; we travelled in the week between Christmas and New Year. The stage stops were not at any town at all; they were usually just a private home. The last one, for instance, was serving as a home and a schoolroom because there was a teacher there for the three children in the family and four children in the neighborhood. It was also the post office.

It was the day before the New Year's party that we arrived on the reservation at Owyhee. At this party that the superintendent gave for all of his employees on the reservation, we had our first opportunity to meet all the other employees. There were, perhaps, twenty, besides the doctor and his wife, a missionary, a farmer, a blacksmith, a house-mother, and the boys that attend. Altogether there were about twenty employees.

I found that I was principal of a little one-room Indian school with about forty-one pupils enrolled. The only two white children belonged to the family that had the store and the post office. The children were very different from any that I had ever taught before, but my dream had come true--teaching real Indians on the reservation! They were very willing to learn, but they were very deliberate in their responses. I could hardly coax any response out of them; they were shy. But they were no discipline problems whatsoever.

My sister and I availed ourselves of every opportunity to see the life among the Indians on the reservation. We took drives and horseback rides through the country. One Sunday on one of our horseback rides through the country, we came to an Indian home where they were roasting ants over a bed of coals in front of the home. They had about a cup full of big dark ants in a large sieve which they were shaking over a bed of coals. We asked them if ants were good to eat and they said they were. We learned that ants have a slight sourish flavor and that they are considered a special food.

One Sunday afternoon we attended a funeral. It was a graveside service in charge of the reservation preacher. It was not a genuine oldtime Indian burial we were told. Some features distinctly Indian had been civilized out.

This was a service for two little babies about one-year-old twins, a boy and a girl. The young parents sat on the ground by the open grave, each holding one of the babies, carressing it fondly. They exchanged babies for the last loving farewell. With subdued sobs the grief stricken father and mother laid the babies in the little casket. Then the casket was lowered into the grave and then a bundle containing all the clothes and toys of the babies was laid on the casket.

The Indian believed that the clothing and food might be needed by the spirits. However, no food was buried in

this service, at any rate, food was not in evidence.

There was one thing that concerned me, and I spoke to the superintendent about it. That was this--sometimes a girl or boy would go to the higher learning institutions for Indians. They would come home and they would be a typically modern young girl or young boy, but after they were back on the reservation they would swing right back to the old Indian ways. The girls would have the braid down their back and the blanket, and I wondered whether they couldn't be compelled more quickly to take on civilized ways. But the superintendent pointed out that a change like that must come from within and cannot be forced on anyone.

We stayed for their 4th of July celebration; it seems that the two Indian tribes had an annual week-long 4th of July camping time. They would pitch their tents along the river, so they would have fresh water. They would take with them their pets and their sewing machines and their victrolas. During the day they would have contests and games of all kinds. The one contest that I thought most interesting was that of getting fire by rubbing two sticks together. In the afternoon, they also re-enacted the attack of the Indians on a stagecoach. A stagecoach came from a distance drawn by six horses, and then the Indians in ambush attacked it. In the evening, they had their dances. There were excellent war dancers among the two Indian tribes.

After the celebration was over, my sister and I went home to Paynesville, Minnesota. The next year I

taught at Haskell, in Lawrence, Kansas, which is an institute of higher learning for Indians on the par with Carlisle. They had a fine football team too. The pupils were the most promising and the brightest ones from all the reservation schools around. I had in my room the son of the chief of one of the tribes and also the daughter from another chief of another tribe. They were really handsome children. They moved with a kind of dignity, and they were a little more responsive than the children on the reservation had been. Sometimes they would even open up and be quite confidential about their Indian customs and why Indians lived the way they did. They explained, for instance, why the Indian man sits on the seat of the wagon while the woman sits on the wagon floor behind--or, why she always walks behind the man. This was because in early days the woods were full of dangers. The brave walked ahead to face the danger first. In the winter he trampled down the snow for his woman. They were very glad to write out their legends for us. I heard afterwards that a teacher who followed me collected all the legends of the children and put them in print.

While I was at Haskell, I met a teacher who also had the wanderlust like I, and we thought that we would like to teach in one of the island possessions like the Philippine Islands or Puerto Rico. We finally decided that we would like it to be Puerto Rico. So we wrote to the War Department for information, and we received our blanks and made out our

formal application, enclosing our references and our pictures. Before the end of the school year we had an appointment to teach in Puerto Rico. The appointment didn't give us a special school to teach in; we learned afterwards that all the new teachers went down on the same basis. None of them knew where they were to be placed; they would have to wait until they were placed by the Commissioner of Education.

My friend and I were fortunate. We went down on an early boat so that we would get oriented and located. We were both fortunate to be appointed in the same school in San Juan, the capital. It wasn't to teach English in the high school that I really wanted, but English in the eighth grade. We were fortunate to find a large house by the sea where six of us teachers could live. There was only a driveway between the house and the edge of a low cliff in front of our house. In front of our house was a very calm pool where we did much of our moonlight swimming--right in the Atlantic. We had one maid to do all of our work and we paid her 13 dollars a month, which was really a very good wage at that time. She did our housework, and she cooked our meals for us.

The pupils in Puerto Rico were very different again from any that I had ever taught before. The Indians had been very deliberate; these were very expressive and enthusiastic. They were always delightfully friendly, too. They could really

think straight too when the situation was presented to them. During the first year, I had English in the eighth grade, but the other three years I had English in the high school.

In my fourth year, I tried out a little experiment. In the last class session before the grades came out, we would make it a kind of class council. We discussed problems and the value of an ideal or blueprint of what you wanted to do in life. I was gratified with the way these children were thinking and were able to express themselves too. At the same time, I let my classes know that if there were any questions about their grades, they should feel free to come to me and we would go over their records together. There was a custom in Puerto Rico that if a child failed to make the grade that the parents wanted the child to have, then they and other relatives and friends would interview the teacher and beseech ~~them~~ for a better grade. I thought I would just invite the pupils to come, and we would talk it over.

One day they took me up on this. The son of a very wealthy man brought his three friends (one of them was the class president) with him, and they wanted to talk about Renato's grade. Renato's father had promised him a car if he made all A's. I invited them to sit down, and I gave them each a piece of paper and pencil. Then I opened my record book. Renato sat on one side and the president of the class on the other side, so they could look on what his grades were.

I read them the grades as they were for the different assignments; we totaled them all up and got the average and to their surprise it was lower than what I had given Renato. I asked Renato, "Shall I change your grade?"

He said, "Oh, no!"

The president of the class said, "Thank you, Miss Manz." They were satisfied.

Puerto Rico was really the loveliest and most interesting place that I had ever lived in. There were the two castles by the harbor, El Moro and San Cristobal, which the early Spaniards had built for fortification. There was the Governor's palace, Casa Blanca. Puerto Rico was really a delightful place to be.

Then the bottom dropped out of my life. I had to go north for surgery and treatment on my face which left me disfigured. I thought I would never earn my living again, but after a year, a friend urged me to come with her to apply for a position in a home for the mentally retarded. This was at Chippewa Falls, Wisconsin, and we were both appointed at 19 dollars a month and maintenance. But I really was glad to be able to work again.

We were there a year; then we came to California and worked in another home for the retarded at Sonoma where there were about 2,500 patients. We were there one year. DIXON: In working with the retarded children, did you have to re-learn a lot of things or had you worked enough by this time in teaching to have some idea what it was like?

MOEDE: No, I had to learn something new. I had to learn not to expect too much from these children. They have a very definite limit to their capability for learning. I was not on the teaching force there, but they had a regular school. I was a housemother and was really in charge of a cottage most of the time. I was particularly impressed with the idle time that these children had on their hands in the evening, particularly in the department where the brighter children were. There was the cottage where the epileptics were, and in this group there were very bright little girls. One of the girls had been a teacher herself. But their evenings were absolutely empty; there was nothing to do for them.

DIXON: Did you supply something to them? What kind of things did you do?

MOEDE: I moved from one cottage to another, but wherever I was, we tried to fill the evening with some kind of activity. We had little games that I would suggest. The children were very responsive to playing the games, tests, little contests, and little programs that they would take part in. You would be surprised what nice little numbers some of the children could recite or sing.

DIXON: I've always been interested in the way in which people do work with retarded children because it is a very difficult task, I know.

MOEDE: I would say that of all the groups of children I have ever worked with retarded children are the very easiest to work with. They are not restless with wanting to do so

much. They are very slow in their thinking, and also they are easily satisfied with activities--very easily. They are no discipline problem. They are very eager to please. They are frustrated only when they are unable to learn what you try to teach them. If it is beyond their level, they may break out in cold perspiration trying to please you. They are the children who never grow up--they are the eternal children.

I learned, too, that the institution is also a training school, where the brighter boys and girls can learn a trade to prepare them to be self-supporting citizens. Dr. F. O. Butler, the superintendent of the institution, spoke with pride and satisfaction of their success as a training school.

After a year in Sonoma, I came to Los Angeles for a vacation with my sister, who was living here. While here I took the examination for civil service in Juvenile Hall and passed eleventh on the eligible list. Within six weeks I was called and accepted a position in Juvenile Hall. It wasn't exactly what I wanted to do, for I would have loved to have worked with the children--but there was no opening in that department so I worked in the housekeeping department; I had groups of boys and girls to supervise in their work. Three years later I received the position that I really wanted--to work in the girls department. Altogether, I worked there twenty-three years. I retired in 1949. An entirely new chapter of life started for me. I was married.

The man that I married I had known all my life. He was the widower of my older sister; he had come to California partly for his health and also to see his friends here. We always thought if we could have five years together--that would be wonderful, but we had seven and a half lovely, interesting years together. Together we had built a little home on the gentle slope of a hill looking out toward the mountains, not very far from Occidental College.

When he passed away, my niece, Hilda Bohland, was also alone at this time as her mother had passed away shortly before my husband. We tried living together for one year; it was very satisfactory. We each sold our homes and moved into an apartment. Hilda had been medical record librarian, fourteen years in St. Joseph's Hospital in Stockton, California, and sixteen years with the Memorial Hospital of Glendale, California.

She had a rather above the average informed background in world affairs and what is best in the entertainment world, and it was easy to do interesting things together when we wanted to.

In the summer of 1962 we had planned an extensive Island trip which included Puerto Rico--a place which held such fond memories for me. But Hilda's health was not so good. A week in the hospital for tests and checks revealed she had multiple myeloma, the treatment and cure for which is still in the research stage. The life expectancy for such cases

is from eighteen months to three years. Hers proved a little less than three years.

No one could be more calmly courageous and cheerful than she was throughout. That I could be with her at this time, for this, I shall always be very, very grateful.

I'm still in the same apartment, but am in the process of moving to Minneapolis to take up residence in the Teachers' Home, 2625 Park Avenue, as soon as one-bedroom apartment is available.

My step-daughter, Esther Le Conte, who is all a real daughter could be to me, has just settled in the home; also Nora Nilson, who was my room-mate for three years while we were in Teachers' College lives in the home and likes it. So I shall not feel so alone as many of my relatives also live in Minneapolis or in the near vicinity.

During the last months of Hilda's illness I had a letter from Mrs. Dixon, head of the Oral History in the U.C.L.A. Library regarding the girls club, a 20-year experiment in Juvenile Hall to see to what extent self-government and a council for self-evaluation might help delinquent girls in assuming responsibility for their conduct. A recording was made at that time. This is now continued and completed under the direction of Don Schippers.

TAPE NUMBER: THREE, SIDE ONE (new series)

February 13, 1968

SCHIPPERS: After looking at your paper which was written at the close of your third year of your girls' club activities at Juvenile Hall and then the report on the same activity that you wrote for a seminar on education for Dr.

E. D. Starbuck in 1935 at USC, I made some notes. You also made some notes for me to look over and I read the manuscript that was prepared from your previous tape recordings with us. On the basis of all this, I have prepared some questions regarding your activities at Juvenile Hall. One of the things that struck me was the lack of detail regarding the setting for the girls' club activities. So one of my first questions is going to be about how you started your work at the Juvenile Hall which was prior to the point where you became active in the club work activities. I want to know first when you started at Juvenile Hall. That was 1926, correct?

MOEDE: Yes.

SCHIPPERS: Did you take the Civil Service Examination?

MOEDE: Oh, yes, I had taken the Civil Service Examination here in Los Angeles the year before and I had passed eleventh, I think, on the eligible list, and in a couple of weeks I was called in. But they didn't have an opening for me in the work I wanted. I wanted to work with children, the

girls. So I took the position that was open which was in the housekeeping department.

SCHIPPERS: When you took the Civil Service exam you had a specific position in mind that you were trying for?

MOEDE: In a way, yes. I wanted to work with the girls if I possibly could, but I would take any position that I was qualified to fill.

SCHIPPERS: I see. What position would it have been if there had been one available?

MOEDE: Oh, that would have been as a counselor in the girls department, or in the Company C, the little boys company.

SCHIPPERS: When you got there and you had this position as housekeeper, what did Juvenile Hall look like?

MOEDE: That was before the new buildings were built. That was the very first attempt at making an institution for children with problems, which was an outgrowth of Ben Lindsey's movement. Lindsey believed that children should be separated from the adults when they had become involved in trouble. There were only three buildings at the time, and they were dilapidated. When I came there, they were in process of building four new buildings, a new school building, a Company A and B building, a Girls Department, and a hospital with receiving arrangements. It took the better part of three years before the buildings were completed. They were in process when I got there.

SCHIPPERS: Tell me about the old buildings.

MOEDE: Oh, they were ramshackle buildings, but they were the best that were available at the time for the housing of children.

SCHIPPERS: What did they consist of? Was there a dormitory in each one?

MOEDE: Yes, in the building where I worked, in the House-keeping Department, there was also a kitchen, a dining room, and there was an annex for the older girls, about twenty-five or thirty girls. Then the smaller boys and the older boys had separate buildings. But the buildings were very old and dilapidated, particularly the building that took care of the treatment for the girls. And that was torn down immediately because that was just practically nothing but a temporary structure.

SCHIPPERS: This was in 1926 that it was torn down.

Were there just dormitory arrangements for the children or were there any separate rooms?

MOEDE: Well, there was another building I should mention, a building across the street that later became Julia Lathrop, the place for the non-delinquent children. Later another annex was built to that to arrange for a little nursery for the children. But that is where the older girls slept and took their showers. During the daytime they stayed in this annex to the housekeeping department.

SCHIPPERS: I see, and what was their daily activity in that area?

MOEDE: Oh, they went to school, but they had a school with very limited school hours I understand. They would sit in the lobby. I could see them from where I worked, and the older girls were sitting in complete idleness. They didn't have one single thing to do at any time. If there was any reading material, I never saw a single girl read anything. And there was only conversation, loud laughter; they had nothing to do whatsoever.

SCHIPPERS: Now, in this limited schooling what subjects were they taught?

MOEDE: I don't know anything about the school work at all, but they all went to school for a limited time, both boys and girls, that I know.

SCHIPPERS: They were kept separate?

MOEDE: Oh, yes, they were always kept separate.

SCHIPPERS: Now, what was the administrative hierarchy at the time you were a housekeeper? What was your place on the staff?

MOEDE: Well, I was assistant cook, I made the salads and I took care of the dining room. I had the groups of boys and groups of girls to do this work.

SCHIPPERS: And you supervised them?

MOEDE: Yes, my work was strictly supervisory.

SCHIPPERS: Now, how many dining rooms were there?

MOEDE: Well, there was one for the officers, one for all the boys and one for all the girls. So there were three dining rooms.

SCHIPPERS: And you were in charge of salads for all of them?

MOEDE: Oh yes, and the preparation of vegetables. My big sink opened onto the lobby where I could see what the older girls were doing.

SCHIPPERS: And how many people were in the kitchen altogether?

MOEDE: Well, there was the chief cook, and then I had perhaps four girls with me that took care of all of the preparation of the vegetables and setting the tables.

SCHIPPERS: In the cooking staff then, there was yourself and the chief cook?

MOEDE: I didn't do any cooking.

SCHIPPERS: Then you were in charge of purchasing the food?

MOEDE: Oh, no. There was a purchasing agent, and he would come every morning and take the list of what was wanted. I would make my list of what I wanted--all the material I wanted for my salads, and the cook gave him her list. Then pretty soon all that would be brought up and we would prepare them.

SCHIPPERS: And all the food for the whole Hall was prepared in this one central place?

MOEDE: Yes.

SCHIPPERS: And it was distributed to these three dining rooms. Did they all sit down to eat or did they come in cafeteria style?

MOEDE: No, the officers all came in at different times to eat. They had to take relays, you see, because somebody had to be in charge.

SCHIPPERS: Did the officers eat first?

MOEDE: No. The officers ate at the same time as the children, but they went to a separate dining room. All the boys ate in a separate dining room, and all the girls ate in a separate dining room.

SCHIPPERS: Did they sit down at tables, large tables?

MOEDE: Yes, they would and it was an orderly procedure.

SCHIPPERS: Were the tables big long tables or little square tables?

MOEDE: They were tables for about eight or ten and the little nursery children sat at one little low table. (We had children there too.) And it was the same way with the boys companies. They had had two long tables in the boys dining room.

SCHIPPERS: Were there any supervisors that stood over them while they were eating?

MOEDE: Well the company counselor who was in charge of the group always stayed in the dining room with the children.

SCHIPPERS: Were they marched in to eat or were they allowed just to walk in?

MOEDE: Not in a definite way. They were supposed to walk in orderly, by twos. That came automatically.

SCHIPPERS: Were they allowed to talk while they ate?

MOEDE: Well that varied. They were allowed to talk some.

But no hilarious laughter or throwing of food was allowed.

There had to be orderly conduct in the dining room.

SCHIPPERS: But they were given pretty much freedom.

MOEDE: Oh, yes, there was some freedom during their eating hours.

SCHIPPERS: Now this was all before 1929.

MOEDE: Oh yes, this is what I found there just in the beginning when I went there.

SCHIPPERS: What were some of the key posts and about how many people were employed?

MOEDE: We were then on a twelve-hour shift. There were only two shifts.

SCHIPPERS: You had to work twelve hours?

MOEDE: Oh yes. I worked even longer than twelve hours.

I remember that was for about two years. Then we went into the new building where we changed to eight-hour shifts. And so, at that time, my hours sometimes were from eight until eight in the evening, or from seven in the morning until eight at night.

SCHIPPERS: About how many people were there, do you recall?

MOEDE: You mean employees?

SCHIPPERS: Yes.

MOEDE: Well I'd have to think that over. There was a night attendant for all the girls, one for the boys, and a night watchman that kept watch over the grounds, and one in the office; there were not many people on during the night. During the daytime I don't think there were more than fifteen

or twenty-five, something like that.

SCHIPPERS: Who was your immediate superior, and how did your immediate superior answer to her superior, his superior and so on. How did that go?

MOEDE: Well I worked with the chief cook, but I could give my own orders about what we needed for our salads. Vegetables were taken care of in the cook's orders. But when I had problems, I went to the superintendent.

SCHIPPERS: And who was the superintendent?

MOEDE: Miss Mahan was the superintendent at that time. I'm sorry, I don't recall her first name. Those were the days when things changed rapidly. As a new order was to go into effect (when we moved) into the new buildings. Since most employees there, (who numbered about 25) at that time were considered the type that would not perhaps be too favorable to any innovations. They were all told to find new jobs. What was most important was the fact that we were going into a new order of things as soon as the new buildings were finished. And that was very,very evident. We had a superintendent who was able to dismiss practically all the older employees there, not straight out in a precise way, but from time to time, when they were dissatisfied they would say, "Now I don't like this, I'm going to resign." And then, of course, the superintendent took them up on that.

SCHIPPERS: Again I want to know all I can about what the situation was before that change took place.

MOEDE: [At first the employees that worked with the girls were called matrons. These were mature women judged to have common sense, but some of them would not hesitate to call the girls hard names, set them right, and show them who they were.]

SCHIPPERS: Did they use physical violence?

MOEDE: No. Now that was one thing that was forbidden; that was not allowed. I think very little on the q.t. happened in that line at all. In the boys' companies I don't know what happened. The men were much freer with their lashes or with their hands than the women were. But the attitude toward the children was not the modern attitude, that they were problem children, you see. They were bad children.

SCHIPPERS: Yes. And what did they do in the way of punishment or discipline? Put them in isolation?

MOEDE: Yes.

SCHIPPERS: What was that like?

MOEDE: I don't remember. I think mostly a tongue-lashing went a long way, and then making them sit at a certain place in silence. And then they would withhold desserts from them as punishment, too.

SCHIPPERS: You don't recall if there was much isolation?

MOEDE: No, I don't believe there was.

SCHIPPERS: Did they have anything like a cage?

MOEDE: [No, there was no cage. But the children were handled rather severely, and put in their place. However, whipping was not allowed.]

SCHIPPERS: Now, in general, what were the custody arrange-

ments. Did they have a fear that they were going to run away. Were they pretty custody conscious?

MOEDE: Yes, in a way. But there wasn't so much of that. We had no wall around our institution at the time and the boys and the girls could walk from one building to another. They were trusted. And there were not too many runaway attempts.

SCHIPPERS: Was this because they knew that if they did run away that they were going to be pursued and brought back?

MOEDE: Well, most of them were unhappy in the surroundings from which they came and this was better than what they came from. And there was a feeling that they would receive justice or fair treatment, to a large extent. Even in the older days I think there was that feeling.

SCHIPPERS: At night when they were in their dormitories they were supervised, of course.

MOEDE: They were locked in their dormitories.

SCHIPPERS: What was it like--a kind of cage-type arrangement where they had bars?

MOEDE: No, they were regular rooms. The rooms were good sized, so the rooms in which they were housed were comfortable enough.

SCHIPPERS: Were there ten or twelve in a room?

MOEDE: Oh, no, they had one dormitory for the boys. Boys always slept in dormitories.

SCHIPPERS: Open dormitories.

MOEDE: Open dormitories. But the girls slept in rooms.

There were about twenty, twenty-five rooms in this building, maybe even thirty. It was a 2-story building.

SCHIPPERS: What would you estimate the food quality to have been in the old days.

MOEDE: Oh, the food quality was good. The menus were always submitted to the superintendent and posted. The food was good, wholesome and varied.

SCHIPPERS: What sort of clothing did the children wear?

MOEDE: They hit on the middy and skirts that would fit any sized girl. They were a soft blue skirt and a checked blouse. Then after we moved into the new building the costume changed [to blue skirt and middy. Sometime later the girls wore attractive cotton dresses. This outfit the children liked very much.]

SCHIPPERS: What did the personnel, the staff wear?

MOEDE: We were supposed to wear white uniforms.

SCHIPPERS: And was there a feeling of uniform in the place, on the part of the children and on the part of the staff? Did they feel that it was a uniform, or did they accept this as ordinary clothing?

MOEDE: Oh you mean concerning their dresses? Yes, there was no protest. They accepted it. There was never any trouble there at all.

SCHIPPERS: Do you feel personally that this sort of arrangement for clothing is necessary?

MOEDE: Yes, because of the variation in the sizes of the children the middy, the blouse and the skirt with adjustable buttons on it was all well-suited to the population that we had.

SCHIPPERS: You don't feel then that putting people in standardized clothing has any bad psychological effects?

MOEDE: "No, I didn't find it so because they were under a tension anyway and if the clothes fit them fairly comfortably, there was no reason why they should protest. They accepted that. They got a little bit conscious there, but it never got to the point of protest.

SCHIPPERS: So you don't really feel this stifles their development?

MOEDE: No, I don't think so because there are other very poignant issues that trouble them much more than that.

SCHIPPERS: What were some of the first receiving procedures and some of the release procedures? Let's try the receiving procedures first.

MOEDE: Well, the girls would be brought in by an officer and they would have to open up their purse with all their belongings. It was all listed. Then their clothes were labeled and put down into the clothes room. Downstairs was a laundry and clothes room where all the children's clothes and belongings were kept. Certain items were put in the safe if they were valuable. And then the girl went to her department, took a bath, and then she received her outfit

of clothing and her assignment as to where she would be.

SCHIPPERS: There was no attempt to give them any kind of medical examination?

MOEDE: Oh, yes that came the next day. I mean all the new children were immediately listed to have a medical at the very first opportunity, maybe the next day. They would have a medical, psychiatric, and psychological examination if necessary, and then, later on, that was enlarged to such an extent that sometimes a conference would be called in for a staff meeting concerning a child.

SCHIPPERS: But back in this earlier period?

MOEDE: No.

SCHIPPERS: Was the medical examination adequate? Was it thorough?

MOEDE: Oh, yes I think they were because they had a pretty good doctor there.

SCHIPPERS: I see, how many?

MOEDE: Only one.

SCHIPPERS: One took care of all the entrants?

MOEDE: Well after the thing got going the new arrivals would be very few. It would be perhaps two, but it could be any number during the day. You can figure that out, perhaps, if I told you that the turnover, on the average, was three weeks for a complete turnover.

SCHIPPERS: What was the purpose of the medical examination? Was there any followup?

MOEDE: Oh, yes, you see that's where the hospital building

came in, that first ramshackle building which served as a hospital. That was for treatment of the girls. There was a doctor's office in the main building on Henry Street. At any rate, the children always had their medical right away and then they were in isolation--they did not go with any other group. I think that's how that was.

At first they were taken to their company, but after we were in our new buildings, when the girls were received, they always stayed in isolation (in the hospital) for a certain number of days until their medical had been cleared, which was perhaps from three to five days or something like that. They were never sent to a company. They never ate in the dining room. They always were kept isolated until their medical returns had been received.

SCHIPPERS: Before the change was this precaution taken?

MOEDE: I don't recall.

SCHIPPERS: Now as far as their other receiving procedures were concerned, was the psychological testing very elaborate or was it pretty perfunctory?

MOEDE: Oh, I think at the beginning it was (more or less) perfunctory. But it went into effect in seriousness when we came into the new buildings. The new order of things called for thorough work in every department.

SCHIPPERS: What kind of sanitation rules were in effect and observed? Was the hall clean?

MOEDE: Oh, yes. They had efficient housekeepers and the

housekeeper always had a staff of good, clean, strong girls or boys who did all the work. At that time, many of the employees lived in on the grounds too. There were a couple of cottages for the purpose of housing the employees. I never stayed there. I commuted back and forth to my sister's. But others stayed there on the grounds.

SCHIPPERS: Now what about the release procedures. What were they?

MOEDE: Well, children could be released most of the time to their own home again. If institutionalization was necessary, for instance,--if they needed training, if they had been there many times, and if they needed special training,--then there were sent to the boys school in Whittier or the girls state school at Ventura. That was non-denominational. But they had a separate place, the Convent of the Good Shepherd, where the Catholic girls were usually placed for training. And then there was El Retiro that had just opened up about this time. It was a training school for those girls who might respond to a more gentle form of training at El Retiro out in the Valley.

And then there were some that were sent to foster homes.

SCHIPPERS: Who made this decision?

MOEDE: That happened with the information officer. You see when a child went to court, all the information went in. How the child had responded while in Juvenile Hall was important. The probation officer studied the whole environment, the parents, the school, [everything was given] in that report.

The doctor would submit his report. And then it was all pooled. From all that information, a conclusion was formed and a judgment was made as to where the child should be placed.

SCHIPPERS: And this was in 1929 that you did all this?

MOEDE: Oh, yes, it was in practice then.

SCHIPPERS: Now what was the morale of the first staff.

Did they get along pretty good in that early period?

MOEDE: Oh yes, but the staff very clearly was very largely the type who were just holding a job. [tape recorder turned off]

SCHIPPERS: Just before the phone rang, we were discussing the morale of the staff. You were saying that they were strictly there on a work basis.

MOEDE: Yes, there were very few that really were excited or interested in what was going on. To me this was a terrific situation--problem children. I had always liked to work with children, and here they were in trouble, and what was being done? But the average employee there did his work and did it well and that was all. And they considered any innovation not so worthwhile, but they didn't protest too much either.

SCHIPPERS: Apparently what they required from the children was simply obedience and respect, correct?

MOEDE: Yes, yes that was right. That was exactly it, and if they were obedient and did their work right, then they wrote up a nice court report for them and that was it.

SCHIPPERS: But it was all very cold, flat.

MOEDE: Well it was a formal way of just spending a day, existing and biding the time that the children were in Juvenile Hall. There was no provision made at all for project work that they could interest themselves with.

SCHIPPERS: How do you think the children felt about the staff?

MOEDE: Well children are singularly docile when they are in difficulty. They come almost numbed, you know some of them: just sit, and then when they get over that period, they burst forth in hilarity like the older girls did. Then they would tell all manner of jokes and have a good old time laughing and joking while they were among themselves.

SCHIPPERS: What was their attitude toward the staff?

MOEDE: Well they were respectful and obedient because they knew it was good for them to be that way.

SCHIPPERS: And there was no merit system.

MOEDE: No, when I came there there was none. But the Company A boys, had a fine home director--Mr. John Bremer. He's no longer living, but he was a very fine and capable musician too. He did a lot for the big boys. And he instituted a merit system--a point system. We didn't follow the merit system at all, but that also was instituted immediately when we came into the new building.

SCHIPPERS: But no merit system was in existence before that fact.

MOEDE: No.

SCHIPPERS: But did he institute that before '29?

We are talking about that period before the change?

MOEDE: There was none that I know of.

SCHIPPERS: For boys or girls?

MOEDE: No, not that I know of at all.

SCHIPPERS: I see. Now one of the big questions, of course, has to do with the racial mixture. In that first period what was done with the population? Was there any segregation observed?

MOEDE: No, never. There was never segregation. The children were not aware of race differences.

SCHIPPERS: And what would you say the racial composition was approximately? Were there more Mexican-Americans, more Negroes than white?

MOEDE: I would say, offhand, that about half of the population was white and the other was a mixture of either the Colored and Mexican. We had a heavy influx of Mexican children, usually very heavy and Colored too. It was at least half.

SCHIPPERS: How about Orientals?

MOEDE: Oh, very very seldom. In all the time I was there [we had only as many Orientals as you can count on the fingers of one hand, and there were never two at the same time. No Mormon ever stayed. They only stayed overnight, if they did that. We had a Mormon on the staff. And there was a tacit understanding with the court that they would handle

their own juvenile problems. I think that it never differed as long as I was there. The Mormons always took care of their problems. [The Mormon who was on the staff is] not living anymore. Now I imagine it's different.

SCHIPPERS: Do you recall his name?

MOEDE: Mr. Thompson.

SCHIPPERS: You don't remember his first name?

MOEDE: No, I don't.

I think we only had two or three incidents of any child being there of any other nationality.

SCHIPPERS: What sort of attitude did the staff have toward the various races. Do you think there was any prejudice shown?

MOEDE: I don't think there was. There was no awareness evident in their attitude toward the children. They treated them all alike. I think that is a fair thing to say. I don't have in mind a single instance. No, I don't think there was.

SCHIPPERS: You have already said that you had children under you in the kitchen and that other people had children under them, I suppose in the laundry and that sort of thing. Was there any trade training objective in it? Did anybody try to teach them anything about culinary skills or laundry work? In other words, was there any training program idea?

MOEDE: No. Except when it came to the best ironers, they were instructed still more minutely in the art of ironing their clothing, because, I think, the superintendent's

clothes were all done in the laundry there and ironed there.

SCHIPPERS: So if there was any skill training involved, or teaching them anything it just came by way of house maintenance.

MOEDE: Yes.

SCHIPPERS: And that's all. There was no directed effort towards employing that kind of occupation to their advantage?

MOEDE: No. [There was no written guide line.]

Schippers: What was the religious activity in the Hall?

MOEDE: Oh, well they had church service for all children. Originally, I don't know whether there was anything more than just a gathering in the school building--what was then the school building--for Sunday morning services. And the churches in the city would take turns sending a representative. But after the change they were very definite about their religious services. The Protestant children had their Sunday School in our large living room. For their service, all the Catholic children went together there to the auditorium. A Father came there to instruct them. But that was all the religious training there was, that Sunday School.

SCHIPPERS: Did groups come in, for example, choirs?

MOEDE: Sometimes during the week for entertainment, particularly at Easter time and Christmas time.

SCHIPPERS: Was there any other kind of entertainment?

MOEDE: Oh yes. I'm speaking now for the time period that we were in the new building. Then we had community sing every

Saturday afternoon. Mr. Bremer as I said was a wonderful musician. We would have a sing and then all the companies would be asked to contribute one number, one brief number of about five minutes. Sometimes it was competitive, and was either a skit or a poem or a song.

SCHIPPERS: But prior to 1929 what was there?

MOEDE: There wasn't anything.

SCHIPPERS: No entertainment, no movies?

MOEDE: No, no. There wasn't anything. In fact, those were the days before the victrola. We were the first to have a victrola with the big horn in our cottage. We had that when we were in the new building. We were the lucky ones; we received a victrola for our cottage.

SCHIPPERS: Again speaking of the period before 1929, what were the visiting arrangements?

MOEDE: By arrangement. If people wanted to go through the institution, they would get in contact with the superintendent. Visitors were always permitted to go through the institution.

SCHIPPERS: Were there many of them? Was this frequent?

MOEDE: No. I don't think so, but I really don't know. After the new buildings were occupied, yes, then there was a great interest or more of an interest in the institution and classes came through.

SCHIPPERS: How about visiting privileges?

MOEDE: Every Sunday afternoon between two and five was visiting time. Then the parents, unless they were ~~some~~

on restricted visiting, came. You see there were certain rules to govern everything. It would all have to be approved by the probation officer.

SCHIPPERS: How were they allowed to visit. Did they just go into a room?

MOEDE: No, we had the large lobbies in the front. The office was set aside for that, and it was very spacious. There were groups of chairs where the children would sit with their visitors and visit. There was not complete privacy, but there was privacy enough for it.

SCHIPPERS: What about the interest of outside groups in the hall--any civic groups or any religious groups?

MOEDE: Well, I don't know. At first we were quite isolated [Then groups began to visit. Civic-minded individuals such as Judge Ben Lindsey and Margaret Sanger came. After the institution got to running well, visitors interested in problem children came from all over the U.S. and many foreign countries as far away as England, Sweden, France, Japan or Australia. Miss Ackerman, who attended most of our Sunday night Club meetings usually brought guests, often distinguished guests: church leaders, movie people and once Mr. and Mrs. Pepperdine, founders of Pepperdine College.]

I remember the first Christmas was a barren Christmas. The children had no gifts; they received nothing that I can remember. At any rate, they had no cards to send out to their parents, and they had nothing to make gifts with. So

one of the first projects that we started in our club work was to have a Christmas box so that every child would receive a gift if she happened to be there at Christmastime. But you see the children were always being released so any one group of the children would probably be gone by the time the next Christmas would roll around. Sometimes it would take three or four girls to work on the same article before it was finished for the Christmas box. But the second Christmas I was there, every child had two gifts and they had cards to send to their parents.

The people outside were very helpful as soon as they knew what we wanted. Our superintendent was wonderfully fine in making contacts with churches and groups, and the movie folks. We received boxes of beautiful Christmas cards that we could make over into fresh Christmas cards. And so, in a very short time, the children were almost too well remembered at Christmastime. The Ephebians were the first to come, and then the Eastern Star came, and then the Job's Daughters and the church groups came, and then the Volunteers of America came. Any number of people came, and they always brought a Santa Claus and a gift or two for every child that was in Juvenile Hall at the time. [Mary Pickford, also came, but not to just our department. She came to the auditorium and spoke to all the children at Christmastime. She brought a beautiful doll for every girl in Juvenile Hall, and the boys received a brand-new paper

dollar. I guess we were the only ones who got in communication with her. We thanked her for her gifts and later when she and Buddy Rogers made that wonderful trip to Hawaii we made a French bouquet and sent it to the boat as a parting gift. She wrote us back such a lovely letter.] So the children were well remembered. In fact, in later years, they had too many gifts and we had more gifts than were good for the children.

SCHIPPERS: That's an interesting thing to follow up on, I mean concern of the community being focused on one holiday. I suppose that during the rest of the year there was not that kind of attention.

MOEDE: No, but we were not entirely forgotten for the other holidays. But there was no great influx of visitors nor gifts at any other holiday except Christmas and Easter. Easter was good and Thanksgiving was good, too. We received gifts then.

SCHIPPERS: But prior to moving into the new buildings?

MOEDE: Oh, no, absolutely nothing. It was in isolation.

SCHIPPERS: How did the Hall cooperate with the courts? Was there a good relationship?

MOEDE: You mean the whole Juvenile Hall?

SCHIPPERS: Yes, the cooperation of the Hall and the court.

MOEDE: Oh, there was no conflict. How could you envision conflict?

SCHIPPERS: Did the court take an interest in the operation or was there just not much attention paid to it? Did the

Juvenile Hall care and custody of the child aspect in any way influence the court?

MOEDE: You mean did the Juvenile Hall fall short of coming up to the requirements of the court? The court only had the decision to make as to where the child was to be placed.

SCHIPPERS: How about the probation?

MOEDE: Oh, that is a interesting point because the probation officers guarded their [area of responsibility,] and their area of authority very closely.

SCHIPPERS: I can tell you've got something to say there?

MOEDE: I remember one case of a sweet little girl, engaged to be married. She came home back to the cottage hysterical because the court had ruled that she was to go to Sonoma for sterilization surgery [as she had inherited syphilis from her mother and her vision was affected.] No one had explained anything to her. So when she was able to calm herself, I talked to her and I told her that I had worked in Sonoma for a short time and I knew the procedure there. I reasoned with her this way: Would she want to give any child of her own the same handicap that her mother had handed down to her? "Oh, no," she said. Then I explained this was a simple surgical operation that would leave her perfectly normal, and if her boyfriend truly loved her, couldn't they agree to adopt children for their own, perfectly normal children? Wouldn't that work out? She see the reasonableness of that and she ought to be perfectly willing to submit to this and her life could go on from there.

Well, when she went back to her next court, the judge explained to her that she was to go to Sonoma to have the surgery done. The girl very calmly said, "Oh, yes, Miss Manz explained it all to me." That was a terrific thing to do because there sat the probation officer. The judge then turned to the probation officer and said, "Why don't you explain things to your children?"

The probation officer then reported to my superintendent that I had overreached my area of responsibility. But I told the superintendent that when an hysterical child comes into my department, it's my business to relieve her fears and to explain the problem in the most intelligent way that I can. I felt I could not do otherwise.

SCHIPPERS: Its important that you did. Was that in the '20's?

MOEDE: Oh, that was way late when everything was running fine at the Hall.

I remember another time when a colored girl came home. We had always advocated, in our council, that you ought to be able to face your problem and to take whatever the court decides, talk it over with your probation officer, and then take your training. So this girl had gotten ready to go to the state training school for girls. Well, when she came home, she was not hysterical; she was numb. She was just frozen. She sat on her bed with clenched fists. Here they had decided she couldn't go to Ventura, and she wanted to go there. Instead she was sent home once more and she knew

she couldn't make the grade at home. The quota of colored girls had been met in Ventura, I understand, and they couldn't take anymore over there. So it took a lot of counseling to make her realize that she would have to muster all her courage and intelligence to face [the possibility that] maybe she could make it at home too. But, see, those were our problems.

SCHIPPERS: Next time I think we should concentrate more on how the new buildings came into the picture and how the change effected some of the people involved. But do you feel this is an adequate description of what Juvenile Hall was like prior to 1929?

MOEDE: Yes, you see I am limited in my information, because I only know the general situation.

SCHIPPERS: Well that's all I was trying to get at and I realize that period is the least familiar to you.

MOEDE: Yes, it is.

MOEDE: Well, I was there before the new order went into effect. There were practically three years of transition when the superintendent, Miss Katharin Ostrander made the change in personnel. It was very definitely the objective that all the employees should have a proper attitude toward children: These were children who had problems; they were not criminals--that attitude was definitely established.

[Frequently in staff meetings the pronouncement was made that anyone who considered these children as criminals instead of children with problems was in the wrong pew and had better find himself another job.] And, in three years time I came in as one of the newer employees, because they evidently knew that I would like to work with the girls. I had been told that I was to be a counselor in the girls department when it went into effect.

SCHIPPERS: Did you take any special examinations?

MOEDE: Oh, yes, the Civil Service.

SCHIPPERS: When you originally went in?

MOEDE: Yes that covered everything.

SCHIPPERS: Who was principally responsible for giving you this promotion?

MOEDE: Miss Ostrander. She had been very keenly interested in whatever problems there were, and she must have felt that I was in sympathy with the new order of things.

SCHIPPERS: Now you were in charge of just this one segment of girls.

MOEDE: All the older girls, and there were about from thirty to fifty-six.

SCHIPPERS: In your reports you refer to the situation as a cottage situation. Would you describe that accurately as a cottage-type facility?

MOEDE: I don't quite get the significance there.

SCHIPPERS: Well, there was a plan for detention facilities that was developed and was called "a cottage plan." The cottage plan involved usually a house mother and even sometimes a father, who lived there, and then there would be forty children in a group or so, living in that cottage. They would take their meals there and would stay there.

MOEDE: No, that wasn't our setup. We had a cottage where the children were kept and where they lived, where they slept and where they spent their leisure time. Then they went over to another building for their meals and for school and to their detail of work.

SCHIPPERS: This was after the new buildings were up.

MOEDE: Yes. We never had the cottage system where there was a house mother who was constantly and permanently in charge of a certain group.

SCHIPPERS: Was this cottage where they stayed to sleep and have their leisure activities a dormitory or did the girls have separate rooms?

MOEDE: No, each girl had a beautiful room and they had a fine bed. I remember that they each had a Sealy mattress

and once, when a group of ladies went through, they raised the question as to whether it was just exactly proper to humor these girls with the finest and most expensive mattress. But Mrs. McManus, the probation chief and chairman of the probation committee, thought this was exactly right. The rooms had a little table, a washstand, and a little closet for their belongings. Sometimes when a girl would be received, she would receive her new clean linen and everything, and she would go into her room and she would say, "Is this all for me?"

SCHIPPERS: Were these rooms locked at night?

MOEDE: Yes. As a rule they were locked at night. But during the time of the earthquake when the earth was so unsettled, we talked it over with the girls as to whether they thought they could be trusted if we left the doors unlocked and all the four outside doors also. They all agreed that they could be trusted. And more than that, they agreed that they would instruct all the new girls coming in that they were trusted and that they would never make an attempt to run away. This continued for over two months, I think, and there wasn't a single attempt to run away in all that time.

SCHIPPERS: With such encouragement why did they go back to the locking practice?

MOEDE: Well, the night counselor didn't feel safe. She felt better if she had her doors locked. So, when she came on duty at ten o'clock, she just went around and locked all

the doors. Nobody protested, and that's the way it changed.

SCHIPPERS: Why didn't she feel safe?

MOEDE: I don't know. I would have felt safer with the doors unlocked than with the doors locked. They could have walked out if they had wanted to. They wouldn't need to attack her or try to get the keys. She would have been safer. But it was just a feeling that she had that she would be safer if all the doors were locked.

SCHIPPERS: So if you had been in complete charge you would have advocated a "no-locked doors" policy.

MOEDE: Oh yes, I would have had it open.

SCHIPPERS: Completely.

MOEDE: Yes. Of course, it takes a terrific lot of teaching and counseling in a constantly changing group to keep up a certain important idea--this idea of being trusted. It has to be continuously taught in a matter of fact way, and if the children feel that they are trusted, they will rise to that level.

SCHIPPERS: Yes, it seems to be one large concept that has been a long time in coming as far as the care of juveniles and even adults is concerned. Of course, the whole idea of the minimum security concept at Chino was a major breakthrough; the idea that people can be trusted in these situations. Were you in any way affected in this attitude of trust by things you'd read or by people you had worked with?

MOEDE: No, I can't say that exactly, except that it was

part of everything I observed and learned from the type of girls we were dealing with. I had found that they were normal in their responses and that they could be trusted. The only thing was that their problems were sometimes so terrific that they couldn't reason quite straight. Then they would have to have a little help, a little counsel. But the other counselors, however, agreed with me, the day counselors, that the doors should be left unlocked. But nobody raised a protest when they were locked, so we swung back into the old system again.

SCHIPPERS: Would you describe what your new duties were?

MOEDE: Well, I came on duty at two, when the children were on their work detail or at school. And, in an hour or so, the children would come home from school, from their detail, and I would have just enough time to line up whatever they wanted to do. We were lucky to have a very nice sports and recreational director who took the girls out for outdoor games. I would have about a third of the girls indoors for some project that we wanted to do. Maybe it was finger painting or sewing or some other project. I would have to take the girls to their evening meal, to their shower, and provide occupational work for them during the evening. I would have to write the court reports that went in for the next day. Of course, when there were new girls that would come I would have to receive them and give them their rooms.

SCHIPPERS: Was the physical education or that game period in operation prior to the 1929?

MOEDE: Oh, no, that was instituted about the same time we made that change. At first, they were a little uncertain as to what type of recreation it would be--calisthenics or sports. But afterwards, it turned out to be playing outside games, ball games of every kind.

SCHIPPERS: You had no direct responsibility or control over that activity?

MOEDE: Oh, no, that was taken care of by the recreation director.

SCHIPPERS: What I am interested mainly in is how this change of attitude that occurred in '29 came about. Who were some of the principal figures involved in making that change?

MOEDE: Well, in the first place, the probation committee evidently had very definitely in mind what they wanted to do. The first superintendent was Miss Ostrander and she was the one that had to make the changes in personnel. Then Miss Lydia M. Blakeslea came and she made the pronouncements of what was to take place, how the counselors were never to interfere in other departments, for instance. The probation officers were to counsel a girl as to placement in the medical area or in any other area. Our business was to make the children as comfortable and content as possible so that they would be in the proper state of mind when they had their tests. That was definitely made clear to us.

SCHIPPERS: Were there any civic groups or other agencies that came into the picture at this time to encourage this new attitude?

MOEDE: No, not that I know of.

SCHIPPERS: You would say it was primarily a result of the new thinking of the probation department.

MOEDE: Oh, the probation department did all the thinking and the planning. There was Mrs. McManus and perhaps Dr. Miriam Van Waters although she may have been active before that time. She was, I think, superintendent there once. She took the torch, as it were, from Ben Lindsey--the new attitude toward problem children, so the changes were well planned by the probation department.

SCHIPPERS: Did you ever have any contact with Judge Lindsey?

MOEDE: No, I never did [but I understand that he did come to Juvenile Hall to see how the new system was working here.] Dr. Van Waters also was gone by that time, but she came back to visit our club once.

SCHIPPERS: Now was there a complete changeover in personnel in 1929?

MOEDE: No, some of the employees had clearly indicated that they were in favor of the new order and they stayed. They knew that the new order was in effect and they complied with it.

SCHIPPERS: Gladly?

MOEDE: Some grudgingly. But it was made clear that if they wanted to be employed then they would have to follow the new order, and they did. The club work seemed a little trivial to some of them. But they were given to understand very

definitely that the club was there to stay. In time it was surprising that the one who protested the most pointed out once when she came on duty that nobody had been in meditation for two months and that things had run quite smoothly.

SCHIPPERS: Could you describe some more of the changes that occurred between the old order and the new order? First of all, how did the physical differences in the plant affect the situation?

MOEDE: I came there when the new order was just about coming into being. I did not see too much of the old order except that the quarters were poor and the opportunities for games and occupational things were rarer. But the children were always kept busy under the new order of things. You never found girls sitting around idle as they did before. That was the worst feature of the old system, that there was absolutely nothing for the older girls to do. When they were not on their work detail, they sat absolutely idle; they didn't have a thing to do. That changed.

SCHIPPERS: Was there any substantial change in the receiving procedures?

MOEDE: No, I don't think so. Those had been well established under Dr. Van Waters and, I think, it was about the same.

SCHIPPERS: Was there improvement in testing?

MOEDE: I don't know. I know that there was a full-time doctor who was also a psychiatrist. You see this institution

was small and usually they had a doctor who [could fulfill] the different requirements of psychiatrist, psychologist, and doctor.

SCHIPPERS: Was there any change in the release procedures?

MOEDE: No, not that I know of. The children were passed through the court as quickly as possible, at that time, because there was not too much room for them and it was better for them not to stay there any longer than was necessary. No, I think it was about the same. The time of detention changed again at the time the next Juvenile Hall was built, the one that's there now. Then they were detained much, much longer than they were before.

SCHIPPERS: Do you consider that a step backwards?

MOEDE: Yes, I definitely think so. It was done for the purpose of impressing the public, the taxpayer, with the fact that they were crowded and they had to build a new Juvenile Hall.

SCHIPPERS: Under the new system in '29, was there any change in the administrative hierarchy as far as lines of staff or the way people answered to superiors and so forth?

MOEDE: No, I don't think so, that had all been established quite well and it moved along very, very well.

SCHIPPERS: There were the same channels as before.

MOEDE: Yes, I think so.

SCHIPPERS: How many employees did you have under your supervision?

MOEDE: Under my supervision? I only had an assistant. At

first I was all alone in the building--from two to ten--with my whole house full sometimes. I then asked for an assistant because it was a heavy load, I was given an assistant, at first for only three hours in the afternoon or for certain hours in the afternoon. Afterwards I was given a full-time assistant, and it became much, much smoother and much nicer to work there.

SCHIPPERS: Whom did you answer to?

MOEDE: I answered directly and only to the superintendent.

SCHIPPERS: Did you have much to do with other employees in the hall? Did you have much contact with them?

MOEDE: No, we were expected to mind our own details. We had very little to do with other departments except on holidays when there was maybe a celebration of some kind, a circus, or a program in the auditorium. Then all of the companies were present.

SCHIPPERS: Was there ever a coming together of the employees as a group for conferences?

MOEDE: Yes. We had very frequent staff meetings, perhaps every two or three weeks. Everyone attended usually. Even on their days off, they would come for staff meetings.

SCHIPPERS: What was the content of these discussions usually?

MOEDE: Problems in the different departments and how to improve situations when there were problems either with children or in the building, whatever it was I remember one

time particularly when the punishment issue was discussed. Every group of children living together, as we had them, would have certain members that would not fall in line and who needed special attention. They would have to be taken out of the group or in other words be punished. The boys companies' buildings, had rooms in an old building where they could isolate their punishment cases. I felt very strongly that punishment alone was not the safest procedure with problem children; that it would be better if you would just take them out of the group to a meditation room, I call it, to think things over. We were given two meditation rooms for punishment cases.

SCHIPPERS: What were those rooms like?

MOEDE: Well, they were regular rooms just like the rooms in the girls department. They were fitted out with a lavatory and a cot and that was all. I, myself, and those that worked in the girls department fell in line with that. They seemed to approve of that system, too. When a girl didn't want to get along, she was told that she could go to the meditation room and stay there until she had thought things over. I remember one case particularly where a pretty girl, with a very fine sense of humor too, had amused herself at the table by throwing food and flipping butter to the ceiling with her knife. And more than that she had used eyebrow pencil all the time. The girls there were not allowed to use makeup. And then, when we got on the porch where an

announcement was made of what we were going to do in the evening, she proceeded to tickle some girls and then jump out of line and dance a little jig. So when we came in I stopped her and said, "Will you wait here a minute?"

Then I took her down to the end of the hall where the meditation rooms were and when I opened the door she stood a moment and she said, "I'm a fool. I have this coming," she said. I told her to just think things over and when she wanted to cooperate and make things go smoothly in the department to let me know. I thought then that she would. She had no resentment against me because I locked her up, and I think she began to think about herself right then and there. There was no resentment in her mind about it as far as I could see.

SCHIPPERS: Was there any deprivation as far as food, diet?

MOEDE: Oh, no. We had another understanding, that was a decision left to each company. In the boys' company, they always withheld dessert for anyone who had not behaved properly. But I didn't feel that withholding dessert was a proper thing, so they got full meals and reading material. They were merely told that when they wanted to conform and be a good citizen in the group then they could let us know; but no withholding of dessert.

SCHIPPERS: You indicated in some of your writings that, generally, they thought things through pretty quickly.

MOEDE: They did, sometimes it took only a day. Sometimes it took two days or whatever it was.

SCHIPPERS: Do you remember any lengthy periods in which somebody was confined?

MOEDE: Yes, I think three or four days was the longest that any girl ever stayed in.

SCHIPPERS: Was she absolutely free to come out when she promised to behave.

MOEDE: No, she had to make a statement to whoever placed her in meditation that she had thought it through and thought that she could make the grade now, and that she wanted to cooperate.

SCHIPPERS: Where did that idea start?

MOEDE: Well, that was my idea. I really felt that to mete out a certain amount of pain and suffering for wrongdoing always held in it the possibility of resentment and the child wastes too much time resenting things. You don't always get the full measure of pain meted out, to fit the crime, the wrongdoing. The superintendent approved of it and it worked all right.

SCHIPPERS: So this was strictly your idea about giving them the chance to think it over and ask for their own release from the situation.

MOEDE: Yes.

SCHIPPERS: Were you influenced by any reading that you had done on the subject or was it just an idea that you evolved by yourself? I ask this because it is a very advanced concept that was employed later in other disciplinary areas.

MOEDE: Oh was it?

SCHIPPERS: I just wondered if there was any connection between

your idea and someone else's.

MOEDE: No, I don't remember that I read about it, only it just didn't seem right to just punish a person and to mete out a certain amount of pain as a punishment. It didn't seem right.

SCHIPPERS: And that procedure was not followed in the boys sector.

MOEDE: No, they had their own method.

SCHIPPERS: Did you occasion any kind of physical violence during that time?

MOEDE: Yes. You see, the club did not settle all of our problems. We had occasional runaways, and they attempted to take keys when the doors were locked. That happened on maybe three or four occasions during my twenty years there. That's not very many.

SCHIPPERS: Were there any physical punishments administered during the time you were there?

MOEDE: Oh, no.

SCHIPPERS: None at all.

MOEDE: You mean like lashes?

Schippers: Or spanking?

MOEDE: No, that was absolutely out.

SCHIPPERS: Was there any reason to use any kind of physical restraint such as turning a hand behind the back or in any other way restraining the person. I ask this because, of course, in boys facilities very often some of the counselors

are instructed to physically restrain a problem person in a situation where they might be trying to fight with another boy or something.

MOEDE: Not that I know of. Not any.

SCHIPPERS: What did you do if two girls started to fight.

MOEDE: Well, girls usually have a very brief little fight, a little hair pulling and then they are through. They usually settled their own fights. There was not a single occasion that I know where girls did each other any harm.

SCHIPPERS: I'd like to go back to this staff meeting situation. When these problems were brought up, did everybody contribute ideas on how to go about solving them?

MOEDE: If they had ideas they were welcomed and discussions were free. They were discussed freely. Usually a new bulletin was issued that stated certain rules; that children were never to be sent across the campus and so on. Bulletins were issued on whatever the decision had been.

SCHIPPERS: Was there a good working relationship between members of the staff?

MOEDE: Yes, I thought it was very good.

SCHIPPERS: Was there any feeling that each had their private domain and somebody was encroaching on their territory?

MOEDE: Well, I know I encroached once in the incident that I told you about, when the little girl had to go to Sonoma for surgery. I was not supposed to give her that information, and the superintendent called me down for that. But it was

a situation I had to meet and I met it. I broke the rule and I admitted it. My superintendent didn't say anything; she saw that perhaps I was justified. It was a case of my [having had a] problem that I had to settle.

SCHIPPERS: Ordinarily that kind of advice should be handled by whom?

MOEDE: Oh, the probation officer would give it. You see, when the little girl made her next court appearance she made this statement. So when the judge wanted her to explain what it was all about, she said, "Oh, yes, Miss Manz has explained it to me." And then he turned to the probation officer and said, "Why don't you explain these things to your girls?" and that was a reprimand.

SCHIPPERS: Why was there this restriction in this area of advice giving?

MOEDE: Because if everybody would give advice concerning medicines or placements it would be confusing. This was a place that had a staff of specialists with everyone working in his own field. My area was to make the children comfortable and to take care of their living while they were in Juvenile Hall. No, I think it was justified.

SCHIPPERS: Who were the counselors then?

MOEDE: The counselors were the employees that worked directly with the children.

SCHIPPERS: Were you considered a counselor?

MOEDE: Yes, I was.

SCHIPPERS: You were called a counselor, that was the official title then?

MOEDE: Yes. Yes. Before I came they were called matrons.

SCHIPPERS: Well, if this counseling was restricted to the area of making the children comfortable, what things could you counsel them about?

MOEDE: Behavior.

SCHIPPERS: Precisely that?

MOEDE: Well, the club was really the vehicle on which we could pile the biggest load of counseling and it helped when it came time to make evaluations, making out the grades. That is where counseling came in.

SCHIPPERS: Did you have any conferences with the school-teachers or any other people regarding any particular child? Was there any effort to coordinate the various activities of the Hall, regarding any specific child, [such as] planning a program for them or in some other way giving them special attention?

MOEDE: No, the school functioned by itself and each department functioned as a unit. If the child needed special care or special attention, of any kind, we would receive a note to that effect from the superintendent and we would carry it out.

SCHIPPERS: So everything was really coordinated then through the superintendent.

MOEDE: Yes, it was.

SCHIPPERS: You have mentioned that you made the court reports daily for each child. What did they consist of?

MOEDE: Well, the rule was that whenever a child went to court, a formal report had to be filled out and sent in for each child. Then, in order to facilitate making out this report, we kept a book as a record of the daily behavior of the group. They didn't have that before I came, but I felt it necessary and desirable, so the problem book was right there on the desk. Everybody liked the idea and they noted down their daily grades, A, B, and C with minuses and plusses. It made it easy for the council on Saturday night, and it also made it easy to write the court report.

SCHIPPERS: That really became the key, as I understand it, to your interesting them in forming a club, correct?

MOEDE: Yes, that was one. The other one were programs-- impromptu programs or planned programs. I felt that a club would unite the group, and it would be easy to carry on activities and it would give a lot of experience in assuming responsibility to the girls. They liked responsibility.

SCHIPPERS: This court report, of course, was a powerful tool in effect. Wasn't it true that the children were very aware that the power of writing this was in your hands.

MOEDE: No, they didn't assign that to me alone. They realized that their court report was the sum total of their behavior with all the others; with all the counselors, school and everybody.

SCHIPPERS: To what degree do you think that they responded

to the knowledge that you were passing judgment on their behavior?

MOEDE: I don't think there was any fear.

SCHIPPERS: No fear?

MOEDE: No, I didn't think so ever. But they were interested when it was suggested to them that the council was a fairer way of making the court report out because they would know what went in and they would help make the judgment concerning their report.

SCHIPPERS: I think that we can now go ahead and let you explain the genesis of the idea for the club and the reasons for its formation. You have told this story before in other tape recordings and you have also written this up. But I think we can safely go ahead and do it again without fear of repeating. You mentioned first of all that the idea of the club dates back to your experience in Puerto Rico.

MOEDE: [Not exactly the club idea--but the idea of self evaluation. The Puerto Rican experiment confirmed my faith in the ability of teen-agers to make clean sound judgments when it comes to evaluating their conduct.] Well that was an experiment that I had tried in my senior English class the last year I was there. In the session before the grades came out, I asked them if they would like to have a council; a discussion of the subject matter of the course and what each had gotten out of the class. They were very responsive to that. Each student got up and evaluated

himself as to what he had gotten out of the course and what grade he thought he should have.

And then a rather surprising thing happened when one of the girls asked that the class give her some advice. She felt she didn't have a single friend and that she had tried to be friendly. She wanted to know what was the matter with her, that she didn't have any friends. The group responded in a sympathetic, sensible way, I remember that the boys also gave her some good suggestions. I was impressed with that because that was group therapy. It was really sought; they wanted it and this girl wanted it. At the close of the discussion the class president said, why can't we have a group discussion in every class? So they seem to think that it was worth having.

Well, I remembered when I saw the group of idle girls in Juvenile Hall when I first was employed there, then it came back to me how interested youngsters really are in discussions of conduct procedures. I thought, why isn't anything being done for these girls? I had had a certain idea that was humming in my mind. It just wouldn't fade away and that was this: that human beings are marvelously created mechanisms directed from within and that the automobile is a wonderfully constructed mechanism, too, but it takes a driver to get into the driver's seat and direct it. If there is only one man driving a car on the highway, he can do as he likes. He can drive as fast as he wants to or as

slow as he wants and on whichever side he wants to--it doesn't matter. But if there are two, then he has only half as much field. And if there are 100 or 1,000 cars, it's evident that there have to be rules and regulations so that all of the drivers will have the greatest freedom and safety in driving. And so it is with the little children's mechanisms. If there is only one person living in the house, he can do as he pleases. If there were two, he'd have only half as much right. If there were three or five, there would have to be rules of conduct. There would have to be a regard for others' rights and their possessions, and there would have to be a willingness to assume responsibility. There would have to be good will. These three things would have to be learned and practiced.

I thought that the skill of living together in a group, if it is not learned in the home by the parents, taught by the parents, then it should be taught to these youngsters somewhere. I thought that the skill of living together could be learned just the same as the skill of driving a car or skating or dancing. I thought there should be some way of teaching these children the art of living together and getting along, and Juvenile Hall was the place where it should be taught. Yet we found that children came back repeatedly as often as five, six, and even eleven times and hadn't learned anything.

SCHIPPERS: Did you ever use this way of describing your idea to the children themselves?

MOEDE: Yes, and the interesting thing is that it appealed to them the most.

SCHIPPERS: The analogy about the automobiles?

MOEDE: Yes, Sometimes when the new girls were taken into the club and if I touched on that, why instead of the thirty minutes that we had intended to use to take the new girls into the club, it would stretch on to over an hour. They would ask so many questions. They seemed to get the idea of responsibility. Then one other point I would sometimes make was that they simply had to learn these rules. A driver of a car that didn't learn the rules of driving, got a ticket or lost his license. [Violaters on the road were to keep off the road. The laws of the road had to be learned. Likewise the laws of human conduct had to be learned and obeyed.] I didn't know what they had done to be there in Juvenile Hall but they, somehow or other, had broken some rule.

Sometimes we had very smart girls and boys. They could learn in one round through the court and they would never have to come back. And then some would have to come back repeatedly, now it's up to them whether they could learn fast or if they would have to come back a second time.

SCHIPPERS: Do you think that after the club was in operation for a time that it had an effect on the number of returns?

MOEDE: Oh, I couldn't say that, [I only know that when we are working on a terrific problem, when we are doing our very best,--we must take our chances on the results.]

No, the only results would come from instances where children with terrific problems seemed to have found a way out, to have been benefitted by the club, by the counseling in the club. There have been cases like that.

SCHIPPERS: Although the whole area of whether it decreased the number of returns is nebulous, it did help them to make a better personal adjustment and it also served as a very effective disciplinary device? I don't like the word discipline, but it was a way of also making the situation function smoother within the Hall.

MOEDE: Oh, yes, yes. I think it did. Because the people that were the most doubtful and critical of the club, occasionally would make a very favorable remark. I remember one time when one of the counselors said that we hadn't had any "C" grades for, I think, three weeks; that not a single child had fallen below "B" in the conduct for the week.

SCHIPPERS: Who were some of these people who made negative remarks about the efforts? You don't have to name them if you don't wish too.

MOEDE: Well, it was the night counselor and the morning counselor--the housekeeper. They always had their reservations because this was an innovation, much to do about little, so they thought. But they accepted it because it was there to stay. We got along all right.

SCHIPPERS: You got full support for the idea from the top administration?

MOEDE: Oh, definitely, 100 percent. Every superintendent who was there (and there four superintendents that I worked with) gave complete support to the club, they did everything. Whenever we needed anything, we would get what we needed to do the work. We didn't know that at first, but I learned that afterwards. For instance, first we wanted a curtain, so we put up our sheets when we had our tableaux and our programs, Sunday night. And then after a couple of years they gave us a beautiful stage curtain of monk's cloth with our club colors, blue and gold. Then they gave us floodlights and a spotlight. We had very capable girls many times who really could have been in drama, music, and dance.

SCHIPPERS: Did this club activity attract the attention of any other agencies or any other detention homes?

MOEDE: Well, yes, the superintendent was great on making it known. She would interest the movie people. MGM, for instance, gave us 100 beautiful costumes once and dress shoes. Then we were really set up in business when we had that.

By the way, to swing back to that question, El Retiro adopted the club. They had not thought it out themselves, but they followed it for a number of years. But where it was adopted in it's most active and most beautiful form was in the Little Men's Club. It was for the little boys.

Also, the hospital girls called themselves the Nightingales.

SCHIPPERS: In other words, the idea of the club spread throughout the Hall?

MOEDE: Oh yes, the older boys had their own activities. They were outside for sports most of the time.

SCHIPPERS: The young boys had a club activity?

MOEDE: Yes, they called it the Little Men's Club.

SCHIPPERS: Was it based on the same pattern as yours?

MOEDE: Exactly the same. They had their council Saturday night. These little fellows, ten years old or maybe twelve, would call a meeting to order, and rap their gavel. They would evaluate themselves, every one, and they had many problems to settle. They were very frank. It was a delight to see them evaluate themselves.

SCHIPPERS: Did their counselor copy the idea straight from you?

MOEDE: Well, my assistant, a very, very capable lady, took over then in the little boys' building. She took the club over there and adjusted it to their needs.

SCHIPPERS: What was her name?

MOEDE: Mrs. Arian Hunter.

SCHIPPERS: And how long did she stay?

MOEDE: Oh, she was there maybe five or six years.

SCHIPPERS: Did somebody follow and continue the same idea?

MOEDE: She left on account of health reasons, and the idea was dropped then with the boys.

SCHIPPERS: You mentioned the hospital girls?

MOEDE: Well, they were the girls that took health treatment.

SCHIPPERS: They were confined to the hospital during the whole of their stay then.

MOEDE: Well, if their court wasn't ended by the time they were finished with their treatments, then they would be transferred to our department.

SCHIPPERS: Who was responsible for the activity of the Nightingales?

MOEDE: The recreational director took care of that. She did that besides our outdoor sports. She never helped us indoors, but in the hospital, she took care of the recreation activities there too.

SCHIPPERS: So the Nightingales was a club like your club.

MOEDE: Yes, not exactly, but they had a club and we exchanged parties. They would have us over and we would over there.

SCHIPPERS: Did they have a self-evaluation scheme?

MOEDE: No, I don't think so. No, they didn't.

SCHIPPERS: So then, in all, the club idea was only used really the way you thought of it in your own area and with the little boys. Those were the only two places that this idea took place.

MOEDE: No, it also worked with the non-delinquent group. I worked there for four years afterwards and I tried it out with the younger children, the non-delinquents. Their ages were from five to any age up to eighteen or something. It worked beautifully there too.

SCHIPPERS: What four years was that?

MOEDE: Oh, those were my last three years that I worked there. I retired in '49.

SCHIPPERS: Do you know any other places that the club idea was picked up?

MOEDE: No. No, I don't. There was no occasion for me.

SCHIPPERS: Were you aware of any of the self-government schemes that had been developed:

MOEDE: When I began working in Juvenile Hall, I was searching for a character-training course of study for problem children.

I had always thought, as I watched the idle girls in the lobby, that there should be regular classes, training the children in behavior. I called it "character training." They would be trained in subjects like ~~ded~~ience, and respect for what is right and beautiful, and honesty, and good will towards others. I thought this skill could be learned just the same as any other skill or any art, like the art of dancing, music, skiing or skating. I wondered why there hadn't been any classes established.

We had our club functioning, and our conduct records set up. We had projects going; our first projects were soap-modeling and serpentine vases. One evening a week, we had darning to do, and someone might read to us while the rest of us were darning. [When there was a program of activities planned for every day in the week and things were really running smoothly then--] I thought we were now ready to set up some character-training classes of our own. In my research, I went to the libraries, the city library, and

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USC. They had boxes with material but there was only one experiment that I remember which was a private venture where a small group was trying out the counseling and self-evaluation idea or counseling concerning conduct. But that was all. Then I enrolled with Dr. Starbuck in his character-training seminar course and I thought that he would have this secret of character training.

Then when it was announced that there would be a demonstration in a fifth grade in Huntington Park on a certain day when a leader would demonstrate character training, I remember I was very excited about the prospect. I thought, now we would get the magic formula for character-training courses. But after the speaker had explained judgment making in conduct, he proceeded to ask questions of the class. He said, "What would you rather have, a good cord of wood or a cord of good wood." And another question was, "What would you rather be, good or good-looking?" And the children would discuss this. All the questions were of this nature, and I was disappointed. I tell you I felt like little Myltil and Tytil did in Maeterlinck's Blue Bird, when they had searched all over for the blue bird of happiness and couldn't find it in the land of the future and the land of memory. Then, when they got home, they looked at their dove in the cage and they saw that it had a shimmer of blue. I felt just like that when I got back, that the work that we had been doing in our council, wrestling out

judgments concerning their conduct, was really character training in itself. It was not hypothetical situations; it was real situations.

SCHIPPERS: You were really put back on your own resources.

MOEDE: Yes, entirely. Then I realized that what we were doing was sound.

TAPE NUMBER: THREE, SIDE TWO (New Series)

February 19, 1968

SCHIPPERS: We have pretty well described Juvenile Hall as it was when you first arrived there. I thought that this time we would go into the period when the new buildings were ready and how you came into your new position and how the new attitude came about. Let's start with the business of the new buildings and making the transition to the new buildings. How was that accomplished? First of all, describe what the new buildings were like.

MOEDE: Well they had a large school building with a printing press. They had a very fine set up for home economics, and all the classes and children were kept separate--the delinquents and the nondelinquents, even then. And then there was a large girls' building which housed fifty-six. Then there was a new hospital with a receiving department and the place where the girls and boys that needed treatment stayed until they were transferred to their companies. And then there was a large boys building which took care of the Company A boys and the Company B boys. The little boys were kept in one of the older buildings that was retained. The transfer was done very smoothly.

Then I found myself in charge of the older girls on the two to ten detail, and I kept that detail as long as I was there.

SCHIPPERS: How did you come about getting this promotion?

TAPE NUMBER: FOUR, SIDE ONE (new series)

February 26, 1968

SCHIPPERS: You have reminded me that there are two things that you wanted to make a correction on from last week's interview. One was regarding my question about teaching in the groups. What was it that you wanted to say about that?

MOEDE: That the attendants and counselors in charge of work details would keep in mind that they would, at all times, teach the children the very best method of doing the task. That was one thing, and I think I said that there had been no effort at teaching--at teaching per se, no, but as the work goes, there was an effort to impress it on their minds.

SCHIPPERS: This was in what sort of activity?

MOEDE: This was in housework and in the kitchen work and in all things pertaining to them; their rooms and laundry, everything..

SCHIPPERS: Was it a very organized effort?

MOEDE: No, it was just practical training that came as the opportunities presented themselves.

SCHIPPERS: But it was not with the idea of really preparing them for this skill.

MOEDE: No.

SCHIPPERS: The other question was regarding the Nightingale club.

MOEDE: Yes, I think you asked whether there were counselors appointed for that position too. I was under the impression .

at that moment that the nurses took care of that, but they did not. There were regular counselors appointed for that position.

SCHIPPERS: They served the same function that you did?

MOEDE: They carried on the club very much the same way we did.

SCHIPPERS: We decided that this time we would talk about the formation of the club, how you got it to function and your purpose for doing so.

MOEDE: Well, from my experience with children I had decided that if they were organized there would be a better opportunity for them to assume responsibilities and it would give a certain dignity to whatever we were doing. And so the club grew out of the impromptu programs that we had so frequently. This was particularly true of a certain midweek program that we had where the spirit was particularly friendly and responsive. I asked them what would they think if we would organize ourselves into a club and they were very enthusiastic over it. So right then and there, we elected temporary officers--president, vice-president, and secretary--and appointed committees to work out the constitution, the club colors and badges. By Sunday things were well in hand. There was a lot of teaching to be done, but the superintendent came on Sunday to attend our club meeting. She asked who had done this or that and they claimed every bit of the whole work. They had done it all.

On Sunday night the constitution was read, plans were discussed, and the superintendent, Miss Rhea C. Ackerman, made helpful remarks. That was the beginning of just our club organization. Of course, they realized, too, that a club in so transient a population as ours, which changes, on the average, every three weeks, presents a difficulty. But it had also a great advantage, because it gave many girls an opportunity to hold positions, to be elected, and to assume responsibilities. Then, too, the children in Juvenile Hall are cut off from the rest of the world, outside activities and interests, and whatever idea is presented to them has a better chance of being accepted because they have nothing else to think about. So the fact that they were there under strained and peculiar circumstances, I think, was a favorable point in their benefitting from the club activities.

SCHIPPERS: When you say this idea was spontaneous, had you given any thought to the formation of a club before that evening?

MOEDE: [Yes, but we had never made an attempt to organize.] But we had had many impromptu programs and I had always appointed certain girls to take the lead and prepare so many songs, or so many poems, or so many skits. It was on the basis of little group responsibility.

SCHIPPERS: Then at that time of formation, you had not clearly in your mind any idea of what you wanted to do with the club. You just had the idea of some sort of grouping.

MOEDE: Not exactly. For instance, I knew about self-evaluation, which I always aimed at, but I knew I had to proceed with it very carefully. That was in my mind from the beginning, and I knew that the activities would naturally fall into a club plan better than if it were unorganized.

SCHIPPERS: Can you think back and try to remember what may have suggested the club idea to you?

MOEDE: Oh, I had that idea when I started out.

SCHIPPERS: You just said that you hadn't premeditated the idea of forming the club.

MOEDE: No, I thought you meant the form that the club would take? That took shape as we proceeded. But the club idea was definite then. I knew I wanted that when I went into the department.

SCHIPPERS: Had you had any experience with forming clubs before?

MOEDE: No. A friend of mine in a private school on Wilshire Boulevard had organized her whole class on the basis of a club. I visited there and it worked beautifully. So I knew that it could be done if a person worked it out.

SCHIPPERS: Was this a public school class?

MOEDE: No, it was a private school for girls.

SCHIPPERS: Were they problem children in any way?

MOEDE: No, they were normal children.

SCHIPPERS: In what school was that, do you recall?

MOEDE: [Yes. It was Kenwood Hall, a private school on Wil-

shire Boulevard, Los Angeles. Ruby King was the proprietor.]

SCHIPPERS: Yes, what area of Wilshire?

MOEDE: Towards Hollywood.

SCHIPPERS: So that was really one of the seed ideas then for it.

MOEDE: Yes it was.

SCHIPPERS: In what other way did you pattern any of your ideas on what she had done?

MOEDE: Oh, none except that the officers were in charge of every group session that was held--that was basic.

SCHIPPERS: And did she also have worked out a constitution and club colors?

MOEDE: I don't know, I only visited her class once.

SCHIPPERS: At another time, you mentioned the kangaroo court that you witnessed in the boys hall.

MOEDE: That took place the first year I was in Juvenile Hall and was before the new order went into effect. That was when the girls, the idle girls, were sitting there in the lobby, when the boys' company held their kangaroo court, then the girls had to have one too. I attended both the boys' session and the girls' session. The boys' kangaroo court was organized quite closely on the regular court procedure: defense attorneys, prosecuting attorneys, and a judge. But they went in very strongly for punishment. They actually gave them that many lashes for this offense or for that offense. That was something that couldn't be tolerated in Juvenile Hall--lashes as punishment.

SCHIPPERS: Who administered these lashes?

MOEDE: Oh, that was done right there in court

SCHIPPERS: Who did it? The boys themselves?

MOEDE: Yes. It was done under the supervision of the counselor who was there.

SCHIPPERS: You mean the counselors actually encouraged the kangaroo court?

MOEDE: Well, whatever the judge decided, he had to go along with. It was an experiment to see how the boys would judge themselves and things like that. It didn't last.

SCHIPPERS: Was this sort of a self-government scheme?

MOEDE: Yes.

SCHIPPERS: You know, very often the idea of a kangaroo court, or the word, connotes a very vicious sort of procedure that is self-inspired by the prisoners in an adult facility, and it is usually done without the knowledge or without the countenance of the authorities in charge of these facilities.

MOEDE: No, it wasn't anything like that. It was an attempt to throw the responsibility upon the boys, themselves. It was a fine attempt, only it wasn't carried out on the proper level. In the girls' department it was the same, only there it took the form of amusement. They again went in **strong for this.** "I prefer charges against myself," and then they would proceed to enumerate the most fantastic, ludicrous charges convulsing the whole group. It was silly.

It didn't amount to anything.

But when I listened to both courts, it seemed to me that there was something that could have been used to lift the whole procedure up to a level where it would be serious minded and would show the responsibility of passing a judgment upon the kids themselves. They missed that completely.

SCHIPPERS: That became one of the ingredients for your club idea, in terms of the self-evaluation aspect of it.

MOEDE: No, that just didn't figure. It was not a right procedure and was only a passing experiment that I saw didn't function, but I knew that it could be framed in such a way that it would be helpful.

SCHIPPERS: Then, in what way did it influence your ideas about what your club would do?

MOEDE: Well, instead of preferring ludicrous charges, if they realized that evaluating themselves and judging their own conduct was a serious thing--and that it even meant that it would be weighed in their reports for court, that would be sufficient.

SCHIPPERS: How long had this kangaroo court activity been going on in the boys' department.

MOEDE: Only a few times, I think they were not permitted to have more sessions than about five or six. I think, that's all. It was very few.

SCHIPPERS: What brought it to an end?

MOEDE: In the boys' companies, punishment was not permitted. So it couldn't function. That was not legitimate, and in the girls' department, there was nothing gained. It was silly.

SCHIPPERS: And how many times did it take place in the girls' department?

MOEDE: I couldn't say for sure. I visited only once, but, perhaps, five or six times. Not often.

SCHIPPERS: Who put a stop to it?

MOEDE: Whoever was in charge of the company.

SCHIPPERS: In other words, there was just this brief period when there was kangaroo court activity and then they saw it didn't work and it was stopped.

MOEDE: It was stopped. That's right.

SCHIPPERS: We can go back now and talk more about your club ideas. One of the things was that you started a procedure of having the girls help you with the report, right?

MOEDE: Yes, I started right away with a little record book of conduct for each girl. The other counselors in the department agreed and we carried that out. Everyone took part in it. But when Saturday came, we wanted to make a week's estimate of the conduct. [I had in mind a group council with all of the girls. I discussed that with the superintendent, and her reaction was decidedly negative. She said that it could never be done in our changing population. She told about her visit to a girls club a few weeks before in the city where they attempted to discuss cottage problems and

in less than five minutes they were almost literally at each other's throats. So she vetoed it with finality. But, I believed that it was sound and we proceeded very cautiously.] And that is the time that I called in five or six of the leaders in the group. Then we would sent out to the playground for ten other girls to be evaluated, and they would evaluate themselves. It always worked beautifully. The girls were called upon to make ~~an~~ estimate of what kind of a citizen they had been that week. It always was based on how they had obeyed all the little rules, what they had contributed, whether they had hindered the group. Particularly noteworthy was the response of the kids who had bad problems. They were always proper in their attitude. They evaluated themselves in the most sensible way. There is no exception to that. They always did.

[I talked with the girls about drawing up a few good rules that might tide us safely through. For several weeks, we tried to have self-evaluation with half the group, this always worked beautifully. Then we finally attempted a group council with all the girls for self-evaluation. It was a long council, two hours long. But, all the girls felt that it was satisfactory. Ever since then, a conduct council was held every Saturday night, and to my knowledge there never has been one incident of ill-will growing out of the council.]

SCHIPPERS: Where did this idea of self-evaluation come from?

MOEDE: Oh, that dated back to my experience in Puerto Rico with my senior English class, that time when I suggested having a council.

In that instance there was group therapy when the girl wanted to have her faults pointed out.

SCHIPPERS: Of course, group therapy was not a concept that was much discussed at that time, was it?

MOEDE: No, it was not. I was surprised that a voluntary request for group therapy was so successful and that they wanted it.

SCHIPPERS: In the club situation, what specifically would go on in the self-evaluation process? Can you think back and describe it?

MOEDE: You mean the procedure?

SCHIPPERS: Yes.

MOEDE: Well, Saturday night, the entire group would be arranged in a semicircle in the living room. The president would preside at the table. The counselor was always present. After the opening ritual and the club song, the rules of the council were read. We had only one basic rule and that was that all faults and troubles were discussed in a friendly spirit and only one person would speak at one time. Also, the basis of evaluation was explained. To qualify for average, a person would do all the assigned work satisfactorily, have a proper attitude, and get along with everyone in the group. And then for the grade "A," ex-

cellent, they would need to be helpful and contribute something. Grade "C" for those having hindered in the group, having shirked responsibilities by not having gotten along with others. The president would call on one after another to evaluate herself, and they would always say "Madame President, I evaluate myself..." and say whatever it was that she graded herself.

[The girl might say something like this: "Madame President, I evaluate myself as an average citizen for the week. I did all my work satisfactorily. I got along with everybody, and I took an interest in our project here. I think I am a good average citizen."

Or a girl might say that she had contributed something. They were all very modest.

Then again a girl might say, "I had trouble all week. I didn't get along with this girl or that girl." Then she would proceed to tell all her troubles.

But the one rule that tided us over every difficulty was that if two girls had feuded all week, both of them had an opportunity to give their story--one at a time. No matter what she said, no one interrupted her. Then the other girl would have a chance to express her side, and nobody interrupted her. Usually, in one or possibly two rounds, all difficulties were settled between the girls.]

SCHIPPERS: Where did the ideas for each of these classifications come from?

MOEDE: Oh, we worked that out. The leaders helped with every step, practically, in the development of the club. I would always talk over with the girls what they thought about things. They had pretty good suggestions sometimes.

SCHIPPERS: You put form to them, however.

MOEDE: But strangely, they always claimed it to be their own. It appealed to them as being right and as their own.

SCHIPPERS: During this process of self-evaluation, did any other member of the club have a chance to get up and say what they thought about that evaluation?

MOEDE: Oh, there was always an invitation before the grades were marked down. The president would turn to the group and say, "Are there any suggestions or any remarks by anyone else?"

SCHIPPERS: And what usually happened?

MOEDE: Very little. Whatever difficulty there was, was easily settled. The foolproof rule was that only one person talked at one time, no matter how agitated the opposing party might be. If there was a feud that had to be settled, it came up in council. That was really interesting because the little president would be quick with her gavel, if there was any attempt to interrupt. She would just bring her gavel down and say, "One person at one time." That was all that was necessary. And, always, as I remember, two rounds was the most, or three, that we ever had for settling any feud, in discussion.

[Sometimes we had girls in the group who were so fine and helped so well that when they were released, we wondered how we could get along without them. Then again, there were some that hindered, and a girl might say, "Now, we'll get along better."]

SCHIPPERS: Can you recall one specifically that you might describe?

MOEDE: [An outstanding case was trouble between a Mexican and colored group. Ordinarily there was no evidence of race consciousness but usually Mexican girls would sit by their Mexican friends and colored girls would sit by their colored friends. Anyway that is how it was on this particular Saturday when all the girls were out on blankets on the lawn in front of the cottage. When I came on duty at two, the counsellor on duty told me that there was considerable unrest and signs of hostility in the group and it was decided to have the girls come in.]

During the time I changed into my uniform, she lined up the girls and brought them up to the livingroom where the chairs had been arranged for our council. When I came into the livingroom and saw the threatening glances and distended nostrils, I knew there was real trouble. I told the girls I didn't know what the trouble was, but that I thought it wise for everybody to take a shower first and get cooled off before we had our council. Oh, no, they wanted the council now! Then I reminded them of the rules. Only one person

talks at a time. No one interrupts even if he doesn't tell the truth and no one stands up in the council to speak with hate in his heart.

So the little president called the council to order. After the opening ritual we took up the trouble first before any evaluations. Everyone involved in the trouble would have a chance to tell her story. Who wanted to be first? Who would talk first? In a very short time the facts stood out. There were two electricians working on the lights on the wall which was about eighty feet from where the girls were sitting. The Mexican group got up, shook out their blanket and moved ahead of the colored group toward the wall. The colored girls resented the dust shaken from the blanket and made remarks to that effect. Soon the colored group got up, shook their blankets out and moved past the Mexican group towards the wall. Then names and threats began to fly. With each move the hostility grew but it was never loud. It was a lady-like hostility, but it was intense.

This is the way it was when I came on duty at two. Only one girl forgot the rules of the council. She said if that **redhead** ever called her names again, she would knock her teeth down her throat. At this the president's gavel came down with a bang and the girl sat down. The trouble solved itself in the telling. It was even a bit amusing that obstructing the view of the workmen could mean so much to some girls. Then the girl who was told to sit down was

asked if she would like to say something and she did. She was sorry she had lost her temper, but she wanted it understood she didn't want to be called names. I asked her whether she herself had called the redhead any names too and she said she had but none as bad as the redhead had called her. Would she now like to call the redhead a really bad name to even things out? After a moment's thought, she answered, "No, I don't want to..." Perhaps she didn't want to sully her lips with a nasty name as the redhead had done. Then we had our council evaluations and it was very interesting to see how those involved evaluated themselves.

[At this point the recorder failed to record and the remainder of the last interview was not recorded on tape. Mr. Schippers suggested that I do the best I can with this last part from memory. So, as I remember it after the incident of trouble on the lawn, I was asked if I could think of another incident.] I remember another girl who was a gang kid, the leader of her gang. She was an intelligent, Mexican girl. She had a powerful right hand; even the boys in her community were all afraid of her because she was that powerful with her right hand. She came to Juvenile Hall, and she liked nothing better than to stage a good fight. She tried it on the playground during the ball game, but she didn't succeed in getting a fight staged. There was another girl, Mary, in the group at the same time from a rival gang. We were doubly loaded.

The Mexican girl came upstairs during showers, and Mary was talking to me by the desk there. She stood just a moment, and then she slapped Mary right in the face hard. Then she turned around and went downstairs. A little bit later, she came back upstairs, and she came right close to me, as gang kids do, almost nose to nose, and looked me in the eye and said, "Are you going to put this on my court report?"

And I said, "Yes, Sandra."

She drew back and said, "I just wanted to know." And she went back downstairs again.

Before lights were out, she sent word to me to please come; she wanted to see me. When I came to her room, I could see by her eyes that she had been thinking. Her manner, too, was different. I listened to what she had to say, and she admitted that she had really done a thing that entitled her to meditation. She asked if I would see fit to give her another chance--that she could make good. I reminded her that other girls had seen her insult Mary, and maybe the next day there would be a fight anyway. She assured me that there would be no fight, that she and Mary were going to make up.

I said, "Do you think Mary will forgive you?"

"Yes, she will," she said. "More than that, I will walk with her in line going to breakfast. Then, everybody will know that we have made up." She also assured me that if she disappointed me that she would go of her own accord to meditation for the rest of her stay there.

I took the chance in leaving her out in the group. She really made good. When our president was released in a week or ten days, she became our president, and was she a president! She was an intelligent girl. She could preside over the council meetings well; she could work out programs well. Later, the superintendent said that he had heard that Sandra had organized her gang into a club, and they were no longer a menace in their community.

I remember one incident concerning a temper tantrum case. In our council, we would sometimes come across a problem like temper tantrums, and then they would want to discuss it. It started out with little kids whose technique it was to throw themselves on the floor and kick and scream to get what they wanted.

We had one girl in the group that knew exactly what to do with those little kids. She said, "Don't punish them. Don't notice them. They will stop when they know that isn't the profitable technique."

Now what should we do in a case of an older girl who had hysteria and temper tantrums, destroying things and breaking things? Could she be cured of that? In the first place, would they know when the temper tantrum was coming on?

One girl, Barbara, spoke up, "I know several days before I'm going to have a temper tantrum." How did she know?

"I feel mean inside, and I go around slamming doors, and telling people off."

I suggested, "I wonder if a person like that, when she knew that a temper tantrum ~~was coming~~ on, if she would take that energy that was winding itself up into a vicious ball inside, ready to explode into a temper tantrum, and spend it in something unusual like scrubbing a floor, or taking a long walk, or do something good behind somebody's back, a big thing."

This girl, Barbara, had been brought into Juvenile Hall on account of her temper tantrums. Several days later, she met me when I came on duty; she was waiting for me. She said, "I want to show you something." Then she took me to the large living room, and she pointed to the floor. I saw that it was beautifully polished. Then she took the brush that she had behind her, and she said, "I did it on my knees."

For just a moment I thought, "How foolish, with such a good electric floor polisher that we had, and here she scrubbed on her knees." I caught myself quickly and said, "Why did you do it, Barbara?"

"Oh," she said, "I was going around slamming doors." It was very gratifying that Barbara never had a temper tantrum as long as she was in Juvenile Hall.]

[Another feature of the club I would like to enlarge upon is activities.

During Miss Ackerman's administration there were fre-

quent interdepartmental activities--parades, circuses and sports contests. The Little Men's Club gave a beautiful musical of Snow White.

Always the first week in December there was a Doll Party, the admission to which was a doll. This provided dolls for all the little girls in Juvenile Hall during the year.

For this occasion the Girls Club always presented a little short play showing the doll adoption procedure. There was a neat little adoption certificate for the little girl adopting a doll, which well impressed on her mind the need for loving care her doll would require.]

After the first five years, the project activities of the club became much easier. We had one practical project that we had taken the responsibility for; that was darning sox. Those were the days when sox were darned, and we would take one evening for the darning of sox.

The holidays called for a good deal of project work--Christmas and Easter and Halloween; we had to make decorations for these holidays. We always seemed to have remarkable talent, girls that could do sketching and painting.

We enlisted these girls in doing illustrations for our poem books. As another project, we made poem books in which we collected a dozen very choice poems, and each girl would start to make one. They were really made for Christmas gifts, but it was a continuous project. When the girls were released, somebody else would pick up where the other girl

had left off working in it. We made also illustrated booklets on Temple Bailey's Parable for Mothers. One year, every girl had a little illustrated booklet. There were seven scenes in it; every girl had one to give to her mother or to keep for herself.

Finger-painting was a project that the girls liked very much. There were many types of handwork that the girls did for themselves.

The first year we found that the girls who were there at Christmastime had no Christmas cards and no gifts of any kind. We decided right away that we must have a Christmas box, and whenever a girl made an article for herself, she always made one for the Christmas box. But the girls stayed so short a time that it took sometimes three or four girls to work on the same article before it was finished. It was a decided success that first Christmas; we had enough gifts in the box for every girl to receive two gifts. After a while, the outside organizations like the Ephebians, the Eastern Star, even church organizations, sponsored a program. They came and brought a Christmas program, a Santa Claus, and gifts for every child in Juvenile Hall. Before very long, every child in Juvenile Hall was well remembered.

One project that was outstanding and the loveliest of all was the French bouquets for Mother's Day. We devoted the week before Mother's Day entirely to the art of making French bouquets. Then the Saturday afternoon before Mother's

Day, our living room was changed into a regular flower room. Friends had given us a generous supply of flowers from their own gardens. Sometimes more than a thousand little Cecil Brunner rosebuds and little blue forget-me-nots. On the large library table and on the bedside stands that the girls had brought into the living room, some of the girls that had good leadership had arranged the material all around the room. The flowers were parcelled out, and on a sheet of wax paper were the flowers, the doily, the foil, and the thread to make a French bouquet. The girls came in, and they made their own French bouquet, everyone according to her own design. There was always someone expert that could help those that needed help. On Mother's Day, every girl had a bouquet to take to her mother on visiting day.

One little girl didn't have a mother; her mother had died recently. She asked if she couldn't make one for her father, and of course she could because he had been both father and mother to her. When visiting was over, the superintendent happened to be at the door when the father left, and he said to the superintendent, "I go now and I take this to Mother's grave."

The programs were easier after the first five years. Sunday was always a difficult day for the girls. Some had visitors, and for some it was a very lonely day. We tried to have something very lovely and worthwhile for a Sunday night program. The holidays and the Sundays that came near a holiday were always easy to provide a program for because

we had plays and skits and tableaux that we could use for those occasions. We always had some talent in the group-- girls with remarkable talent, sometimes in dancing or in dramatics. They loved particularly to dramatize things, and we would attempt almost any poem or any song or any story. We would take a tableau for the Beatitudes; the Nativity scene of course was easy because everyone knows that. The Good Samaritan became a little play, as did "Flanders Fields," and "The Master Is Coming." We even took short scenes from Midsummer Night's Dream and Maeterlincks, Blue Bird. There is nothing that they liked so well as to dramatize things.

A very lovely program was the Mother's Day program when we dramatized Temple Bailey's little Parable for Mothers. I always remember how at the close of one Sunday evening a girl stood at her door when I went through ~~the~~ hall to turn out the lights. I could see that she had been crying, and she said, "Since the program this evening I've been thinking things over. I am going to write to my mother that I want to see her." She had become involved in a romance with an older man; both her parents were teachers in a Hollywood high school. She thought her parents were old-fashioned and just didn't understand her. She didn't want to see any of them, not even on Mother's Day, but the program evidently made her think.

One thing that we had, even during the first five years, was a goodnight song, that was sung softly through

the halls at the close of the day. The words were, "Day is done. Gone the sun. From the hills, from the lake, from the sky. All is well, God is nigh." This was based on the melody of "Taps." We always had good singers in the group, and when all the lights were out, the girls [would go through the hall softly singing this chant. If we happened to have someone in meditation, the singers would stop by her door and sing the whole song--and the girl might call out "Thank You."]

At the end of the first five years, we found ourselves with a well-tried constitution and a well-functioning council of the club. We had 2,608 members of the club. Of course, most of them had been released, and so we had about forty members then. We had had eighty-five presidents during the first five years. We had two sports teams; our project work had been well lined up. We also had considerable fine equipment; outstanding of all this equipment was our beautiful stage curtain of gold monk's cloth and our club's colors in blue. We also had two powerful floodlights and a spot^{light} for our tableaux.

We had a gift of a hundred beautiful dresses and dress shoes from MGM Studio. We also had a whole box full of jewelry and earrings and bracelets, but the thing the girls appreciated most was makeup. The girls in Juvenile Hall were not allowed to have makeup during the daytime, but for all of the special programs it was seen fit. The superin-

tendent told us that if we thought we could handle it, we could have the makeup. We talked it over with the girls, and the girls all agreed that they could come clean the next day after the party.

We had a nice system of using our makeup. The hall monitors were responsible for it; they would set up their makeup studio in the big shower rooms. There were four monitors, and at the end of the party, they were responsible to see that all the girls were clean when the lights went out. As far as I remember, there was never a case that a girl had makeup on the next day. They really could be trusted.

The thing that had pleased me the most was the success of the council. The conduct council had proven a real success; in all that time, there had been no ill will growing out of the council. All the girls had always evaluated their own conduct. The girls approved very strongly of this fair system of settling all things with frank discussions. Once a little girl spoke up and said, "Don't you think that it would be a good idea if parents would have a council when things go wrong in their own home?" They were impressed with the fact that the council was a sound way of evaluating and settling difficulties.

There were two events that I would like to mention during the first five years. One was the earthquake that did so much damage in Long Beach in 1933. The earth was

very unsettled for a matter of two weeks, and the counselors who worked in the girls' department realized that the girls must naturally be frightened to be locked in their own rooms with the earth shaking beneath them. The superintendent put it up to us; we could do as we pleased about the doors being locked. We talked that over with the girls, wondering whether they thought that all the girls could be trusted not to attempt a run away if their own doors and the four outside doors were left unlocked. They all agreed that they could. They even volunteered to impress this on the minds of the new girls that had come that wouldn't know about our agreement. The rooms were left unlocked for a period of over two months, and not a single runaway attempt was made during the whole time.

The other event was the three-week quarantine that the girls' department had for scarlet fever. The first announcement that we were in quarantine was a terrible blow. Right away the girls organized themselves; they thought that they could do it, that they could take it all right. We had two captains who would provide special projects and things to pass the time during the day. There were rest periods, and reading time, and time for showers. But they were very ingenious in planning things to do. So much so that, during the three weeks, I don't remember that there was any griping. More than that, the idea that girls don't like to work just isn't true, because when it was announced that tomorrow they would get out of quarantine, the girls were flexing their

muscles and saying that tomorrow we can scrub walls and wash beds. They were just enthusiastic over that.

Another thing that impressed me were conduct records that some of the girls had made. Out of the forty-four girls, we had eighteen new counselors, which means that eighteen [had made a straight A record all 3 weeks. The girls really can rise to the occasion if they know why and are taken into confidence.]

If I were to make suggestions for changes at Juvenile Hall, one has been on my mind. The children's stay in Juvenile Hall should be shorter because children learn from each other. Girls that are in deep trouble are not good advisors and teachers for others. Paul Coates once interviewed some delinquent girls, who were masked, on how they came to be involved in such deep trouble. They traced it to their stay in Juvenile Hall where they had learned much more than they ever knew before. We know that all children learn from each other easily. When they are away from home and under strain, they are much more susceptible to an idea than they would be normally.

A wonderful improvement would be if we would enlarge upon the idea of more foster homes because we know that children thrive better in a home situation. The next best thing to a home is a foster home. If children could have preliminary court, then be moved into a foster home as quickly as possible. I don't see any reason why children

could not be taken into Juvenile Hall for case study by their psychiatrist, psychologist, or doctor. In the meantime, they would have normal good living in a foster home. They could easily line up a long list of good, qualified foster homes and give them remunerative interest and have regular lectures for foster parents. Parents would love to be the best possible foster parents in the world if they would only have an opportunity.

[One more suggestion would be that Juvenile Hall should affiliate itself with one of the universities, USC, or UCLA, and set up a department in which workers in Juvenile Hall would receive special training.

The club is the very best vehicle to carry the heaviest load of counselling for any group of children with problems. There is a great difference in counselling. There is the kind that comes from the top down, with the tone of "You ought to know better than that," which involves a criticism which is already damaging in itself. The children will not take that. They have had plenty of that.

In our club with so rapidly changing a population there had to be very much counselling done with the officers, from the president on down to the monitors. It was always counsel willingly accepted, for who doesn't want to be the best possible officer.

The Saturday night council was a time of serious counselling when children wrestled out judgments on their own

conduct--exactly the kind that character training consists of.

Taking the new girls into the club always called for wise counselling. Two things I wanted the new girls to understand. One was that Juvenile Hall is not a place for punishment, but a clinic where they come for an overhauling, as it were to see what was the matter with them that they didn't get along. There never was any difficulty in their getting this point as the whole institution was geared for the good of children. They easily caught this spirit.

And second, that they should learn something during their stay in Juvenile Hall. They should learn the basic laws of conduct, how to get along in their home, in school and in their community.]

A Copy of The Constitution of
The Girls Club

Preamble

We, the girls of the "Girls Club", in order to create a finer fellowship among the girls, encourage a more united and loyal interest in our cottage, to better practice the principles of good sportsmanship and to inspire us to be ever more worthy of higher trust, freedom and self-government, do establish this constitution for the Girls Club.

Article I-Pledge

We look upon Juvenile Hall not as a place of punishment but as a place where we come to have our difficulties untangled. We pledge ourselves to face our troubles courageously and never to run away from them; to cooperate cheerfully with those who are trying to help us, and to assume an intelligent interest in our conduct.

Article II-Members

Any girl enrolled in the Girls Department shall, upon reading and signing this constitution, be an active member of the Girls Club. Any other person sincerely interested in the club shall by reading and signing this constitution become an honorary member.

All active members have the right to vote and to take part in club programs. Honorary members shall have all the rights of active members except the right to vote in election of officers.

Article III-Officers

The officers of the club shall be president, vice president and four counsellors elected by any method of voting approved by the adviser.

All officers must maintain a satisfactory standard of conduct. All candidates must be approved by the adviser.

Article IV-Duties of Officers

The duties of the president are:

1. To preside at all meetings.
2. To be responsible for all club reports and records.
3. Conduct all correspondence of the club.
4. Take new members into the club.

The duties of the vice-president are:

1. To provide programs for the club meetings.
2. To be acting president in the absence of the president.

The counsellors are officers of honor and examples of good behavior at all times. They are on duty as monitors in the auditorium or wherever else directed by superior officers.

Article V-Meetings

The club shall hold its regular meetings every Sunday night. With the approval of the adviser, special meetings may be called by the president at such times as may seem necessary.

Article VI-Order of Business

At every regular meeting the order of business shall be as follows:

A. Opening ritual.

1. Club song:
All together whate'er the weather
All together get along,
Bright and cheery and never weary
While we sing our Girls Club song.
We've pride and courage,
Don't get discouraged;
We are happy day by day.
Bright and cheery, and never weary
Till the clouds have rolled away.
2. Club prayer:
Dear Father of all loveliness,
Help us each to strive
Toward that which is beautiful
In thought, in word, and in deed.
3. Club chant of the Motto:
Life is a game
Happiness is the aim,
We wish to reach the goal
By fair and square play.

B. Reports for the week:

1. Sports.
2. Home arts.
3. Library.
4. Cottage.

C. Unfinished or new business.

D. Program:

1. Club poem--"Barter" by Sara Teasdale.

Life has loveliness to sell,
All beautiful and splendid things,
Blue waves whitened on a cliff,
Soaring fire that sways and sings,
Children's faces looking up
Holding wonder like a cup.

Life has loveliness to sell,
 Music like a curve of gold,
 Scent of pine trees in the rain,
 Eyes that love, arms that hold,
 And for your spirit's still delight
 Holy thoughts that star the night.

Spend all you have for loveliness.
 Buy it and never count the cost;
 For one white singing hour of peace
 Count many a year of strife well lost;
 And for a breath of ecstasy
 Give all you have been or could be.

2. Thought for the week.
3. Other entertainment.

E. Call upon guests.

F. Adviser's report.

G. "America the Beautiful."

Article VII-Conduct Council

Once a week there shall be a council of all the girls in which each girl shall evaluate her own conduct for the week according to the rules laid down in the Conduct Record.

Article VIII-Amendments

Whenever it is deemed desirable by the majority of the members and the adviser that any part of this constitution be altered temporarily, and if this change after a reasonable length of time has proven satisfactory, such a change shall be incorporated into this constitution.

Conduct Council for the Girls Club

Article I

The purpose of this conduct record is to help the girls to evaluate their own conduct in an intelligent manner. It is not intended as a system of punishment nor as a plan for conferring merits.

Article II

Upon a blank provided each officer may daily indicate any outstanding acts of conduct for each girl, and at the end of the week give each a grade for her week's conduct.

Article III

Once a week there shall be a council of all the girls in which each girl shall evaluate her conduct of the past week. The weekly record in the hands of the chairman of the council shall serve as a memorandum in case the girls should forget, and also to show the girls just how they have evaluated themselves in the minds of their officers.

Article IV

Girls evaluate themselves according to this standard:

B - Average

1. Good attitude toward officers, girls, and rules.
2. To perform assigned tasks satisfactorily.
3. Participation in cottage activities.
4. Good sportsmanship.

A - Excellent

1. Cheerful, friendly and helpful attitude toward others.
2. Extraordinary service and responsibility.
3. Leadership, talent and originality.

C - Unsatisfactory

1. Quarrelsome or discourteous attitude toward others.
2. Poor sportsmanship or lack of self discipline.
3. Shirking responsibility.
4. Indifference toward cottage activities.
5. Repeatedly violating small rules.

Article V

In case of serious misconduct, such as attempt to run away, gross discourtesy, obscenity, or any other serious misdemeanor, any girl will place herself in class "C" for the week during which the misconduct occurred.

Article VI

If a girl fails to adjust herself or if her conduct is a detriment to the group she shall be segregated until she has assured her officers that she desires to conduct herself properly and is fit to enjoy recreational privileges again.

Article VII

The making of a good record shall not be juggling of merits and demerits. For instance, a girl shall not commit an offense and then go about inquiring how many merits she will receive for this or that good deed. All girls shall quietly and sincerely be and do their very best because they desire it, and not merely because they earn special merits.

Article VIII

A copy of the weekly conduct record shall go into the assistant superintendent's office every week.

The next thing we needed was the best plan for evaluating conduct. In the boys' companies, the councils would give them the grades. We had tried having the girls evaluate themselves. We thought that it would be fair if the girls would have some privilege of expressing themselves as to their own record, their own grade. I thought that a conduct council of the entire group would answer our need.

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