A study of classification procedure at the Barrett School for Girls, Glen Burnie, Maryland
September, 1949 to February, 1950

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A STUDY OF THE CLASSIFICATION PROCEDURE
AT THE BARRETT SCHOOL FOR GIRLS, GLEN BURNIE, MARYLAND
SEPTEMBER, 1949 TO FEBRUARY, 1950

A THESIS
SUBMITTED TO THE FACULTY OF THE ATLANTA UNIVERSITY SCHOOL
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THE DEGREE OF MASTER OF SOCIAL WORK

BY
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CHAPTER I

INTRODUCTION

Significance of Problem

Classification of students is a comparatively new procedure in many training schools and because it is still in the stage of development, it functions differently within these institutions. It is used by some institutions to assist in the planning of vocational or academic training. Others use it as a means of determining the type of treatment the student requires and how she will fit into the school's program and benefit from it; or in determining whether a student has had certain kinds of experiences which would prevent her from gaining anything from the agency's program hence requiring a referral to another agency. In recent years, some attempts have been made to classify entering students and to place them in the best suited facilities and program within the institution.¹

Classification at the Barrett School For Girls² in Glen Burnie, Maryland is used as a means of evaluating the progress of a student within the institution and to decide whether she is capable of making a satisfactory adjustment on returning to the community. It is also used to evaluate the adjustment

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²Hereafter referred to as the Barrett School.
within the community of those students who have been paroled from the school for a period of a year. Serious behavior problems are also presented in classification with the aim to furnish a way which facilitates adequate treatment of these students.

The Barrett School was established by the State Legislature in 1931 for the purpose of separating the impressionable female adolescent from the female adult offender with stress upon treatment rather than punishment.\(^1\) It was believed that if children were separated from adult offenders, the influence toward wayward tendencies would be checked and delinquency prevented or reduced. The child was regarded not as a criminal but as a misdirected and misguided individual in need of aid, encouragement, help and assistance.\(^2\) This school maintains facilities for approximately eighty-six to ninety girls including those who are dependent, neglected and abandoned.

The purpose of the school is twofold; first, to provide custody or confinement for girls committed or under detainment by the court, and secondly, to plan for rehabilitation by providing vocational and educational training for girls committed thus enabling them to make readjustments and to assist them to return to the community as more adjusted individuals.

\(^1\) Files of the Barrett School For Girls, Glen Burnie, Maryland, June 1946.

The school's program is geared to the needs of girls between the ages of eleven and seventeen years for a period of twelve to fifteen months and for one year after the girls have been returned to the community, extending the school's responsibility for each girl over a period of two years and three months. Girls being detained at the school remain for approximately three weeks pending further study and final disposition by the court.

Upon admission, a most unique service is rendered. The social worker immediately conducts an intake interview and then directs the girl to the infirmary for a thorough physical examination. After a conference with the educational director, she is given a grade placement based upon the report received from the public school system and also given an assignment in which she has expressed an interest. This assignment may be in laundering, sewing, cosmetology or home economics.¹

After a period of twelve to fifteen months has elapsed, the student is eligible for parole, and the case presented to the classification committee by the social worker. The case of a student, who has presented serious emotional disturbances and has not been able to adjust to the school's program, is also presented to the committee for discussion and recommendations for further planning.

¹Interview with Mrs. M. E. Johnson, Superintendent, Barrett School For Girls, Glen Burnie, Maryland, September 2, 1949.
Purpose

The purpose of this study is to show how the classification system operates at the Barrett School, and to indicate the role of the social worker at classification procedure and the problems she encounters while participating in this program.

Scope

This thesis is limited to fifteen cases selected to illustrate the classification procedure at the Barrett School in Glen Burnie, Maryland. These cases were taken from the records of the institution's files and represent a rambling sample of classification conferences during the six months period from September, 1949 through February, 1950.

Method of Procedure

Data for this thesis were collected first, by means of interviews with students whose case records are studied; secondly, by a review of case records according to a schedule made by the writer; third, by observation and participation in classification conferences; fourth, by interviews with superintendent, social workers, psychologist and psychiatrist; and fifth, through a careful analysis of these data supplemented by pertinent literature on the institution and related to the field.
Acknowledgments

The writer wishes to express appreciation to Mrs. Muriel E. Johnson, Superintendent of the Barrett School For Girls, Miss Hilda R. Jackson and Miss Lillie Mae Barr, social case workers, and to all the other members of the staff for their cooperation and assistance in making available materials for this thesis.
CHAPTER II

PERTINENT ASPECTS OF THE CLASSIFICATION SYSTEM

Classification, as the term is used in institutional work, is primarily a "method that will assure coordination in diagnosis, training and treatment throughout the institutional process." In itself, it is not training or treatment but provides a way in which "training and treatment can be applied effectively in an individual case." Classification may be conceived of as a method of pooling all relevant knowledge about an individual and a method by which all important decisions and activities affecting an individual are integrated.

There are three major types of classification systems in operation namely, the classification clinic or bureau, the integrated classification system, and the reception center system. The classification clinic or bureau is mainly for diagnostic purposes, and diagnostic reports and recommendations rest solely upon the attitude of the administrative authorities.

The integrated classification system consists of both professional and administrative personnel who cooperatively make recommendations. The professional personnel compiles the diagnostic material, and the interpretation of these data for a program for those committed is the responsibility of the total

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1Handbook on Classification in Correctional Institutions (The Committee on Classification and Case Work), New York, 1947, p. 3.
staff. With the superintendent of the school presiding as chairman of the committee, the decisions derived are official and binding upon those empowered to put them into effect.¹ The classification procedure at the Barrett School adheres to the pattern of the integrated system.

The Classification Committee

The use of committees or collaborative planning is becoming more and more a part of administrative policies in institutions. According to the United States Office of Education,² the use of committees in the institutional program is one of the "best methods of insuring the dissemination and support of administration policies and the integration of all services." Through representation, every member of the committee has an opportunity to become acquainted with some of the problems and to contribute to and become identified with the administration in promoting its services.

The committee on classification at the Barrett School is comprised of the superintendent who is the chairman of the committee, the assistant superintendent who reports on the students' cottage activities, the educational director, the psychiatrist and psychologist, two case workers and a student case worker, a clergyman, a nurse, housemother, an instructor

¹Ibid., p. 20.
and a secretary. Through the concerted efforts of these individuals, an attempt to meet the needs of the committed, the paroled and the problematic girl is the final objective. Paul W. Tappan\textsuperscript{1} states that:

The classification committee is an organization of personnel and procedures through which the rehabilitative facilities of the institution may be directed most effectively toward the solution of the problems presented by the individual. This it does by four steps: first, by analyzing the problems presented by the individual through the use of every available technique, i. e., through social, medical, psychiatric, and psychological examinations, educational and vocational studies and the analysis of religious and recreational factors; second, by deciding upon a program of treatment and training based upon a thorough understanding of these searching analyses; third, by ensuring that the program decided upon is put into operation; and fourth, by observing the progress of the adolescent under this program and by changing it when indicated.

The committee at the Barrett School assembles on the third Wednesday of each month in the morning. Following the reading of the minutes of the previous conference, the superintendent gives a summary report of the follow-up measures utilized and the progress made on each case discussed the previous month. Then the serious behavior problems are presented to the committee by the supervisor of the department in which the girl exhibited a problem in adjusting. Other supervisors such as the assistant superintendent report on the student's behavior in the cottage setting. If the educational director has had any direct contact with the same student, she will also

discuss this particular student's behavior and attitude in the classroom and on assignments. After a thorough presentation of the student's adjustment to the various phases of the school's program, the social history of the girl is presented by the case worker. The psychiatrist, psychologist, social worker and the superintendent give a temporary interpretation and diagnosis of the student's needs in light of the data presented. In certain situations the student is immediately referred to the psychiatrist and the psychologist for diagnosis and treatment.¹

Procedure Illustrations

The procedure of handling behavior difficulties of students reviewed in classification is illustrated by the case of Winnie, a fifteen year old girl committed to the institution in June, 1949 because of continuous association with elderly men and her frequent absence from home without her father's consent. Her case was reviewed in the December, 1949 classification conference. When the case worker presented the social history, it was indicated that Winnie was a product of a broken home with no close maternal ties and had little contact with her older siblings. Her quiet, reserved and withdrawn manner gave some indications of an introverted personality. The nurse's report disclosed that Winnie was in good health, but an arrested case of tuberculosis. The psychologist's

¹Personal observation at the Classification Conference, Barrett School For Girls, Glen Burnie, Maryland, September 21, 1949.
report revealed that she was of dull normal intelligence with an intelligence quotient of 82. The educational director's account of Winnie's behavior on assignments and in the classroom disclosed that Winnie had shown and demonstrated the tendencies of an aggressive child¹ who acted out her impulses as she was boisterous, profane and belligerent.

The psychiatrist recommended a thorough physical examination for Winnie and also that she be placed on an assignment with not more than two girls, preferably on an individual task. This recommendation seemed based upon the fact that Winnie was not ready for a group experience and found social contacts difficult. The educational director suggested that placement in another class with a different teacher might also be of some help to Winnie. The case worker pointed up the need for immediate psychiatric treatment.

As is characteristic of the classification procedure, after the committee had discussed the case and given some consideration to the student's feelings about the plans which were being considered for her, Winnie was brought in to participate in the committee's session. She was encouraged to express her opinion concerning her difficulties, and when she had no comment to make, the superintendent explained the recommendations and their purpose to her. The procedure utilized in reviewing those students eligible for parole from the Barrett

School is similar to that for reviewing those having behavior problems, except for the fact that the social worker presents the pertinent data concerning the student on a progress report which includes information from the nurse, psychiatrist, psychologist and the educational or vocational instructors plus the student's adjustment within the institution and the parole plans. After the presentation of this report, the committee discusses the assets or limitations in the proposed plans. A vote is taken as to whether release on parole for a girl should be approved or revised.

Linda, a fourteen year old girl, was committed to the Barrett School in January, 1949 because she was unable to get along with her step-father and remained away from home continuously without her parents' consent. Linda had been in the school for a period of thirteen months when her case was presented to the classification committee for parole. When the case worker presented Linda's progress report, it was pretty evident that Linda, at admission to the school, was an emotionally disturbed child. One symptomatic manifestation of her disturbance was enuresis. After a period of approximately two months, this symptom ceased, and the girl gave some indications of making a satisfactory adjustment. Linda was of normal intelligence with an intelligence quotient of 100 and had the ability to achieve a high school level of performance. It was further revealed that Linda had been able to get along with her fellow students and, on her assignments, was industrious
and cooperative. Linda had expressed her interest in returning to school in the community, consequently, plans for her parole hinged upon the fact that she would be placed with her mother and re-enter school at home.

The committee was concerned with Linda's negativistic attitude toward her step-father, and when she was called before the committee, she was encouraged to express her feelings about this relationship. Her statements showed that she resented the seemingly inattentiveness that her step-father gave her and that she misinterpreted his quiet, reserve manner as a lack of interest in her. She further disclosed that she had gained some understanding of the differences of personalities from her experience in the cottage setting and from the institutional activities. She showed some desire to assume some responsibility for making an effort to get along with her step-father and to make a satisfactory adjustment within the home. On the basis of this, the committee approved parole plans for her.

Students eligible for release from parole and from the school's supervision are reviewed by the committee. In these cases, the case worker presents the situation in a summarized adjustment report in the form of a brief statement giving the student's adjustment within the community. On the basis of this report, the committee decides whether the student is ready for and merits a release from parole or continued supervision, or in some cases, a return to the institution. The case of Carol, a seventeen year old adolescent, points out
the method employed in discharging students from the supervision of the school and from the custody of the community agency, the court.

Carol was paroled from the Barrett School in November, 1949. Prior to her training school experience, she had frequented neighborhood taverns and associated with undesirable companions. The adjustment report indicated that Carol was making an adequate adjustment to community living. She was living at home with her parents, supplementing the family income from her earnings as a sales clerk in a dry goods store, and participating in wholesome recreational activities. It was felt by the committee that this adolescent was apparently making a satisfactory adjustment in the community and demonstrating her responsibility to hold a job and contribute to the household expenses plus engage in acceptable activities, she merited a release from parole and the jurisdiction of the school.

It is evident that the classification procedure through the committee at the Barrett School is geared towards meeting the needs of those adolescents committed, enabling them to receive treatment and guidance. It makes possible a study of the individual with an aim toward adequate adjustment when returned to the community. This system is in keeping with good case work practices in view of the fact that it is concerned with a psycho-social study of the individual, her needs and difficulties; and every effort is made to use
cooperative planning to effect some satisfying adjustment through joint staff planning in the interest of the committed girl.
CHAPTER III

THE ROLE OF THE SOCIAL WORKER

Case workers' aims are therapeutic and aid in the release of an individual's capacity to find ways of solving her difficulty plus an attempt to alleviate the conflicts that have caused her emotional disturbance. The two case workers at the Barrett School are responsible not only for the admissions or the intake service and discharge of students but also assist the adolescent to develop and use her ability and capacity to make meaningful vocational, educational and social choices for herself. In addition, continuous case work services within the home is one of the major functions of the case worker attached to the institution. She interprets the personality and social needs of the student to her family and prepares those responsible for her for the eventual return of the adolescent to the community. When a student is being considered for return to the community, the case worker does intensive work with the family in order to facilitate the student's adjustments and readjustments to her home situation.

Intra-Mural Responsibilities

The case worker compiles the social facts about a girl's difficulties and then makes use of the institution's facilities and resources to meet her individual needs. A study of

1-Paul W. Tappan, op. cit., p. 460
the adolescent and her family begins at her arrival at the Barrett School, and a psycho-social history is compiled. Through frequent case work interviews, a meaningful relationship is established which is supportive in nature. The case worker encourages the student to discuss any difficulties that may arise during her stay within the institution. The worker counsels and interprets or clarifies for the student what constitutes eligibility for parole, and those plans or suggestions that may be helpful to her when she returns to her family. The worker reviews all possibilities presented by the student, and parole arrangements are formulated upon those plans found workable and acceptable by both the student and her family.

It is only as a last resort that the worker assumes an authoritative role and makes plans without considering a student's wishes. In such instances, the girl needs protection and is unable to participate in her own plans. Such situations usually center around transfer to a mental institution. In these situations, the worker clarifies for the family and the student the need for this kind of planning.

With the consent of the student and her family, the worker prepares the progress report which consists of the following: first, the length of time that the student has spent within the institution; second, the health report including any physical treatment the student received in the infirmary; third, the psychiatric and psychological findings; fourth, the student's adjustment within the institution; fifth, the family's interest
such as the number of visits made to see the student, letters and packages sent to her by the family; and finally, the parole plans representing cooperative planning on the part of the student, her family and the case worker.¹

Extra-Mural Activities

The parole plans are of major concern to the classification committee, and their recommendations of approval or revision are focused in that area. The adjustment report for the students eligible for release of parole is also prepared by the case worker based upon the home and environmental situation. This report contains brief and concise statements relating to the student's adjustment within the community, her employment, educational progress or quite frequently, her marriage. This report is prepared for distribution to the classification committee by the case worker at the conference.

In some institutions, however, each member of the committee orally summarizes a section of the report which refers to his department. In others, the report is given briefly by the case worker. One of the basic principles followed is the emphasis upon important findings, rather than an attempt to give all known information whether relevant or not. Long detailed presentations bore committee members, and the consequent inattention will preclude intelligent decisions being

¹Files of the Barrett School For Girls, Glen Burnie, Maryland, October, 1949.
made. Furthermore, the committee should discuss the case fully in all of its aspects before the student is brought into the room.¹

At the Barrett School, the case worker in presenting the cases summarizes the progress and adjustment reports. Moreover, the worker encourages a thorough discussion by the committee of the positive or negative factors which would tend to influence the student's adjustment within the community. After approval of the plans, the case worker notifies the court of the recommendations made and of the request of parole for the student.²

Students returning to the community very likely find it necessary to make adjustments and readjustments in their various social settings, and this in itself may constitute problems developing from mild states of anxiety extending to acute mental disturbances.³ The case workers at the Barrett School attempt to assist the student as much as possible during this period of adjustment and readjustment in the community, but they are unable to function effectively as aftercare workers because the case work services within the institution require and necessitate the undivided time and attention of the two social workers.

¹Handbook on Classification in Correctional Institutions, op. cit., p. 55.


Students interested in re-entering academic school in the community are referred by the case worker to the educational testing centers in the local vicinity for examination to determine grade placements. When a student is ready to return to school, the social worker is responsible for making contacts with the local school, either directly or through a local social agency to discuss the student's school placement and program. The recognition of the student's capabilities, interests and needs are the responsibility of not only the training school but also of the academic school within the community.

Frequently, students are placed in wage homes and paroled as licensed beauticians. The social worker finds the home for the student, places and supervises her in it; and an effort is made by the case workers at the Barrett School to use all available community resources. Students without any employment record are referred to protective services of departments of public welfare and also to various community agencies, that is, state employment services and other agencies serving youth seeking jobs.

The social services rendered by the case workers at the Barrett School attempt to enable a student to release her capacity for personal and social development plus afford an opportunity for a student to have some means of gratifying her basic needs. They are aimed to assist the student in deciding upon and selecting meaningful experiences which produce a
measure of success acceptable to a girl and her family. Moreover, the social case workers are trained persons, skilled in understanding people and in establishing relationships which can prove meaningful and helpful to girls who are adjudged delinquent and express their conflicts personally and socially through asocial behavior.

\[1\] Gordon Hamilton, *op. cit.*, pp. 5-6.
CHAPTER IV

PROBLEMS ENCOUNTERED IN CLASSIFICATION

The social worker encounters a variety of problems while participating in the classification conference at the Barrett School and also while planning with some students acceptable plans for their return to the community. One of the problems stem from difference of opinion among staff members around parole recommendations previously worked out for a student and her family.

The case of Cora, a sixteen year old girl illustrates this situation. The progress report presented by the worker in the December 1949 classification conference revealed that Cora was a socially handicapped child born out of wedlock and the product of a broken home along with two other half-sisters. Upon her commitment to the Barrett School in January, 1945 for disobedience in the home and truancy from school, she was found to be a healthy young girl with an intelligence quotient of 122 indicating superior intelligence. Cora was paroled to her mother within approximately a year and a half after commitment but made a poor adjustment in the community and was returned to the Barrett School the next month. The following year, she was again paroled to her mother but was returned to the institution the following school year because she remained away from home and associated with undesirable company. It was

\[^1\text{Personal observation, op. cit., October 19, 1949.}\]
indicated that Cora's behavior during her irregular stay at the Barrett School changed from a seemingly introverted personality, quiet, shy and withdrawn to a hostile, aggressive child who actively and passively acted out her impulses.¹ She became boisterous, stubborn, uncooperative, untidy, engaged in homosexual practices and used profanity consistently. It was believed that Cora's behavior seemed to indicate tendencies of an over-institutionalized child who received too much protection and security in a controlled environment. There are those children who, having spent several years within the confines of an institution, develop symptoms in direct contrast to previously expressed behavior which seemed psychopathic in nature.²

The parole plans originally worked out with Cora and her family were that she was going to seek employment as a domestic helper as a result of her training and experience from the Barrett School. The plans also requested that she be referred to the Protective Services of the Department of Welfare and also be supervised by a Mental Hygiene Clinic. Upon her final return to the institution, the psychiatrist recommended that Cora be retested by the psychologist prior to her parole from the school. Cora was given an opportunity to participate in the classification


conference, and her statements indicated that she was tired of institutional life and was looking forward to returning to the community and obtaining a job. The recommendations were explained to her and the necessity of postponing her parole from the institution.

The psychiatric and psychological results revealed that mentally Cora had deteriorated and her intelligence quotient rating had decreased forty points placing her in a dull normal intelligence group. It was also indicated that she tended to be irresponsible, with a need to gratify her impulses. On the basis of this report, the psychiatrist recommended that parole plans for her return to the community be disregarded and that Cora should be referred to a mental institution for treatment thereby attempting to prevent the development of a psychosis in later years.

Ina, a fifteen year old girl, was committed to the Barrett School in October, 1948 because she did not like the responsibility of caring for her three younger siblings and because of this, remained away from home without her father's consent. When the case worker presented her progress report to the October, 1949 classification committee, it was evident that Ina was a product of a broken home resulting from the death of her mother three years previously. Because an elder sister had died of tuberculosis, it was Ina's responsibility to care for her younger siblings. It was also revealed that she was a healthy young girl of dull normal intelligence with an
intelligence quotient of 89. It was pretty evident that Ina entered the school an aggressive adolescent who acted out her hostility through defiance, boisterousness and uncooperativeness but showed a definite change in behavior before being presented to the classification committee. She was described as a willing and industrious worker who took pride in her achievements. Quite frequently, students entering an institution for the first time have deep-seated feelings of insecurity, and the mere sight or presence of the institution produces reactions which suddenly bring the repressed feelings to the surface.\(^1\) Ina became cooperative, courteous and displayed definite characteristics of leadership ability. She was able to get along with the girls and was frequently called upon to settle disputes as the girls respected her judgment.

The parole plans worked out with Ina and her father indicated that she would return to her father's home and immediately take the job obtained for her by the case worker. It was pointed out that she would make a capable domestic helper as she received an excellent work record resulting from her vocational experience. The plans were approved with the recommendation by the psychiatrist that Ina should be retained within the institution for the purpose of having another chest x-ray made to verify her physical status.

\(^1\)Gordon Hamilton, *op. cit.*, p. 268.
Ina was called in to participate in the classification conference, and her statements tended to indicate feelings of disappointment concerning the delay in her return to the community. She expressed fears about the job waiting for her. It was then suggested that she talk further with the case worker at a later date for more understanding of the recommendation.

A somewhat similar situation occurred in the case of Rita, a fourteen year old girl committed to the Barrett School in September, 1948 for cashing checks amounting to approximately $290 which she had taken from various people. The following year, the case worker presented her progress report to the classification committee at which time it was brought out that Rita was a healthy, young adolescent of dull normal intelligence with an intelligence quotient of 88. It was also pointed up that Rita came from a normal family group with both parents in the home and one younger sibling. The report indicated that Rita was able to get along with the girls and was found to be pleasant, polite and cooperative. Her abilities in academic and vocational studies were described as good. She completed the eighth grade within the institution's academic school and was looking forward to attending high school in the community when paroled from the Barrett School. The parole plans indicated that Rita would be returned to her family and would enter high school at home. The parole plans were approved with the recommendation by the psychiatrist that Rita's parole from the Barrett
School be delayed until she could be retested as there were indications that she might be able to achieve a higher score than she already had.

When Rita was called in to the classification conference and told of the decisions arrived at, she stated that she understood but cried. This reaction could be interpreted perhaps to the effect that Rita understood the decision intellectually but did not accept it emotionally. Rita expressed reluctance in entering school after the semester had started. She was advised to express her feelings with the case worker at a later date.

The adolescent's need for self-assertion and her ambivalent feelings toward dependency and independence had presented problems to the case worker in planning for the adolescent's parole from the Barrett School. The case of Angela, a fifteen year old girl committed in December, 1948 for remaining away from home without her mother's consent and for injuring a school mate with a knife during a fight, is an example of this type of problem. The case worker presented Angela's progress report to the classification conference the following year at which time it was brought out that Angela was born out of wedlock and her mother living in a common-law relationship and having had six children as a result of this

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1Ibid., p. 252.

union. It was revealed that Angela was essentially healthy except for a positive Wasserman, which was diagnosed by the physician as a congenital disorder. Her intelligence quotient of 72 placed her in the category of borderline intelligence which would tend to explain why she was unable to function beyond the level of elementary school.

Angela's behavior within the institution such as her non-acceptance of the program scheduled for her, her frequent complaints of fatigue, her craving for sleep and her seeming inability to accept explanations, tended to give some indications of a neurosis. The parole plans revealed that Angela wanted to be returned to her family so as to assume the responsibility of caring for her younger half-sisters and brothers while her mother went to work out of the home. This desire for responsibility seemed to be a manifestation of her adolescent desire to function on an adult level.

When Angela was brought into the classification conference, she indicated that she no longer wanted to return to her home as she did not like small children, and she implied that her mother had too many of them. She also related an incident in which she placed a former employer's baby in a pillow case with a hot water bottle and left it alone in the house. This complete reverse in decision on Angela's part seemed to indicate that she was not ready to accept the responsibility that she had professed and was frightened by what was involved, and the approaching realization of the situation motivated this change
of mind. On the basis of this, the parole plans were rejected pending further planning with Angela and her family by the case worker.

The case of Grace, a sixteen year old married girl committed to the Barrett School in June, 1949 because her mother believed that she was living immorally and who was separated from her husband, is another example of this type of problem. The case worker presented her progress report to the classification committee eight months after her commitment to the school. It was revealed that she was a healthy, mentally retarded individual with an intelligence quotient of 61. It was pretty evident that she was able to relate positively with people, as she was seldom ever involved in any difficulties with the students or the staff. There were some indications that she had been somewhat over-indulgled by her parents because she was very demanding at times and frequently sulked and pouted when denied her wishes. It was pretty evident that Grace could not decide whether she wanted to return home to her mother or to live by herself under the supervision of the Protective Services of the Department of Welfare. She indicated that she would like the classification committee to help her to make this decision. The committee decided that she would make a better adjustment in the home of her mother.

Grace was called in to participate in the classification conference and the decision arrived at by the committee related to her. Her statements carried implications to the effect that
she felt that she was able to function on an adult level and did not want to return to her mother's home. The committee decided to postpone parole plans for her until something definite could be worked out.

Another example of the conflict and dilemma of the adolescent is the case of Betty, a fifteen year old girl committed to the Barrett School in October, 1948 because she truanted from school and slept in parks at night. When the case worker presented her progress report, it was pretty evident that she was a rejected child, born out of wedlock and placed with different relatives to live at various times. The report indicated that she was a healthy young girl, mentally retarded with an intelligence quotient of 69. She had presented no particular behavior difficulties while in the institution and received favorable reports from all the supervisors. The parole plans indicated that Betty had expressed a desire to return to the home of one of her relatives and to seek employment in a laundry or as a domestic helper. The committee felt that Betty might be able to make an adequate adjustment within the community based upon her ability to get along with people and her willingness to work.

Betty was called in to participate in the classification conference at which time she stated that she did not want to return to the community but instead, preferred to remain within the institution. This decision on Betty's part seemed to indicate her fear and insecurity towards returning to the
community. It is highly possible that the uniformity of the rules and regulations within the institution provided a sense of security not found in the community. The committee postponed Betty's release until other plans could be evolved.

Parental and Family Attitudes

Parental and family attitudes presented problems in regard to a student's parole. The case of Lena, a fifteen year old girl committed to the institution in October, 1949 because she remained away from home without her mother's consent and associated with undesirable company, is an example of this situation. Upon physical examination it was revealed that Lena was about three months pregnant, and since there are no facilities within the institution for the care of pregnant girls, Lena was presented to the classification committee for parole from the Barrett School. The progress report indicated that Lena was born out of wedlock and had been cared for by her maternal grandmother as her own mother had completely rejected her. It was also brought out that the grandmother could no longer care for Lena, and the responsibility was placed upon the mother with whom she had no contact. The parole plans indicated that Lena was to be paroled to her mother so that she could attend the clinics within the community and receive the proper pre- and post-natal care. The committee approved the plans for Lena.

Lena was called in to participate in the conference, but had little to say. She seemed to be glad to be leaving the
institution. But it was pretty evident that Lena's mother still did not want her as she delayed and postponed taking Lena away from the institution for two months.

In a similar situation Nora, a fifteen year old girl was committed to the Barrett School because she truanted from school continuously. The case worker presented her progress report sixteen months later to the classification committee at which time it was revealed that Nora was born out of wedlock and had been reared by her mother and maternal grandmother. It was pretty evident by her behavior in the institution that she was an aggressive child who acted out her impulses through defiance, bullying, profanity and rudeness. It was indicated that she was of low average intelligence with an intelligence quotient of 97 and she was in good health. It was pointed out that Nora was performing creditably in the cosmetology department, and therefore her parole plans hinged upon the fact that she would be returned to her mother and seek employment in a beauty shoppe. Nora was called in to the classification conference and appeared to be pleased with the committee's approval of the plans. Nora's mother who had given her consent previously, refused to go along with the decision. One month after being notified, she consented to have Nora return to her.

The case of Cynthia is another example of this type of problem. Cynthia was committed to the school in December, 1948 because she was continuously disobedient and associated with undesirable friends. The case worker presented her progress
report thirteen months later to the classification committee when it was revealed that she was a product of a broken home and that her father had deserted the home for approximately ten years. Cynthia was found to be a healthy, young girl with an intelligence rating of 95. She had the capacity to perform satisfactorily in school, therefore, her parole plans centered around the fact that she would be returned to her mother to re-enter school at home. The committee approved the plans on that basis. But Cynthia's mother refused to take her home until the court made it mandatory upon her.

Problems in The Community

The lack of adequate facilities within the community can present problems which hinder effective planning for students leaving the institution and returning to the community. The case of Sally, a sixteen year old girl committed to the Barrett School in November, 1948 for promiscuity, is an example of this type of problem. The case worker presented her progress report to the classification committee a year and a half later at which time it was brought out that Sally was a product of a broken home resulting from the death of her father. It was indicated that she was a healthy young girl of borderline intelligence with an intelligence quotient of 70. It was pointed out that Sally had been a constant runaway problem while in the institution and had become pregnant while on her last runaway escapade. It was necessary that Sally should be released from the institution to secure
medical care, but her mother rejected her at this point. Therefore, parole plans had to be postponed. The problem became more complicated because there were no facilities for unmarried mothers in the community, and it became most difficult to secure foster home placement for a pregnant girl with low mental capacity.

A similar situation is illustrated in the case of Sue, a thirteen year old girl committed to the Barrett School for stealing and disobedient behavior. The case worker presented the progress report which revealed that Sue's father had deserted the home and her mother had died several years ago. She and her two older siblings had been placed in a foster home with a somewhat rigid authoritative foster mother. It was pointed out that Sue had become pregnant while a runaway from the school. There were indications that Sue had fears about returning to her foster's home. Because of the lack of an appropriate agency or a home for unmarried mothers, it was necessary to refer Sue to the Department of Welfare and requested assistance in locating temporary placement for her.

The case of Bertha, a seventeen year old girl committed to the Barrett School for associating with undesirable company and stealing, also points up the lack of adequate facilities within the community. The case worker presented the progress report which indicated that Bertha was a healthy, young girl, mentally deficient with an intelligence quotient of 61. The psychiatrist indicated that she would need constant supervision and recommended that she be referred to an institution
for the feebleminded. Her mental capacity however, disqualified her from admission to the mental institution because they only accept persons with an intelligence quotient below 60.¹ Therefore, plans were made to return Bertha to the community under the supervision of the Mental Hygiene Clinic.

These problems, which necessitated substitute placement, impaired effective planning and obstructed satisfactory adjustment and progress for a student. It pointed out community need for maternity and detention facilities for pregnant unmarried girls and for the child with low mental ability.

¹Files, op. cit., October, 1949.
CHAPTER V

CONCLUSIONS

Classification of students is a comparatively new procedure in many training schools, and therefore, its functions vary within these institutions. At the Barrett School, Glen Burnie, Maryland, classification is used as a means of evaluating the needs and progress of a student in the institution and deciding whether she is capable of making a satisfactory adjustment in the community. It is also used to determine the progress and type of adjustment in the community of those students having been paroled from the school for a period of a year or more. Behavior difficulties are also presented in classification with the aim of furnishing a way which would facilitate adequate treatment of these problems.

Classification is primarily a method for the pooling of relevant knowledge about an individual, and a method by which all important decisions and activities affecting an individual are correlated. There are three major types of classification systems in operation, namely; first, the classification clinic or bureau, second, the integrated classification system, and third, the reception center system. Of the three, the integrated classification system has been described as the most effective since it consists of both the administrative and professional personnel who cooperatively make recommendations. The classification procedure at the Barrett School adheres to
this pattern with the superintendent of the school presiding as chairman of the classification committee the decisions derived at from this system are official and are to be put into effect by the group.

The classification committee at the Barrett School is composed of the superintendent, the assistant superintendent, the educational director, the psychiatrist, psychologist, two case workers, a student case worker, a clergyman, a nurse, a housemother, an instructor and a secretary. The concerted efforts of the committee are directed towards meeting the needs of the committed, the paroled and the problematic girl.

After the reading of the previous conference, the cases to be staffed are presented by the case workers. The committee discusses the case fully in all of its aspects, and then the student is called in to participate in the conference and express her feelings concerning the plans being evolved for her. The committee either approves the plans for the student or rejects them with recommendations.

It is evident that classification procedure, the committee and its functions at the Barrett School, are geared towards meeting the needs of those adolescents committed for various reasons, enabling them to receive treatment and guidance and making possible an adequate adjustment when returned to the community. This system is in keeping with good case work practices in view of the fact that it is concerned with the study of the individual, her needs and difficulties; and every
effort is made to cooperatively plan to bring out some satisfying adjustment through joint staff planning.

The two case workers at the Barrett School are responsible for the intra-mural and extra-mural services and activities within and outside of the institution. The case workers compile the social history about a girl's difficulties and then apply the institution's facilities and resources to her individual needs. When a student is eligible for parole, the worker counsels and clarifies whatever plans or suggestions that may prove helpful to her when she returns to the family. With the consent of the student, and her family, the case worker prepares the progress report stressing parole plans. The worker summarizes this report at the conference and then encourages a thorough discussion of the positive or negative factors which would tend to influence the student's adjustment within the community. The case workers attempt to assist the student as much as possible during her period of adjustment and readjustment in the community, but are unable to function effectively as after-care workers because the case work services within the institution require and necessitate their undivided attention and time. The social case workers at the Barrett School are trained persons, skilled in understanding people and in establishing relationships which can prove meaningful and helpful to girls who are adjudged delinquent and express their conflicts personally and socially through asocial behavior.

The social worker encounters a variety of problems while
participating in the classification conference at the Barrett School and also while planning with students acceptable arrangements for their return to the community. Some problems stem from conflict with staff members centered around parole plans previously worked out with the student and her family. The adolescent's need for self-assertion and her ambivalent feelings towards dependency and independence have also presented problems to the case worker in planning for the adolescent's parole from the institution. Another problem faced by the case worker is created by the parental and family attitudes toward the student. Frequently, the parents are unable to accept the return of the student to the community. They accept the plans intellectually but reject them when faced with the actual realization of the situation. The lack of adequate facilities within the community also constitutes a problem for the case worker. There seems to be a need for additional facilities within the community for unmarried mothers and also for those students of limited intelligence. At present, inadequate methods of treatment are being substituted which could impair a student's adjustment within the community. There is a need for maternity and detention facilities for pregnant unmarried girls and for the child of low mental ability.

In conclusion, the classification procedure at the Barrett School for Girls is a method by which both the staff and the student are able to work out cooperatively acceptable
and meaningful plans through joint committee conferences. This procedure adheres to good case work practices as it relies upon social data, diagnostic thinking, student participation and collaborative planning. The after care services recommended by the classification committee are somewhat ineffective as the social services within the institution demand the undivided attention of the two case workers.

The classification system as it operates at the Barrett School For Girls focuses more attention upon the student to be paroled from the institution than in any other area. The writer feels that the functions of the classification system could be augmented and thereby serve to improve the effectiveness of the institution's program. First, by classifying each student as they enter the institution, exploring all possible areas through the use of psychiatric and psychological examinations; second, by observing monthly the progress of the student under the prescribed program and by changing it when indicated.
APPENDIX
SCHEDULE

I. Name of girl

II. Identifying Data
   A. I. Q.
   B. Age
   C. Family Situation
      1. Broken home
      2. Parents in the home
      3. Siblings
      4. Others
   D. Health

III. Reason for Commitment
   A. Behavior in the Home
   B. Behavior in the School
   C. General behavior within the Community

IV. Length of Time Within the Institution

V. Adjustment Within the Institution

VI. Parole
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