THE ANGELS

A STUDY OF THE INSTITUTIONAL SYSTEM
OF INDIANA GIRL'S SCHOOL

By

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for making this study possible.

Sincerely,

Ora Lee Simpson

"There is so much bad in the best of us, and so much good in the worst of us, it behooves any of us to talk about the rest of us."
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INTRODUCTION

The Indiana Girl's School, located off State Road 136 in Indianapolis, Indiana, "is maintained for the correction of girls who have been found to be delinquent children by courts having juvenile jurisdiction; and they are committed from every judicial district in the state."¹ The ages of these girls range from 12 to 20.

I chose to spend three months at this school as a housemother, in order to familiarize myself with the purposes and functioning of such a school and the effect that it has on the girls.

I am sure I have reacted to many situations very differently than my co-workers since I am at this time the youngest housemother in the history of Indiana Girl's School. However, in this paper I shall attempt to provide the reader with an overview of the physical and emotional campus as well as a view of the personnel and their relationships with the girls. The second part of the paper will be concerned with a case study of one of the inmates.

Someone once told me that first impressions were generally correct. I remember my first impression of Indiana Girl's School. I wrote "There is so much to see and do here that one

¹Marion County Grand Jury, Special Report; Filed October 28, 1964, July Term, 1964.
would never believe it. It is a different world." How valid those words were, I found out about three months later. I couldn't get over the feeling of walking across campus and hearing voices but seeing no people. There was just me and the voices. This made me feel as if the cottages and trees knew something that they couldn't tell me, but which I would soon find out.

Indiana Girls's School is located about 8 miles west of Indianapolis on State Road 134 and was established in 1907. Girls are committed to the school from the ages of 12 to 18. However, they may be retained in the institution until they are 20.

Indiana Girl's School has a very beautiful campus consisting of 25 acres. The cottages are built in colonial style architecture and are attractively spaced across the campus. There are 9 such cottages, 3 of which at the present time have populations ranging from 17 to 22.

In the spring the fragrance of apple and plum blossoms along with faint honeysuckle and mimosa capture your senses. It is hard not to think of this as other than a college campus.

The chapel occupies the center of the campus. It is one of the newer buildings to be found here. The school is the newest building, being built in 1951. Other buildings on campus consist of an administration building, a hospital, a
canteen and clothes room, a store and a set of homes which the men occupy called the bungalows.

I am not sure what I expected when I arrived on the campus that first of March. However, the first day's experience showed me that somehow one cannot fathom the depth of wonderment on a campus of this type. I thought back over my experiences while I was student teaching in the sixth grade and realized that during those three months I had not really encountered any problems.

The girls look no differently from the girls that one meets on the street everyday. In fact, they look no differently than your sister or your best friend. Somehow, I suppose one naturally expects something different of a girl who has been adjudged delinquent. This is also unfortunate.
Cottage Life

The cottages are the hubs around which the wheels of Girls school revolves. They provide the girls with homes for a minimum of six months and a maximum of seven or eight years, depending on the age at which a girl arrives.

There are nine cottages on campus, eight of which are in use. Two of the cottages are used for new girls; one is an honor cottage; and the other cottages are used for girls who are returnees or whose conduct has not warranted a reclassification to honor cottage.

The cottage staff consists of a housemother, an assistant housemother, a laundry officer, a kitchen officer, and a night watchman. The housemother and assistant housemother work six days and are off three. Their hours are from 6:00 A.M. to 9:00 P.M. The kitchen officer works a six and three also and has 6:00 A.M. to 6:30 P.M. hours. The laundry officer works five days and has the weekends off. She works from 7:30 A.M. 'til 5:00 P.M. The night watchman is on duty from 7:00 P.M. 'til 6:00 A.M. and she, too, works six days and is off three.

The cottages are of either the L-shape or Bent T-shape and are two and one half stories high. The second story consists of the living quarters of the girls and the housemother's office. On the first floor is found the staff living quarters,
the laundry, the kitchen, and the dining rooms. The upper story is used mainly for storage quarters.

The girls have separate rooms which include a bed, dresser, bookcase, and chair. This is true in all cottages except Cottage #8, which is a special discipline cottage.

The cottages are old and in many cases need repair; however, this need is not as apparent as it has been in the past few years. Most of them have hardwood floors and they are heated by steam. The furnishings in the cottages are old; however, they are somewhat attractive.

One day in the cottage can be very interesting; however, two days and the routine becomes staggering. A typical cottage day begins at 6:00 A.M. It is at this time that the girls are awakened when the lights in their rooms are turned on. The housemother then goes to every girl's room, opens the door and says, "Good morning." Next, the hall girls "excuses the line." In this process, each girl is allowed to go to the bathroom to shower, use the toilet, and empty her room pail. After breakfast the line is excused again and at this time each girl brushes her teeth.

Before school the upstairs has to be cleaned and enough girls are assigned jobs in order that this cleaning can be accomplished. The girls dust and buff the floors and furniture, clean the office, and clean both the girls' and staff bathrooms. At the second school whistle the girls are off to
school. For those girls who remain in the cottage there is work to be done, either in the kitchen, the laundry, or an outside job.

At 11:30 A.M. the girls leave school and return to the cottage for lunch. After lunch another excuse line is run and by 12:50 P.M. they are on their way to school. This time they do not return until 3:30 P.M. On some days during the week, the girls return home earlier in order that they may go to canteen, skating, or to the show.

At 5:00 P.M. dinner is served and afterwards, another excuse line is run. From approximately 6:00 P.M. to 7:00 P.M., the girls are in their rooms. They may use this time to study, write letters, or read books. From 7:00 P.M. to 8:00 P.M., each night is recreation period. The use of this time varies with each cottage. From 8:00 P.M. to 8:30 P.M. the girls prepare for bed and finally, at 9:00 P.M. the lights are turned out in anticipation of another day beginning at 5:00 A.M.

The duties of the housemother are never ending. She is the constant overseer of her girls and primary disciplinarian. She is responsible for the supervision of the entire cottage. Specifically, her duties are:

1. Supervise and teach girls the care of their own rooms. Give general inspection once daily and a thorough inspection once per week.
2. Supervise and teach girls care of halls, stairs, staff rooms, front porch and attic.
3. Supervise care and distribution of girl's clothes.
4. Supervise clothes room.
5. Supervise care and distribution of girls' bedroom and personal linen.
6. Supervise mending night.
7. Supervise collection of laundry and send to laundry officer.
8. Check household and personal laundry returned from the cottage and from central laundry.
9. Schedule girls to all departments in cottage.
10. Responsible for all reports.
11. Inspect fire equipment and fire escape doors once per week.
12. Take girls to chapel, show, school, canteen, skating, and other activities.
13. Inspect all girls before they leave the cottage.
14. Responsible for recreation hour.
15. Plan for staff rotation to eat with girls.
16. Plan for staff rotation to act as hostess for all meals in staff dining rooms.

One might think that this is a sizeable enough list for a housemother; however, aside from these duties which are rather general, a housemother must be constantly alert to
personality difficulties. She must arbitrate fights among the girls as well as among the officers, and counsel in times of stress.

Cottages Six and Three are set up solely for the new girls who arrive at Indiana Girl's School. These are girls who have not acquired the tag of "returnee." This is done in an effort to stifle the accounts of casing and to cut down on the number of girls having to stay past their six months.

This is a new program and as yet, it hasn't really gotten its feet on the ground. However, the advantages of such a program are beginning to be recognized. Among those advantages that I have witnessed is what I would consider a lowered incidence of "casing" among the new girls or at least a longer period of dormancy in which new girls do not adhere to that "strange way of living."

"Casing" is a term which cannot be precisely defined. It has existed for more than 20 years and probably for as long as anyone familiar with the school can remember. It is a relationship which one girl builds with another that can extend from the writing of innocent "types" (love notes) to homosexual intercourse. However, I shall delve deeper into this in a latter part of this paper.

Girls that have been in the institution over a period of time and who have no real desire to go home, develop an indifferent attitude. Somehow, I don't feel as if I have quite
captured their feelings in the word indifferent. They have been here long enough to realize that if they threaten an officer, mutilate themselves, or attempt to run, that they may receive a stay back of some length. Yet, it is these girls who run and try to influence others to run. A new, unsuspecting and somewhat frightened girl could be influenced easily by some "returnee" who supposedly knew the ropes. This points up another advantage of a cottage explicitly for new girls.

After spending approximately three months in Cottage Six or Three, a girl has an opportunity to be transferred to the Honor Cottage which is Cottage Nine the girls experience a definite lengthening of their privileges. The doors to their rooms can be opened from the inside, thus restoring their privilege of a door knob. They are also allowed to sit in the halls and talk to other girls. This, too, is a privilege denied girls in other cottages in an effort to stifle "casing." Their recreation period extends from 7:30 P.M. 'til 9:00 P.M., while in the other cottages recreation is scheduled from 7:00 P.M. 'til 9:00 P.M.

When the girls enter Cottage Nine, they are expected to have gained a measure of self-discipline. This, however, does not always hold true. A substantial amount of "casing" does go on within the cottage and outside of the cottage by girls who live there. Consequently, some girls are soon removed from the cottage and go to live in either One, Two, Five or
Seven. This is looked upon by officers and girls as a sort of demotion.

Cottage Eight is a special detention cottage. Up until recently, it has received the severest criticism because it was regarded as a fire trap. There was no immediate way of releasing the girls in special detention in case fire would have broken out.

Girls are detained in Cottage Eight for various reasons. However, the most common reasons are an attempt to run, or extreme disorderly conduct. The majority of the girls who frequent Cottage Eight are the "returnees," or girls who have remained on the campus past their six months for some reason or another. These girls one will find to be the most habitual "casers." "Types" are passed from one to another by any methods conducive. They may be passed in magazines or books, or they may be passed in hair rollers.

The girls in Cottage Eight live a special kind of life. They have to get along with only a mattress and bed covers. They are allowed combs, and fashion hair rollers out of clean sanitary napkins. They eat on paper plates, drink out of plastic cups, and use wooden flat ware. Out of the wooden spoons and forks, the girls fashion eyebrow tweezers. A mirror proves to be not much more of a problem, since they fold their blanket nicely and slip it between the bars and the plexiglass panes and are able to see their images. These girls
really actuate "Necessity is the mother of invention."

These girls whom I have been discussing live on the "hall." This means that they live in the twenty-seven rooms outside of the cells. The cells are the subject of much controversy. The Indiana Citizens Council on Crime and Delinquency of the National Council on Crime and Delinquency had this to say about the cells found at the Indiana Girl's School:

"This is Cottage 3, which has a wing of cell-like rooms which are more suitable for a maximum security men's prison. They are a disgrace to the State of Indiana.... Although some type of security room is necessary, this wing of cells should be done away with.... It is felt that, even though the state has been lax in providing qualified staff and better facilities, this is no excuse for the use of.... prisonlike cells."

At my first glimpse of the cells, I recoiled in initial horror. They seemed so cold and barren, much too hard for girls. The cells are just eight cement rooms. There are even no mattresses on the floor for the girls to occupy. They can have no combs, clothes or even toothbrushes in their rooms. This is strictest of confinement here at the girl's school.

As each girl goes back to her cement cloister, a huge metal door is electronically locked behind her. Yet, there

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are girls at the Indiana Girl's School whose primary purpose is to spend time in "Hall's" as it is called or the "halls." Reasons for this I shall go further into at a later time.

Mr. Walker and Miss Hammond feel that the maximum time that a girl should spend in the cell is one week. The rest of her time in Cottage Eight should be spent on the "hall," where after two weeks of good behavior she can be returned to regular cottage life or be allowed to work outside of Cottage Eight in the day and returned before dinner. Being able to work outside of the cottage is indeed a privilege for some of these girls because the time that they spend on the "hall" can run into months. These girls enjoy no recreation period, no movies, canteen treats, or off campus activities.

The remaining cottages are used for returnees, or new girls whose adjustment to their specific cottage has not been satisfactory but has not been deviant enough to warrant a trip to Cottage Eight.

The greatest threat to the present theory of cottage life for girls at an institution of this sort is the lack of policy consistency among the staff members. There seems to hang over the campus an aura or mist of duties and rules to which to adhere. However, everyone seems to be grabbing at that aura as if looking for the pot of gold at the end of a rainbow. Feeling that there is no real solution or system to follow, each member sets up his or her own standards, the
strength and breadth of which may differ considerably from
cottage to cottage and yet dogmatically defends that position
as if every poke at that platform was a poke at the person.
Here, I can see quite significantly where personal grievances
greatly impede the efficiency of an institution.

I have also found that knowledge of policies and purposes
between departments are not being synthesized. Therefore,
there arises in some corners a contempt for the efforts
initiated in another department. This contempt is often
mixed with jealousy and a good working relationship which is
violently needed, has been sacrificed.

Personnel

The bulk of the personnel at the Girl's School is members
of the cottage staffs in some form or another. Other members
of the campus personnel include the administrative staff,
the counselors, the teachers, the dentist, doctor, psychologists,
psychiatrist, chaplain, Sunday School teachers, and
the custodial staff.

I have often heard it said that the most interesting
study that could be done at the school would be a psychological study of the people who elect to go there and work with
the girls. To this, I must agree.

The majority of the staff members at the girl school are
very conscientious and hard working. Those closest to the
girls are the housemothers. They, in time, come to look upon
the girls as their own very special children. Many jealously
guard the rights of their girls here at the institution.

The staff includes many trained professionals, but these
are not the people with whom the girls are in constant day to
day contact. These are the people who the girls see only
after they have been summoned to classification or court, if
they are not in attendance at school. These, however, are not
close contacts and often are terminated in a brief span of
time. Many times the girls will have developed some adverse
feeling toward the professional persons.

The staff members to whom the girls must constantly turn
for guidance, feelings of security, counseling, and just warm
assurance are people, unprofessional in character, and who,
in many cases, because of lack of understandings, stemming
from limited education, are unable to fill the voids of most
of the girls. Quite naturally there are a few outstanding ex-
ceptions to the above statement, but these were acquired
through experience tempered with good common sense.

Some of the members of the personnel see the girls as
behavior problems, while others see them as criminals. Some
members set themselves up as self-righteous judges and others
as naive sophisticates. Most experience a grave inadequacy
in helping girls to help themselves. This naturally leads to
life in a cottage based on rules and regulations rather than
on understandings.

None, however, can say that all employees here do not work hard in some capacity. The staff has a genuine feeling for the girls, whatever their other failings may be.

School

The school here is named for Eliza Hendricks and is the newest building on campus. It was built in 1951. The building is an extreme credit to the campus with its modern architecture and facilities. There are presently twelve teachers employed in the school providing the girls with a full day's schedule of classes. All girls up until their sixteenth birthday are required to attend school for at least half a day.

The curriculum provides a vocational as well as an academic round of classes. The vocational courses include beauty culture, florist training, waitress training, clothing, various business courses, and a series of home nurses training. Academic courses include math, English, speech, social studies, government, U. S. History, arts and crafts, science and other required courses that would be included in a normal academic program. There is, however, no physical education program or facilities.

The beauty school provides excellent training for both Negro and white girls under the very capable direction of a
licensed beautician and instructor. To this section of the school each girl on campus comes at least once every two weeks in order to have her hair done. This section of the school serves a double purpose. The girls in training get in a tremendous amount of practice and the other girls reap the benefits of that practice. The schedule does not always run as smoothly as it should but this is due to the tremendous number of girls needing to get into beauty school and the small number of girls who are actually in training.

The other teachers in the school are also doing a tremendous job. The orientation of their courses must be somewhat different than if they were teaching on the "outside" because of the over all unique nature of these girls. The girls, for the most part, have not attended school and if they have attended school, it was not so much for scholastic gains. Therefore, classes must always be geared to a very basic understanding. It is seldom that an instructor gets much further along in a course than this initial step. Girls constantly being admitted to classes and being withdrawn from classes also make the teachers' load at Eliza Hendricks School a doubly heavy one.

The principal of the school is a very conscientious woman and would like to see every girl at Indiana Girl's School attending school. However, this is not possible.

The counselors have their offices within the school and
work very close with the school personnel in providing a wholesome program for the students there.

Girls

"Sugar and spice and everything nice. That's what little girls are made of."

No doubt every girl here was thought of in those terms at one time in her life. Many will return to the "outside" and take on these attributes again. People ask, "What are the girls like in Girl's School?" Many have presupposed ideas and expect one's answer to fit neatly into their stereotypes. There are pretty girls here and not so pretty ones, big ones and small ones, blondes and brunettes, Negro and white. In fact, a few months ago you may actually have passed one of these girls on the street. It might have been your street.

These girls come from a variety of environments. Many are from the city, such regions as the Lake County, Gary area. Others are from the small towns and farm lands. The majority of them are victims of broken homes; however, this is not true of all of the girls. Some of the homes have provided the girls with an abundance of material pleasures. In some, the girls have been deprived of every extrinsic reward. Although these characteristics line up at extreme ends, they have served to produce the same type of girl,
different only in degrees of circumstance.

As one travels across the campus he can see the girls hard at work or hard at play. Laughing and talking, and fighting, and fussing are all part of the existence here. However, that is not so uncommon to those familiar with girls in everyday life. Here girls have to learn to obey rules and regulations and attempt to see how their paths have been divergent from that one prescribed by society. They have to try to glean something from the life that they are required to live for six months which will help them to live accepted lives on the "outside."

Many of the girls here have never lived among people of different races. This is quite an adjustment. For many of the practices of the representatives here from different races substantiate various stereotypes and halftruths.

What of the girls committed to this institution? They find themselves anxious to go to school or do cottage work, merely in an effort to get out of their rooms. It is not uncommon to see the hall girl dust the same door five or six times before moving on. If a girl is asked to dust the book shelves, she will also meticulously dust each book and magazine. Work in the kitchen or the laundry is not considered a chore, but is looked upon, more or less, as a privilege. Valuable training can be and is transmitted here if the officer on duty is a sincere and conscientious person.
Few of the girls here for the first time actually of running away. Their only aspiration is to go home in six months. They look forward with great anticipation to their visitors twice a month and to the mail. It matters little to them that their letters and visitors are censored. Most of the girls that arrive are for the most part frightened. Some arrive with an attitude of awareness and a few arrive with a very belligerent outlook. Trying to work with a group of girls with so many varying personalities, backgrounds, and expectations is no easy task. However, for the most part all goes well.

The population at Indiana Girl's School presently reaches 192. There are representatives of 29 or the 92 counties in Indiana. Lake County has sent close to one third of the population of girls. Lake County along with Marion County sends over 55% of the population. At the time of this writing there are 62 girls here from Lake County, 45 from Marion County, and St. Joseph County which contributes the third largest group, sends only 11. (See chart in appendix.)

Charges of the girls cover a range from juvenile delinquency to grand larceny. It is seldom that a girl is committed to the school on one charge alone. Most of the girls committed have been charged on two or even three offenses. A girl who has been committed on a sex charge usually is also charged with truancy, runaway, or incorrigibility. In
studying the chart which lists the girls' offenses, please keep this in mind. Many people naturally assume that the girls admitted to Girl's School have been sent here because of their sexual promiscuity; however, this is not true. There is only one girl at the school now actually charged with prostitution and there are only twenty-three girls here with sex charges attached to their names. Charges of immoral conduct only constitute six of the 269 charges on record. The fact remains, however, that over two thirds of the girls here are not virgins. Therefore, it is safe to assume that these girls have had sexual intercourse with members of the opposite sex at some time during their few years. Incorrigibility, runaway, and truancy constitute the major proportion of the charges against the girls. (See chart in appendix.)

Most of the girls here find themselves a victim of what they assume to be unfortunate circumstance or bad luck. They never admit to anything more than skipping school a couple of times. Often times they invent a world around themselves. This world they live in behind their closed doors under imagined circumstances believed to be quite real. Below is a sketch of the life that one of the girls here has fashioned for herself. Living with these thoughts helps in some way to make her stay here easier; nevertheless, it also makes it doubly hard to give aid to her. (The names below have been changed.)
"I was born on August 17, 1943 but I tell everyone I am only 15 years old. They believe it, too. No one knows I am married, and no one needs to know.

Sherrie Lynn
loves
Ray Bernard
til death or '75 us do part.

I miss him so, I shouldn't be here and he shouldn't be on the farm. It wasn't his fault he wanted to see me when I was in jail. They should have let him.

1. He will be waiting for me.
2. I will be good; if only for his sake.
3. I love him with all my heart and soul.
4. He loves me, too.

a. This I know, for he has showed me so, in many ways.

He is a good provider, a loving husband, and a kind and gentle father.

I hope Linda MacRae takes good care of my babies.

I would do almost anything for him.

My love for him will never die
He is my only reason for living.
If I lose him, my world ends."

Casing

"The problem of homosexuality at the Girl's School, as at the other institutions of its kind throughout the country, is not a new one."\(^3\) This as reported by the Marion County

\(^3\)Marion County Special Report -
Grand Jury Report is a very accurate observation. Men and women's institutions have been plagued by this phenomena every since they have been in existence. Because of the widespread publicity that "casing" received during and after a series of riots occurring here at the Girl's School, it has been under intense consideration by all of the staff members. There are very few female homosexuals committed to Girl's School. I shall, as the Grand Jury report does, define a female homosexual as "one whose sexual interests are directed exclusively to her own sex." On the other hand "casing" is so prevalent at the school that it is and must be considered widespread.

"Casing" is a very ambiguous term. There is no exact definition for it and no one has actually attempted to define it. The only means by which one may get an understanding of the term is by description. "Casing" involves not only a relationship between two or more girls, but also a definite power structure. There is at the Girl's School three different "families" of girls. These family surnames are Capone, Jeaese, and Neco. Not only does a girl have a campus nickname, which is more commonly used than her given name, but she also has a campus middle name and surname. There is in the families a distinct family structure with "mothers," "fathers," "sisters," "cousins," "aunts," "uncles," etc. Outside of the family structure a girl may have a relationship
with another girl defined as a "twin," "trip," "teddy bear," "loving baby," "secret love," "fire engine," "ace," or one of many, many more to numerous to mention. If two girls decide to marry, they are required to belong to different families or to be at least a third or fourth cousin if they belong to the same family. These relationships cross all color or religious lines.

What I have described so far is not and does not appear to be very strange. In fact, it could be looked upon as a sort of sorority or fraternity type of organization. However, this structure gives stature to the more serious and sometimes vicious conduct found on the campus. The older girls on campus are often the heads of families. It is their ways that some of the other girls feel compelled to exemplify. They are the ones who recruit the new girls into this style of life. Many times this recruiting takes the form of pressure through threat of physical harm or actual physical harm.

It has been said many times that most of the windows broken on campus are caused either directly or indirectly by "casing." A girl may be "married" to or in love with another girl who has attempted to run or who has been sent to the cells for some other reason. In order to be with her "love" a girl will perform some act that will also get her transferred to the cells. This is quite a common occurrence at the Girl's School. Often times girls who are "in love" and plan
to live together on the outside will "run" together. Never do they actually get very far, but they have the consolation that both of them will be together on campus for at least six more months.

"Marriages" do take place on campus. These "marriages" involve a "minister," "witnesses," and a "marriage license." The "minister" will try to imitate as closely as possible the actual marriage ceremonies that she has been familiar with. Most of these marriages begin, "Friends, we are gathered together, in the sight of God, to join together these women in the bond of holy matrimony."

These marriages may take place most anywhere. They can occur in the kitchen while the girls are working, or at the dinner table during the meals. They can occur in the school line or in the skating line. Often times the ceremonies are performed when the girls are in their rooms. The "minister" talks out of the window. The place where most of the girls prefer to be married is in the chapel. These ceremonies are considered more sacred and binding. Numerous "couples" have been "joined together" in this mock state while sitting in the chapel during services.

Once married, the girls are not bound together for the rest of their lives. They, if their grounds are substantial enough, may be allowed a divorce. A girl can have a divorce if she says, "I divorce you" three times. She is then given
a certificate of divorce and is set free.

Each girl that participates in "casing" looks at it from quite a different angle. Some believe themselves to be truly in love, while others do it to pass the time away or merely for selfish gain. Here are some of the "types" (love notes) that have been passed. They serve to give one a clearer view of the intensity of "casing."

The first is a portion of a letter from "Pinto" to her actual cousin. In it is advice if she plans to "case."

"Time: "Is On My Side
Place: Hotel #5 Apt #10
Reason: "Juz" I want to be this way always
Fact: I'm check out
Note: To Someone most precious from someone who cares

Dearest "Juz,"

Time permits me know greater pleasure than to drop you these few but true lines...

I hear how you talk about these quires up here but I'm know quire just because you case don't mean you're funny. Really all I case for is to get what I can from some of these girls, for instance I got a doll, jewelry box, dresser scarf, and baby booties from the girl I am casing with now. I have a lot of stuff in my room. I get from these white girls. Cause they ain't nothing but "fools." You can get them to order you stuff from the canteen when they get their four dollars..."

Loving You Allways
Mr. Everlasting

"Time: Now
Place: Prison
Reason: You
Fact: Love You
Song: My Girl
"Hi Mexican,

Pompa said for me to type you. Well am fine and hope those few lines will find you O.K. Delmeclo know that you and Terry are married. When did this happen? It really shocked me when she told yesterday. I miss you so much. Be glad when you get out. I hope they bring you back to sevens.

This is Delmeclo's paper as writing on the back. Its so old she gave it to me long ago. So I thought I'd write on the back of it.

Seems so funny since you ain't around. Why didn't you wait till I came from school so I could have talked to you. Why did you do it. You should of waited and let me talk to you. Darling Dear I guess I'll let you go but answer soon and hurry and come see about me. Do you still love Delmeclo. Yes or No! I know you do. If there's anything that you want if there is anything that I can do just call on me.

Love from Me to You."

"Hi Jack

What's happening? Jack I sure do miss you and I really do want 2 come back 2 cottage 7 with you but I wouldn't make it with Gromson over there. But I still (sic) just 4 you I'll try 2 come and if I can't then I'll go 2 ones with Tucson. They told me it was going around campus that I broke my windows over your Jack because she got married 2 Terry. Really it was news 2 me. Although part of the reason I breaking my windows was over her. But not because she got married. That was the farthest thing from my mind. Any way I know now that I'll never case again. Never. Not unless she asked me back. But Jack she is the only one...."

unsigned

If you noticed the types all begin in a very unusual manner. The girls are careful to use the campus nicknames as a safety check against the officers. The officers, however, are familiar with most of the nicknames on campus.
Not all of the girls remain "casers." Some have real doubts about their actions and are determined to change their ways. Here is a note found in a book in the cells and was placed there to serve as a message to all girls who would read it.

"Last night I thought I heard my mommy calling my name and all my family was hollerin' for me to come home to them, and I finally woke up to a dream. I know now, they love, need and want me home so I'm goin' to them and the right way the next time!"
PART II

CASE STUDY

OF

PAMELA MARKIN
Pamela Markin was born January 27, 1947 in Indianapolis, Indiana. She is a member of a family of eight, having three brothers and two sisters. The older brother, eighteen, is regarded as unemployable by anyone else other than the father who at one time had his own business.

Doug Markin, the father, is 44 years old and has acquired an eighth grade education. He, at one time, owned and operated his own filling station, but he has recently lost it. He now is employed in another service station as an auto mechanic. This has increased the family problems in two ways. It has cut their income considerably, and caused Mr. Markin to come home in an irritable mood after long working hours. Mr. Markin is reported as being passive rather than forceful.

Pamela always felt that she was her father's favorite. She said he jokingly called her his "black sheep." When Pamela was a little girl she had very long black hair which her father doted on. One day her mother, striking out in anger, had her hair cut and she had held this act against her mother for a very long time.

Pamela has definite feelings of compassion for her father. She knows that he had been an alcoholic, and she has seen and seems to understand some of the things that have happened to him as a result of it. He used to go out with other women quite frequently. In fact, Pamela says that her brothers caught her father in the back of his service station
with another woman. She seems to feel some kinship to her father because of his actions. She does not look upon him with contempt, only a sincere attempt at understanding. Outstanding in her mind is one Christmas when her father was shaking so badly from the results of his drinking that he could not open his Christmas presents. She says, "I wanted to help him. I wanted to steady his hands so badly I almost cried."

Mrs. Ann Markin is 42 years old and attended high school for two years. She has worked outside of the home but now is busy with her household duties. When talking with Mrs. Markin, one finds her verbally overwhelming. She presents herself as a very nervous and high strung person. She is extremely conscientious, but is a person of limited capacity. At one time in her life Pamela believed her mother hated her. Her mother seemed to be especially drawn to Pamela's older sister. Pamela said that her mother allowed her only to visit her older sister's friend in the company of her sister. Of course, as a younger sister she was not always welcome. Pamela also recalls that Becky was always the one who got to stay up and help her mother at Christmas time. At the time of our conversations Pamela had begun to realize that her mother actually cares for her. She compensates the fact that her mother gave Becky more attention than herself because Becky was born out-of-wedlock. She feels that her mother has
been trying to make up this fact to Becky all of her life.

Pamela feels that she had a good homelife except for the fact that her mother was always either too strict or too permissive. She recalls that at eight years of age, she along with two other girls stole a bike from a little boy and sold it again for twenty cents. This she says was the first of her escapades.

At twelve, a friend of hers taught her how to steal. She says she was always the most daring of the group so she was the one elected to perform the act. There was a grocery store not far from the house to which she and her girl friends journeyed. After they arrived there and had spent their few pennies, Pamela asked if she could use the bathroom. The bathroom was located in the upstairs apartment. On her way to the bathroom, Pamela rambled through the owner's purse and took all the money that she found. She estimated the contents at about $300.00. This was divided among the girls and spent as rapidly as possible. She can remember the owner of the store asking her afterwards if she had seen the money and if she had to please return it, but she didn't.

Pamela, a very pretty girl with brunette hair and blue eyes, is every bit as verbal as her mother. She easily puts what she is feeling into words and is as emotional and high strung as her mother. She never liked school and quit at the age of sixteen with parental approval. She was an average
student with a comparable grade average of C. According to the Kuhlman-Anderson Intelligence Test given her January 29, 1965, she has an I.Q. of 81. While at the Girl's School she enrolled in Beauty School, but soon quit because of adjustment problems.

Pamela, I found to be a very easy girl with whom to talk. On observation she appears to be very manipulative and untruthful. She even gives indications of being totally unreliable because of the many discrepancies in her stories. However, I did not find her guarded or indifferent. Clinically, she has been considered a sociopath.

Pamela was released from Marydale in 1963. At that time, she went to live and work for some people in Wanamaker, Indiana. Between the ages of sixteen and seventeen, she had several such jobs. She says that she really doesn't know why she changed so many times; however, part of the changes were due to the fact that she didn't want her parent to know her whereabouts. This has been officially charged as a runaway.

At one time Pamela was engaged to a boy named Bob Rivers and had planned to marry him soon. During her engagement, she became intimate with Bob and contacted venereal disease. Bob paid for her treatments and still wants to marry her; however, Pam now refuses. She says she just doesn't feel the same.

After she broke her engagement she drifted. Concerning these first few months she is very vague. She began about
this time to associate with a crowd of very doubtful character. She later admits that they were merely pimps, prostitutes and hustlers all living in and around 18th and Alabama.

Dogmatically, she holds to the statement that her actions never paralleled theirs. Her nickname among the members of the crowd was "Baby" because of her innocence. She says she was protected by some members of the crowd on several occasions.

One night she attended a party at a Dina's house. It started out to be a very nice party she recalls. She said she was lying on the bed with Bob drinking beer when Bob pulled a gun on Tina and demanded that she take off her clothes. Pamela says that she was taken from the room at that point because "they didn't feel I should see what went on." Her excuse for the sex orgy was that Bob was drunk and didn't know what he was doing. She wouldn't leave the "crowd" because they needed her help, she being the only sober one.

Pamela continued to drift from apartment to apartment all of the time getting deeper involved with the hustlers, pimps, and prostitutes of the area. At one time her roommates were runaways from White's Institute near Wabash, Indiana. While living with one girl, Pamela said she was constantly subjected to her roommate and her boy friend's intimacies. These acts, she said, were carried on in any part of the house.
Living in that area Pamela was constantly taken for a prostitute. She has been picked up on several occasions, but states she always got out without any involvement. One time, however, she was picked up by a professional wrestler and some of his friends. They said that they were looking for a model to do a television commercial and that she would be perfect. To make the offer as legitimate as possible, the wrestlers even called her mother a couple of days later to strengthen their story by receiving her permission to use Pamela on the program. She said both she and her mother said she was eighteen years of age. At this time she had moved back home. In order that she be dressed very appropriately Pamela had to make several visits to an office set up in the Claypool Hotel. One experience led to another and Pamela found herself the subject of nude photographs as well as the mistress of one of the wrestlers. This story hit the Indianapolis newspapers in a flash after she was picked up. However, Pamela was arrested for being a party to an armed robbery and then presented with one of the pictures that the police had somehow managed to confiscate. This led to her subsequent commitment at Indiana Girl's School.

In talking to Pamela she mentioned her own extreme race consciousness. She feels she must protect her reputation and the reputation of her younger sisters and brothers from some of the laxities of the other races. What Pam didn't mention
was the fact that she lived and associated very closely with members of the Negro race during her stay on Alabama Street. In fact, the entire enighborhood, with a few exceptions, is Negro.

Jane L. Sirianni, Doctor of Psychology, had this to say about Pamela:

"This is an attractive, dark-haired, 18 year-old girl who was received at this institution on December 3, 1964.... Pam presents a highly anxious girl whose speech is rapid and interrupted in flow. She manifests a marked uncertainty, low self regard and fearfulness approaching a phobic reaction toward certain situations. She admits to constantly worrying about family matters and to being more or less continuously concerned over her ideas that there might be a chance of early release in her case. She has attempted to resolve this situation by isolating herself so that she will not receive 'marks' and, therefore, will be eligible for release....

"Test results indicate that this girl has a latent psychiatric disorder with currently marked depressed feelings. She attempts an adjustment by the use of intellectualization, emotional isolation and withdrawal. Reality assessment is poor and subject to distortions though not of psychotic proportions at this time. Some anxiety is expressed in somatic symptoms.... Isolation and confinement is strongly contraindicated and may precipitate a catastrophic breakdown of
control."

The last point was very strongly indicated by the fact that Pamela attempted to turn the car off the road as it was taking her to confinement in Cottage Eight.

Pamela, I believe, is so terribly confused because he is so fully aware of the world in which she lives. In relating her experiences to me, she would constantly defend her actions before she fully explained them. At other times, she would attempt to cover her actions by changing parts of her story. This resulted in inconsistencies and ambiguities.

At this point Pamela is anxiously awaiting her release, which is expected in June. She wants to go home, and feels that she can understand and love her family in a new and refreshing way. Pamela doesn't have an exalted view of herself, but she does blame other people and circumstances for misfortunes that have befallen her. It may be hard to return to her home and accept treatment as a child while she has been use to living as an adult. She takes a lot of pride in her home and it may be difficult for her to adjust to the fact that her home is located in a rapidly deteriorating area.

Pam is trying desperately to look at herself. Although she is still extremely immature and vacillating in her beliefs. This is evident in her letters more than anywhere else. She does in the same letter both exalt God and deny Him; she may love her family and hate them; she may be a woman and a child.
Outside of all these facts, I believe Pamela will try.

"If parole is to have a chance of being successful, it must be definite, firm and specific and enforced. Otherwise, it will have no meaning and will convince her further that adults are to be manipulated and responsibility to be avoided." These are the words of Dr. Brown of Juvenile Center and I still believe them to be operative. It is evident that Pamela looked for direction but always found firm, specific instructions from the wrong people.

Conclusion

As in all systems, there are bright spots as well as dark ones. There is praise and there is faultfinding. I feel I have uncovered some of each. Three months work in such an institution, however, only allows one to scratch the surface of its reality. It does cause one to peer beneath his own surface once again in an effort to see himself in a truer light.

"There, but for the grace of God, go I."
Distribution of Girls Committed to Indiana Girl's School by Counties

*Each dot represents one girl.*
<table>
<thead>
<tr>
<th>Charge Distribution at Indiana Girl's School</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Truancy</td>
<td>40</td>
<td>14</td>
</tr>
<tr>
<td>Runaway</td>
<td>60</td>
<td>22</td>
</tr>
<tr>
<td>Incorrigibility</td>
<td>81</td>
<td>30</td>
</tr>
<tr>
<td>Ungovernability</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>Sex</td>
<td>23</td>
<td>8</td>
</tr>
<tr>
<td>Immorality</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Prostitution</td>
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<td>.3</td>
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<tr>
<td>Theft</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Shoplifting</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Burglary</td>
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</tr>
<tr>
<td>Petite larceny</td>
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<td>.7</td>
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<td>.3</td>
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<tr>
<td>Vandalism</td>
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<td>.3</td>
</tr>
<tr>
<td>Assault and Battery</td>
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<td>.3</td>
</tr>
<tr>
<td>Curfew</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Violation of Probation</td>
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<td>.7</td>
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<tr>
<td>Juvenile Delinquency</td>
<td>8</td>
<td>3</td>
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<tr>
<td>Liquor</td>
<td>4</td>
<td>1.9%</td>
</tr>
<tr>
<td>Total</td>
<td>269</td>
<td>95.9%</td>
</tr>
</tbody>
</table>

**NOTE:** Girls are often committed on more than one charge. Notice the ambiguity of the terms describing the charges.