

# THE NEW YORK STATE TRAINING SCHOOL FOR GIRLS: AN ANNOTATED BIBLIOGRAPHY

by Russ Immarigeon for the Prison Public Memory Project  
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## OVERVIEW

The New York State Training School for Girls, located on a high bluff overlooking the Hudson River, was originally built as the New York House of Refuge for Women, which opened in Hudson in 1887 as a “reformatory” for women aged fifteen through thirty. This bibliography references articles, reports, and books that describe life at the New York State Training School for Girls, which opened in 1904 and closed in 1975. An annotated bibliography is currently being prepared for works related to the House of Refuge for Women. Today, the site houses a medium-security state prison for men.

The purpose of this bibliography is to assist members of the local community and others to identify a broad range of publications that have addressed life for the girls, staff members, and community residents affected by the New York State Training School for Girls. The bibliography’s entries are listed by date of publication, rather than alphabetically, because we feel this gives you a better sense of how the institution developed over time. The bibliography will be updated periodically as we locate and annotate further entries. Anyone who has, or knows of, documents that might be included in this bibliography should contact the Prison Public Memory Project at [info@prisonpublicmemory.org](mailto:info@prisonpublicmemory.org).

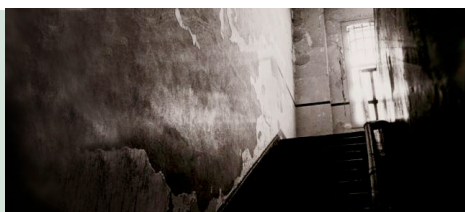
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or we have indicated where a physical copy of a book or report can be found. For other documents, we have not included this information. In these instances, local college, private, public, and university libraries should be used to obtain available copies at these sites or through inter-library loan. You can find out which libraries have which books through WorldCat ([www.worldcat.org](http://www.worldcat.org)). For those interested in purchasing an available hard copy of a document, the following sites should be searched: AbeBooks, Alibris, Amazon, BookFinder, and Google.

## REFERENCES

**Board of Managers (1904).** *New York State Training School for Girls at Hudson, N.Y.* Albany, NY: J.B. Lyon Company, Printers.

Marking the opening of the Girls Training School in 1904, this 14-page pamphlet was published by the Training School’s Board of Managers to acquaint judges, public officials, and others about “the objects, methods, location and equipment” of the institution - the only one in New York at that time to accept delinquent girls under the age of 16. “Blank commitment papers are on file in the offices of County Clerks throughout the State, and may be had upon application to the Superintendent of the institution, Upon notification by telephone, telegraph, or otherwise to the Superintendent that a girl has been committed to the institution, a female officer will be sent for her. All expenses incurred in such conveyance are paid by the State.” Methods of reformation include physical culture, education, and moral and religious instruction. “Corpora; punishment is absolutely prohibited,” notes the booklet. “For disciplinary purposes resort is had to withdrawal of some privilege or opportunity which would be prized. In the rare instances in which anything further is required there is seclusion in well-lighted, isolated rooms under medical observation, with light but nutritious diet and regular outdoor exercise.” Parole and discharge procedures, daily menus, and visits



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from parents and other family members are described. The booklet contains eight photographs, including those of a girl's room, cottages and other buildings, and school and recreation rooms. This report is available online at <http://ia700400.us.archive.org/19/items/cu31924016969390/cu31924016969390.pdf>.

**Board of Managers (1905-1929).** *Annual Reports of the Board of Managers of the New York State Training School for Girls at Hudson, N.Y.* Albany, NY: Brandow Printing Company/ J.B.Lyon Company.

The Board of Managers at the New York State Training School for Girls issued annual reports to the state legislature containing descriptive and statistical information on the operation and well-being of the facility, including reports from the Superintendent and others. These reports often contain maps and photographs. Reports for the years 1904-1929 are available at the New York State Library in Albany, New York. By the mid-1950s, these "board of Managers" reports became "superintendent" reports. With one exception (see Novick entry in this bibliography), we do not know of the availability of "annual reports" from 1930 through 1975.

**Allen, Annie W. (1910).** *How to Save Girls Who Have Fallen.* *The Survey.* 24(19): 684-696.

In this 12-page article, Annie W. Allen, a member of the Board of Managers at the New York State Training School for Girls, challenges societal tenets concerning "fallen girls" and suggests a new approach. Society "abhors sexual irregularity in women," she observes, noting "racial dread of women who misuse their organs of reproduction." A problem, she suggests, is that "most men, especially policemen and police justices, have a customary and unquestioning conviction that fallen girls are saturated with the consequences of their sexual misuse and cannot be penetrated with other interests." Moreover, she highlights the problem of girls' "habitual misbehavior." While past work with girls has been "disheartening," she notes, there is cause for optimism: "Our chief task and aim with delinquent girls is to protect them from the natural consequences of being girls." Of importance is an understanding of causes and cures. "Training schools have actually learned to cure the fault

and establish the habits. They begin by seeking to know the real causes of her mistake, to learn the nature of her psychological and physical life, and to judge further how to turn her attention toward wholesome interests and enlist her with loyalty for them." Girls' offenses, it is noted, have little to do with theft and so forth; rather, they involve prostitution, disorderly conduct, etc. Training schools, such as the New York State Training School for Girls, are to lead girls to the "life of ordinary people." Allen distinguishes between the nature and treatment of boys and girls. She categorizes girls as neglected, unprotected, ignorant, and childlike. They are "without any mental bias in favor of a crooked life. They are untouched emotionally and mentally. Physically they can usually be made healthy." A strict minimum set of behavioral standards must be imposed as girls, unlike boys, are more likely to please and rarely do their "inner impulses" lead them to be "independently absorbed." Foremost, "guard and protect her physically in her growing years. Meanwhile, give her interests, occupations and ideals, ambitions and loyalties that will be with following all her life. Then trust her woman's nature for the rest." This article, which includes nine photographs of training school girls in various classroom, work, recreational and other settings, is available online.

**Barrows, Isabel C. (1910).** *The Reformatory Treatment of Women in the United States.* In: *Charles Richmond Henderson, ed., Penal and Reformatory Institutions.* New York: Charities Publication Committee, Russell Sage Foundation. pp. 129-167.

In 1904, approximately 5.5 percent of American prisoners were adult females. One-quarter of these women were sentenced for "crimes against chastity." At the same time, 4,857 girls were confined in juvenile institutions then operating in 40 states and territories. Ten states had no such institutions. Only 22 of these facilities were for girls only, with the rest being for boys only or a mix of boys and girls. Barrows opens her report with a description of the New York State Training School for Girls, which was then holding 300 girls. One photograph of Hudson is included ("Summer Evening Scene").

**Delaney, John H. (1915).** *Annual Report of the New York Department of Efficiency and Economy*

***Concerning Investigations of Accounting, Administration and Construction of State Hospitals for the Insane, State Prisons and State Reformatory and Correctional Institutions. Volume 4.* Albany, NY: J.B. Lyon Company, Printers.**

A three-day state investigation into the New York State Training School for Girls' "daily routine of inmate life" found it wanting in many respects: poor or inadequate care; high costs; little effort to use existing space; severe punishments, poor education; insufficiently nutritious food; improper disciplinary practices (enforced silence); a lack of physical instruction, too many employees, excessive and extravagant costs, unwholesome officer attitudes, and "all together too much attention to the sex question." Strengths of the school included a fine school building ("far beyond the requirements") and a well-equipped sewing program. Overall, the report concludes, "The management of this institution and the officers have so befuddled themselves in an artificial system that much time is lost and much unnecessary work is done." The report recommends a new superintendent ("a broad-minded, sympathetic and gentle woman is required, one who can teach high ideals by persuasion and not by punishment"). A descriptive summary of the report, and Hudson's response to it, can be found online at <http://prisonpublicmemory.org/blog/2011/12/delaney-report-1915-overview/>.

**Reeves, Margaret (1929). *Training Schools for Delinquent Girls.* New York: Russell Sage Foundation.**

In this national study of 57 state (39), county (7), municipal (2) and private (9) training schools for delinquent girls, Margaret Reeves starts with a history of institutional care for delinquent girls. At the time, Reeves was the director of New Mexico's State Bureau of Child Welfare, and, in the study, she covers a broad range of institutional concerns: the physical plant, staff quality and training, budgets, institutional services, inter- and intra-agency cooperation, records, and "the spirit of the institution." On average, three or four days were spent at each school, including the New York State Training School for Girls, speaking with the girls in these facilities, meeting with staff members, attending classes and clinics, and reading social case records. Specific prob-

lems were found in at each school. Appendices include comparative statistical information on 12 of the training schools for girls featured in the study. Superintendent Fanny French Morse is quoted on the use of employment and vocational training in "constructive and corrective" discipline, "If possible, define with each girl her future career, and, so far as is practicable, make her everyday doing be an approach to that career. Give every girl a pleasant, definite job and definite responsibility, and her behavior will care for itself."

**Menken, Alice Davis (1933). *On the Side of Mercy: Problems in Social Readjustment.* New York: Convi, Friede, Publishers.**

In the 1930s, after a lengthy career of social reform, Alice Davis Mencken of New York City lectured at the New York State Training School for Girls. Her lectures are on file at the Museum of Jewish History on West 16th Street in Manhattan. In this volume, published shortly before her death in 1934, Mrs. Mencken reviews her work with Children's Courts, Women's Courts, Auburn Prison, and the prison for women in Bedford Hills. She briefly notes involvement with the Training School for Girls, but gives more focused attention to the Cedar Knolls School for Girls in Hawthorne, New York. She emphasizes a mix of personal service and professional training.

**Firestone, Richard (1944). In Memoriam: Fannie French Morse: 1866-1944. *Sociometry*, 7(1): 76-78.**

This obituary of Fannie French Morse, the superintendent at the New York State Training School for Girls from 1923 to 1937, hints at her "educational methods." Firestone notes that classes were given in "voice training, piano, painting and sculpture for all the girls that had the desire and aptitude." Firestone further observes that Dr. Morse, born in Maine in 1866 and given an honorary doctorate from Russell Sage College in 1936, looked for "the creative individual" in each child. A graduate of the Maine Wesleyan Seminary, she worked previously at the Industrial School for Girls in Lancaster, Massachusetts; the Sauk Center in Minnesota; and the Department of Justice in Washington, D.C. During the Hoover administration, she was a member of The White House

Conference on Child Health and Protection. She was responsible for bring J.L. Moreno's group psychotherapeutic work to the training school. According to Moreno, "We met in Hudson with a unique form of administration which radiated from the superintendent into all directions: to release, to restrain, and to rule through aesthetic principles projected into the community. Aesthetic principles entering into every detail of living are a powerful device of an invisible government. Here we found exemplified the effects of education when it is not limited to a specified locality, the school alone, but is the very atmosphere itself of the whole community." This article is available on-line at <http://www.jstor.org/stable/2785537>.

**Deutsch, Albert (1950). *Our Rejected Children*. Boston: Little Brown & Company.**

In late 1947, Deutsch, a journalist, started visiting "institutions for delinquent children" in states such as California, Illinois, Indiana, Kentucky, Ohio, and Pennsylvania. Three of the institutions he visited were for girls, including a one-day visit to the New York State Training School for Girls in Hudson. In an eight-page chapter, Deutsch reports on his brief visit. Hudson looked like "a modern boarding school for girls." Two hundred and thirty-five girls were at the school when he arrived there in 1948. He ranked it one of "the better ones." Physical brutality was less common than at boys' schools, but he found "many tragic instances of spiritual and emotional cruelties," including monotonous routine, isolation in solitary cells, restrictions on talking, humiliating punishments, neglected buildings, corporal punishment, and racial segregation. There was also a paucity of psychiatric care. Still, girls were not regimented or routinized; they were not marching about or coerced into silence; and there was a "significant lack of tension." He was impressed with the vocational training program, although he found cottage life "spotty." Deutsch did not find evidence of whipping or other forms of corporal punishment at Hudson, but he was concerned with the use of solitary confinement in its "discipline cottage."

**Jennings, Helen Hall (1950). *Leadership an Isolation: A Study of Personality in Inter-Personal Relations, Second Edition*. New York: Longmans, Green and Co.**

Helen Hall Jennings conducted sociometric research at the New York State Training School for Girls for a short period in the mid-1930s. Jennings' Hudson-based articles include "Control Study of Sociometric Assignment" (1936), "Advances in Sociometric Technique (1936), "Spontaneity Training: A Method of Personality Development" (1936), and "Structure of Leadership-Development and Sphere of Influence" (1937), all published in the *Sociometric Review* or *Sociometry*. *Leadership in Isolation*, first published in 1943, is an overview of her work at Hudson and elsewhere. Her work at Hudson sought to measure, in Moreno's words, "the amount of organization shown by social groups," or, in Jennings' words, "penetrat(ion) beneath the overt manifestations of group life to the invisible network of interrelations on which they are built." Sociometric measurements, she argued, comprise a specific number of choices, a specific criterion for choices made within the context of a functional group activity, and different preferences for each choice made within the group. Jennings concludes that individuals are "typified by selectivity in choice and this selectivity is demonstrated to fall within a limited quantitative range," which she referred to as "emotional repertoire." It matters, then, where one is grouped for any specific purpose.

**Moreno, J.L. (1953) *Who Shall Survive? Foundations to Sociometry, Group Psychotherapy and Sociodrama*. Revised Edition. Beacon, NY: Beacon House.**

In this 763-page revised edition, originally published in 1933, J. L. Moreno offers a brief history of the early stages of the "sociometry" movement and an extensive analysis of sociometric research he conducted in the early 1930s while working at the New York State Training School for Girls. Sociometry involves quantitative measures of inter-personal and inter-group relationships that strengthen group members' satisfaction and sense of belonging. Moreno worked with children and immigrants before working with male prisoners at Sing Sing in 1931 and shortly afterwards with girls in Hudson. Superintendent Fanny French Morse initially invited Moreno to Hudson, where he became Director of Research for a few years, to work with girls who were running a way. Superintendent Morse invited Moreno to work with Hudson's girls and staff. For Moreno, a social psychologist,

all groups have socio-emotional and psycho-social networks. Moreno used this sort of information to develop sociograms and, later, sensitivity training. At Hudson, he asked the girls who they would like to eat meals with. Each girl made choices, these choices were mapped, and they were enacted. The frequency of girls running away was noticeably reduced. This volume, which provides a complex and detailed analysis, can be viewed online at <http://www.asgpp.org/docs/WSS/WSS.html>.

**MacIver, Robert M. et al. (1957). *Three New York State Training Schools: A Study of New York State Training School for Boys, Warwick, New York State Training School for Girls, Hudson, Otisville State Training School for Boys. Interim Report No. V. New York, NY: Juvenile Delinquency Evaluation Project of the City of New York.***

In 1956, researchers from the Juvenile Delinquency Evaluation Project of the City of New York collected descriptive information on the organization and operation of three juvenile training schools, including the New York State Training School for Girls in Hudson. In a 17-page section of this report, the researchers, directed by the sociologist Robert M. MacIver of the City College (of New York), describe the School's physical plant, organizational structure, community relations, institutional population, orientation program, cottage atmosphere and staff, recreation and education programs, religious services, academic and vocational curricula, clinical and casework services, and disciplinary, discharge, and aftercare practices. This report raised concerns about the School's distance from New York City, a "complete lack of intake controls," and "limited programs which cannot meet the diverse personality needs of the children." The report also challenged the sole use of recidivism reports, and the lack of research staff, to measure the effectiveness of program interventions. This report is available at the New York State Library in Albany, New York.

**Novick, Abraham G. (1957). *Annual Report of the Superintendent, New York State Training School for Girls, Hudson, New York, Fiscal Year April 1, 1956 to March 31, 1957. Hudson, NY: New York State Training School for Girls.***

In this nine-page typewritten report, Superintendent Abraham G. Novick describes issues such as the facility's population, cottage service, community service, education, recreation, health care (dental, medical and psychiatric), religion, staff training, public relations, business affairs and maintenance, and plans and problems. Social workers were assigned to supervise cottage units as well as individual girls or groups of girls. In 1956, for the first time, girls are given achievement tests to determine placement in specific academic classes. Age, personality, and emotions factors are also now considered. Arts, crafts, and music classes were no longer required courses because of teacher shortages. The facility's library is poorly stocked and significantly underfunded. Recreation is now cottage-centered, and bi-weekly afternoon dances have been occurring for six months without incident with boys from Warwick, Otisville, and Berkshire Farms. A new Head Nurse joined the staff and dental services now include orthoprosthetics "resulting in a marked difference in the appearance of the (three) girls concerned." The Rip Van Winkle Clinic in Hudson now supplies psychiatric as well as medical services. A full-time Protestant chaplain is now available for the first time. Staff members now participate in training committees, a staff manual is being prepared, and staff are "increasingly active" in community affairs. The school's 300 acres of farm land in Claverack and Hudson are no longer used to meet its food requirements (all food is now purchased). Funds were made available for expanded cottage space (for more girls) and three classrooms were built in the school building. Problems: increasing population and the need for an Annex for 50 of the most difficult girls. This report is available at the New York State Library in Albany, New York.

**Wend, R. Mary (1963). *The Administrative Effects of the Breakdown of Law Enforcement in Hudson, New York. Master's Thesis. New York, NY: New York University Graduate School of Public Administration.***

R. Mary Wend was a "resident dentist" at the New York State Training School for Girls in Hudson. According to Bruce Hall, the author of *Diamond Street* (Black Dome, 1994, 2005), the non-fiction story of prostitution in Hudson, she was "an older woman of frugal ingenuity and worldly knowledge; she had tried to straighten in-

mates' teeth with bamboo braces of her own design, and she had written a master's thesis on the history of prostitution in the city of Hudson." In her thesis, Wend sets Hudson's vices within the context of its economic history. She reports that in 1954 the Chamber of Commerce urged Governor-elect Averill Harriman to remove the New York State Training School for Girls from the city's domain so that its acreage would be available for housing and industrial development. She also reports Superintendent Abraham G. Novick's complete rejection of this idea. A full copy of this thesis is available in the History Room of the Hudson Area Library.

**Committee on Mental Health Services Inside and Outside the Family Court in the City of New York (1972). *Juvenile Justice Confounded: Pretensions and Realities of Treatment Services*. New York: National Council on Crime and Delinquency.**

This study, chaired by justices Justine Wise Polier and Philip D. Roache and directed by Elizabeth T. Schack, assesses state and city institutions, including the New York State Training School for Girls, caring for children who are mentally ill, mentally retarded, in need of supervision, or delinquent. In 1971, twelve training schools, including four (Amenia, Brookwood, Highland, and Hudson) for girls, were operating in the state. At the time of this study, the New York state Training School for Girls held 200 girls (its capacity was for 265). Staff included one psychiatrist, three psychologists, six social workers, and two supervisors. A "rapid treatment program" was in place for girls who had not been institutionalized previously and a "behavioral modification" (a token economy system to reward good behavior) was aimed at diverting aggressive or seriously troublesome girls from transfer to Brookwood, a maximum-security setting. The report's general findings include: New York's child-care services are fragmented and lack coordination, an Office of Children's Services should be established within the judicial system, voluntary agencies are highly selective in their admission practices, courts are being confronted with larger numbers of seriously disturbed children, residential treatment centers should be established to bridge gaps between training schools and state hospitals, and "training schools are unable to provide either mental health services for seriously

disturbed children or appropriate programs for urban children." The report found staff morale low at the state training schools, many of which, as with Hudson, were scheduled or expected to close.

**Giallombardo, Rose (1974). *The Social World of Imprisoned Girls: A Comparative Study of Institutions for Juvenile Delinquents*. New York: Wiley-Interscience.**

A qualitative study was conducted at three institutions for delinquent girls in the eastern, central, and western regions of the United States between April 1968 and April 1973. The New York Training School for Girls at Hudson was the eastern institution. Giallombardo, a sociologist, was in Hudson for approximately 10 months near the start of this research period. For her research, Giallombardo had free, wide-ranging access to the entire facility, interviewed girls in the privacy (and confidentiality) of their rooms, attended official institutional meetings, reviewed historical documents and day-to-day files, read the records of individual girls, and, near the end of her visit, administered a survey questionnaire that was completed by most of the girls at the institution. While the best-known aspects of this study are the courtship, marriage, and kinship relationships ("the rackets") these girls formed while in custody, Giallombardo also delves insightfully into the organization of the institution's treatment services. At Hudson, she describes "cottage community meetings" and a "division of student life" that complement traditional services such as academic and vocational training, recreation, work programs, clinical and religious services, and medical and dental care. Giallombardo describes the organization of staff work, including concerns about ineffective and innovative programming. At the time of her research visit, Superintendent Thomas Tunney was instituting operations that enhanced professional girl-staff involvement. "In the total structure of institutional change," she writes, "the inmate culture was given a central place: (Hudson's) administrator viewed the inmates' informal social system as a powerful force that obstructs the staff's attempts to rehabilitate the inmates. He did not believe that the informal culture could be eliminated, but he maintained that it could be utilized as a positive force for rehabilitation. The treatment process

was conceived as a joint enterprise between the staff and the inmates.” Giallombardo also noted the importance of minimizing conflict between clinical and custodial staff. In this context, the Superintendent “broadened the social workers’ role in cottage affairs.” However, organizational barriers (the limited times girls and social workers were actually together in cottages) and general disenchantment about “community meetings” diminished the impact of the social workers’ broadened role. Moreover, the Superintendent started training girls and staff members for the use of T-groups and sensitivity training (connecting with J.L. Moreno’s earlier presence at Hudson), but the girls did not like talking about family matters in public and staff members resisted integrating their personal and professional lives.

**Harris, Lis (1978). Persons in Need of Supervision. *The New Yorker*, August 14: 55-89.**

A journalist’s account of New York State Persons in Need of Supervision (PINS) cases, including a description of programs, controversies, and the closing of the New York State Training School for Girls in Hudson, New York. PINS cases involve children who are often confined in custody without having committed a criminal offense. Harris describes the origins of such cases with the birth of the juvenile court, traces implications of New York State’s Family Court Act of 1962, which separated criminal and non-criminal cases, and examines the Juvenile Justice Delinquency and Prevention Act of 1974 that provides funding for community-based programming, and has been instrumental in keeping young people out of training schools and similar facilities. In this article, Harris reports the daily operations of PINS cases in Manhattan, with particular attention to the Spofford Juvenile Center (now closed). She also reports on the Wiltwyck School, another secure facility. Harris visited the New York State Training School for Girls several months before it closed in 1975. Her account of the Hudson facility’s demise finds groups of eight or nine girls sitting idly around their cottages. One cottage is described as “cheerless, sparsely furnished, impersonal-looking.” Eight-two girls were confined at the training school when Harris paid her visit; 52 were African-American. “When a PINS arrived at Hudson, “Harris observed, “she was given (a) battery

of tests. She was tested academically, tested medically, and again, tested psychologically, by both a psychologist and a psychiatrist, who made follow-up suggestions on her case – suggestions that according to several staff members were universally ignored.” Aftercare services fared little better. George Dolecal, who was acting superintendent at the time, saw little difference between PINS and delinquent kids. At the time, compulsory group therapy was at the center of programming at Hudson. As the facility confronted closure, staff members were anxious, if not angry. Girls were cynical. One girl told Harris, “Well, you know, Judson takes anything that walks, so nobody’s gonna trouble their ass much over what happens to us.” Harris’ account of the Hudson facility also covers issues such as homosexuality, solitary confinement, and charges of mistreatment. This article is available on-line at [http://www.newyorker.com/archive/1978/08/14/1978\\_08\\_14\\_055\\_TNY\\_CARDS\\_000326090](http://www.newyorker.com/archive/1978/08/14/1978_08_14_055_TNY_CARDS_000326090)

**Schram, Margaret (1989). Soiled Doves and Blighted Blossoms, Part IV: The New York State Training School for Girls. *The Independent*, January 5: 23.**

For many years, ending in 1989, Columbia County historian Margaret B. Schram, author of Hudson’s Merchants and Whalers: The Rise and Fall of a River Port, 1783-1850 (Black Dome, 2004), wrote a “local history” column for *The Independent*, a twice weekly county-wide newspaper. In this article, the last of a four-part series on the Hudson-based House of Refuge and the New York State Training School for Girls, Schram notes that a State Board of Charities report in 1902 urged “withdrawing (youth) from the criminal class and make them intelligent, self-supporting citizens.” According to this report, the House of Refuge for Women’s moral and management problems deemed it “totally unsuccessful” and a recommendation was made for a separate girls’ facility. The New York State Training School for Women was then designed to receive all girls less than 16 years-of-age from the Randall’s Island and the Rochester facilities which it was replacing. Some young women at the Hudson House of Refuge who were over 16 were sent to the Western House of Refuge in Albion or to Bedford, the new state prison for women that opened in 1904. Others were paroled or otherwise discharged.

Schram describes day-to-day and other activities at the New York Training School for Girls. She takes note of education courses, the use of isolation as punishment for minor offenses, and the institutions demise, which began with changes in state juvenile justice practices and in legislative budget expenditures. The training school closed in 1975, after a flurry of local actions to keep it open. This article is available on microfiche at the Roeliff Jansen Community Library in Hillsdale, New York.

**Bernstein, Nina (1996a). Ward of the State; The Gap in Ella Fitzgerald's Life. *New York Times*. June 23.**

Ella Fitzgerald, the great jazz singer, was confined at the New York State Training School for Girls for about a year in the early 1930s. Little is known about her stay there, although consensus suggests she found it painful, and said little about it during the course of her life. In this newspaper article, reporter Bernstein uncovers as much as we know about Fitzgerald's experiences. Bernstein's sources include official documents, as well as the remembrances of those who were with her, as workers or as detainees, at the Hudson facility. This article is reprinted in Leslie Gourse, ed. (1998), *The Ella Fitzgerald Companion: Seven Decades of Commentary*, New York Schirmer Books, pp. 9-12. It is also available online at [www.nytimes.com/1996/06/23/weekinreview/ward-of-the-state-the-gap-in-ella-fitzgerald-s-life.html?pagewanted=print&src=pm](http://www.nytimes.com/1996/06/23/weekinreview/ward-of-the-state-the-gap-in-ella-fitzgerald-s-life.html?pagewanted=print&src=pm).

**Bernstein, Nina (1996b). Punishing Women, Punishing Girls. New York: Alicia Patterson Foundation.**

While researching a book on foster care, New York Times journalist Nina Bernstein received an Alicia Patterson Fellowship. This report, growing out of the research she did while a Fellow, briefly describes the plight of 14-year-old Shirley Wilder, the central child in Bernstein's book; the history of the Girls Training School, which was initially the New York House of Refuge for Women, which opened in 1887; perspectives of the first and last superintendent of the training school; and memories of surviving staff members. Photographs show the old buildings and a small cemetery for young girls and stillborn babies on the Hudson prison property. This report is available online at <http://aliciapatter>

[son.org/stories/punishing-women-punishing-girls](http://son.org/stories/punishing-women-punishing-girls).

**New York State Department of Correctional Services (1999). Hudson. *DOCS/TODAY*, 8(9): 12-15.**

This brief article describes the history of juvenile and adult correctional facilities in Hudson, New York, including the New York State Training School for Girls.

**Bernstein, Nina (2001). *The Lost Children of Wilder: The Epic Struggle to Change Foster Care*. New York: Pantheon Books.**

This National Book Award finalist is a journalistic history of young Shirley Wilder's plight in the child welfare and juvenile justice systems of New York State that resulted in landmark class action lawsuits that "became a battleground for the conflicts of race, religion, and politics that shape America's child welfare system". Opening chapters focus on Shirley Wilder's stay at the New York State Training School for Girls in the early 1970s, shortly before its closing in 1975. For this book, Bernstein interviewed numerous officials and other workers at the training school. In addition to documenting the 26-year legal history of the Wilder case, Bernstein reports on the lives of Shirley Wilder's family, children, and grandchildren. "Like so many juvenile facilities," Bernstein concludes, "Hudson looked like a camp from outside and was unmistakably a prison within."

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Russ has covered criminal justice and child welfare program and policy issues for 35 years for state and national publications on community corrections, offender programming, crime victims, restorative justice, correctional mental health, and criminal justice reform. An editor of a book series on women, crime, and criminology, he has also edited four books on crime desistance, women and girls in the criminal justice system, and, most recently, prisoner reentry.

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