THE USE OF RADIO PROGRAMS AT THE BOYS' INDUSTRIAL SCHOOL
AS A METHOD OF PUPIL EDUCATION AND PUBLIC RELATIONS

A Thesis Presented for the
Degree of Master of Arts

By

Jane Wise Arnold, B.A. and B.S. in Education

OHIO STATE
UNIVERSITY

The Ohio State University
1946

Approved by: [Signature]
ACKNOWLEDGEMENTS

The author desires to express her appreciation to those who have aided her in the planning and carrying out of this project and in preparing this paper. Special acknowledgement is due Mr. Gerald B. Stahly, Supervisor of Education at the Boys' Industrial School, for his cooperation and assistance in every phase of this project. The writer is grateful to Mr. Thomas A. Snow, school principal, for his help in organizing the radio groups and for his support of both the "Cadet on the Air" and the radio series. Without the approval and backing of Mr. O. L. Thomas and Mr. Ralph Alvis, both acting superintendents of B. I. S., the series could not have been produced. The writer especially wishes to thank those on the staff of the School who assisted with the project in many ways, and the boys who helped in the planning, writing and producing of both the "Cadet" and the radio series.

To her advisors, Dr. I. Keith Tyler and Dr. Virginia S. Sanderson, for their many constructive criticisms and suggestions, the author desires to express her deepest appreciation.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I. The Problem</td>
<td>1</td>
</tr>
<tr>
<td>II. The Public Relations Use of Radio in Boys' Correctional Schools</td>
<td>7</td>
</tr>
<tr>
<td>III. History of the Boys' Industrial School</td>
<td>14</td>
</tr>
<tr>
<td>IV. Development of the Radio Series</td>
<td>30</td>
</tr>
<tr>
<td>V. Results of Program Series</td>
<td>61</td>
</tr>
<tr>
<td>VI. Evaluation of Broadcasts and General Plan for the Series</td>
<td>69</td>
</tr>
<tr>
<td>VII. Summary and Recommendations</td>
<td>86</td>
</tr>
<tr>
<td><strong>Appendix</strong></td>
<td></td>
</tr>
<tr>
<td>A. Survey Letter Sent to the Boys' Correctional Institutions</td>
<td>96</td>
</tr>
<tr>
<td>B. Questionnaire Accompanying Survey Letter</td>
<td>97</td>
</tr>
<tr>
<td>C. Use of Radio by Boys' Correctional Institutions</td>
<td>99</td>
</tr>
<tr>
<td>D. Sample Script of Institutional News Broadcast</td>
<td>101</td>
</tr>
<tr>
<td>E. Representative Themes Written in English Classes</td>
<td>111</td>
</tr>
<tr>
<td>F. Reasons Given by Boys for Commitments</td>
<td>114</td>
</tr>
<tr>
<td>G. Sample Theme Dealing with Repeaters</td>
<td>115</td>
</tr>
<tr>
<td>H. Publicity Article in WOSU Bulletin</td>
<td>119</td>
</tr>
<tr>
<td>I. Evaluation Sheet</td>
<td>121</td>
</tr>
<tr>
<td>J. Sample Scripts</td>
<td>122</td>
</tr>
<tr>
<td><strong>Bibliography</strong></td>
<td>208</td>
</tr>
</tbody>
</table>
CHAPTER I

THE PROBLEM

The problem for this thesis was to develop a series of radio programs for the Boys' Industrial School in Lancaster, Ohio which were:

1. To inform the public of the nature of delinquency, describe some of the factors which cause boys to become delinquent, and show how they can help prevent delinquency in their communities.

2. To give the public a true picture of a delinquent boy's life and training at the Boys' Industrial School.

3. To inform the public of the institution's problems and suggest ways in which Ohio citizens could help to overcome them.

4. To discuss the future needs of the School and tell of ways in which the citizens of the state can help the School in meeting these needs.

5. To emphasize how the community can help and should treat a boy who has served a term at the Boys' Industrial School when he returns home.

6. To give the boys an opportunity to learn how to handle new experiences, meet people and increase their knowledge of getting along with others.

7. To give the boys of the School valuable training in speaking, reading and writing through their part in helping to write the scripts and in producing and acting in the programs.
8. To help the boys gain in understanding of and appreciation for the media of radio.

How to reach the most citizens of Ohio in the shortest amount of time to inform them of the true state of conditions at the Boys' Industrial School was the problem of that institution's officials in the spring of 1945. At that time the School was in the midst of many changes and was receiving a considerable amount of adverse publicity. It was decided that one of the best ways to counteract such publicity, which often was based only on partial truths, was to develop a series of radio programs to present a more accurate picture of a delinquent boy's training at the institution. Therefore, the offer of this writer, who some time before had proposed developing such a series, was accepted.

In addition to presenting the contemporary situation at the school, its future needs and plans were to receive their share of attention in the scripts. It was thought that if the citizens of Ohio knew how they could help to strengthen the program of the Boys' Industrial School so that it would do even more for delinquent boys, they would co-operate to the best of their ability. For example, one part of a script might describe the overcrowded conditions in the cottages where the boys live. During the same program, a school official could relate the plans for relieving this condition when and if money and materials were available. Thus the public would know that a bad situation now prevailed, that the school officials realized it and were doing the best they could in spite of it and that plans were under way to remedy it as soon as possible.
It was felt that the broadcasts should not only describe the school to the citizens of the state but should also provide beneficial training for the boys. It was hoped that their participation in the broadcasts would not only develop their skill in the forms of communication but would give them opportunities to develop new and more desirable social attitudes and skills. For example, in helping to write the scripts it would become necessary for them to think about their own problems as well as those of other boys at the school. They would concentrate not so much on the deeds for which boys were committed but on why the boys had become involved in delinquent activities. In writing about the school's program they might gain a clearer picture of how it was trying to help them. They would see more clearly its virtues, its faults and its needs.

Through participation in the broadcasts it was believed they would learn not only more about radio, but also how to handle new situations, meet people, and perhaps gain in the knowledge of how to get along with others.

This project of developing a series of radio programs for the state institution for delinquent boys was bound to encounter many problems.

First, the series of programs and the general outline for them had to be approved both by the Superintendent of the Boys' Industrial School and the state Director of Welfare.

Each script had to be approved not only by the Supervisor of Education but also by the Superintendent of the institution.
Occasionally this would create a problem, for the philosophies of the men did not always agree. One would want a situation presented to give one idea while the other wished it to be shown in a slightly different way. In cases like this the two viewpoints had to be compromised before the script could be revised.

When one or the other did not approve of a script and rewriting was necessary, another problem resulted. The programs were written so as to insure coherence and smooth transitions from one scene to the next. Revisions, therefore, concerned not only the portion which was not approved, but those parts immediately preceding and following. Since the time factor was also a problem, script rewriting caused some difficulties.

Another problem stemmed from the fact that at the Boys' Industrial School the time of both the boys and officials is so tightly scheduled that any deviation from the routine creates confusion.

In order to write the scripts it was necessary to relieve the writer from her regular teaching duties. Either her classes had to be apportioned to other teachers, which would make their groups far too large, or a regular substitute had to be hired. It was decided to employ a substitute but it took a little time to find a suitable one. Thus, the scripts were not started at the time planned, and a rush job had to be done to meet the deadline set by the station for receiving the first script.

To get boys for rehearsals, they either had to leave their classes or their work jobs. Fortunately, most of the work supervisors
were co-operative and even though inconvenienced to some extent, they always permitted the boys to come to rehearsal. Taking boys from school work interfered with their lessons, so rehearsals had to be scheduled at times when the majority of boys were in physical education or in a class where they were ahead of the others in their work.

Some institution officials participated in each broadcast, and this created the problem of taking the time to go to Columbus to broadcast, and finding someone to substitute for them while they were gone.

A considerable problem existed in writing the scripts so as to: (1) counteract the often false impressions given of the school in newspaper articles, and (2) to bring out the problems of the school so that they would be forcibly impressed on the listener and make him want to help solve them.

In addition, while it was necessary to write the script so as to give the true picture of the school, the facts had to be stated in such a way that no person or group of persons would feel that they were being attacked. It was hoped that the supporters of the "old" philosophy and program at the Boys' Industrial School and the adherents of the new program would be brought closer together rather than driven farther apart by these broadcasts. The writer hoped so to develop the scripts that the two groups would see that they already had much in common and that agreement could be reached on many disputed points.

Another problem which sometimes caused difficulty was arranging transportation to Columbus. When large groups such as the glee club and the chapel choir participated in the programs only the school bus
was large enough to accommodate them. Since both the bus and bus
driver's time was as rigidly scheduled as everything else, shifting of
duties and personnel was a necessity and something of a hardship.

Even for a small group the transportation created a problem when
the Supervisor of Education was unable to drive. Too often there was a
car available but no driver, or a driver but no car.

Thus we see that the problems encountered in the project of
developing a series of radio programs for the Boys' Industrial School
center around four main areas: first, securing approval for the series
as well as for each script. This necessitated rewriting of portions of
script which were not approved. Fortunately, not many revisions were
needed. Secondly, the time factor created a problem because script
writing and rehearsals took a teacher away from her classroom for
several weeks and made it necessary for boys to leave their work jobs
and classes. In the third place, writing the script was difficult for
the facts had to be stated in a way that hurt no one. Through the
radio broadcasts it was hoped that the exponents of both the old and
new philosophies would become more closely united. Lastly, the trans-
portation of the groups from Lancaster to Columbus posed a problem be-
cause the rigid schedule of the school made it difficult to release
cars and drivers from their regular duties.
CHAPTER II

THE PUBLIC RELATIONS USE OF RADIO IN BOYS' CORRECTIONAL SCHOOLS

Only in comparatively recent times has the need been felt by business houses, institutions, schools, and political organizations for departments of public relations. As our civilization has become more complex, competition for business, votes, public approval and recognition has become more keen. The need has grown to place products, persons or causes squarely in the focus of the public eye and to keep public attention riveted upon them. Thus it has become necessary to create departments solely for the purpose of acting as liaison agents between the producer and the consumer. These public relation departments, as they are usually called, try to gain the good will of the general public for their employers. At the same time, they attempt to discover what the public thinks of their products, and how their products might be changed so as better to meet the needs of consumers.

The producer is interested not only in better serving those who buy his product, but he knows that catering to his buyers and giving them what they want ultimately means greater profits for him. In this case, the public relations work is primarily for the benefit of the producer, even though it does help the consumer.

On the other side, we find organizations in which the entire emphasis of the public relations department is upon the consumer and ways of benefiting him. We find groups sponsoring consumer research to discover which products give the greatest satisfaction for the least cost.
Here they are not concerned with any profit for the producer but only with the gain to the consumer.

In some communities we find organizations of citizens banding together to combat, let us say, juvenile delinquency. Such committees not only work to alleviate the problem and inform other citizens of the town of ways in which they can help to combat the menace, but they also meet with the local judge and the police department to work out a cooperative plan of action. In such instances as these the emphasis is again upon consumers for it is they who are working to better their own community and thus, in turn, to benefit every individual.

We find, too, such groups as the Parent Teachers Association bringing together the parents of children in school and the teachers to discuss their mutual problems and desires. Such organizations work jointly to obtain better educational systems for their cities.

In the case of schools or correctional institutions a public relations department attempts to explain the program of the institution, the ways in which this program is benefiting the individuals participating in it, the ultimate benefits for the community from the program and, in many cases, how the public can co-operate in making the program more successful. The heads of both public schools and correctional institutions know that ultimately no program can succeed unless the public understands it, sympathizes with it and actively supports it. Therefore, many of these administrators attempt to make the greatest possible use of the various channels for disseminating information to the public. These channels include: (1) publications such as newspapers,
magazines, and school papers; (2) motion pictures; (3) personal contacts; and (4) radio programs.

The medium most generally used for informing the public about the school is the newspaper. Oftentimes, editors of local papers have special columns or sections of the paper devoted entirely to school matters. Either the editors of the papers or designated persons within the school see to it that the most important news is given to the state and national press services.

Most schools sponsor a school paper or magazine which, though primarily written for the students, finds its way into many of the homes of the community. The paper is also mailed to a number of people who are interested in the school. Often schools exchange papers with each other and so the news travels to various communities.

Recently, some schools have produced motion pictures to tell the public of their activities. The movie may be used in conjunction with a talk before local groups by a school official. In other cases, the picture is complete in itself and no explanatory comments are needed. A few schools are making a movie each year so that they will have a pictorial school history as well as documentary evidence of their progress.

Another way of bringing a school's program and problems before the public eye is through talks and entertainments by members of the staff and by students. Schools seem to have found that it pays good dividends to have the principal talk before a local luncheon club on the "Education of Our Children." To have musical and dramatic groups participate in community activities not only helps the schools when the
townspeople are voting for or against a tax measure but such displays of achievement constitute the duty of the school as a community institution.

It was not until 1924 that the schools began to use radio for educational purposes and it was not until some time later that they began to use this medium for informing the public of the school's activities.

Up to this point we have used the term "school" in a very broad sense. Now, let us confine our attention to the correctional school to which boys who have become involved in various kinds of trouble in their communities are committed.

Such schools as these especially need the understanding of the public if their rehabilitation programs are to be successful. John and Jane Citizen must not only be able to comprehend why boys become community problems but they should know what the correctional school is doing in changing the attitudes of the boys and how the community can help the boys when they return to it.

Some of these institutions have a special department whose sole function is to serve as a liaison between the school and the public. Others channel all information through the state or city welfare department. While all use newspapers as an integral part of their publicity program, the extent to which they were using radio was not known.

In the spring of 1945, the Boys' Industrial School at Lancaster, Ohio scheduled a series of radio programs to tell the citizens of Ohio more about the problem of juvenile delinquency and what was being done
about it in their state. This experience raised the question of the extent to which other correctional institutions were including the use of radio in their public relations programs, the types of radio programs they were sponsoring, and the kinds of broadcasts which had proven most effective. To secure answers to these questions a questionnaire and an explanatory letter were sent to all correctional schools whose age group included boys between ten and eighteen in the United States and to one school in Hawaii.

The questionnaire was divided into seven main headings: (1) What part do radio programs play in your institution's public relations? (2) What is the frequency of programs in your series? (3) What type or types of programs do you usually present? (4) How are your scripts prepared? (5) In what ways have the boys in your institution been given an opportunity to help with the broadcasts? (6) Please comment on the effectiveness of the radio programs carried on by your institution. (7) Please describe any difficulties you have had in conducting these programs. Under each of the first five parts there were several subdivisions.

Sixty-eight questionnaires were sent and forty-eight schools replied. Only six among the forty-eight were using or had ever used radio in their public relations programs.

Of these, only two indicated that radio was a regular part of their programs. One of the schools had a planned series of radio

---

1. A copy of the letter and questionnaire will be found in the Appendix.
2. A table showing the schools who replied to the questionnaire and their responses will be found in the Appendix.
broadcasts at least once a year while the other had a continuous series throughout most of the year. Both of these institutions broadcast once a week. The other four schools checked that they presented only occasional special programs.

Music by the institution's musical groups was utilized by all six schools as a type of radio presentation. Two used talks by staff members and two chose talks by boys to relay their messages to the public. A round table discussion by the boys was broadcast by one group while another programmed a similar discussion with members of the institution's staff as participants. Two schools indicated that their programs included a combination of the above mentioned types, but none checked that they used any form of dramatization whatsoever.

To the question on how the scripts were prepared, two responded that they were written by the students and two reported that they were prepared by a member of the staff. The other two questionnaires were not checked on this point.

So far as giving the boys in the institution an opportunity to participate in the programs, two schools said that the broadcasting was done by the students. At two others, the programs were presented by the boys in combination with staff members from the radio station.

All the institutions seemed to feel their radio activity was worth while. The superintendent of one school commented that both the staff and the boys of the school were pleased with the results of their programs not only because of the fine training for the boys but also because of the part such programs played in public relations. All indicated that their broadcasts had received favorable comments and felt the
publicity was valuable for their schools.

The biggest problems seemed to center around insufficient personnel and a lack of time to prepare scripts. One superintendent said that it was hard for his institution to continue programs over a very long period of time as the school population was small and it was necessary to use the same boys too often.

From the results of the questionnaire, it is evident that very few of the boys' correctional schools in this country are using radio. Of those that do, only two have anything that would resemble regular broadcasts, and their programs typically offer little outlet for participation by the students.
CHAPTER III
HISTORY OF THE BOYS' INDUSTRIAL SCHOOL

In order to understand the situation at the Boys' Industrial School in the winter and spring of 1945, it might be well to examine rather closely the historical background of the institution.

The Boys' Industrial School was established in 1857. Some time previous to that date officials of state prison institutions and child welfare groups had been urging the state government to establish separate institutions for juvenile delinquents. In the annual report of the warden of the Ohio Penitentiary in 1850 he stated:

I have no doubt the time is already arrived when the Legislature should seriously contemplate the propriety of establishing in some portion of the State, a House of Refuge or Correction for boys, and for the working out of short sentences. Many a youth may be saved from final ruin and infamy by being sent to a house of correction for a brief period rather than to the penitentiary. But the considerations urging the propriety of this course are so apparent that I need not enlarge upon the subject.¹

Again in 1854 and 1855 the report of the directors and warden of the Ohio Penitentiary called attention to the fact that the establishment of a reform school or "house of correction" was sorely needed. In a report of the board of commissioners to Rutherford B. Hayes, then governor of Ohio, G. E. Howe, acting commissioner, wrote:

In the year 1853 and again in the year 1854, a bill was introduced in the legislature for the establishment of a Refuge or Reform School for our State. In the latter year the bill was passed by the Senate. 2

The bill providing for the establishment of the Ohio Reform School was finally passed on April 7, 1856. The first section of the bill reads as follows:

Section I. Be it enacted by the General Assembly of the State of Ohio, That there shall be established, as hereinafter provided, an institution for the discipline, correction and reformation of juvenile offenders to be designated, the Ohio Reform School, to which may be committed for discipline, correction, and instruction such persons not exceeding twenty years of age, as may be convicted of crimes the punishment whereof is now confinement in the penitentiary, and such other persons as it may be hereafter provided by law thus to commit. 3

The bill also provided for the appointment of three commissioners who were to seek a suitable location for the institution and receive "propositions in regard to donations." It was also stated that an architect be selected, and that two of the commissioners with the architect should visit three of the principal institutions of a similar type in the United States.

Governor Chase appointed as members of the commission Charles Reemelin of Cincinnati, J. A. Foot of Cleveland, and J. D. Ladd of Steubenville. It was suggested that it might be desirable not only to visit institutions in the United States, but also some in Europe. Since

2. Sixteenth Annual Report of the Board of Commissioners for Reform Schools, to the Governor of the State of Ohio, for the year 1871, Columbus, Ohio. Nevins and Myers, 1872.
3. Laws of Ohio, 1856, LIII, p. 66.
Mr. Reemelin had planned to go abroad on business he was delegated by the governor to visit some of the reform schools while in Europe.

Before Mr. Reemelin's journey abroad he visited several reform schools in this country, but found none that suited him. He said that he wanted a school that in no way resembled a prison. He visited reform schools in England, France, Germany, Switzerland and Belgium. He found in Paris an institution called "Colony de Mettray." The methods used at this school and its entire atmosphere made it the kind of school for which he had been searching in both the United States and Europe. In his book "The Life of Charles Reemelin," he describes the Colony de Mettray in this way:

I remained in Paris eight days. During that time, after giving up my attempts to sell railroad bonds, I visited, with a card of admissions, secured to me by Count Morny and Foulds, the institution called 'Colony de Mettray,' which was, in my opinion, the best Reform School in the world. There are not only the true ideas of philanthropists carried out, by a man like Colonel Demetz, but also the finest household economy possible is kept up, through clerical supervision. The boys become good gardeners, fine mechanics, and trusty laborers very soon, because their characters are reformed, void of hypocrisy. There are also systems of reward and punishment, that are the best promptings to virtue, and the truest checks on vice. I talked with many boys there and found, that, with most of them, being taken there, was in itself a reform, because it effected liberation from prison aid and discipline.

Upon Mr. Reemelin's return to Ohio, he met with the board of commissioners and recommended to them that the reform school established in this state be patterned after the Colony de Mettray. His report was adopted by the board, and then turned over to the governor who recommended

4. The Life of Charles Reemelin, Cincinnati, Ohio, Weier and Daiker, 1892, pp. 131-132.
it to the legislature. According to the report the legislature was to establish a State Reform Farm where the youths could be employed in agricultural, horticultural and concomitant mechanical labors. There was not to be any semblance of a prison in the institution, and there was to be a system of labor, education and discipline for which, life as it is, and not life as it should not be, formed the model. The report further stated that the farm should consist of at least 2,000 acres and the land should be selected more with regard to health than its richness. The "family system" was to be followed and each house was to contain no more than forty inmates with a chief or "father" and two sub-chiefs or "elder brothers" for each. The establishment was to grow gradually and chiefly through the labor of the inmates. The discipline was to be that of a family whose "substinance springs from labor, and officers as well as inmates are employed and work with each other."\(^5\)

The commission further recommended that only one cottage be built at first to accommodate forty boys. These boys were then to build the second house and so on.

One other statement in the report is significant in its indication of the kind of institution the commission hoped to establish:

The effect upon the youth himself is a most important point to be considered. The State finds him in a wrong position towards society. It takes him up and confines him in a prison, and thus habituates him to a life, the like of which, he can not, after discharge, find in the world at large. Is not this continuing him in a false position? . . . All luxury should be avoided and the general appearance and organization should be like that of a well regulated common farm.\(^6\)

5. Reemelin, Charles; Foot, John A.; and Ladd, James D., Report of the Commissioners of the Ohio Reform School, Columbus, Ohio, Richard Nevins, 1857.
6. Ibid., pp. 4-6.
In 1857 the Ohio legislature passed the bill outlining in detail the organization of the first reform farm school in the United States. The legislation further provided for the purchase of a farm of approximately one thousand acres at a price not to exceed $15.00 per acre. Ten thousand dollars was also appropriated to cover the buildings, employees and other expenses of operation.

One thousand one hundred and seventy acres of land were subsequently purchased near Lancaster, Ohio. The country is quite hilly and includes the second highest point in the entire state. Many persons felt that the very beauty of the location would have a beneficial effect on the boys. The story is told that one judge, who was visiting the school, stood on the top of a hill overlooking the valley and river below and said, "When the boys live so near heaven, how can they become anything but good!"

It is interesting to note that there were dire predictions concerning the fate of this new kind of school when it first began. Mr. Reemelin in his autobiography reports that the guards at the House of Refuge in Cincinnati and the Penitentiary, from which the first inmates for the new Reform School were taken, "loudly predicted, that we would not get a single youth to the farm; for they would all run away." But

... after an interchange of views, with the directors at the Penitentiary and also the House of Refuge in Cincinnati, we selected from juveniles, confined in them respectively, about a dozen inmates, and took them, unchained and with only two unarmed guards, I being one, in open wagons part of the way, and in common railroad cars, through the country, to Lancaster. We had not the slightest attempt at a run-away, but brought them all to
the farm, and there we put them into an open house, with unlocked rooms and unbarred windows.7

Mr. Reemelin served as the first commissioner of the Reform Farm and was succeeded by George E. Howe.

Since its establishment only a few major changes have been made in the law governing the School. The name was changed in 1885 from State Reform Farm to the Boys' Industrial School. Instead of being under the supervision of a separate commission the School is now under the jurisdiction of the State Department of Welfare.

Even though few changes have been made in the laws governing the school there have been many changes within the institution itself. Somewhere along the way, the school officials lost sight of the high purposes and ideals of the first board of commissioners. Instead of having no "prison atmosphere," boys were compelled to wear iron shackles for weeks or months, day and night. Corporal punishment was the accepted method for discipline. Before release boys were examined by the physician to see that marks of punishment were not visible and sometimes were held longer so that such marks might disappear.

Between 1919 and 1935, five studies were made of the Boys' Industrial School and all but one published. Of these five, three were concerned entirely with the school and two were done by the United States Children's Bureau and included industrial schools in other states. In the three studies which dealt only with the Ohio school, many significant and valuable recommendations were made for improvement.

In a study of the educational system, it was found that the teachers were inadequately trained and could not teach even the conventional school subjects well. Additional equipment was badly needed not only in the school but in the cottages in which the boys lived. It was found that there was almost no educational supervision. All studies commented that the boys were classified only according to age and that there was no psychological testing or treatment. Those making the surveys found families were overcrowded, food for the boys was very poor, the menus monotonous and the food itself unsanitary.

Perhaps these conditions can be explained to some extent by the additional facts revealed by the majority of the surveys, that the personnel of the school were untrained, had no breadth of vision, no understanding of problem children, were extremely underpaid but overburdened with many duties and long hours of work. Is it any wonder that the atmosphere at the school reeked with the repression, severity and sullenness of both the boys and the officers? Quite a contrast to the "home-like" atmosphere, the placing first of the health and welfare of the boys, and the system of rewards for constructive behavior which were the dreams of the first commissioners.

Even though many studies had been made and many worth while recommendations proposed the state administration persisted in postponing action and in 1939 the situation did not differ appreciably from that which existed in 1919.

In the winter of 1939, Charles E. Sherwood who was then the Director of Welfare for Ohio and Assistant Director Mooney met with a
group of persons representing the State Department of Education, the Boys' Industrial School, the Ohio Soldiers' and Sailors' Orphan Home, the Ohio State University and the Department of Public Welfare. At that time it was decided to ask the Bureau of Educational Research at the Ohio State University to conduct a comprehensive survey of the Boys' Industrial School. The survey got under way on July 27, 1939.

As previously stated this survey found conditions much the same as other studies had indicated. By this time shackles and chains were no longer used, placing a boy in solitary confinement was a thing of the past, but the boys still carried the same "deadpan" look and the atmosphere was still redolent of severity, sullenness and repression.

Those in charge of the survey found that

the philosophy of the school is based on two sets of facts and the interpretations of them. The first is that since the boy has sinned he owes a debt to society; he must therefore be punished in repayment of this debt. The boy is regarded as a problem boy rather than as a boy with problems. Suppression and repression are considered the only kinds of treatment to which the boys will respond. In the second place, emphasis is placed on the maintenance and operation of the institution to the disadvantage of the boy. Economy is the watchword. Great pride is taken in pointing out to visitors the neatness of the grounds and buildings, the care with which machinery and stock are handled, and the productiveness of the orchards, the farm and the dairy herd; the boys are incidental.

In regard to food and clothing the surveyors found that it cost 17.6 cents per day to feed the boys while the average cost of feeding the officers per day was 45.2 cents. The inmate's clothing appeared ragged, ill fitting and uniform in pattern.

So far as boys' living arrangements were concerned, the cottages were dreadfully overcrowded. Assignments to the cottages were made according to size, color and religion. Thus, cottages housing small boys included those ranging from ten to seventeen years of age.

The problem of discipline at the school has been mentioned in previous paragraphs. However, it would be well to note that those concerned with the Bureau of Educational Research survey would seem to agree with the following statement made in the Osborne Association Survey in 1935:

This is one of the institutions of the country which still depends considerably on corporal punishment to maintain discipline. Discipline methods used in such institutions as George Junior Republic are as remote from those at Lancaster as they are from the methods described in Dickens' *Oliver Twist*.9

They also found that a strict military program of discipline was in effect that imposed prohibitions so stringent that normal activities such as talking and laughing were designated as crimes deserving of punishment. Rule enforcement was sometimes placed in the hands of boys who were designated as monitors. These boys were often the toughest bullies in the school and repeaters who knew how to take advantage of their position.

As might be expected, recreation facilities were nil, the medical care woefully inadequate, and the educational program virtually unsupervised while the curriculum was unsuited to the needs of the boys.

While at the school the boys were practically isolated from contact with the outside world. The boys could receive letters from and write to only one person. Both incoming and outgoing letters were strictly censored. A boy was allowed one visit per month from some member of his family. Newspapers were forbidden and magazines non-existent in the cottages. Cottage recreation rooms contained only a few books. Radios, available at the discretion of the family officer, were seldom heard.

For the entire state of Ohio, there were only four parole officers for the boys. These men were supposed to aid the boys' adjustment with his community and his home, by getting acquainted with the boy, preparing the community for his reception, sometimes finding a foster home, and periodically checking on the boys' behavior. In one year there would be as many as 729 boys on parole. Obviously, four men could not handle such an extremely heavy case load.

In brief, this was the situation which the survey staff found at the Boys' Industrial School in 1939. Inadequate food, clothing and shelter; corporal punishment; a poor educational system; and little contact with the outside world were the component parts of the program which was supposed to help boys learn how to get along successfully in a society in which they had previously been unable to make adjustments.

As a person who has worked at the institution for at least two decades said to this writer sometime after the 1939 survey,

When you've been here as long as I have, you'll know that these surveys don't mean much. For a while everybody's stirred up, but then the investigator leaves and pretty soon everything's just the same as it always was.
He was not alone in this attitude, and it was to the considerable surprise and consternation of the institution's "old-timers" that the study of 1939 produced some revolutionary results.

The report of the survey committee made numerous suggestions for improvement in all phases of the institution's program. They wanted the emphasis put back on the boy as Reemelin had originally intended. They wanted to hear talking and laughter on the avenues and to develop self-reliance and self-discipline in the boys. They wished to institute a program of genuine rehabilitation.

To achieve this end, the entire administrative set-up of the school was changed. A new superintendent, a man with much experience in administration and well trained in working with young people, was appointed. The position of assistant superintendent was abolished. There was created an administrative staff of twelve persons, each responsible for a definite area of the program of the School. The department head was supposed to be particularly well qualified by training for his position.

Many new people were brought into the school and those who had held high administrative positions for years were removed from authority.

Boys were granted privileges which previously they would not have thought possible. Newspapers and magazines were purchased for each family. A new sound motion picture machine was purchased and the weekly movie became a regular part of the schedule. Special programs were planned by the Supervisor of Recreation. Boy Scout troops were organized. An inter-cottage basketball and baseball league was formed.
Coaches were hired and teams selected to compete in football and basketball games with other schools.

A resident Protestant chaplain came to serve the institution. A Catholic priest devoted part of his time to the school and gave instruction to boys of that faith. Another psychologist was added to the staff and all boys were tested when they entered the institution. Boys were placed in cottages according to their ages, sociological and psychological backgrounds. A Guidance Committee was established to make all cottage, work and school assignments. In so far as possible, the needs of the boy and his physical, mental and emotional qualifications were considered in making the assignment. The boy had the right to appeal for a transfer to another cottage or work job if he desired.

Attempts were made more nearly to equalize the quality of food given the boys and the officers. A dietitian was hired and pains were taken to see that the food was prepared so that it was both sanitary and palatable.

A supervisor of education was appointed and he at once began to revise the school curriculum so that the school could be accredited by the State Department. Only teachers who were properly certificated and had at least a Bachelor's degree were employed. It was felt that in such a school above average teachers who understood both their subject and children with problems should be hired. Vocational training courses were organized and became an important part of the curriculum.

In the parole department, a supervisor was appointed. A shift in terminology also occurred in this area. The terms "parole" and "parole officer" were replaced by "placement" and "field counselor."
new system to help determine when a boy was ready for placement was
inaugurated, and several new field counselors were added to the staff.

The working hours of officers were also changed. More free time
was permitted, and, in so far as possible, officers were no longer over-
burdened with "extra" duties. Those who lived at the School now could
leave the grounds without asking the permission of an administrative of-
cifer. In many ways working conditions at the institution were bettered.

From this description of the changes at the Boys' Industrial
School following the survey one might be led to believe that the situ-
aton had been almost magically reversed.

Unfortunately, such was not the case. While rapid progress was
made and a great deal was done, it was not accomplished without con-
siderable struggle.

Those staff members who had been brought to the School follow-
ing the study and who were to help inaugurate and participate in the
new program, found themselves virtually pitted against those people
who had worked there for years. A person belonged either to the new
group or the old group. "In-betweeners" were despised by both parties.

The new group made a mistake in too often assuming that all
that had been done in the past was bad and that the experience of the
"old timers" was worth little.

Many of the group which adhered to the old philosophy were sus-
picious of all newcomers. Some resented the survey and the changes re-
sulting from it, and were most anxious to have the turmoil from this
survey settle down so that they could return to the ways of the past.
They saw that the newcomers now were in power and they no longer could control matters. However, they "sniped" at the new program whenever possible, and resisted any change from accepted tradition with all their might.

In spite of the struggle between the two forces, the Boys' Industrial School was on the road to becoming one of the best correctional institutions in the country, when World War II began. Immediately, some of the young men working at the school were drafted. At first, replacements were easily found, but as the war progressed it became more and more difficult to find men and women whose training and experience was at all comparable to that which was needed.

The severest blow of all to the new program came when the superintendent entered the army. While he left some able lieutenants behind him they did not possess the authority needed to carry the program forward.

By the spring of 1945, three men had served as acting superintendents of the school. Some of these men did their best to keep the new program moving ahead, but they possessed no real power and had little training for their position.

As might be expected, as soon as the strong leader was gone resistance to the new program became bolder. The stalwarts of the old group saw an opportunity to regain their lost power and, as it was sometimes expressed, "to make the School and the boys their private property again." Therefore, the old battle received an added impetus and was resumed with renewed vigor.
Before we proceed, it might be well to add that a portion of those who had worked at the school for years were in favor of much of the new program and supported it. Another small group was so vacillating that its members bent in whichever direction the wind was blowing at the time. Then there was the third group which definitely opposed the new philosophy and program.

So long as the men who had instituted the study and backed the changes made at the Boys' Industrial School were in office in the State Department of Public Welfare too much regression to the former philosophy could not occur. However, an election threw them from power, and put in people not only of a different political party but who seemingly knew little of the survey and the actual facts of the struggle at the school. It would appear that before the true situation was understood some commitments were made by these newcomers which served as the basis for future troubles.

Due to various factors the group which wished to reassert power felt strong enough to make the bid for supremacy. In order to bring about dissatisfaction with the incumbent regime on the part of the public, some personal contact work was done and many newspaper stories were released which presented distorted pictures of the program and happenings at the Boys' Industrial School.

People who actually knew the situation did not believe the stories and understood the complex factors which lay behind them. However, many persons were not so well informed and the stories did a considerable amount of damage.
It was to counteract such newspaper publicity that the decision was made to present a series of radio broadcasts concerning the school which would inform the public of the true situation.
CHAPTER IV

DEVELOPMENT OF THE RADIO SERIES

Even though the Boys' Industrial School radio series did not officially begin until the latter part of March, 1945, tentative plans for it had been under way for some months.

In order to be prepared for the broadcasts in case the plans were approved, the teacher who was to be primarily responsible felt that the boys in her classes who were to help write the scripts and participate in the programs needed a considerable amount of advance work. Some means had to be devised to give them the needed experience.

Some time before this, the school paper had been discontinued. Except for the usual "grapevine" there was no means for disseminating the news of the School among the boys and staff members. To meet this need for news within the school and, at the same time, to give the boys their necessary experience in writing and speaking for radio, the "Cadet on the Air" was started. It became a project of the writer's classes.

Since the groups which produced the "Cadet" were the same as those which helped with the radio programs, it might be well to go into some detail about their organization.

At the Boys' Industrial School, the school week is divided into what are called "even" and "odd" days. Boys come to class only every other day. In order to meet the number of hours required by the state for all approved schools, each class period at the Boys' Industrial
School is an hour and a half in length.

The class initially designated to develop the radio programs and the "Cadet on the Air" was the fifth period group on the odd day. It was selected because the boys in the class were all of high school age and their grade placement ranged from the ninth to the twelfth grades. Since the boys in the class were to some extent handpicked by the principal and the teacher, all of them possessed at least average intelligence and some were well above average.

Before either the "Cadet on the Air" or the regular radio series was started, the boys in the class were approached and asked if they would like the idea of having their class work centered around such a project and whether they thought it would be valuable to them. They responded to the suggestion enthusiastically.

Prior to the first broadcast of the "Cadet," several class periods were devoted to learning some of the fundamentals of news writing and to learning and practicing the techniques for interviewing news sources. In the lessons on how to interview, some of the basic techniques of getting along with others were discussed for at the Boys' Industrial School all teaching is supposed to be aimed toward helping the boy learn to adjust successfully when he returns to his community.

After the preliminary training the regular broadcast of the "Cadet" began. For each program the boys gathered the news, wrote their articles, had them corrected and then rewrote them.

As time went on, it became both necessary and advisable to have the even day fifth period class also help with the newscast. In this
way the classes alternated in producing the programs and more boys
gained experience. During the week a class did not present a broad-
cast, the periods were spent in grammar study based entirely on the
grammatical errors they had made in writing their articles; in spelling
lessons composed entirely of words misspelled on their papers; in study
of good radio plays and oral reading of them to help the boys develop
their reading ability, interpretation of lines, and correct pronuncia-
tions; and in additional study of news writing with emphasis on writing
for radio.

Competition was keen among the boys during the tryouts for the
position of newscaster. The best ones in each class were selected and
the final choice was made by a committee composed of the school principal and two of the teachers.

On each broadcast two boys alternated in reading the script.
These boys received as much speech training as time permitted and over
a period of weeks the results were very evident for they made con-
siderable improvement. While two boys were the regular newscasters, others were used in special "spots" or when one of the "regulars"
could not participate in the program.

The broadcasts were quite successful not only because they gave the boys at least a working knowledge of radio but because they were very well received by the other boys and the school staff. The "Cadet on the Air" feature during assembly periods was most popular and judging by the comments became the favorite part of the program to many persons.  

1. Copies of the "Cadet on the Air" scripts will be found in the Appendix.
In February of 1945, the "go ahead" signal was given for the Boys' Industrial School series of radio programs. While the "Cadet" was not discontinued, it was not produced as often for the attention of boys and teacher was turned toward the project for which the "Cadet" had merely been a stepping stone.

When they knew definitely that the radio programs were to be produced, the boys in the classes discussed what should be included in such a series. Since there were to be six programs, a decision was reached as to the material which was to compose each one. After this decision had been made, a conference was arranged with Dr. I. Keith Tyler, head of the Department of Radio Education at the Ohio State University, and Dr. Ewing, Program Director of Station WOSU in Columbus.

Mr. Gerald B. Stahly, Supervisor of Education, two of the boys from the school and the writer represented the Boys' Industrial School at the meeting.

At this time, the general plans for the program series were discussed, a definite time and date for them scheduled and arrangements made for publicity for the series. Both Dr. Tyler and Dr. Ewing made valuable suggestions concerning the development of the broadcasts and ways in which the scripts could be written interestingly and provokingly enough to make the public conscious of the present need for understanding the program of the Boys' Industrial School.

Following the conference with Dr. Tyler and Dr. Ewing, another meeting was arranged with all the department heads of the School. Plans for the program series were presented and criticisms and suggestions requested. The group felt that the schedule of six programs was inadequate.
They believed that the present plans called for so much to be crowded into one broadcast that many important facts would be handled in such a cursory, uninteresting manner that they would not receive the attention they merited. For example, the story of the educational program, the industrial training available to the boys, and the many "work jobs" which also prepared a boy for a trade, would all be dealt with in one broadcast. Again a boys' life in his cottage, and the recreation and religious programs could not possibly receive adequate attention in a fifteen-minute script.

The group felt that it would be necessary to include at least two more programs in the series and possibly more. It was decided that one of the additional programs should deal with the guidance committee, the way a boy was assigned to what was to be his job while at the Boys' Industrial School and something about the jobs themselves and the trades a boy could learn from them. The other broadcast was to be entirely devoted to the religious program of the School.

The representative of WOSU indicated that he thought the change in plans constructive and arranged the time for the two additional broadcasts.

It was decided by the boys and members of the staff that the programs should follow this general outline:

1. Why Do Boys Become Delinquents?
   
   We will select three general types of boys in the institution and try to show why each became a delinquent.

2. The Boys' Industrial School

   This program will deal with the boys' first impressions of and

2. A copy of the script for each program will be found in the Appendix.
the experiences at Boys' Industrial School.

3. and 4. Training for Jobs

(a) In the third broadcast we will emphasize the vocational training program. We will bring out points pertinent to the kind of work done in the five shops and the training and placement of the boys.

(b) The Boys' Industrial School is really a small village with a population of over one thousand. Each boy has his own part to play in the maintenance of this community. Program four will deal with these work jobs and the training the boys receive from them.

5. Family Life and Recreation

Imagine having sixty active children of your own. Most of the Boys' Industrial School family officers and their wives have from sixty to eighty boys under their supervision. To give the boys worthy leisure-time pursuits, an active recreation program is always in progress. In the fifth broadcast, the boy's life in his family, the organization of the cottage system, and the recreational program will be featured.

6. The Chapel on the Hill

A Protestant chaplain and a Catholic priest minister to the religious needs of over eight hundred boys. The activities of the "Chapel on the Hill" are numerous and to highlight the main ones is the purpose of this broadcast.

7. The Boy Returns to His Community

The question of how the community can help the boy when he returns from Boys' Industrial School will be considered in this program. Mention will also be made of the Kiwanis Big Brother Movement.
8. **Round Table Discussion**

A group of Boys' Industrial School men will discuss the institution as it is now, its needs, and any future plans they visualize for it.

This general plan for the broadcasts was approved by the Director of the State Department of Public Welfare and the Superintendent of the Boys' Industrial School. All the necessary preliminary steps had now been taken. The time had come to begin writing the scripts.

The general plan for each broadcast was discussed by the radio class. Since not all the boys possessed the ability or desired to help write the scripts a committee was formed to help with this aspect of the programs. All the boys helped to furnish needed background material and information.

At about this time it seemed that every group released from the institution contained boys who were from the radio classes. The ones who were the most talented and had profited most by the training given them in writing and speaking went home. For the first time since she had started to teach at Boys' Industrial School the writer was happy to hear that a boy had ten days added to his time!

Replacements were sent to the class, but they had no previous experience in acting in or writing plays of any kind. While the majority of boys in the odd day class remained of average ability, the even day group ranged from boys whose ninth grade placement should have been sixth or seventh to those with very high scholastic ability. The type of boy also changed and in this class an entirely different procedure
had to be started. The result of this change in class personnel was
that the teacher had to do much more of the script writing than she
had originally planned to do.

Even though its personnel changed, there was still a script com-
mittee. Since the boys on it and the teacher could not find time to
meet during the day they often met in the evening. It would seem that
being on such a committee was helpful to the boys. It made them think
of many problems of their own which they would have evaded otherwise.
In thinking about why boys become delinquent, they thought about why
they had become involved in trouble themselves.

In writing the first broadcast "Why Do Boys Become Delinquent?"
the radio classes first discussed the problem and then listed the factors
which in their opinion contributed to delinquency. The script committee
examined this listing and added to it. The boys decided that delinquency
came from:

1. Home Conditions
   a. Broken Homes
   b. Homes that were economically poor
   c. Lack of discipline and supervision
      (1) Working parents

2. Desire for Adventure
   a. Aroused by motion pictures and comic books
   b. Boredom with the commonplaceness of everyday life;
      restlessness

3. The Show-Off Type. Boy who likes to show a "broad" how
   brave and smart he is

4. Timid type who wants to show off for a change. He gets
   the attention he desires by stealing.

5. Boy's companions

6. Getting into Gangs
   a. Admiration of older criminals and trying to imitate
      them.

7. Parents with Prison Records
8. School
   a. Boy who can't get along in school; others make fun of him and he hits back by getting into trouble.
   b. Poor grades
      (1) Boy adopts a "don't care" attitude
   c. Time of decision when a boy must choose between a job or school. He wants to continue in school but his family needs his help. Sometimes steals so he can continue his education.

9. A boy who is penned up too long in institutions may become delinquent because;
   a. He doesn't know how to get along "outside."
   b. Rebellion against a society which has kept him "penned up."
   c. A disease which might be called "institutionitis" seems to develop after a boy is confined for a number of years.

10. When he is running away from something or someone a boy might turn to stealing. He's likely to be broke and hungry and can see no other way to solve his problem.

11. Weak willed boy who is easily led into trouble by others

12. A boy who is the victim of circumstances

The boys cited actual cases to prove that each of the reasons given were actually causes for delinquency. Some seemed to gain a little more insight into their own problems through the discussion.

Dr. Tyler had suggested that the first broadcast should start in a way that would immediately grasp the listener's attention. Therefore, it was decided to begin with a fast exciting scene showing a gang of boys planning and executing a fight and raid in a bowling alley. Since one of the boys on the script committee had considerable experience in such activities he wrote the opening scene. From this beginning the three boys who took leading parts in the raid were dealt with individually, and the story of each one was told to show how he became a delinquent. The stories illustrated the factors of delinquency which
the boys had previously listed and were based on case histories.

Since the broadcasts were designed to show how the Boys' Industrial School helps all different types of boys, the script committee decided to have each of the three boys who appeared on the first broadcast represent a different type of personality.

The character whom they named Curley was patterned after a boy at the school who was very superior both in his scholastic and social ability. He was a leader at Boys' Industrial School and had been a leader in his school and community before he became involved in delinquent activities. In direct contrast to Curley, the character called Bill had never gotten along in his school or community. He learned very slowly and was easily swayed by others. Between these two came Al who represented the average boy in respect to both learning ability and personality.

It was planned to use the same three characters throughout the series. In this way, it was hoped to provide continuity for the radio audience from one week's broadcast to the next.

Program number two told of the life of Curley, Al, and Bill during their first few weeks at the Boys' Industrial School.

All newcomers to the institution live in the Reception Cottage until assigned to their permanent "family." Logically then, the opening scene of the second program was laid in this cottage.

A boy who was the first monitor in the Reception Cottage partially wrote and supplied much of the information for the first part of the program. To find out what the new boys had thought Boys' Industrial
School would be like, he interviewed them as they came into the cottage. He discovered that much misinformation, mostly of a frightening nature, is given boys by sheriffs and home town police officials. Most expected high fences or stone walls would surround the place. They were much surprised not to find guards marching back and forth with rifles slung over their shoulders. One boy was amazed to learn that the water tower was not a watch tower where a guard sat poised and ready to aim his machine gun at runaways.

In this portion of the broadcast mention was made of the discipline problem. In previous chapters, we have indicated that there was some dispute between the two factions concerning the methods of discipline used at the school. Current newspaper publicity had suggested that they were lax and much too easy. Through this program, it was felt that a true picture of the problem might be presented.

We find in the scene in the Reception Cottage a boy asking what would happen to him if he got in trouble. Another boy answers his question and in so doing reveals the methods of discipline used - standing on line for any length of time desired by an officer or monitor, whippings, discipline squad, and days added to the boy's time.

In the boy's line he simply stated the facts, no details added or pro and con arguments involved. However, after hearing what he said, it would be difficult to believe that the disciplinary methods were too easy.

The dramatization of the boy's experiences in the Reception Cottage ended when one of them was summoned to the psychologist's office.
The psychologist is one of the first persons at the school to meet all new boys. To discover how this department operated and the many ways in which it tried to help boys, the writer interviewed both the chief and assistant psychologists. The portion of the script dealing with their activities was written in the form of an interview between one of the men from the department and the Narrator of the program. By using this method it was possible to present the total picture of the department's work in the amount of time which could be allotted to it.

While one boy was called to the psychologist's office, another was asked to appear for his interview with a member of the guidance committee. To gain the information for this part of the broadcast, the writer was allowed to listen to some of the preliminary interviews between a member of the group and several new boys. At this time, the guidance men discussed with the boys their ambitions, plans for the future, hobbies and what work they thought would help them most while at the Boys' Industrial School. After hearing the preliminary steps the writer was permitted to attend a session of the Guidance Committee at which time the boy's final work, school and cottage assignment are given him. In this way, very accurate information about the work of the committee was secured for the broadcast.

In Program Three, the script committee decided to emphasize the school's educational and vocational training program. Through the script they tried to show how a boy's individual educational needs were met. For example, in the opening scene we heard Ourley, Al and Bill discussing their school schedules. Ourley who planned to finish high
school was assigned to classes where he would earn regular credit just as though he had continued in his own school. Bill who had repeated several grades was given remedial reading and other remedial courses which would be most beneficial to him. Al, who represented the younger boys, was assigned to East Side School which houses the elementary grades.

The transition from the boy's discussion of the regular school curriculum to the vocational training program was made when the Narrator said,

After Curley and Bill have been at BIS for a time, they will become eligible for the vocational training program. In one of the best equipped school shops in the state, BIS boys receive on-the-job training. The head of the vocational shops is in the studio to-day. Mr. Nelson, will you tell us something of the vocational training that is given the boys?

Mr. Nelson then presented a brief sketch of the extensive vocational program and explained how, by means of it, they were trying to help boys not only learn a trade but to develop good work habits. At the conclusion of his talk, he invited the narrator and the audience to take a tour of the various shops.

During the radio tour a series of spot dramas described the training boys were receiving in the machine, sheet metal, welding, auto mechanics and woodworking shops.

In order to secure information for this part of the script, the writer not only talked extensively with the shop superintendent but took her own tour through all the shops. While going through them, she informally interviewed the boys working there and the foreman.
She learned not only the kinds of jobs they were doing, but the skills developed while working on them and the types of positions which boys would be qualified to take when released.

Training for future jobs is given not only through the vocational training program but through the work jobs to which boys are assigned. The fourth broadcast dealt with this aspect of the boy's life at the School and was also designed to show that the Boys' Industrial School is a thriving almost self-sustaining community composed of over one thousand persons.

To be sure that they knew all the work jobs which existed at the school, the radio class made what might be called a "job survey." They listed all the places they could remember where boys worked. They checked this list with other boys as well as with staff members to make sure it was complete. Then the boys in this class and several others wrote papers describing their work jobs, their duties and what they were learning from them. These papers were graded and future grammar and spelling lessons were based upon them, so actually they served two purposes.

In writing the script itself, use was made of much of the information secured.

While it was obviously impossible to tell the story of sixty-seven work jobs in a fifteen-minute program, it was possible to mention

---

3. A copy of the article "Work Jobs at BIS" which was written as a result of this survey and which was published in the Boys' Industrial School Journal will be found in the Appendix.
4. Copies of two of the papers written on work jobs will be found in the Appendix.
certain factors basic to all of them and to give enough details about
two of them to help the public understand the functions and purposes of
the work jobs.

In the script the character called Curley says,

Imagine that it's dinner time and you're standing in the
Boys' Dining Hall. The boys, all nine hundred of them,
are in there eating. Notice the food on the table.
Pork, potatoes, green beans, wilted lettuce, bread,
butter, milk and peaches for dessert. Now, let's see
how many different boys on how many different work jobs
helped prepare that meal.

Then a series of voices in rapid succession told what part each
had played in preparing just the one dinner.

Following this Curley suggested to the Narrator that they visit
some of the work jobs which they had heard mentioned. In two short
dramatic spots the type of work and training in the Bake Shop and that
in the Electric Shop were described. These shops were selected for
special attention for not only were they among the busiest places on
the Hill but the training given in them seemed to be particularly valu-
able to boys in securing jobs after they left BIS.

After the dramatizations the four boys who participated in the
broadcasts emerged from their radio characters and discussed their work
at the School. Since three of them were boys with more than average
ability and experience their positions required more skill and responsi-
bility than are involved in the usual boy's work job at the institution.
The fourth lad represented the elementary school youngsters and through
his story there was shown the kinds of assignments given this age group.
Each of the boys wrote his own statement, had it corrected and re-wrote it several times before it was accepted to appear in the broadcast.

Family Life and Recreation was the subject for the fifth program. As always, before a script was written the class discussed what it should contain. The discussion centered around the areas of: (1) Recreation in the family; (2) Family team work (for example, in sports, in house work, and in earning money to buy games and other articles the boys wanted in the cottage); (3) Family discipline; (4) Family needs; and (5) The general recreational program of the School.

Category four was included for in our broadcast we wanted not only to describe the boys' "family life" but to show that the families needed more help than they were receiving in order to do the most good for the boys.

To develop this broadcast as interestingly as possible, the writer talked with many of the family officers and visited their cottages in order to learn more of their duties and the activities of boys in the cottage.

In writing this portion of the program we tried to emphasize two of the conditions existing in the cottages which caused the most trouble - the use of monitors and the burdening of family officers with so many duties that dependence on monitors was necessary. The unfairness of some boy leaders was revealed in the script when Bob told Curley that he hoped he would be chosen first leader. Curley replied,
The man says I got a good chance. If I get it, I'll do things different. I'll play it straight with the fellows. I won't frame a boy and then go rat to the man about him.

The script then goes on to develop the idea that most family officers don't want unfair monitors and that they take away the leadership positions from such boys as soon as they discover their power is being misused. However, with so many boys in a family, the man and his wife in charge have to be a super man and woman to perform all their duties. It's no wonder that some monitors can take unfair advantage of their positions.

To gain more knowledge of the functions of the Recreation Department, the writer interviewed the Supervisor of Recreation and the members of the boxing, basketball, and football teams. She learned that all recreation at BIS has a purpose. It is designed to give a boy an interest in leisure time activities that he can follow when he goes home. This idea was developed in the portion of the program devoted to the recreational life of the boys.

To give as complete a picture as possible of the recreation program, there were dramatized in the script the boy's leisure time activities in the cottage as well as the sports competition between families and with schools from nearby towns.

Originally it was planned to interview on the program the BIS boy who not only had won the Golden Gloves Tournament in Columbus and Chicago but was presented with the trophy for outstanding sportsmanship. The script was quickly rewritten shortly before the broadcast because
this champion had to leave for the National AAU meet in Boston earlier than he had expected. Consequently the regular members of the cast told of the victories of the boxing team.

It was very difficult to write the program on Family Life and Recreation for so many people had so much that they wanted to include. While boxing had to be emphasized because of the outstanding record of the team, the fact that the Boys' Industrial School had basketball and football teams which competed against other schools was also important. One staff member felt that it must be explained that the school's baseball teams were a war casualty.

Then, it was necessary to include the fact that before the war men at the school had organized Boy Scout Troops and had been given much valuable equipment by the American Legion. Now the school had the materials but no Scout troops. All the scoutmasters were working for Uncle Sam.

When one understands that all these problems had to be mentioned and explained to some extent in one fifteen-minute script, it is easy to comprehend why this was the most difficult program to write.

A study, made by a member of the staff, of all BIS boys, revealed that before coming to the institution only three out of a hundred had more than nominal religious training. The church had failed to reach these boys. At the school itself an extensive religious program had been started, and many boys' first church membership is in the Chapel on the Hill. The entire sixth broadcast was devoted to the work of the chaplain and the religious activities of the School.
To find out why boys had never attended church in their home towns, the writer discussed the situation with one of her classes. The problem nonplussed them at first for they had never considered it. Neither they nor their parents had ever gone to church. Finally, they decided that they hadn't attended because:

1. There were people in church who were too particular. They did not want anybody in church who was not dressed just right and if a boy had ever been in any trouble they did not want him there at all.

2. Poor speaking on the part of the minister and long-lasting sermons made church boring.

3. Lack of comfort within the church itself. One boy expressed the feeling of others when he said, "Those pews get awful hard after you've set on them awhile."

4. Repeated requests for money. These boys were not only unable to give any, but they said every time they went to church the pastor asked for a donation for something and they got tired of it.

5. They did not go to church because the fighting and fooling among children around during the service bothered them.

6. Some boys said that they had gone to Sunday School but their teachers were young people who cracked jokes instead of teaching the lesson. The boys did not like that.

Some of these reasons which they listed were incorporated into the broadcast.

While a boy is at the Boys' Industrial School he has the opportunity to join the Chapel on the Hill. In order to become a member,
he must first complete a religious training course. The writer obtained a series of completed lessons from the chaplain and used in the script some of the questions and the answers which the boys had given to them.

In one scene of the broadcast, we showed a group of boys discussing some of the questions from their religious lessons. Such a question as "State in a few words the chief reason why you think you're at BIS," was designed to make the boys think about their own problems.

Since this question was not answered in the series of lessons given this writer, she had one of her classes write replies to it and the best of these were used in the script. 5

Through several conversations with the chaplain and assistant chaplain, the writer obtained information about the work of this department. In the broadcast these facts were used in the interview of the chaplain by the narrator.

An outstanding feature of both Protestant and Catholic services at the school is the Chapel Choir. This group, composed of twenty-four of the youngest boys on the Hill, sings at the chapel services each Sunday.

Ever since the broadcasts were started, it had been planned for this group to appear on one of them. They fitted in perfectly with the program dealing with the religious life of the school.

As this sixth broadcast was finally developed it included a dramatization of the boys discussing the questions asked them in their religious training lessons, an interview with the chaplain in which he discussed his work at the school, its needs and his future plans for it, and choral music by the Chapel Choir.

5. Copies of these replies will be found in the Appendix.
After following a boy from the time he first was involved in trouble through his training at the Boys' Industrial School, the last program in which the boys participated showed what happened to them when they returned to their communities.

The first plans for this program were made as always in the radio class. The boys discussed the type of information which they felt should be presented in it.

Each boy in the class was given the assignment to write a paper in which he told the story of a boy who was returned to the Boys' Industrial School to serve another term. These themes could be written in essay form or if the writer desired, he could dramatize the story.

Since some of the boys in the class were repeaters, they might write their own stories if they chose. Otherwise, the boys were to interview returnees to gain the necessary information.

The group decided their papers should tell:

1. Why a boy thinks he came back? Was it his own fault?
2. What was the attitude of his friends and relatives toward him when he returned home?
3. What was the attitude of employers when he asked for a job? What kind of a job did he get?
4. What was the attitude of the police toward him? Did they watch him constantly and come to his house first if there was any trouble in the neighborhood?
5. Why did the boy steal and get in trouble again?

6. A copy of one of these stories will be found in the Appendix.
6. Was the effect of the Boys' Industrial School on the boy during his first time good or bad?

7. How do you think the community can help a boy most when he returns to it?

8. How does the boy feel toward his community? Does he think it treated him unfairly? Is he antagonistic toward it? Or does he think his community did its best for him?

To discover more about what happens to boys when they return home, the writer interviewed all the field counselors. With them she discussed how former BIS boys were getting along in their home, in school, with police officials, on their jobs, and the type of social activities in which the boys participated. The writer also asked the counselors: (1) the most frequent reason for return of boys; (2) why boys get into more trouble; (3) how they think the community can help a delinquent boy when he is returned to it; (4) what placement possibilities exist for homeless boys; (5) what boys in their districts had made outstandingly good records while on placement from the school.

The Supervisor of Placement was most cooperative in helping the writer develop the seventh program. He gave her access to the files in his office and provided her with much valuable information concerning the activities of his department.

The boys as well as the officials at the School wanted through this program to inform the public of the ways in which they could best help a BIS boy when he returned home.
In the opening lines of the script the Narrator says,

The time a boy spends at BIS is important but the time he spends on placement after leaving the School is one of the most crucial periods in his whole life. The school, the people in his community, his family may all try to help the boy make good but actually a great deal depends on him. An old saying tells us that the boys of to-day will be the men of to-morrow. The boy on placement must decide what kind of man he's going to be to-morrow. Will he become a man who can be trusted; a man whom people will learn to love and respect? Or will he keep on in his wrong doing and become the kind of man whom others lock up in institutions; a parasite who respects neither himself nor others? To help the boy start on the right way, Mr. Gibbs, Supervisor of Placement, talks to all boys before they leave the School.

Then Mr. Gibbs made the same talk that he makes to all boys when they leave Boys' Industrial School. At the end of his speech, the narrator invited the listening audience to look with him through the magic crystal to see what had happened to some of the boys during their year on placement.

In the dramatizations telling of the experiences of four of the boys, the writer used true stories told her by boys and field counselors.

For example, the character named Bob told much the same story that a second timer had related to the writer. Bob's story showed how easy it is for a former BIS boy to think that everyone is watching and making fun of him. When the boy thinks that he has no friends except in his old gang, the temptation is strong to run with them and take part in their activities. In the radio dramatization, Bob's story had a happy ending for when he went back to his old gang his mother called in his field counselor, who, in turn, talked with his employer. His boss gave
him money to join the YMCA. There he became a member of several clubs and made new friends.

Unfortunately the story ending was not so happy for the boy who originally told the story. No one tried to help him at all. He became more and more involved with his old friends and was sent back to BIS to serve a second term. We changed his story to show what might have happened if people had helped him.

In two of the short dramatizations, one might say we tried to demonstrate how not to treat a boy when he returns to his community. Again, both incidents were based on stories told the writer by boys at the School. In one case, we showed how the police in some communities hound a boy until he feels like getting into trouble. The boy who told this story was brought back to BIS to stay until his mother had moved to another town. In his present community the police hounded the boy constantly and had actually charged him with a robbery which occurred while he, with his field counselor’s permission, was visiting in a town more than fifty miles away.

The taunting of his school mates is one of the hardest things for a boy to face when he returns home. Many teachers also adopt attitudes which are almost inexcusable. The scene showing what happened to Al when he returned to school was based on the experiences of several boys who, like him, could not take what happened to them at school.

To show what happens to a boy when the people in his community help him, we cited the case of Curley Smith. Some of the people who were most closely associated with him during his year on placement told what had happened to him in that time. The school principal spoke of
Curley's adjustment in school. His mother told how glad they were to have him back home. The field counselor described the boy's splendid adjustment in the community. Then Curley spoke and in his lines he related the fears that plague most of the boys when they leave the Boys' Industrial School. But in his case most of these fears never materialized for people treated him better than they had before he was sent to BIS. Curley expressed his feelings when he said,

I made up my mind that I was going to make good and everybody helped me do it.

Through the narrator's lines at the conclusion of the seventh program, we tried to emphasize once more how the community can help and should treat a boy from the School when he returns home. The narrator stated,

If a boy wants to make good when he leaves BIS he must be willing to work at it. But the boy can not make good by himself. He needs help from other people. He needs to feel that people trust him, want him, like to have him around. If a BIS boy comes to your community, you are partly responsible for him. Remember, most of them are active, energetic, 'teen age boys who like to be busy. Help them get in activities where they can use their energy constructively rather than destructively. Just forget that they've been to BIS. Treat them as you would any normal, healthy boy because that's what they are.

On the eighth and final program of the series a representative group of men from the School, a judge from one of the juvenile courts in Ohio and Dr. I. Keith Tyler from the Ohio State University, who served as moderator, discussed the problem of delinquency and the strong and weak points of the program at the Boys' Industrial School. The group
of men from BIS included the Supervisor of Education, Supervisor of Placement, and a family officer who also served as assistant to the chaplain.

The discussion centered around three main topics. In the introductory portion, the panel discussed the general problem of delinquents. It was brought out that delinquency is a symptom, not a disease; it is an effect, not a cause. Delinquency reflects the failure of society and its institutions, the home, the church, the school, and the community at large. The delinquent boys are among Ohio's most underprivileged. They have been short changed by every social institution in our society.

In the introduction to the problem the group also discussed the personal maladjustment of many of the boys; their inner tensions; the facts of their non-acceptance and dissatisfaction in social organizations; the broken homes from which many of them come and the inadequate economic status of these homes.

After dealing with the general aspects of delinquency, the panel turned its attention toward the treatment program of the Boys' Industrial School. One of the men from the institution said that treatment begins the moment a boy reaches the Hill. He begins working toward the ultimate goal, his return to society.

Then the question was asked, "What is the function and purpose of the institution?"

To answer this question, the group first discussed the ways in which a boy's difficulties were diagnosed when he entered the school, and then the manner in which the rehabilitation program was planned for
each boy. In connection with these main headings, the group mentioned the counseling, school, recreation and psychological programs of the institution.

Before this eighth program was broadcast, the Superintendent of the Boys' Industrial School called a meeting for the supervisors of all departments and the writer to discuss what needs of the School should be emphasized in it. The group decided that while the panel was discussing the treatment program for the boys, it would be well to mention some of the snags which sometimes made it difficult for the program to operate effectively. They thought the overcrowded conditions in the cottages should be mentioned. They believed it would be well to indicate that while it was good to have the boys help with the maintenance and operation of the School, it was not good to have boys devote so much time to this that it amounted to exploitation of their labor. Such had been the policy in the past and some groups were advocating that the boys should spend more time doing institution housework.

The group also wanted it emphasized that the school was trying to help the boys develop self-discipline. While staff members were not lax in administering discipline when needed yet the primary objective was to help the boy learn self-control.

Since the runaway problem was receiving much publicity at that time, the supervisors thought it should be brought out that the majority of boys who ran were extremely unstable and belonged at a different type of institution than the Boys' Industrial School. At this point the idea was developed that boys with such personality deviations and boys who
were mentally deficient should both receive their training in other
places. Statistics compiled at the School showed that less than ten per
cent of the total population caused most of the trouble that made other
boys lose privileges.

Thus in this portion of the panel, the group discussed not only
the treatment program of the School but also some of the problems and
needs which required public understanding.

When a boy appears ready to reassume his place in society he is
put on probation for a year. The third portion of the panel discussion
centered around the topic of the boy's release.

The group believed that as much effort should be directed toward
the preparation of the home, the school, the church, and the community
for the return of the lad as is directed toward the resolution of his
problems while he is in the School. Just as he has been weaned away
from his home, school and community while at the School, so must he be
weaned away from the School and re-oriented into his own community and
into community life. The success with which this is accomplished may
well determine the success of the entire treatment program while at the
institution, as well as of the final success of the boy in again becom-
ing an accepted member of society.

The boy's field counselors should use welfare agencies, the YMCA,
Scouts and the church to help him.

In this instance, the Supervisor of Placement emphasized that at
the present he had only five field counselors to cover the entire state.
To carry on the most effective type of placement program, at least twice
as many men were needed.
This final program of the series summarized all that we tried to accomplish in the preceding broadcasts. The members of the panel first discussed the problem of delinquency and then turned their attention to the rehabilitation program conducted for delinquent boys not only while they were enrolled in the Boys' Industrial School but while they were on placement from it.

Competition was keen among the boys in the radio classes to win parts on the radio programs.

Before coming to BIS only one or two boys in either group had ever participated in any sort of dramatic activity. There was not time to give them the intensive type of training needed, but the classes did do as much speech work as could possibly be arranged. The group did a considerable amount of oral reading to develop their ability in this area and to train them in phrasing correctly and to interpret lines intelligently.

When the time came to select boys for regular parts in the broadcast, every boy who desired was allowed to try out. A copy of the first script was given each boy and he selected the part he wished to read. The school principal, the school librarian and the writer served as judges.

Since the scripts had three characters, Curley, Al and Bill who appeared in each program, three boys were selected for these parts. One other boy was chosen to take various supplementary roles.

Two of the boys possessed quite mature voices and through their roles they represented the older boys at the School. Another's voice was less mature while the fourth boy's voice was high and still unchanged.
In selecting these boys more than their ability to read lines well had to be considered. Participating in the programs involved trips to Columbus once a week. The boys selected had to be trustworthy for it would not be possible to watch them every minute that they were away from the School.

Any boy who was permitted to leave the School was supposed to have earned at least his second citizenship card. Three of the boys had this type of pass but one had not even earned his first pass. However, his interpretation of one of the roles was so much better than that of his nearest competitor that special permission was given to allow him to take part in the programs.

So that the Boys' Industrial School programs would have their own identifying theme, the music teacher wrote a BIS March. His idea was to write a composition which would not only serve as the theme for the programs but which might take its place as the official school song. He took his Boys' Glee Club to the radio station and they transcribed the song so that it could be used as the program theme.

Concurrent with the development of the broadcasts, a publicity campaign was organized to inform the public of the time of the broadcasts, their content and purpose. The outline of the campaign was planned during the conference with Dr. Tyler and Dr. Ewing at the Ohio State University.

An article concerning the series and a picture of three boys from the School, Supervisor of Education Stahly, and the teacher in charge of developing the broadcasts was featured in the March 1945 edition of the WOSU Bulletin.  

7. A copy of the article will be found in the Appendix.
Announcements of the beginning of the program series and of each broadcast were made regularly over WOSU. Thus, people who tuned into the station learned of the BIS programs.

Articles describing the broadcasts were released to many of the newspapers throughout the state by the Boys' Industrial School and the publicity department of the State Department of Public Welfare.

A few days before the first program, hundreds of post cards were mailed to judges, probation officers, city welfare departments, and many social agencies announcing the beginning of the series, the time of the broadcasts and the subject of the first program.

Boys from the School in their weekly letters home told their parents about the programs so that they could tune in each week.

To inform the employees of the School of the subject of each broadcast, posters were made every week by the boys in the Art Department. These were judged by the teacher and the best two selected. One of these was placed on the bulletin board in the Main Building and the other in the Officers' Dining Hall.

In this chapter we have described the development of the radio programs of the Boys' Industrial School from their very beginning until they were ready to go on the air; the selection of boys to participate on the broadcasts; and the publicity campaign planned to inform the public of the series.
CHAPTER V
RESULTS OF PROGRAM SERIES

Two of the main objectives for the Boys' Industrial School broadcasts were: (1) to give the public a true picture of a delinquent boy's life and training at the School, and (2) to inform the public of the institution's problems and suggest ways in which Ohio citizens could help overcome them.

So far as we knew, there was no instrument which would adequately measure how well we achieved these objectives. If through these programs we had been trying to increase the enrollment of the School, then we could have measured our success or failure by noting any increase in the number of enrollees.

Our aims were less tangible. We could not really tell if people throughout the state did change their opinion about the Boys' Industrial School; were less susceptible to newspaper publicity which told only partial truths about Boys' Industrial School; and did feel that they not only wanted to help the School solve its problems but would do more to aid juvenile offenders in their own communities.

Since the Boys' Industrial School programs were the beginning or, one might say, the first step in a campaign designed to inform the public about the institution and the problem of juvenile delinquency, one would not expect that overnight the School would be flooded with calls from people anxiously inquiring, "What can I do to help you?"
Oddly enough, even though the programs were definitely not aimed
to increase the School’s enrollment, this was one of the results. One
of the older officers predicted this outcome when the series opened.
He said,

Judges all over the state will hear the broadcasts.
They’ll think that BIS sounds like a pretty good place
and it might help the Jones boy to send him there for
awhile. So they’ll send him and we’ll have more boys
than ever.

It may only have been a coincidence, but the school’s enrollment did in-
crease during the series and for some time after.

While it was not possible for us to get an accurate estimate of
the number of listeners to the programs, various factors led us to be-
lieve that there was a sizable audience. Some of the boys at the insti-
tution received word from their parents that they were listening
regularly. Former teachers at the School wrote to the Supervisor of
Education concerning the series. A boy who had been at BIS came back
to visit and told us that boys from his small town in the southern part
of the state had told him of the broadcasts. He stated that he was tun-
ing in every week and he had talked with many former BIS boys who were
doing the same thing.

We also received some letters and cards from people throughout
the state commenting on the programs.

The most tangible result of the broadcasts was their effect on
the four boys who regularly participated in them. All four of the lads
possessed above average ability. Two of them had never been involved
in any serious difficulty. One boy apparently came from a good home but had gotten into one scrape after another. The fourth boy had been involved in some rather serious escapades, was serving his second term and had not been able to earn a citizenship card at the School.

For each of the boys, the fact that he was selected for a regular part on the program helped him rebuild confidence in his own abilities.

Before the weekly trips to Columbus began, it was explained to them that we were not going to watch them every minute they were away from the School. They were responsible for their own behavior. We also discussed the fact that if they got in any trouble at the School and were placed in the discipline squad or work squad they would not be allowed to go to Columbus and another boy would replace them.

During the two months of the radio series, only one boy was in any mischief at the School and his misconduct was of such little consequence that he was just rebuked by his work supervisor.

The boy who up to that time had not earned a citizenship card was awarded his first one and soon after the series was concluded received his second one. Later, he was appointed to a leadership position in his cottage.

These four boys because of their part on the programs were regarded with a certain respect by the other boys at the School. Before the series was finished one of them was first leader in his family and the two others held positions of responsibility. As stated previously, the fourth boy became a monitor in his cottage soon after the conclusion of the programs.
The weekly trips to Columbus were the high point of the week to the boys, and not only were the trips pleasurable but the boys learned more from them than they realized at the time.

At the radio station they met several of the University students as well as members of the University staff. They watched these people closely and after leaving them would discuss what each person had said, how they had said it, what each one wore, how they had treated them, how they acted toward and what they said to their colleagues. They discussed the personalities of their new acquaintances and why they liked one better than another. Their comments revealed that they were observing everyone and everything very keenly. One might say that they did not "miss a trick." They learned much from the people whom they met, and became imbued with the desire to be more like some of them. If anyone at the radio station complimented them they glowed for weeks and repeated the remark for months after it was made.

Thus, one of the most important results of the program series may have been the new ideas which these people at the radio station unknowingly gave the boys. They represented a type of culture that the majority of the boys had never known before and they liked what they heard and saw very much.

Each week after the broadcast the BIS group ate lunch at one of the University dining halls. The boys were told to select whatever they wanted and they did just that. At first, they felt very conspicuous. One boy said he felt as though everyone could tell he was from BIS just by looking at him. However, this feeling passed as they soon realized that no one saw anything different about them.
To some extent, they were very careful of each other's table manners. One noon one of them was shoveling in his mashed potatoes with a spoon. Another boy turned to him and said, "Why're ya' using a spoon to eat those potatoes?"

"I always eat 'em that way. That's how we do it at home."

"Ya' big goop, that's wrong. You're supposed to use a fork!"

The next week he used a fork so one of the incidental results of the program series was to help four boys learn better table manners.

Broadcasting was a new experience to all the boys. At the beginning, they suffered severe cases of "mike fright," but toward the end of the series they felt quite professional.

When one listens to the transcriptions of the programs, he notices the improvement in the acting ability of the boys. There is a marked difference between the first program and the final one of the series. They became fairly adept in interpretation of lines, correct phrasing and emphasis.

Even though they looked forward to broadcasting each week, they anticipated almost equally the things they did after the broadcast. If time permitted, something special was done for them each week. One day we went to the Orton Hall Museum. On two occasions they visited the Ohio State Museum. On another Saturday they saw the Lockbourne Army Air Base. Another day we went to the State Office Building and then shopped in some of the downtown department stores. Then, in addition to their experiences at the radio station the boys had other experiences which were interesting and valuable to them.
Going to the University each week stimulated at least two of the boys in their ambitions for a college education. One of them was very nearly through high school. He wanted to enter the College of Social Administration at Ohio State. Eventually he hoped to work with delinquent boys and as he said, "Help them if they make a mistake as I did."

One of the men at WOSU was so impressed with this boy's voice and general ability that he said he would help him obtain employment at the station if he came to the University.

Since the programs were transcribed on Saturday for broadcast on Tuesday evening, the boys were able to hear themselves on the radio. In fact, on that evening the radios in most of the cottages at BIS were tuned to Station WOSU. Some officers used the programs to threaten the boys into behaving well. They would say, "If you don't behave, you won't get to listen to the BIS broadcast Tuesday night."

The boys at the School seemed to enjoy the programs and here is one place where we can be sure the "public" learned more about the School. Even though they were quite close to the situation, boys would say to this writer, "I never knew until I heard on the broadcast that . . . ."

It was mentioned in Chapter I that it was hoped through these programs to help the exponents of both the old and new philosophies at the School to see that they had much in common and that agreement was possible on many disputed points. Again, this is an intangible type of thing and we are not able to measure our success or failure in this objective.
Judging by the comments of people at the School they enjoyed the broadcasts, appreciated greatly the mention of their names and departments over the air and thought the programs gave a fair picture of the School. However, the bickering continued so if the programs helped the two groups realize their common interests they refused to admit it. Apparently, the only thing most of them agreed upon was the fact that the broadcasts were a good idea.

Originally, it was planned to use the transcriptions made of each program and broadcast them from stations in those parts of the state not covered by WOSU. Arrangements were completed with a station in the extreme southern portion of Ohio. However, at the time, the political situation at the School became so tense that it was decided it would be better to wait until the situation eased before resuming the broadcasts.

In summarizing the results of the Boys' Industrial School radio series, we can say that the programs apparently attracted a fairly large audience. The listeners heard the story of the School, had revealed to them the problems which were hampering a more effective program, learned of future plans for alleviating these difficulties and became aware of the ways in which the citizens of Ohio could help the state's delinquent boys.

It was not possible to measure how effective these broadcasts were in stirring people to do something about the problem of delinquency, change their opinion of BIS or become less susceptible to newspaper publicity which told only partial truths about the School.
One of the most tangible results of the programs was their effect on the boys who participated in them. Being selected for regular parts on the broadcasts helped restore their self-confidence. Their behavior at the School improved and all were appointed to positions of leadership. The boys received many new, constructive ideas from the people whom they met at Ohio State. They also learned a great deal from the places of interest they visited after the broadcasts.

At the school itself, both boys and staff members listened to the programs regularly. Judging by the comments even they learned more about the institution and many members of both the "old" and the "new" groups thought the BIS radio series gave the School the kind of publicity it needed.
CHAPTER VI

EVALUATION OF BROADCASTS AND GENERAL PLAN FOR THE SERIES

In producing a series of radio programs there are four important steps. First, the entire series must be planned. Each program must fit into its place in the series and should play its part in fulfilling the objectives which have been formulated for the broadcasts.

After the entire series is organized, then the script writer begins his work. This is the second step. The third step begins as the producer takes over. It includes the casting, the rehearsal and the final broadcast. The fourth step, evaluation, is closely related to the three previous steps of planning, writing and producing, for no programs can hope to be successful unless each step in them has been carefully appraised, and this process must be continued not only while the programs are on the air but after the series is completed.

In evaluating such broadcasts as those produced by the Boys' Industrial School, one must consider the value of the purposes which motivated the production of the programs. Radio men often say that many groups request air time just because they want the thrill of "going on the radio," and having someone hear their organization's name mentioned over the air. Actually, there is no reason for such groups to broadcast and their programs on many occasions are not of adequate quality. Therefore, we will attempt to evaluate the purposes which lay behind the BIS programs, and see if through its radio series the
School hoped to accomplish more than merely making the public aware of its existence.

While thinking about the series as a whole we will want to consider its comprehensiveness; how well it was planned; whether or not it was suited for the audience for which it was intended; and its general radio quality so far as script and production were concerned.

In considering the individual broadcasts, appraisal should be made of their content; their general effectiveness both as to presentation and as to the script itself; their listener appeal; and, again, their suitability and appeal for the intended audience.

The evaluation of the BIS series is based on a careful analysis of the various broadcasts by this writer who was primarily responsible for them and by a group of people who were attending the Radio "workshop at the Ohio State University in the summer of 1945. In addition, the comments of the listeners are taken into consideration as well as the expressed reactions of the Supervisor of Education. In a letter to the writer, the Supervisor evaluated the series and told what he thought it had accomplished.

Let us examine the purposes of the BIS programs. They were:

1. To inform the public of the nature of delinquency, describe some of the factors which cause boys to become delinquent, and show how they can help prevent delinquency in their communities.

2. To give the public a true picture of a delinquent boy's life and training at the Boys' Industrial School.

3. To inform the public of the institution's problems and suggest ways in which Ohio citizens could help to overcome them.

1. A copy of the evaluation sheet used by this group will be found in the Appendix.
4. To discuss the future needs of the School and tell of ways in which the citizens of the state can help the School in meeting these needs.

5. To emphasize how the community can help and should treat a boy who has served a term at the Boys' Industrial School when he returns home.

6. To give the boys an opportunity to learn how to handle new experiences, meet people and increase their knowledge of getting along with others.

7. To give the boys of the School valuable training in speaking, reading and writing through their part in helping to write the scripts and in producing and acting in the programs.

8. To help the boys gain in understanding of and appreciation for the media of radio.

In addition to these eight major objectives the writer mentioned that she hoped to develop the scripts in such a way that the two disputing groups at the School would see that they actually had much in common and that agreement could be reached on many points.

The objectives for the School's programs would appear to be worthwhile and would seem to indicate that the staff members there were hoping to accomplish much through the series besides putting the institution's name before the public. Through their broadcasts they were hoping so to influence the attitude of people toward delinquent boys that they would act differently toward them and in so doing would prevent more delinquency from occurring. They also wanted to present the many
aspects of the School's program to the public and they believed that as the public gained in understanding of the program it would more actively support the School. Thus, they would aid in the rehabilitation of boys which ultimately would help to eliminate delinquency.

Through the programs they desired to develop the boys' abilities in communication, and help them learn to adjust successfully to new people and new situations.

The entire series was planned to bring about the realization of these objectives. The broadcasts were quite comprehensive in their coverage of a boy's life at BIS. However, in spite of the fact that the most important strengths and weaknesses of the School's program were mentioned in the series, the eight broadcasts were not enough to deal adequately with the many aspects of delinquency and the BIS program. For example, in the third program both the regular education curriculum and the vocational training course were featured. Since at that time it was more important to emphasize the vocational angle special stress was given it while not enough attention was given the regular school program. This was not only wrong from the standpoint of slighting some of the splendid work done by the school, but it weakened the series from a radio point of view since a very entertaining and informative program could have been written about it. Teaching at BIS is often so vastly different from what one ordinarily finds that a program about it would have interested many persons.

Again, the program on Family Life and Recreation should actually have been two separate broadcasts. By jamming them together neither one received adequate attention.
The first program, "Why Do Boys Become Delinquent?" was taken almost entirely from the stories told by boys of how and why they had gotten in trouble and from case histories. In the writer's opinion it would have been valuable to have had several broadcasts dramatizing the lives of the boys and pointing up the factors which led to their delinquent behavior. Perhaps in such a program it would be well after the dramatizations to have one of the School's psychologists or field counselors talk about some of the most pertinent parts of the drama and discuss briefly how people and agencies in the boy's community might have worked together and handled him when he first became involved in trouble so as to have prevented any serious difficulties. There is enough material in the stories of SIS boys for series after series of radio programs, several full-length novels and innumerable short stories. If it were used, it could play a vital part in stimulating people in the fight against delinquency.

Thus, while it is felt that the series was arranged well and that each broadcast fit logically into it, the writer does not believe that eight broadcasts were enough and that in at least two instances the programs were like a store window which is crowded with so many articles that one sees nothing. This opinion was shared by some of the Radio Workshopers and some listeners especially in regard to the fifth broadcast on Family Life and Recreation.

The planning for the series would seem to have been adequate for on the whole it proceeded smoothly and each broadcast seemed to develop the total picture in a logical manner. While some of the programs
were overcrowded this was almost unavoidable since there was to be only one series and only eight programs in it.

The programs were designed for general public consumption and were not aimed toward any one group of people. While they were supposed to be informative it was also necessary to make them entertaining if we hoped to hold our audience. When one of the programs contained an interview with a staff member the situation about which he spoke was also illustrated in short dramatizations. Judging by the comments of those who analyzed the programs this device was effective for they thought the spot dramas held interest and were well written.

Since the programs were planned for the public, the vocabulary used in them could not contain words which were not generally understood. Too, since the action in the spot dramas centered around the boys at the School, the vocabulary used had to be confined to those words and expressions which the boys normally used in their speech. One exception was made here for at the School a language has grown which is peculiar to it, and which new boys and employees must learn when they begin to work there. While these expressions are common in the speech of BIS boys they were not used in the script. One doubts if the listeners would understand if one boy asked another for "a stick of gage and a flick." Translated this means a cigarette and a match.

Occasionally during rehearsals a boy would remark, "I get all twisted up on that line. How about sayin' it this way?" Usually permission was granted and the results apparently were good for the comments of both radio workshoppers and listeners indicated that they
thought the conversation usually sounded quite natural and as one person said, "The vocabulary and sentence structure were certainly suitable for a general audience."

In all the broadcasts only one word was questioned and it appeared during the first program when we said, "Out of one hundred only three had more than nominal religious training." One person who evaluated the scripts questioned whether or not the word "nominal" was understood by the average person.

Generally speaking those who evaluated the series felt that the scripts were well written. Concerning this aspect of the programs, the Supervisor of Education at the Boys' Industrial School said in a letter to this writer,

I felt the broadcasts carried considerable information in an informal and popular manner which could be rather easily assimilated by the average listener. I thought the dramatizations were good and that the script itself was effective, considering that we had to use a simple, popular and current approach in terms of BIS vocabulary and the portrayal of thought and speech of the average BIS boy.

Others who evaluated the scripts held much the same opinion but noted a few things which they thought might be improved if such a radio series was attempted again. One person seemed to sum up the opinions of the others when on his evaluation sheet he indicated that he thought the interviews and spot dramas were well written but that the talks of the individuals were poor. He questioned whether they were reading their own scripts or ones prepared for them.
Such talks in some instances were written by the individuals who presented them. If the person did not have time to write his own speech, then he was interviewed and his talk written using his ideas, expressions and the form of presentation he desired.

A device which it was hoped would attract the listener's attention was that of putting a very short dramatization at the end of a program which told briefly and, it was hoped, catchily, about the next week's broadcast. This technique was used only a few times for instead of making the coming program appear attractive the dramatization seemed out of place and destroyed the effect which had been created by that which preceded it. This evaluation of that particular technique was made by the writer and her opinion was shared by the members of the Radio Workshop group.

For each broadcast the boys in the cast rehearsed several times at the School but the final rehearsal was held at WOSU and was conducted by a member of that station's production department. The latter also was in charge of all production details. On the whole those who evaluated the programs felt the production angle was quite well done. The timing and pacing of the broadcasts was good on most occasions and they went smoothly.

Those who evaluated the series believed that at times the boys' voice quality and variety left something to be desired. Especially in the opening programs their lines sometimes lacked naturalness. Their sense of timing was not always good and they had difficulty in making "break-ins" work effectively. As the series progressed they improved
in all of these areas, and they especially improved in the characterizations of their roles. They sounded more natural and developed more of a conversational quality.

Generally, the sound effects added to the realism of the broadcasts. In some instances they did intrude. For example, in program two which dealt with the boys' first few weeks at BIS, several of the evaluators felt that the sound of walking was poorly done. They also scored the effect used to represent the hum of the machine shop. For them it lacked conviction and added nothing to the program.

For the most part the writing and production of the scripts received good ratings, but everyone agreed that the theme music used for the show was not good. Originally, a theme was selected at WOSU to be used for the BIS series. Its beginning notes sounded rather sinister. After the first broadcast numerous people approached the writer and said they thought the program itself was good but the theme music terrible. When they heard it they expected something like "Suspense" or "Gangbusters" to come on the air. These comments disturbed those at BIS who were in charge of the broadcasts. This writer knew that the music teacher there had written a BIS song so she asked for a copy of it. After playing it over and consulting with others about it, they decided that it would be better and probably would identify the series more clearly if the BIS March sung by a group of BIS boys was used as the program's theme. Consequently, selected boys from the glee club traveled to Columbus and made a recording of the song.
From then on the programs were really identified! The song itself had some merit but the glee club had not been organized long and every bit of their lack of training was in evidence on that recording. The record itself was a bit scratchy which did not help the situation any.

After hearing the new theme once, the writer wanted to return to the one that sounded like "Gangbusters." However, regular radio series do not change their themes every week and so the BIS March remained. This theme received a poor rating from all those who evaluated or had anything to do with the series.

The musical bridges in the shows were usually appropriate to the part of the program in which they were used. In one or two instances they were too long. This occurred only when for some reason the broadcast did not run the full thirteen and a half minutes and it was necessary to pad it a bit.

Among the eight programs the first one was consistently rated best. The sixth program was evaluated in a most contradictory fashion. What one person thought was good, another disliked. The ideas presented on the seventh program most violently disturbed the listeners and caused much argument and discussion.

Typical comments of those that evaluated the series indicated that they thought the first program "Why Do Boys Become Delinquent" a very good opener for the series. The evaluators said they believed the purpose of the program was excellent and based on sound philosophy. In their opinions it possessed a definite emotional appeal, held the
attention of the listeners and should stimulate educators, welfare workers, homemakers and all civic minded citizens to get into action in their communities and make an organized effort to stamp out delinquency.

After hearing the opening show, the general feeling was that they wanted to hear the rest of the programs in the series.

Program six told the story of the Chapel on the Hill. Music by the youngest boys on the Hill who constitute the Chapel Choir was featured on it. Principal disagreement about this program was centered around the effect of the music. It was felt by some that the quality of the solos was on the whole not good although the group singing was better. To show the feeling of others on this subject, we might cite the evaluation of one person who wrote, "Solo good. Produced effect!"

It is the feeling of the writer that the effect created both by the soloists and choir was good. During one of the solos there was some record distortion which was disturbing but did not last long enough to ruin the entire performance.

"The Boy Returns to His Community" was the title for program seven. At the beginning of it, the Supervisor of Placement made approximately the same talk which he gave to groups of boys who were leaving the School. In it he said,

People at home can not tell at a glance that you have changed. The old lady down the street may peer over
her spectacles and say, 'Is that young hellion back al-
ready?' Your old friends may greet you joyfully, 'Hi,
Joe. Glad to see you back. C'mon along with us.' If
those boys have been or are delinquent don't go with
them. Do not run with delinquent companions or former
BIS boys.

The radio workshoppers heard the rest of the program but actually
their minds never ceased mulling over that sentence, "Do not run with
delinquent companions or former BIS boys."

At the School itself it is generally conceded that former BIS
boys getting together is too often like putting a lighted match in a
keg of powder. Consequently, one of the probation rules is that they
should not pal around with each other.

To the "workshoppers" this single statement ruined the effect
desired by the entire program. One person went so far as to say he
thought it weakened the whole series. They believed the statement
showed an undemocratic attitude, lack of trust in the boys and lack of
faith in the School's rehabilitation program. They brought up many
other arguments against it. The writer who knew some of the reasons
which lay behind that rule attempted to present them but the group
could see none of them.

So far as the rest of the program was concerned they thought it
contained valuable information; not too much information was crowded
into the broadcast; it sustained interest; production was good and the
script on the whole well written.

In any evaluation of the broadcasts we must consider the effect
they had on the people who participated in them.
It would seem that the series affected both directly and indirectly the majority of the boys at the School. A certain number of them were directly involved because they were members of the radio classes that worked on the "Cadet on the Air" and the radio series. In the writer's opinion both of these projects were valuable. They gave the boys a concrete goal toward which to work — the ultimate production of the Cadet or the broadcast over WCOSU. They knew that what they did had to be good if it were to go on the radio. This in turn stimulated class interest and work. Perhaps we can state the entire situation by using John Dewey's phrase; "Learn by doing." The boys were learning about radio by doing it and they profited from the experience.

In Chapter V in citing the results of the broadcasts, we mentioned that each paper a boy wrote was corrected, commented upon and when necessary returned to him for rewriting. Grammar and spelling lessons were based on the mistakes they made. This was a valuable teaching procedure. The boys had their errors pointed out to them and later they recognized them in lessons based upon them. They were more interested in learning how to correct mistakes that seemed to belong to them than they would have been if the teacher announced for apparently no reason at all, "To-day we will study double negatives."

As much speech work as possible was done in the classes. Here too lessons were sometimes based on mistakes which those who participated in the programs made in their interpretation of lines. The teacher might say, "Cliff read one of his lines like this in last Friday's broadcast. Do you think it was as effective as it might have been?"
Then she would read the line as Cliff had. The class would point out how they thought the line might have been read to better advantage. Different boys would read the same line and the reading of each was evaluated by the others. They would consider why Willard's reading brought out the line's meaning better than Ray's had. Not only poor interpretations were discussed in class but when a boy had done especially well his performance was commented upon.

Thus the boys in the radio classes were directly benefited by both the "Cadet" and the regular broadcasts. They gave them a concrete goal toward which to work. They learned about radio by writing and producing for it. They improved in their speech and writing because of special lessons based on errors they made in the broadcasts.

The boys who received the most good from the broadcasts were the four who traveled to Columbus each week to participate in them. Being chosen as the regular participants boosted their morale. The radio station and the University opened new worlds to them. The people at Ohio State gave them many new and constructive ideas. The boys, because of their parts on the programs, were looked up to by the other BIS boys and were awarded positions of leadership.

In evaluating this aspect of the BIS radio project, Supervisor of Education Stahly said,

I felt the broadcasts did considerable good to the boys who worked on them. On the one hand it gave them a broader perspective of the School and what it attempted to do, and in the second place it was an excellent and broadening experience which I believe was of value to them personally. Furthermore, in the first instance their experiences tended to broaden the outlook of boys with whom they came in contact.
It was certainly true that their experiences were transmitted to the others at the School. For, with a few exceptions, they faithfully reported what they had done, seen, heard and overheard while in Columbus.

As stated previously, many of the BIS cottages tuned into the broadcasts. Judging by boys' comments they received a broader view from them of the School's program and how it was trying to help them.

It is difficult if not impossible to evaluate whether this writer achieved her objective of developing the scripts in such a way that the two disputing groups at the School would see how much they had in common and that agreement was possible on many points.

During the broadcasts the institution was in the midst of one of the most turbulent years of recent BIS history. However, it was felt by some sources that the radio series did tend to bring together somewhat the two sovereign views of the School. Members of both groups were most cooperative in providing information needed to write the scripts, and in releasing boys when needed for rehearsals. People in both groups listened to the broadcasts and all comments heard about them at the School were favorable.

In evaluating the publicity for the BIS radio series it is the opinion of this writer that what was done was good, but there was not enough done. At the opening of the programs, there was a great splurge of publicity - a feature story and picture in the WOSU bulletin, announcements over WOSU, articles in the newspapers, hundreds of post cards mailed to judges, probation officials and social agencies. Instead of continuing the publicity during the entire series, it stopped
as soon as the programs began. This was a mistake for in our busy world people need constant reminders if one hopes to have them remember such a thing as tuning in a specific radio program. There should have been stories about different broadcasts in the papers and possibly feature stories about the School and the boys which included mention of the programs. Post cards should have been mailed to persons who might be interested at least every two weeks. Posters might have been mailed to public officials in various communities with the request that they be placed where many people would see them.

In this aspect the planning was inadequate for the publicity should have been continuous throughout the series instead of one big splash and then nothing.

In making an evaluation of the broadcasts it would have been well to have had them evaluated by more people and by more diverse groups. We might have contacted a number of people asking them if they would be willing to evaluate the programs. If they indicated their willingness, we could have sent rating sheets to them two or three times during the series. These would not only have given us a view of what people over the State thought of the program but would have served as a constant reminder to these persons to tune in the broadcasts each week.

The evaluations which were made by the Radio Workshop people were comprehensive in their scope and showed that they listened critically to the programs.
The evaluations by the teacher in charge of the series and the Supervisor of Education were as unbiased as could possibly be expected of people so intimately connected with it.
CHAPTER VII

SUMMARY AND RECOMMENDATIONS

In summarizing the preceding chapters we might say first that the Boys' Industrial School radio series apparently was successful. The programs seemed to attract a fairly large audience. Boys at the School who were both directly and indirectly connected with the broadcasts benefited from them and were stimulated by them. The programs may also have tended to bring together to some extent the two opposing groups at the School.

Since this was the first time the Boys' Industrial School had produced a radio series one would expect some errors to be made. The most glaring of these so far as the production was concerned was the change of theme music for the programs. The BIS March was sung poorly and was inappropriate to the rest of the broadcast.

Probably the most serious mistake centered around the lack of continuous publicity for the broadcasts. Thus not as many people knew about or remembered to tune in the programs.

Possibly the evaluation process could have been improved by having the series evaluated by a greater number and more diverse group of people.

On the whole it would seem the programs achieved the objectives formulated for them and in spite of the errors made did give the public a true picture of the Boys' Industrial School.
This writer who was most intimately connected with the programs would like to make the following recommendations which might be considered if the School ever produced another series.

1. The Boys' Industrial School should produce a radio series at least once a year. The content of its programs should vary. One year the programs might deal with the handling of delinquency in its early stages. Another year they could deal with the problems a boy must face while he is on placement from Boys' Industrial School and again they could feature the School's program.

2. Transcriptions should be made of each broadcast. Arrangements should be made to have them played by stations in various parts of the state so that all the citizens of Ohio would have the opportunity to hear them. Ample publicity should be arranged for the series in all communities in which they are broadcast.

3. Other uses should be made of the transcriptions. They could be used in conjunction with speeches by school officials. For example, in talking about ways in which boys become delinquent the speaker might play the recording of the broadcast on which this problem was dramatized. This would help to illustrate vividly and make real the problem he was discussing.

4. If another series is produced by the School and if the boys there help with the programs, the radio class should be a stable unit. Boys should be selected for it who will be at the School during the time the programs are given. Unless absolutely necessary their schedules should not be changed and they should remain in the class.
New boys should not be admitted unless they have had some previous training in speech work and have some talent for creative writing.

5. In the future the publicity work for the series should be better organized. The publicity campaign should be continuous throughout the entire series. It should include regular newspaper articles; feature stories about Boys' Industrial School; announcements from the radio station; post cards sent regularly to judges, probation officials and welfare agencies; and clever posters distributed to communities where the programs can be heard. The posters should be placed at vantage points where they would be seen by the most people.

6. This writer would recommend that future series should be evaluated regularly and by diverse groups. These might include judges and people interested in the problem of delinquency, individuals at the Boys' Industrial School as well as people who are professionals in the radio field.

In Chapter II, "The Public Relations Use of Radio in Boys' Correctional Schools," we stated that we sent questionnaires to sixty-eight such institutions to discover if they were using radio in their public relations programs. If radio broadcasts did constitute a portion of their public relations work, we wished to learn the extent to which it was used. From the forty-eight schools which replied we discovered that only six of them had ever used radio in their public relations programs, and only two of these indicated that they used it with any regularity.
The responses on the questionnaires further revealed that these six had presented on their broadcasts music by school groups, talks and round table discussions by boys and staff members, but no dramatizations. While boys had occasionally appeared on the programs, they had nothing to do with the planning or writing of the series.

Actually then, the Boys' Industrial School was, at the time of this study, not only among the few correctional schools in the United States which incorporated radio in its public relations work but the purposes, general plan and format of their radio series differed greatly from anything done by other institutions.

This study then, which deals entirely with the Boys' Industrial School broadcasts, should have certain implications for the use of broadcasting as a public relations device in other boys' correctional institutions.

In all the schools which had used radio, the consensus of opinion seemed to be that the programs had given the school much valuable publicity. The staff of the Boys' Industrial School shared this opinion. However, the price of most valuable things is high and a considerable amount of effort must be exerted to obtain them. This is also true for the "valuable publicity" secured for schools through their radio series.

Such a project as producing a series of broadcasts requires a great expenditure of time and effort if it is to be well done. If the series is not well done, it is almost bound to fail. In most correctional institutions we find a highly specialized situation.
Therefore, before starting such an undertaking the school staff should carefully appraise its own situation and consider if it is willing to spend the time and effort necessary to produce a successful series.

They should realize that the undertaking will mean some disruption of routine for both boys and staff. Perhaps some staff member will have to be released at least partially from his regular duties to assume responsibility for the programs. Boys who participate in the broadcasts will have to be allowed to leave their regular work or classes for committee meetings and rehearsals. Will this be permitted by their teachers and work supervisors?

The staff might also consider the matter of transportation, for it will be necessary to transport groups from the school to the radio station. It should be decided in advance who should be responsible for this phase of the project, so that no last minute slip up will occur.

If, after studying the matter carefully, the group decided to proceed with the broadcasts, it should next think about what it hopes to accomplish through them. The series should have a more constructive purpose than merely to try to gain publicity for the school. For example, through the broadcasts does the school hope to present the problem of delinquency to the public so that it will better understand its nature and ways of combatting it in its own communities? Does the institution want the public to gain in its understanding of the boy's life and training at the school? Is there any way in which it hopes the programs will directly benefit the boys?
Careful consideration should be given to the choosing of the person who is to assume responsibility for the series. If possible, he should be someone who has had experience in writing and producing for radio. If such a person is not available, then whoever is selected should work, if possible, under the supervision of a member of the staff of the radio station from which the programs will be broadcast.

Before approaching a station with the request for air time or for help in planning the series, the institution staff should have decided on the objectives for the broadcasts, the types of programs it wishes to present, the extent to which the boys are to participate, and whether any help from the radio station staff will be needed in organizing and writing the programs.

A station manager is usually a busy person and the school staff will be more likely to win his cooperation if it presents to him an intelligent, well thought out plan of action.

As is evidenced in the preceding paragraphs there is much work to be done before the programs themselves are started. Are the final results worth the effort?

Judging by the results of the Boys' Industrial School radio series, one would be led to believe that they were worth while. We found that if the programs are well done, they make the public more conscious of its desire to do something about the problem of delinquency. They inform the citizens of the state of the constructive work being done by one of its institutions. People are reached via the radio programs who would never read an article about the school
in a newspaper or magazine. If the students have participated in the series, it should have been a valuable project for them from which they received both educational and social benefits.

If the institution's initial radio venture is successful, it will probably want to continue to use radio in its public relations program. The question will then arise as to how often such a series should be aired. The answer depends to some extent on the facilities of the school. Unless the staff is able to hire a person whose only work is to produce and write the broadcasts, it would probably be too great a drain on the resources and personnel of most institutions to broadcast each week throughout the year.

Perhaps in the majority of correctional schools it would be best to produce a series of about eight programs at least once a year. If possible, it might be well to schedule the programs at the same time each year, so that in time they would become an accepted tradition in the station, school and among listeners.

It is this writer's opinion that the ideal situation would be for the schools to present a radio series twice a year. Thus, the institution would be more constantly in the public eye. Spacing the programs in this way would tend to keep the attention of the public on the problem of delinquency and possibly stimulate it to try to stamp out the factors which breed it.

If the institutions would decide to sponsor a radio series at least once and preferably twice a year, the question would arise as to the types of topics which should be used on them. In writing
the Boys' Industrial School broadcasts we attempted to describe why boys become delinquents; their lives at the institution; the school's rehabilitation program; the ways in which communities treated the boys when they returned to them; and the future aims and needs of the institution. To some of these topics we could devote only a single broadcast. However, in any one of them, one could find enough interesting material to construct an entire series.

The writer could effectively dramatize the problem of delinquency by using material from the boys' case histories. Again, one wonders if at least a short series could not be centered around the parents of delinquents. This would give a different "twist" to the problem and should startlingly show how some parents subtly and unknowingly and others wilfully force their children into delinquency.

From the questionnaire we learned that even those schools which used radio in their public relations programs did not allow their students much participation in planning, writing or appearing in the broadcasts. Of course, each school must adjust to its own situation. However, at the Boys' Industrial School we believed that the students should be given as many opportunities as possible to help with each step in the preparation and production of the programs. From our own experience we found that the most tangible results of the broadcasts were their beneficial effect on the boys who participated in them. This was true not only for those boys who did the actual broadcasting, but for the majority of those who participated in the various phases of the project.
At the institution itself one finds that the programs help develop a group feeling of cooperation and interest if both boys and staff members are the main participants in them. Generally, one discovers that the directors of radio stations prefer this set-up. Their staffs are busy, and unless it is absolutely necessary to do otherwise, it is better to use them only in an advisory capacity.

In our own situation we frequently checked with the director of WOSU to make sure our scripts were of good broadcast quality. The members of our casts were drawn from the school itself in so far as possible. "Men supplementary people were required the announcer for the broadcasts filled in or we employed students who were radio majors at the Ohio State University.

If a school does all the work necessary to produce a series, it wants to be as sure as possible that the public is informed about them. This, in turn, means a well planned publicity program.

As we stated earlier in this chapter, the publicity given the Boys' Industrial School programs was inadequate. Other schools should profit from our experience and make sure they do not repeat the mistake of publicizing their series only when they start.

The publicity should be handled through the school itself, the radio station, the state department of welfare or the department responsible for correctional institutions. Those in charge of the publicity from each of these sources should meet and map out an integrated campaign. Publicity should be outlined which would effectively promote every program from the first to the last.
In order to learn how the listeners are responding to the programs, evaluations of them should be carried on continuously. It is more valuable to have the evaluations made while the programs are in progress than to wait until the series has been completed. Thus, if some phase is proving uninteresting and unattractive it can be corrected before listeners decide "never to tune in those programs again."

From what we have said, it is evident that any correctional institution which produces a radio series must be prepared to devote much time and effort to them if it hopes to have them successful.

In our experience at the Boys' Industrial School, we found creating our radio series an intensely interesting and valuable experience both for the boys and the staff members. Because we enjoyed producing the broadcasts and because the response from the public gave evidence that they were worth while, we felt that radio programs should become an integral part of the public relations program of the Boys' Industrial School.
SURVEY LETTER SENT TO THE BOYS' CORRECTIONAL INSTITUTIONS

State of Ohio
THE BOYS' INDUSTRIAL SCHOOL
Ralph W. Alvis, Acting Superintendent
Lancaster, Ohio

Frazier Reams
Director

Frank J. Lausche
Governor

June 16, 1945

Gentlemen:

Has your school ever used radio as a means of furthering public relations? If you have not, simply check "No" below and return this letter in the enclosed envelope.

____ No

If you have, you will be interested in the rest of this letter. Recently, the Boys' Industrial School at Lancaster, Ohio completed a two month's program series over a Columbus radio station. The broadcasts were designed to acquaint the public with the problems of our school. The programs were written and produced by the boys and one of our staff members. Thus, at the same time our boys received much valuable experience and the public became better acquainted with B.I.S.

We would like to know if your institution has done anything along this line, and if so, a little about what you have done.

It should take only __3 to 5__ minutes of your time to check this questionnaire. If you so desire, a copy of the results of this check list will be sent you. Perhaps if all of us learn how different institutions are using radio for public relations purposes, we can gain new ideas from each other.

Thank you for your cooperation.

Sincerely yours,

(signed) Jane Wise
APPENDIX B
QUESTIONNAIRE ACCOMPANYING SURVEY LETTER

THE BOYS' INDUSTRIAL SCHOOL
LANCASTER, OHIO

CHECK LIST ON RADIO BROADCASTING

Institution_________________________ Date_________________

Address_________________________________________________________________

Individual Filling
Out this Blank____________________ Address_____________________

1. WHAT PART DO RADIO PROGRAMS PLAY IN YOUR INSTITUTION'S PUBLIC RELATIONS?

_____ A small part; only occasional special programs.

_____ A regular part; a planned series of programs at least once a year.

_____ An important part; a continuous series of regular broadcasts throughout most of the year.

2. WHAT IS THE FREQUENCY OF PROGRAMS IN YOUR SERIES?

_____ Daily  _____ 2 or 3 each week  _____ Once a week

_____ Once or twice a month  _____ Only occasional, scattered programs.

3. WHAT TYPE OR TYPES OF PROGRAMS DO YOU USUALLY PRESENT?

(a) _____ Talks: _____ by staff members; _____ by guest speakers;

 _____ by boys.

(b) _____ Dramatizations: _____ by boys in the cast; _____ by

 staff members; _____ by boys and staff.

(c) _____ Music by your institution's musical groups.

(d) _____ Round Table Discussions: _____ by staff members;

 _____ by guests; _____ by boys.

(e) _____ A combination of some of the above.

4. HOW ARE YOUR SCRIPTS PREPARED?

(a) _____ by the pupils in the school.

(b) _____ by a member of your staff.
(c) ___By staff members and students.

(d) ___By the radio station.

(c) ___Other agencies such as government or state publicity bureaus.

5. IN WHAT WAYS HAVE THE BOYS IN YOUR INSTITUTION BEEN GIVEN AN OPPORTUNITY TO HELP WITH THE BROADCASTS?

A. Writing Scripts:

___Committees ___Individuals ___Class Project

B. Broadcasting of the Programs was done by:

___Boys from Institution ___Radio Station Staff

___Boys from your school and staff members of the radio station.

6. PLEASE COMMENT ON THE EFFECTIVENESS OF THE RADIO PROGRAMS CARRIED ON BY YOUR INSTITUTION.

7. PLEASE DESCRIBE ANY OF THE DIFFICULTIES YOU HAVE HAD IN CONDUCTING THESE PROGRAMS.
## APPENDIX C

### USE OF RADIO BY BOYS' CORRECTIONAL INSTITUTIONS

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Location</th>
<th>Use</th>
<th>Do Not Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Alabama Boys' Industrial School</td>
<td>Birmingham, Ala.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>2. Alabama School for Juvenile Negroes</td>
<td>Mt. Meigs, Ala.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>3. Arkansas Boys' Industrial School</td>
<td>Pine Bluff, Ark.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>4. Negro Boys' Industrial School</td>
<td>Wrightsville, Ark.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>5. State Industrial School for Boys</td>
<td>Ft. Grant, Ariz.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>6. Fred C. Nelles School for Boys</td>
<td>Whittier, Calif.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>7. Preston School of Industry</td>
<td>Waterman, Calif.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>8. State Industrial School for Boys</td>
<td>Golden, Colo.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>9. Connecticut Reformatory</td>
<td>Cheshire, Conn.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>10. National Training School</td>
<td>Washington, D.C.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>11. Florida Industrial School for Boys</td>
<td>Marianna, Fla.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>12. Georgia Training School for Boys</td>
<td>Milledgeville, Ga.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>13. Cahu Prison</td>
<td>Honolulu, Hawaii</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>15. State Training School for Boys</td>
<td>St. Charles, Ill.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>16. Iowa Training School for Boys</td>
<td>Eldora, Iowa</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>17. Kansas State Industrial Reformatory</td>
<td>Hutchinson, Kans.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>18. Boys' Industrial School</td>
<td>Topeka, Kans.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>19. Louisiana Training Institute</td>
<td>Monroe, La.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>20. State School for Boys</td>
<td>S. Portland, Me.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>21. Cheltenham School for Boys</td>
<td>Cheltenham, Md.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>22. Maryland Training School for Boys</td>
<td>Lochraven, Md.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>23. Lyman School</td>
<td>Westboro, Mass.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>24. Michigan Reformatory</td>
<td>Ionia, Mich.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>25. Boys' Vocational School</td>
<td>Lansing, Mich.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>26. Minnesota State Training School for Boys</td>
<td>Red Wing, Minn.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>27. Missouri Training School for Boys</td>
<td>Boonville, Mo.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>28. Intermediate Reformatory for Young Men</td>
<td>Jefferson City, Mo.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>29. Montana State Industrial School</td>
<td>Miles City, Mont.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>30. State Industrial School</td>
<td>Kearney, Neb.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>31. Jackson Training School</td>
<td>Concord, N.C.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>32. Morrison Training School</td>
<td>Hoffman, N.C.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>33. Eastern Carolina Training School</td>
<td>Rocky Mount, M.C.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>34. State Training School</td>
<td>Mandan, N.Dak.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>35. N.H. State Industrial School</td>
<td>Manchester, N.H.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>36. N.J. State Home for Boys</td>
<td>Jamesburg, N.J.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>37. N.Mex. Industrial School</td>
<td>Springer, N.Mex.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>38. N.Y.S. Training School for Boys</td>
<td>Orange Co., N.Y.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>39. Oregon State Training School for Boys</td>
<td>Woodburn, Ore.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>40. Pennsylvania Industrial School</td>
<td>Huntington, Pa.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>41. John G. Richards Industrial School for Colored Boys</td>
<td>Columbia, S.Car.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>42. State Training and Agricultural School for Boys</td>
<td>Nashville, Tenn.</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Name of School</td>
<td>Location</td>
<td>Use</td>
<td>Do Not Use</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>--------------</td>
<td>-----</td>
<td>------------</td>
</tr>
<tr>
<td>43. Utah State Industrial School</td>
<td>Ogden, Utah</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>44. Weeks School</td>
<td>Vergennes, Vt.</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>45. Virginia Industrial School for Boys</td>
<td>Beaumont, Va.</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>46. W. Virginia Industrial School for Boys</td>
<td>Grafton, W. Va.</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>47. W. Virginia Industrial School for Colored Boys</td>
<td>Lakin, W. Va.</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>48. State School for Boys</td>
<td>Waukesha, Wis.</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>
Cadet on the Air

Announcer: Station WBIS presents the Cadet on the Air!

At the meeting of the student council Wednesday, Mr. Miskell announced that plans for the boys' canteen were progressing. He will make a trip this week to Lancaster and other nearby towns to see what candies and refreshments are available for us to sell. Concerning the recent increase in escapes, Mr. Miskell said that if they continue he will go back to the old rules for runaways. This would mean that no matter where a boy ran from, his whole family would miss the show for the next four weeks. Which way do you want it fellows? It's up to you.

****

Following a recent meeting of a Kiwanis Club, the members donated one hundred dollars as a start for the revolving loan fund for homeless B.I.S. boys. This will be used to finance boys who can be granted work permits and become self-supporting. This is the best news we have had for homeless boys whose cases have seemed almost hopeless. The fund will be loaned only to boys of good standing and boys who have proven by their good behavior that they are worthy of help. The necessary amount to tie a boy over until his first pay day will be loaned to him. As he starts to earn, he will repay the loan and in turn it will be Reloan to another boy. Each boy who has been given use of the money may suggest another boy to whom the money might be loaned. The starting of this fund comes as a result of speeches Mr. Beckwith and Mr. Stahly
have given throughout the State to service clubs. It is a part of the Big Brother Movement which is sponsored by the Lancaster Kiwanis Club. Many of our boys are now receiving letters from Kiwanis members who have volunteered to be their Big Brothers.

****

The boys in the machine shop are making filter tops, pulleys, and jigs for the army. Besides working for the government they are also doing work for our own maintenance. This work really enables the boys to get a job when they leave BIS. Since June, thirty-seven boys were placed in jobs as a result of their training here.

Do you know how this course aids you in getting a job? When you are ready to leave you are given a slip showing the number of hours of shop work you have completed. Another slip is sent to the U.S.E.S. and they will help you find a job for which you have training when you go to them. The main things this course teaches you are how to work efficiently, accurately, cleanliness, shop housekeeping and the value of the products you make.

****

The B.I.S. Trojans came through in the winning column again after clashing with two opponents in the last week. On Halloween evening, they crushed a Lancaster reserve eleven 63 to 7. The following Thursday the Trojans battled a highly rated New Lexington team and came out on the winning side of a 44 to 7 victory. Today they journey to Columbus to test their skill against the Ohio School for the Deaf.

****
Last Tuesday, Miss Harbourt asked one of her classes the question, "What word has changed the most in the past five or six years?" One of her more intelligent students, a blond headed, hard hitting blocking back of the Trojan squad replied, "The word that has changed the most in the last few years is Miss to Mrs." Miss Harbourt corrected him, and told him the right answer, but we bet that the marriage statistics will bear out the answer Bernie Ross gave.

*****

The Biology class under Miss Harbourt is working on a chart for display at the State Welfare Conference in Columbus. Miss Harbourt plans to have pictures of insects and class experiments on the chart. The display will be held on the twenty-fourth of this month in the Deshler-Wallick Hotel.

*****

Over at East School, Mr. Briley has started a job completion chart for the boys in his room. This chart shows that each boy has 120 jobs to do this year. Leaders in the number of projects completed so far are Teddy Jenkins who has finished twenty-five assignments and Johnny King and Jack Bertram who are tied with twenty-four apiece. Mr. Briley has also started a horseshoe league for the East School. Leaders in the room competition are Flannigan and Freeman with 720 points. If the weather permits there are plans for a play-off between the best players from each room for the school championship.
The assembly program this afternoon is sponsored by Miss DeWeese of the East Side School. We will have a special report of the activities of Room 13 brought to us by Bob Vargo, their class reporter.

*****

Miss DeWeese's room had a Halloween party and we told stories and read poems and told jokes. Some of the boys made a cat and we tried to pin a tail on him. Our room was decorated with Halloween pictures the boys had made and for refreshments we had peanuts and candy. In Room 13 our most recent unit was about Harvest Time. Each boy selected his own vegetable to work with. Then we went to the library and found the books we needed. We took class periods and worked on our vegetables. Then we gave oral reports. Next we made vegetable books in which we wrote all the reports. Altogether there were eighteen of them.

*****

Any of you fellows want a hair cut? If you do, there are three new barbers down in the shop who'll be glad to experiment on you. They are Shirl Johnson of the Harmon A, Cleveland Bivans, a Pattison boy, and Harmon B's Kenneth Hammond. Of the seven boys now studying the barber's trade, Roger Lindsey and Fred Wallace are ready to take their barber's examination. Mr. Mowrer plans to take them to Columbus for their tests next month.

*****

Mr. Snyder, cement force man, had a gallon of milk. He offered Moose a drink. After Moose had drunk the whole gallon he said to Mr. Snyder, "You know, Alvie, somehow I wasn't very thirty to-day!"

*****
Mrs. Cunningham, matron of the Muskingum family, has borrowed a special set of books from the Central School library. She and her boys plan to organize a recreational reading club for their cottage.

*****

The prize story for this week was turned in by Alfred Chapman and James Johnson of the Herrick family. On Halloween evening the boys heard the story of a weird creature that prowls in the nearby woods. This unearthly animal has the head of a boy, who ran from BIS years ago and the body of a wolf. The boys heard the spine tingling tale and forgot the whole thing. After seeing the picture last Friday, "The Ghost Walks Alone," they were walking quietly back to their cottage when a ghostly white figure dropped from a tree and stealthily moved toward them. The thing was moaning and screaming. The boys turned and ran as fast and as far as they could. One boy went as far as the flag pole. Another suddenly left his shoes in a walking position. A few of the braver ones advanced cautiously toward the spook. When they got close one boy shouted, "Aw, that's nothing but a sheet and something made to look like a head." Yes, that's right. The fearful ghost was nothing but a sheet with paper fixed to look like a head and a rope manipulated it from inside the cottage. The screaming was done by Mrs. Trigg. Don't forget to send in your stories of the funniest thing you see or hear during this coming week. You may be the one that wins the candy bar. Until then, these are your BIS reporters (COME IN HERE QUICKLY WITH NAMES) saying goodbye and thirty.
CADET ON THE AIR

ANNOUNCER: Station WBIS presents the "Cadet on the Air."

Staging a comeback, the BIS reserve came out on the long end of a 38 to 13 victory over a fighting Liberty Union eleven. They will be put to the test again Monday when they clash with the Lancaster Golden Gales reserves.

*****

Better watch out for the witches, black cats, and goblins. Remember, it's Halloween time. To celebrate All Hallow's Eve, both officers and boys are planning parties. On Monday night the officers, their families and guests will be entertained at a masquerade party in the Officer's Dining Hall. The committee is giving door prizes and awards for the funniest and most unusual costumes. Mrs. McMillen, chairman, announces that an expert fortune teller will attend. If all reports are true there will also be a surprise floor show.

*****

Both the Pattison and Scioto families will hold their parties Tuesday night. They're decorating the Pattison school room with Jack-o-lanterns, witches on broom sticks and all the wizardry of Halloween. For refreshments, the boys will have cider, sandwiches, and candy.

*****

Plans are under way to establish a commissary for the boys and officers. While the exact location is not yet decided, it may be in what is now the men's club room in the Main Building. Here you will be able to buy soft drinks, popsicles, ice-cream, candy, gum, pop-corn,

CONTINUED ON NEXT PAGE
cookies and pretzels. Yes, they'll even sell jellies, jams and peanut butter. How will we boys be able to buy things from the commissary? Two plans are under consideration. First, each boy will be given a punch card that has a value up to one dollar. For everything that we buy, the price will be punched out on the card. Second, we may be permitted to have fifty cents of our own money. That way we could pay cash. Mr. Miskell and Superintendent Thomas are considering both of these suggestions.

****

Something new has been added to Central School - Mr. Vicker's office. He is glad that it is almost completed and wants us all to stop and take a look at it. Why not have open house, Mr. Vickers? With refreshments, naturally!

****

Nineteen boys are on the homeline this week. The Pattison family leads with four home going boys. The Herrick follows with three. Next are the Lagonda, Harmon A, Harmon B, and Maumee with two each. Last of all comes the Bushnell, Hocking, Muskingum, and the Nash with one apiece.

****

Paul Shymski, the second monitor of Harmon B, brought a cat to school the other day. When asked the reason he replied, "I have to take this cat to court." The reason, if one can believe Shymski, is that the cat was caught smoking. Hmm . . . evidently, someone put the rat on the cat.

****
The style setters at B.I.S. are the boys from the Scioto Cottage. First, this summer they came out with their snappy brown dungarees and now with blue canvas back evening coats. That's O.K. fellows, laugh now. But, just wait until this winter when they're warm and you're freezing. Then it will be their turn to laugh.

*****

On our list for special mention because of outstanding work in the Education Department is William Patterson. Wherever this boy goes, whether it be the Commercial Class, the Band or in the Family he seems to cooperate to the best of his ability. At the present, he is playing solo trumpet in the band besides working in the Commercial Class every afternoon. During the time he spends in the commercial room in one week, he types, proof reads, runs and cleans about 100 stencils. This means that he runs off about 13,500 copies of things each week. To you, Bill, we say, "Keep up the good work."

*****

Until next week these are your WBIS reporters (COME IN QUICKLY WITH NAMES) saying, "Goodbye and thirty."
Jobs for Boys at the Boys' Industrial School

Would you believe that there are sixty-seven different work jobs for the boys at B.I.S.? All of these come under seven main headings: (1) Vocational Shop, (2) Agriculture, (3) Office Boys, (4) Food and Storeroom, (5) Boy Leaders, (6) Maintenance, (7) Recreation Department.

Before a boy is given his work and cottage assignment he is kept in the Reception Cottage for two weeks. During that time he is taken on a tour of the School so that he can learn the various kinds of work which boys do here. Then he appears before the Guidance Committee and they assign him to work which both they and the boy believe will help him most not only while he is at B.I.S. but also after he is released.

Each of the seven major job groups can be divided into its component parts. For example, a boy whose job comes under group one might work in the Sheet Metal Shop, Print Shop, Barber Shop, Wood Shop, Tin Shop, Electric Shop, Machine Shop, Welding or Auto Mechanics. A boy accumulates many hours of work and much experience in a trade while at B.I.S. When he leaves he is given a slip showing his hours and experience. If his work was satisfactory he may also receive a recommendation from his instructor.

Jobs in Agriculture comprise the second group. Here we have work on the farm force, in the poultry yard, horse barns, dairy barn, orchard, Garden Hill, and the vegetable greenhouse. Much of our food is raised on the grounds and we send some produce to other institutions.
Third comes the Office Boys. Boys who were in High School on the outside or are capable of doing the work are put in Commercial Class. There, they study typing and clerical work. On the average, a boy studies in this class for three months and then is placed in an office.

The offices in which boys work are: Placement, Hospital, School Supervisor, Central School Offices, Main Office, Night Main Office, and the Psychologist's Office.

Next comes our Food and Storeroom Department. Here the boys work in the Butcher Shop, Paring Room, Kitchen, Storeroom, Creamery, Bake Shop, Poultry Yard, Canning Room, A. C. Kitchen, Hospital Kitchen, Night Kitchen, and the Officers' and Boys' Dining Rooms.

Some boys work as leaders or monitors for the Hospital Line, the Reception Cottage, the Correctional Cottage and the Work Squad.


Boys who work in the Recreation Department serve as assistant drill instructors, drill hall leaders, football, basketball and boxing team managers, and as musicians in the band.

Every boy on every work job is important. If one boy "schemes" or fails to do his job, the rest of us feel the results of his actions. It takes all of us working together to make B.I.S. a smooth running community.
APPENDIX E

REPRESENTATIVE THEMES WRITTEN IN ENGLISH CLASSES

MY WORK JOB

When I came back to the School for my second time I was assigned to work in the creamery. This is the place where milk is pasteurized and butter is made.

The work in the creamery is not very hard, but the boys who work there must be careful not to let dirt get into the milk or butter.

My work begins when the dairy boys bring the milk into the creamery from the barn. First, the milk is poured into a large, steam heated vat. Then the steam is turned on and the temperature of the milk is raised to 143 degrees. When it reaches this temperature, the heat is turned off and the milk is then left to set for a half hour.

After this, the milk is run through a cream separator. Milk comes out on one side and cream comes out on the other.

The milk runs over a cooler which is like a series of small pipes running back and forth. The cream is put into the refrigerator and is saved until we have enough to make butter. The milk is sent up to the dining room.

To make butter, the cream has to be soured, so it is put in another steam heated vat and the temperature is raised to 110 degrees. Then the cream is left to cool and sour.

Next, the cream is put into the churn. The churn is like a large barrel which is turned by an electric motor. After the cream is in the churn, it is turned on for about one minute. Then the temperature of the cream is taken. The temperature must be exactly 60 degrees or it will not make butter.

After the butter is made, it is put into boxes and is later cut and wrapped.

I like to work in the creamery very much because it is a clean job.
My Work Job

I work on Garden Hill in the summer and in the winter I sit in the Detail Hall, or else I stay in the family.

My supervisors on my job are Mr. Woodward in the morning and Mr. Hammock in the afternoon.

The reason that I'm there is because when I first came to the B.I.S. I asked if I could have a job working in the garden. I like it because it isn't very hard work, and it is nice to grow food for the boys and yourself.

There are quite a few things which I can do well. They are: (1) pull weeds, (2) pick vegetables and (3) loosen the ground with a hoe or cultivator.

Sometimes the boys tell jokes and other stories. These are some of the jokes.

What belongs to you, but is used more by your friend than yourself?

Answer - Your name.

Why is a wise man like a pin?

Answer - He has a head and comes to the point.

NOTE - This description of his work job was written by a twelve-year old boy who was in the seventh grade.
MY WORK JOB

My work is that of Janitor boy at the East Side School, and I'm telling you it is a hard job. Well, maybe not a hard job but lots of work.

In the mornings after breakfast I go there and first I clean the officer's wash room, then sweep all of the steps down to the bottom. Then I sweep the class rooms, sweep and mop both up and downstairs halls. I do all of that just in the morning.

The thing I like about the job is that in the afternoon I do not have much work to do. I can read, or go to Mr. Blank's chorus and sing.

The reason they put me on the job is that I did not have one and I said that I liked to work.

According to what the school principal says, I do all my work very well. He says for me to keep on for it is work that makes a man.

NOTE: This was written by a boy in the eighth grade.
APPENDIX F

REASONS GIVEN BY BOYS FOR COMMITMENTS

These are some of the brief replies made by the boys in response to the question in their religious training lessons which asked them to state in a few words the chief reasons they thought they were at the Boys' Industrial School.

1. The chief reason I am at B.I.S. is because I thought that what I did was smart, that I could get away with it. There I made one of my biggest mistakes. I thought because I went with boys older than I that I would act their age, but I found out much to my regret that it doesn't pay.

The thing I should have done was to act my own age. I've found out in the short time I have been here that a lot of other boys here at B.I.S. have made the same mistake and it is not yet too late to correct it.

---

2. The chief reason I am at B.I.S. is because I thought I was a slick and couldn't get caught.

---

3. When I was home, I ran around with boys who liked to play pool and go out at night. Of course, I played along with them which signed my own contract to work at B.I.S. for six months.

I stole money and forged checks with these other boys that I ran around with.

---

4. I think I am at B.I.S. because I wouldn't listen to my parents or anybody else who tried to help me.
This story was written by a boy to show why boys return to the school to serve another term.

The Plight of John Doe

John was an average boy just like you or me. He had his ins and outs like anyone else. He made average grades in school, starred in athletics when he showed up to play and went to church once in a while.

John had one fault — he was too easily persuaded. Several times other boys had talked him into doing things that were outside the law, and so far they had gotten away with it.

Well, one day John met Bill Jones. Bill was a pretty bright boy, but he had never had a chance to get in the right field. Bill liked to hang around "Joe's," a poolroom in a questionable part of town, where he could meet a lot of other boys he had help him in odd jobs.

John and Bill hit it off together and became very good friends. Both boys being poor could understand each other's point of view and often made plans for getting easy money in the future.

This, I believe, is what finally led them to steal cars and sell to a "fence." They thought it was easy money and besides they had fun driving the cars they stole.

But one day a cop caught them trying to make off with a car in front of a saloon. Bill, the tough guy, got the idea he could get away and made a break. He got away but was killed later when the car crashed when he was trying to outrun the State Highway Patrol.

John was taken to a detention home and was kept there for a few days. He was then taken before a judge who sentenced him to the Boys' Industrial School.
At first, B.I.S. was really tough for John and he could hardly stand it. But John had a wonderful personality and soon caught the swing of it. After awhile he got to be sort of an "extra" boy and got a monitor job. The time went fast for John and he was soon up for placement.

John was sent back home after six and a half months at B.I.S. to try again at getting along in society.

The folks were happy to see John return, gave him a very cordial greeting for not only was he a nice guy, but he helped the family income. That was the way they felt about him - not a bad guy as long as he helped the family.

Soon after John got out he got a job in a print shop for while he was at B.I.S. he had learned the printer's trade.

But things did not go as smoothly as John had hoped. His employer who had said he would forget the past didn't quite seem to trust him. One day he was going home from work when a cop recognized him. He said that John might have a pretty good front, but he was going to keep his eye on him that he had better not try anything.

That was the way it went. He worked hard every day for what seemed to be at first quite good pay. Things were not the way they used to be. Prices were higher so the cost of living was much higher. What had at first seemed good money turned out to be very little. He could not get the things that he wanted and was having a hard time saving any money. Finally, he got to the place that he thought everyone was pick- ing on him and that he wasn't getting a fair deal.
One day, when he was in a very dull mood and feeling the world was on his shoulders, he met some of the gang he used to know before he was sent to B.I.S. Now, for the past week or so, these boys had been trying to get John back in the gang for he was smart and knew his stuff.

John who was feeling pretty bad decided that he would stop and chat awhile with the boys - just for a little while.

Well, they got to talking and soon John was feeling like himself again and wanted to shoot a game of pool. Before long he was drinking to the good old days with the gang.

So that was the way it happened with John. Once more he was back among his friends who really appreciated his company. He wasn't with those old "fogies" who always watched him out of the corners of their eyes.

The next day John was late for work and the next three the same. Finally, on the fifth day he didn't show up at all.

His mother, Mrs. Martha Doe, had been noticing that John had started running with the old gang again and that he had been staying out late at night. She didn't dare say anything though for John would storm out of the house at even the mention of that subject.

Then one day the police came. John wasn't home that day. As a matter of fact, he hadn't been home for the past two days. They asked a few questions of his mother, and told her that two nights ago someone had robbed a filling station on the outskirts of town. They had reason to believe her son was involved.
A week went by and then in Cleveland John and two other boys were caught driving a stolen car. They were brought back by the police for questioning about the robbery of the filling station.

The other two boys being seventeen and eighteen and having very bad records were sent to Mansfield but John was sent to B.I.S. to serve a second time.

This is only one out of a thousand who undergo the same experience. How can we of the community help these boys?

The time has come that we must answer this question for these boys will play an important part in our future government.

The first thing that I think the community should do is to offer the boy a job and a decent chance to make good when he comes home for they should not condemn him for his past mistakes.

The next thing is for the community to provide a place for teen-agers to engage in decent entertainment during their leisure hours.
The following article appeared in the March, 1945 edition of the WOSU Bulletin.

**BIS Series Starts on March 6**

Starting on March 6 - 6:45 to 7 P.M. - the Boys' Industrial School will present a weekly dramatic program. The scripts for this series have been prepared by the boys of the school and the dramatic parts will also be enacted by them. There will be eight weekly programs in the series and they will attempt to tell the stories of why the boys are sent to the school; what life at the school is like and the adjustment to life after leaving the school.

In the above picture are Educational Director Gerald E. Stahly; Jane Wise, teacher; and three of the boys making plans for their first broadcast.

Following is the outline for the programs:

I. *Why Do Boys Become Delinquents?*

We will select three general types of boys in the institution and try to show why each became a delinquent.

II. *The Boys' Industrial School*

This program will deal with the boys' first impressions of and experiences at BIS.

III and IV. *Training for Jobs*

A. In the third broadcast we will emphasize the vocational training program. We will bring out points pertinent to the kind of work done in the five shops, and the training and placement of the boys.

B. The Boys' Industrial School is really a small village with a population of over one thousand. Each boy has his own part to play in
the maintenance of this community. Program four will deal with these work jobs and the training the boys receive from them.

V. Family Life and Recreation

Imagine having sixty active children of your own. Most of the B.I.S. family officers and their wives have from sixty to eighty boys under their supervision. To give the boys worthy leisure time pursuits, an active recreation program is always in progress. In the fifth broadcast, the boy's life in his family, the organization of the cottage system, and the recreational program will be featured.

VI. The Chapel on the Hill

A Protestant chaplain and a Catholic priest minister to the religious needs of over eight hundred boys. The activities of the "Chapel on the Hill" are numerous and to highlight the main ones is the purpose of this broadcast.

VII. The Boy Returns to His Community

The question of how the community can help the boy when he returns from B.I.S. will be considered in this program. Mention will also be made of the Kiwanis Big Brother Movement.

VIII. Round Table Discussion

A group of B.I.S. men will discuss the institution as it is now, its needs, and any future plans they visualize for it.
APPENDIX I
EVALUATION SHEET
EVALUATION OF BROADCASTS

I. Value of the Program as a whole: Excellent ( ) Good ( ) Fair ( ) Poor ( )
   1. Is the purpose of the program clear? Yes ( ) No ( )
   2. Does it achieve its purpose? Yes ( ) No ( )

II. Effectiveness of Presentation: Excellent ( ) Good ( ) Fair ( ) Poor ( )
   1. Comment upon such things as (a) timing and pacing, (b) smoothness,
      (c) spontaneity (d) voice quality and variety (e) naturalness of
      sound effects (f) music - both the theme and transitions

III. Listener Appeal: Excellent ( ) Good ( ) Fair ( ) Poor ( )
   1. Did it get immediate attention? Yes ( ) No ( )
   2. Did it sustain interest? Yes ( ) No ( ) If not, will you indicate
      the reason.

IV. Informational Value of the Program
   1. Did the program contain information which was valuable? Yes ( ) No ( )
   2. Was too much information crowded into one broadcast? Yes ( ) No ( )

V. Effectiveness of the Script Itself
   1. Comment on the vocabulary, sentence structure, the realism of the
      program. Did the action in the script proceed smoothly or was it
      jerky? Did the conversation sound natural?
   2. Was the script: (1) well-written ( ) (2) fair ( ) (3) poor ( )

VI. Specific Suggestions for Improving the Programs
   1. Here indicate any weaknesses which you felt were present in the pro-
      gram and suggest ways to remedy them.
APPENDIX J

SAMPLE SCRIPTS

PROGRAM I

WHY DO BOYS BECOME DELINQUENT?

TUESDAY - 6:45 P.M.
March 26, 1945

RADIO STATION
WOSU

CAST OF CHARACTERS

NARRATOR
CURLEY
AL
BILL
TOM
CHOP
JUDGE
WOMAN
PSYCHOLOGIST
VOICE I
VOICE II
VOICE III
WHY DO BOYS BECOME DELINQUENT?

1. SOUND: STREET NOISES, VOICES IN BACKGROUND, STREET NOISE
2. CONTINUE UNDER CURLEY.
3. CURLEY. All right, you guys, is everything straight? We'll get even with that chump for throwing us out a da' bowling alley. Nobody ever throws us out of any-where. Remember, now no slip ups.
4. 5. 6.
7. AL. Gee, Curley, what if we get caught? What about the police?
8. 9. CURLEY. Don't worry, kid. We can lam before they even get within blocks of the place.
10. 11. BILL. Yah, but look. There's always a chance of getting caught.
12. 13. CURLEY. If you do, it's your own fault. What's a matter you yellow? You afraid to stick up for da' gang?
14. 15. BOYS AD LIE. Gee, no Curley... No, no, it's not that.
16. CURLEY. Okay, then let's go. Tom, you get the phone.
17. TOM. Sure will.
18. CURLEY. Bill, you take the pin boy exit.
19. BILL. Right Curley.
20. CURLEY. Don't forget, Al, you and Chop start the fight.
21. AL. It will be a pleasure.
22. CURLEY. Let's go, make it fast and when you get the signal, scram.
23. 24. DOOR OPENING: (Voices of crowd and Bowling Alley. HOLD IN BACK-GROUND.)
27. CHOP. O.K. Let's go.
1. AL (ANGRILY). Whadda ya' mean I got your ball. Why, you lousy
two-faced---------
3. SOUND: SOUND OF FIGHTING. NOISE OF CROWD INCREASES.
4. MANAGER (UP AND OVER - CROWD NOISE): Hey, hey, you guys, break
it up. Fight outside, not in here.
6. CHOP. Shut up, chump, you want to get slugged too.
7. MANAGER: I'll call the police. Give me that
8. phone.
9. CURLEY. Look out, or I'll give it to you over your head.
10. Here go to sleep for awhile.
11. SOUND: FIGHTING. MANAGER GROANS.
12. CURLEY. O.K., you guys, that's all. Beat it to the club
room.
14. SOUND: BOYS RUNNING OUT OF BOWLING ALLEY. DOORS OPENING
AND CLOSING. BRING IN STREET NOISES. BOYS RUN-
NING ALONG SIDEWALK.
17. CURLEY. See, did ya' get caught?
18. BILL. Gee, that was easier than I thought.
19. MUSIC: UP AND FADE.
20. NARRATOR: Who were these boys who wrecked the Bowling Alley?
21. Well, all of them belonged to one gang. Oh, there
wasn't any definite organization, but these boys
worked together to keep gangs from other neighbor-
hoods out of their part of town. If someone in-
sulted one member of the gang, he had insulted the
whole group and he had to pay for it. Some people
might call these boys juvenile delinquents. As a
result of the fight at the Bowling Alley, the boys
1. NARRATOR: whom the manager recognized were taken to court.
(cont'd)
3. Three of the boys, Curley, Al and Bill already had court records. (START FADE) To them the judge said . . . .
5. JUDGE: In view of your past records and your inability to adjust yourself to society, we find it necessary to commit you for an indefinite period of training to the Boys' Industrial School.
9. NARRATOR: This is the first in a series of programs about delinquents and Ohio's school for delinquent boys near Lancaster. Through these broadcasts, we want to show you some of the reasons for delinquency, tell you what you can do in your community to combat this growing menace, and acquaint you with the correctional program of the BOYS' INDUSTRIAL SCHOOL. Most people say, "What do boys do to get in a place like BIS? Why do they get into trouble?" To answer these questions, let's look at the records of Curley, Al and Bill.
20. NARRATOR When Al was very young, his mother and father came to America from Poland. They settled in a foreign section of a large city. Al's mother had come to America for just one purpose - to make money. She was ambitious and intended to get ahead. When her first husband didn't do well enough to suit her, she divorced him and married another man. So far, Al has had three different fathers. She was always
1. NARRATOR: (cont'd) a little impatient with the boy. She thought he wanted too much. One Saturday afternoon (START

2. FADE) Al ran into the house.

3. SOUND: DOOR SLAMMING.

4. AL. Hey, Mom, the fellows are going to the show. Can I go with them? It's only a quarter.

5. MOTHER: Oh, Al, you always want something. Just once couldn't you come in this house and not ask me for anything. Money! Money for this! Money for that!

6. I've already given you fifty cents this week.

7. AL. Yeh, but Mom, that was for stuff I had to have at school. The other kids' folks gave them that too, and they're going to the show.

8. MOTHER: Well, maybe they are, but you're not. Fifty cents in one week is enough. You're going to stay right here at home and take care of your sisters while I go downtown.

9. AL (FADE) Aw, Mom.

10. NARRATOR: No matter what Al wanted, it was always the same.

11. Other boys had bicycles, but Al didn't. Other boys owned baseballs and catcher's mitts, and they got a little tired of letting Al use their things all the time. One day one of the boys said to him. . . .

12. BOY: Al, why don't you ever have anything of your own?

13. If you don't get what you want at home, there's other ways to get things.

14. NARRATOR: Other ways? Yes, there were plenty of other ways.
1. NARRATOR: (cont'd)  Al got into an organized gang and they had lots of fun. It was nothing to roll a drunk or manhandle a grown man and steal his money or his car.

2.  

3.  Eventually, Al was caught and sent to BIS. And now, how does his mother, who refused him everything, even her love, feel toward the boy? The other day she wrote this letter to the Director of the Placement Department.

9. WOMAN'S VOICE: Dear Sir: This letter is in regard to Al Jones who is now at your school. His father is sick, and I have had to go to work to support the family. We have had to move to a small, furnished apartment, in which there is no place for the boy to sleep. When it is time for him to get out, will you please make other arrangements for him. We are sorry, but we have no room for him at home. Very truly yours, The Mother of Al Jones.

18.  PAUSE BRIEFLY HERE.

19. NARRATOR: We are sorry, but we have no room for him at home. Very truly yours, The Mother of Al Jones. A mother who won't even give her son a home.

22. MUSIC: (UP AND OUT)

23. BILL. Sure, I broke into those parking meters. And when I got out of here, I'll steal again. It'll take more than you dumb cops to stop me.

26. SOUND: VOICES IN BACKGROUND. MURMUR IN ASTONISHMENT.

28. NARRATOR: Everybody in the court room was looking at Bill.
1. NARRATOR: He was the center of attention and he loved it. (cont'd)
2. Bill wanted everybody to know he was a tough, bad
3. cat. He was a big boy physically, but mentally he
4. was no giant. He was sixteen and had been a third
5. timer in the seventh grade. He towered above the
6. small boys in his room. The teacher expected
7. little of him and got just what she expected. The
8. other children in the room teased him viciously.
9. VOICE I. Hey, fellows, here comes Bill.
10. VOICE II. Hi ya, big stoop, got your lessons today?
11. VOICE III. Oh, he doesn't have to study. Remember, he's been
12. all through seventh grade twice before.
13. SOUND: GENERAL LAUGHTER.
14. BILL. Aw, shut up.
15. VOICE I. Yah, this year he gets to sweep the room and put
16. pretty pictures on the bulletin board.
17. VOICE II. Ha, Ha, Bill Jones, the seventh grade's sweeper.
18. VOICE III. The best broom pusher and worst brain pusher in
19. the class.
20. GENERAL LAUGHTER: (Fade)
21. NARRATOR: One day, Bill couldn't take the teasing any longer.
22. He ran from the playground. He was pursued by the
23. truant officer from one odd job to another, until
24. he met Ourley. Ourley was a big deal - a slick -
25. a brain. In Bill he found just the kind of fellow
26. he needed. A boy not too smart and easily in-
27. fluenced. For example, (START FADE) one night
28. Ourley said to Bill ...
1. CURLEY. Look, chum, there's a gas station over on the corner of Fifth and Elm. The man leaves about midnight and usually forgets to lock the rest room door. There's a door with a transom between the filling station and the rest room. You can climb through the transom into the station. See?

7. BILL. Yahl

8. CURLEY. You go there tonight. Get all the cash you can, and anything else you think the gang could use. Understand?

11. BILL. Yah, but I don't want to go by myself. Why don't you come along?

13. CURLEY. Listen, boy, do you think I'm going to sit here twiddling my thumbs while you're gone? Heck, no, I'm going over to the skating rink and break in there.

17. BILL. Well, what about Jim or Jack?

18. CURLEY. Oh, they've got other stuff planned too. What's the matter? You getting scared?

20. BILL. Heck, no. You know, I'm not yellow. But what would happen if I got caught?

22. CURLEY. DON'T worry your head, boy. I'm your friend, ain't I?

24. BILL. I guess you are.

25. CURLEY. You guess! Man, you say you guess? Have I ever let you down? Didn't I give you more than your share in last week's job? Didn't I used to stick up for you when the kids at school called ya' Big
1. CURLEY:  Stoop? Didn't I get 'cha a date with that sweet, (cont'd)
little chicken over on High Street? And then you
3.
come along and say you guess I'm your friend.
4.
Boy, you better lay off that stuff.
5. BILL.  But how could you help me, if the cops get me?
6. CURLEY.  Listen, Bill, I've got friends who have a pull.
7.
If I'd get caught, you couldn't get me out. If
8.
you get caught, I've got brains I can get you out.
9.
Run along chum, it's almost midnight.
10. BILL.  O.K. Gas station on the corner of Fifth and Elm. (FADE)
11.
See you later, Curley. (DOOR OPENS) So long.
12. SOUND:  DOOR SHUTS.
13. NARRATOR:  Curley sounds like a pleasant sort of chap, doesn't
he? He seems to be doing pretty well for himself
14.
too. Only seventeen and already the leader of a
15.
gang. He's a bright boy, and a born leader.
16.
Now, why did he become delinquent? Suppose we
17.
hear the report the psychologist wrote on Curley
18.
when he was first taken to B.I.S. Mr. Psychol-
19.
ologist, can you tell us why Curley turned to crime?
20. PSYCHOLOGIST:  Curley is a boy of superior intelligence and per-
21.
formance ability. His home is located in a fairly
22.
good residential section. Housekeeping standards
23.
are excellent and the economic status of the
24.
family is good. When Curley was eight years old
25.
his mother died. Four months later the father
26.
remarried. The new stepmother brought two
27.
children of her own into the home. From the first,
1. PSYCHOLOGIST: Curley resented the woman and her children because she came between him and his father. She always 
(cont'd)

2. saw to it that her own children were given every 

3. preference. Curley was not satisfied or happy 

4. at home. In school, Curley had his lessons fin-

5. ished when other students had barely started. He 

6. was in many school activities, but they did not 

7. give him the adventure and excitement he craved. 

8. He could not find what he wanted at home or school. 

9. Through an older boy, Curley got into a gang. He 

10. was good looking, well-built, handy with his fists 

11. and he knew how to make others do what he wanted 

12. them to do. It was no time at all until Curley 

13. was the leader of the gang. Here he found his 

14. excitement and adventure. 

15. NARRATOR: Thank you. You have given us a much clearer in-

16. sight into Curley's problems. In these three 

17. brief dramatizations we have mentioned only a few 

18. of the factors that cause delinquency. Quickly 

19. now, let's hear what some of the others are. 

20. VOICES COME IN RAPID SUCCESION: 

21. VOICE I. Over one half come from broken homes. Home af-

22. fection and home ties are missing. 

23. VOICE II. Three out of every ten have parents with prison 

24. records. 

25. VOICE III. Two out of every ten live in homes unfit for 

26. children. 

27. VOICE I. Out of 100 only three had more than nominal re-
1. VOICE I. (cont'd) Religious training. The Church has not touched these boys.
2. VOICE II. Only one boy out of 3 is normal or above in intelligence. 9 out of 10 are retarded one or more grades in school.
3. VOICE III. Two boys out of three have not been reached by organized recreational groups.
4. VOICE I. Eight out of every ten boys come from the city.
5. NARRATOR: Here then are some of the answers to the question, "Why do boys become delinquents? Could you have helped keep any of these boys out of trouble?"
6. MUSIC: IN BRIEFLY.
7. MUSIC: Very few people in the state of Ohio know anything about the program of the Boys' Industrial School.
8. MUSIC: These weekly programs presented by the boys of the school are designed to give you accurate information on the training given delinquent boys at BIS.
9. MUSIC: Listen next week at this same time when Curley, Al and Bill will tell you of their first experiences at the Boys' Industrial School. We will start answering the question, "How does B.I.S. try to make good citizens from delinquent boys?"
10. MUSIC: THEME MUSIC IN
PROGRAM II

LIFE AT B.I.S.

March 13, 1945
6:45 - 7:00

Writer: Jane Wise
Producer: Ed. Sprague

CAST

NARRATOR
AL
CURLEY
BILL
LEADER
OFFICE BOY
MAN'S VOICE
PSYCHOLOGIST
1ST BOY
2ND BOY
1. THEME MUSIC IN AND FADE

2. NARRATOR: Suppose you were given between eight and
3. twelve months to change the life pattern
4. and habits of a delinquent boy. How would you
5. go about it? Such a problem confronts the staff
6. of the Boys' Industrial School. Not just in
7. one case, but in the year 1944 alone in 1,762
8. cases. And statistics show that during that
9. year only 249 boys were returned as violators
10. of parole. What kind of a program does the
11. school carry on to rehabilitate these boys
12. for society? Listen ---
13. MUSIC IN AND FADE

14. NARRATOR: As always, the best place to start is at
15. the beginning, so let's start there. Last
16. week on our program three boys, Curley, Al
17. and Bill were committed by the judge to B.I.S.
18. Right now, these three boys are talking together
19. (START FADE) in the reception cottage.
20. AL: Well, Curley, what do you think of the place?
21. CURLEY: So far, it's o.k., but remember we're still
22. in the reception cottage.
23. BILL: Yeah, I wish I knew what was going to happen
24. to me next.
25. CURLEY: Don't worry, Bill. You'll find out soon enough.
26. AL: You know, I never thought BIS would look like
27. this.
28. BILL: Yeh. This place is o.k.
1. CURLEY: I always wanted to live in the hills, but I didn't want to do it this way.

2. 

3. AL: I sure never thought I'd be sent to B.I.S.

4. BILL: Me neither. Remember, we're the guys who thought we were too smart to get caught, but look where we are now.

5. 

6. CURLEY: Oh, well, we're here. Might as well make the best of it.

7. 

8. BILL: I sure wish I'd get to work in that greenhouse we saw when we came in.

9. 

10. AL: Aah -- no greenhouse for me. I want to work in that big power plant. It'll develop my muscles.

11. 

12. CURLEY: Say, you know they've got a big gym here and basketball and football teams that play outside schools.

13. 

14. 

15. AL: No kidding. I didn't know that.

16. BILL: Things sure are different from what those guys at the county jail told us.

17. 

18. CURLEY: You said it. They had me so scared that when I first came I thought the water tower was a watch tower and a guard was perched there with a tommy gun.

19. 

20. 

21. 

22. BILL: Boy, you really were mixed up.

23. AL: You know, fellows, I've got this place all doped out.

24. 

25. CURLEY: Well, I'm sure the officers will be glad to know that. It'll take a big load off their shoulders.

26. 

27. BILL: Al, congratulations, boy.

28. AL: Oh, cut out the comedy and listen. The Boys'

29. 

Industrial School is really like a little town.
1. AL. (cont'd) We have our own power plant, fire department, dairy, raise part of our own food ---

3. CURLEY: (BREAK IN QUICKLY): And don't forget the court.

4. BILL: That's one place on the Hill I hope I never see.

5. CURLEY: I hope I'm not sent there either, but it's nice to know that there's a place where you can get a fair trial, if you get in trouble.

8. AL: Say, Curley, who's that fellow over there who's wearing the slick "blues."

9. CURLEY: Oh, he's one of the boy leaders in the Reception Cottage.

12. BILL: Just what are they supposed to do?

13. CURLEY: I'm not sure. Let's call him over and find out.

14. (AWAY FROM MIKE SLIGHTLY) Hey, Mr. Leader, come here a minute, will ya'.

16. LEADER: (FADE IN) Sure thing! What can I do for you?

17. CURLEY: Well, we'd like to ask you a few questions.

18. LEADER: O.K., but first I'd like to tell you some-thing. You aren't supposed to call us leaders Mr. or Sir.

22. After all, we're just HIS boys too. And we're supposed to help you guys get started right.

24. AL: Boy, that's swell! I thought you guys were like bosses and would beat us if we did something wrong.

27. LEADER: Oh, no! You got it all wrong. If you get in
1. LEADER: trouble, we just report you to the man in charge. (cont'd)

2. CURLEY: Here comes the $64.00 question. What will he do

3. to you?

4. LEADER: That depends on what you've done. If it's

5. nothing real bad, he'll paddle you or stand you

6. on line.

7. BILL: On line? What's that?

8. LEADER: Oh, you stand at attention, not moving and facing

9. the wall for as long as the man wants you to.

10. AL: I hope I don't ever have to do that. You said

11. that's what happens if you haven't done anything

12. real bad, but what if -----

13. LEADER (COME IN QUICKLY): If you get in real trouble, you'll

14. go to court. The man there will hear your side

15. of the story and then decide your punishment.

16. They may lay it on you with the strap, send you

17. to discipline squad or add days to your time.

18. Once in awhile they'll do all three.

19. CURLEY: All three! Just tell me what to do to get all

20. three and I'll take care not to do it.

21. LEADER: Runaways always get all three. I'm telling you

22. what happens to them is no joke. They get a

23. beating, thirty or more days in squad, and some-

24. times as much as a year added. Running

25. just doesn't pay any way you look at it.

26. AL: I'll say it doesn't. I'm going to stay right

27. here, but tell me how long do you think we'll

28. be kept at B.I.S.?
1. LEADER: That depends on you. If you mess up a lot, you'll stay a long time. If you straighten up and behave yourself you'll get out sooner.

2. BILL: Look at me fellows. See those bumps on my shoulders? Those are my wings starting to sprout already.

3. CURLEY (LAUGHS SNEERINGLY): I'll wait until they come out a little farther before I believe that.

4. BILL: Just wait and see.

5. LEADER: Well, don't worry. Do what the officers tell you, and you'll get along o.k.

6. AL: Say, how about school? Do they have one here?

7. LEADER: They sure do, Al. You can keep up your school credits just as though you were in your school at home.

8. BILL: Don't tell me I'm going to have to go to school. If they put me in the seventh grade here, I'll refuse. I absolutely will not go to the seventh grade a fourth time.

9. C-simple-quoteurley: Take it easy Bill. Maybe they'll promote you to the sixth.

10. BILL: Trying to be funny now, aint 'cha. Well, let me tell you . . .

11. LEADER: Don't worry Bill. The guidance committee may not even put you in school.

12. BILL: I sure hope not. I want'a learn a trade. Can I do that while I'm here?

13. CURLEY: I heard they had some big shops. What kind
1. CURLEY: of trades can you learn?
   (cont'd) Oh, my gosh, I was hoping you wouldn't ask that.
2. LEADER: Why not?
3. CURLEY: Well, there's so many of them. I don't think I
   can name them all, but I'll try. Let's see now, there's machine shop, gas and electric welding,
4. LEADER: sheet metal, wood shop, auto mechanics, electric
   shop, bake shop, and so many more I don't
5. have time to tell them to you.
6. 10. AL: You mean you can learn all that stuff while
7. you're here!
8. 12. LEADER: Not quite all of it, but you can tell the
9. guidance committee what you'd like to learn.
10. AL: How do I get to see them?
11. LEADER: Oh, they'll send for you after you've been here
12. a couple more days.
13. MAN'S VOICE: Al Jones, get your coat and hat. You're to go
14. over to the Main building with this boy.
15. AL: Yes, sir. (FADE) Right away, sir.
16. SOUNDS: BOYS LEAVING BUILDING. DOORS OPENING AND CLOSING.
17. FOOTSTEPS ON SIDEWALK.
18. AL: Where are you taking me?
19. OFFICE BOY: To the psychologist's office.
20. AL: The what's office?
21. OFFICE BOY: The psychologists.
22. AL: What's he going to do to me?
23. OFFICE BOY: Oh, he'll talk to you about the trouble you got
24. in, why you did what you did, and he'll try to
1. OFFICE BOY: 
(cont'd)
help you if you have any problems.

2. AL:
That doesn't sound so bad. Is that all?

3. OFFICE BOY:
No, he'll give you some tests too.

4. AL:
Tests, ugh! What are they for?

5. OFFICE BOY:
In most of them he tries to find out what you can
do best. Sometimes the tests help decide
what kind of a work job you get at BIS.

6.

7.

8. NARRATOR:
The office boy really seems to know the what and
why of things that go on in his office. To find
out the details though, suppose we go to the
psychologist himself. In the studio today is

9. Mr. Arnold, assistant psychologist at the Boys'
10. Industrial School. Mr. Arnold what is the
11. purpose of the interview? Just what do you try
to accomplish through it?

12. PSYCHOLOGIST:
Through our interviews we try to discover some
of the factors which caused the boy to become
a delinquent. We talk about the boys' home, his
13. family background, the community, and his own
14. personality and problems. During this first
15. contact we often counsel with the boy concerning
16. particular problems he may have in adjusting to
17. the institution. We not only interview first
timers, but also boys who come back as violators
18. of parole.

19. NARRATOR:
In a year's time then, a great number of boys
come into your office for interviews. Are most
20. of them willing to discuss their problems freely?
1. PSYCHOLOGIST: Most boys cooperate very well in the interview situation. Of course, every once in awhile we run into a boy who just won't talk.

2.

3.

4. NARRATOR: It must be difficult to interview a boy who is a complete stranger to you, especially since you have to delve so deeply into his life.

5.

6.

7. PSYCHOLOGIST: By the time we call a boy in for interview he really is not a complete stranger to us. First, we have his report from the court from which he was committed. Then, if he has been in a previous institution, we also have their records.

8.

9.

10.

11.

12.

13.

14. NARRATOR: That's probably true too. Awhile ago your office boy said that various tests were administered to all new boys. Will you tell us something concerning your testing program?

15.

16.

17.

18. PSYCHOLOGIST: Every boy who enters the institution is tested.

19.

20.

21.

22. NARRATOR: Group intelligence tests are used, and individual tests are given where the group test is inadequate.

23.

24. PSYCHOLOGIST: Are any other kinds of tests given besides those for intelligence?

25.

26.

27.

28. NARRATOR: Oh, yes. Tests of mechanical aptitude are also taken by older boys, and many are given various kinds of tests to discover their vocational possibilities.

29.

30.

31.

32. NARRATOR: I've taken several kinds of tests and it's in-
interesting to discover one's capabilities in different areas. I have a friend who scores in the highest brackets on intelligence tests and in the lowest on tests of mechanical ability.

Psychologist: That often happens. However, at our school we have found that seven out of ten boys have a better than average mechanical aptitude.

Narrator: That's a high percentage.

Psychologist: It's especially striking when you consider that only one out of three is normal or above in intelligence. Before our interview is finished there is one point I should like to bring out. As I see it, part of the job of the psychologist's office is to help boys get at their problems. We try our best to do just that. Boys who cause trouble in the cottage, on their work jobs or at school are often referred to us by officers.

Narrator: Do any of the boys come to you voluntarily to ask for help?

Psychologist: Not very often, but occasionally a boy who is worrying about a personality problem of his own, or about a conflict in his home situation will come to us. Often during our first contact with a boy we see that he has a serious personality problem, but he does not realize it yet. We try to get them to come to us for help when they feel the need of it. You see, we try to do the best we can for every boy.
1. Narrator: Thank you, Mr. **Arnold**. It sounds as though you men in the psychology department are doing a constructive job in helping the boys.

4. Sound: MUSIC IN BRIEFLY.

5. Narrator: While Al was at the psychologist's office, Curley was called to appear before a member of the Guidance committee. Three men, an educational psychologist, the chaplain, and the supervisor of cottages comprise the group. To give every boy the assignment that will help him most is their aim. To accomplish this purpose, the committee follows this procedure. First, every new boy is taken on a tour of the grounds, and has the various work jobs and trades explained to him. Then, each member of the committee interviews each boy before he appears before the entire group.

18. Sound: DOOR OPENS AND SHUTS

19. Man: Curley Smith?


21. Man: Sit down Curley. Now tell me how old you are?


23. Man: When is your next birthday?


25. Man: You and Al Jones celebrate your birthdays in the same month, don't you?

27. Curley: Yes sir, and we usually celebrate together too.

28. Man: That's right you were good friends before you
1. MAN: came here. Tell me, Curley, were you going to
(cont'd) school this year?

2. 

3. CURLEY: Well, more or less -- mostly less.

4. MAN: I see. Do you think you'd like to go to school
while you're here?

5. 

6. CURLEY: YES, sir, I would. I've made up my mind that
I'm going to graduate.

7. 

8. MAN: Good for you.

9. CURLEY: And my dad says if I straighten up he'll help me
get through college.

10. 

11. MAN: That's fine, Curley. In light of all that, what
kind of work do you think you could do here that
would do you the most good when you leave?

12. 

13. 

14. CURLEY: Commercial work, sir. I'd learn typing, book-
keeping, and office procedure. Then, I could
get a job in an office here, and I'd
learn something that I could use all my
life.

15. 

16. 

17. 

18. 

19. MAN: Well, Curley, we'll see what we can do for you.

20. 

21. 

22. 

23. 

24. CURLEY: Good bye, and thank you, sir.

25. NARRATOR: (FADE IN): When Curley appeared before the guidance
committee on Friday, one of the members said to
him.

26. 

27. 

28. MAN: Curley, it seems as though this assignment would
1. MAN: (cont'd) help you most. On the even day you will work
2. in commercial class, and on the odd day you
3. will go to school. You will live in the Harmon family. At the end of three months we will have
4. reports on you from your family, work supervisor
5. and your teachers. It depends on you whether
6. or not these reports are bad or good. It will
7. pay you to do your best. If you are not getting
8. along well, and want or need a transfer of any
9. kind, we'll talk to you about it then. Are there
10. any questions you'd like to ask?
11.
12. CURLEY: No, sir.
13. MAN: All right then. "we'll see you again in three
14. months. Goodbye.
15. CURLEY: Goodbye, sir, and thank you.
16. SOUND: MUSIC IN AND FADE
17. ANNOUNCER: In this week's program we have tried to show you
18. the first steps taken at BIS to rehabilitate
19. the delinquent boy.
20. SOUND: MUSIC IN BRIEFLY. FADE INTO FACTORY BACKGROUND.
21. 1st BOY: This filter I'm making is for the army.
22. 2nd BOY: You know what I'm doing? I'm rebuilding an arti-
23. tificial leg.
24. 1st BOY: We sure do everything down here in the shops.
25. FACTORY BACKGROUND OUT
26. ANNOUNCER: That's right, they do almost everything in the
27. BIS SHOPS. Next week's broadcast will tell about
1. ANNOUNCER: the school and its vocational training program.
(cont'd)
2. You'll hear about the shops where the boys
3. learn how to earn money so they won't have
4. to steal it.

THEME MUSIC IN
PROGRAM III
WHY DO BOYS BECOME DELINQUENT?

TRAINING FOR JOBS
March 20, 1945
6:45 - 7:00

Writer: Jane Wise
Producer: Ed. Sprague

CAST
NARRATOR
CURLEY
AL
BILL
BOY
MACHINE SHOP INSTRUCTOR
JIM
JOE
WOOD SHOP INSTRUCTOR
RAY
JESSE
Program Three

THE EDUCATIONAL PROGRAM

1. All American youth deserve educational opportunities and services suited for their personal needs.

4. THEME MUSIC: IN BRIEFLY AND FADE

5. NARRATOR In so far as it is possible the educational program at the BOYS' INDUSTRIAL SCHOOL is tailored to fit a boy's personal needs. To discover each boy's strong and weak points, the school carries on an extensive testing program. Tests for school achievement, clerical aptitude, mechanical aptitude, and interest attitudes are given all new boys. The results of all those tests are compiled and used to give each pupil the schedule of classes that will help him most.

15. Perhaps we can illustrate this point best if we join our three friends of previous programs, Curley, Al, and Bill. All of them have received their work, cottage and school assignments.

20. Right now, the three boys are over in Central School discussing their class schedules.

21. CURLEY: What'dja get Al?

22. AL: Oh, I got East Side School. The man said that's where young kids like me, and boys who aren't very far along in school go.

25. CURLEY: What about you Bill?

26. BILL: I can't even read this. Once a day I take some
1. BILL: (cont'd) kind of reading - re'me di-al or something.
2. CURLEY: Let's see. Ya' dope, that's remedial. Remedial reading.
3. 
4. BILL: What's that? I can't even do plain reading, 
5. 
6. CURLEY: That's the point. In remedial reading class 
7. 
8. BILL: And look. He put me in the Seventh Grade again. 
9. 
10. CURLEY: My fourth time in the Seventh Grade! 
11. 
12. 
13. 
14. 
15. BILL: Can I do that while I'm here?
16. CURLEY: Sure. Listen to my schedule. History, geometry, 
17. 
18. 
19. 
20. 
21. BILL: It will? Curley, I'll bet 'cha my good belt 
22. 
23. 
24. CURLEY: It's a bet, and this time I hope you win. 
25. NARRATOR: After Curley and Bill have been at B.I.S. for 
26. a time, they will become eligible for the voca- 
27. tional training program. In one of the best 
28. equipped school shops in the state, BIS boys
receive on the job training. The head of the
vocational shops is in the studio today. Mr.
Nelson, will you tell us something about the
vocational training that is given the boys.
Yes, I'll be glad to tell you something about it.
Possibly you'd like to know just how we were able
to set up a training program as late as January,
1944, when machine tools were at a premium.
The machinery and tools in our shops were acquired
from the now liquidated National Youth Administration.
This equipment was delivered to our institution late
in October, 1943. Buildings had to be remodeled,
power lines installed, machinery set and bolted in
place, electric service run to each machine, in-
structors employed and about 101 other things.
A full schedule of boys were assigned and all shops
were in operation January 1st, 1944.
Our trainees are of different grades of intelligence
and ability. They are assigned to the shops for 8
hours a day, every other day. In this way, we work
with two groups. Let us take the odd day group.
They are boys who are ready for placement. When one
of these boys completes his training he is replaced
by a boy from the even day group. In this way,
every boy receives approximately seven months train-
ing. In seven months a boy will not become a skilled
worker but he can develop basic skills or handy man
abilities useful to any individual in any vocation.
1. Mr. Nelson: (cont'd)
   Our boys must be taught to work. Fair, firm discipline is required. The habit of self-discipline which requires one to do a task, whether pleasant or unpleasant, at the time it should be done must be developed. We must also develop an active interest in the understanding of our modern industrial life. To develop these work habits, we operate our shops on a production basis with considerable benefit to the efficiency of training, but we do not overlook the danger of production taking precedence over training. We must also train the boy in safety habits, cleanliness, blue print reading, shop mathematics and spelling.

20. Sound: FACTORY BACKGROUND. CONTINUE UNDER.

21. Mr. Nelson: Here's our machine shop. You see we have every kind of machine that you find in a regular shop. Look around everywhere, and talk to any of the boys or instructors that you want to.

25. Sound: BRING IN FACTORY BACKGROUND BRIEFLY. THEN

26. FADE AND CONTINUE UNDER.
1. **NARRATOR:** What are you working on, son?

2. **BOY:** A gasoline filter for field ranges, sir.

3. **NARRATOR:** That sounds as though it's for the army.

4. **BOY:** It is. We get jobs to do from both the army and the navy.

5. 

6. **NARRATOR:** I didn't know you did actual work down here.

7. 

8. **INSTRUCTOR:** I thought you just practiced.

9. 

10. **INSTRUCTOR:** Pardon me for interrupting but I just overheard what you said to Bill. I'm one of the instructors and except when the boys first start, they never just practice.

11. 

12. **BOY:** That's right, sir. Mr. Smith here always says we're working on regular jobs like we would on the outside.

13. 

14. 

15. **INSTRUCTOR:** And they are too. Everything that the boys make is used.

16. 

17. **NARRATOR:** What kinds of things have you made for the army and navy?

18. 

19. **INSTRUCTOR:** Usually, we make spare parts. You see, INDUSTRY exerts its efforts in the production of completed articles and sometimes they slip up on spare parts production. Whenever the army gets stuck they call on us.

20. 

21. 

22. **BOY:** Then we do a lot of maintenance work for BIS too. We repair governors, air compressors

23. 

24. 

25. 

26. 

27. 

28.
1. INSTRUCTOR: (COME IN QUICKLY): And don't forget the time we took
   a pair of false teeth and made them fit the man.
2. BOY: Gosh, we do almost everything down here in the
   machine shop.
3. NARRATOR: It certainly sounds that way. Tell me, did
   you have any machine shop experience before you
   started your training here?
4. BOY: No sir. You could've told me to go to the store-
   room and get the bubble out of a spirit level,
   and I'd a done it.
5. NARRATOR: You didn't know much about shop work,
   did you? Mr. Smith, how do you
   go about training a boy to be a good
   machinist?
6. INSTRUCTOR: The most important thing is to get acquainted with
   the boy. After you know him, then you can fit
   your teaching to him. Why don't you tell him
   how we got you started, Bob?
7. BOY: Let's see. First of all you showed me around
   the shop and told me about the different
   machines and showed me some of the instruments.
8. Then you let me look around by myself for a
   little while.
9. INSTRUCTOR: That's right, and after that I put you on a
   machine. First of all, I tell and show a boy
   how to do a job. Then I let him try a couple of
1. INSTRUCTOR: times himself while I watch. After that he's on
(cont'd)
2. his own, but I keep coming back to him frequently
3. to check.
4. BOY: Yes, and you told me to come to you right away
5. if I got stuck.
6. INSTRUCTOR: I tell all my boys that they should never be
7. afraid to ask questions. I'm going to have to
8. leave you now. There's a new boy on that second
9. lathe this morning and I have to keep a weather
10. eye on him.
11. NARRATOR: Thanks for talking with me. I think I'll go over
12. to the sheet metal shop now.
13. SOUND: BRING IN FACTORY BACKGROUND. FADE AND CONTINUE
14. UNDER.
15. NARRATOR: Hello there. You look as though you're working
16. hard.
17. BOY: I am sir. We're swamped with work in here.
18. NARRATOR: None of the boys seem to be wasting a minute.
19. BOY: We can't afford to. We've got one order for
20. those chip pans and another order for 10 metal
21. exhaust boxes, plus other orders and all regular
22. orders for the school.
23. NARRATOR: That's a chip pan you're working on, isn't it?
24. BOY: Yes sir, a chip pan for a lathe. They're going
25. to be used in school shops.
1. NARRATOR: What about the metal exhaust boxes?
2. BOY: They're going to be used in the War Food Production community canning program. They exhaust the air out of the cans.
3. NARRATOR: Oh, I see. Can you tell me the way to the auto mechanics shop?
4. BOY: Yes, sir. See that stairway over there?
5. NARRATOR: Yes.
6. BOY: Just go down those stairs and you'll be right in it.
7. SOUND: BRING IN FACTORY BACKGROUND. FADE INTO SOUND OF RIVETING HAMMERS, AIR COMPRESSOR, ELECTRIC MOTOR.
8. CONTINUE UNDER.
9. JIM: Hey, did 'ja hear about Jack? He just got a swell job in a garage in his home town.
10. JOE: Yeah, I heard that. And Max got in the army and he's working on jeeps and officers' cars in an army garage.
11. JIM: I'd sure like that. Hey, Joe, hand me that wrench.
12. NARRATOR: Hello, boys.
13. JOE: Hello sir. Can we help you?
14. NARRATOR: Yes, by talking to me a few minutes. When I came up, I heard you mentioning some boys who've left
here and gotten good jobs. Tell me, does the
school help you find work?

Yes, sir. It does. They've got a man here who
goes around and contacts industries. He tells
the factory personnel men, and the people in the
United States Employment Service Offices about
the kind of training that's given in our shops.

Then when we go to apply for jobs, the employers
won't say, "No. You're from the Boys' Industrial
School. You wouldn't know anything!" That man's
doing a fine piece of work too. You should hear
about all the swell jobs the boys are getting.

Well, is he the only one who helps you get work?

Oh, no. The field counselor and the placement
department are watching out for jobs for us all
the time.

My field counselor told me just the other day
that he has a good job lined up for me when I
get out.

Before we leave, the shop here sends the USES of-
office in our home town complete records of the
kind of training we've had and the hours we've
put in. We're given a referral card to the USES
and go and make application to them for work as
soon as we get home.

We learn a lot in this shop. I'd worked around
parking lots at home, but about all I knew was
how to break in a car, cross the wires and start
it without a key. Now, I know what makes them run.
1. JIM: Down here we've worked on an ambulance, a jeep, the school trucks, the bus, and of course, regular cars. Most of the officers bring their autos in here for repair.

2. JOE: None of us would ever do what one of the boys in my cottage did the other day. Mr. Jones sent him out to check the mileage on his car. The boy came back with a figure that ran into the millions.

3. Mr. Jones' car is old and beat up, but he knew he hadn't driven it millions of miles. So he took the boy out to have him show him where he got his figures. That dumb drip hadn't even looked at the speedometer. He'd gotten figures off the radio dial.

4. JOE: Ooh -- what a brain!

5. NARRATOR: Well, I'm sure none of you would do that.

6. JOE: We sure wouldn't.

7. NARRATOR: So long, fellows. Thanks a lot for talking with me.

8. SOUND: BRING IN AUTO SHOP SOUND. AS DOOR OPENS BRING IN WOOD SHOP SOUND. DOOR CLOSES AND CONTINUE WOOD SHOP SOUND UNDER.

9. NARRATOR: How do you do. I'm just looking around the shops here. You certainly have a fine set-up.

10. INSTRUCTOR: Thank you. We just finished that big claim counter over there for the Bureau of Unemployment compensation.

11. NARRATOR: So you have regular jobs to do in this shop too.

12. INSTRUCTOR: Oh, yes. We're busy all the time. Today we're starting on some book shelves and furniture for
1. **INSTRUCTOR:** (cont'd) one of the state universities. We just finished
2. a shipment of school tables that will go to
3. schools all over the state.
4. **NARRATOR:** I suppose you do maintenance work for the institution
too.
5. **INSTRUCTOR:** A lot of it. Every time I go to my mail box
6. there's some more requisitions. Just once I
7. wish we'd get caught up.
8. **NARRATOR:** I'm certainly not helping you by standing here
9. and talking.
10. **INSTRUCTOR:** That's all right. We're always glad to have vis-
    itors. Come back again.
11. **INSTRUCTOR:** I'll do that. Good bye.
12. **NARRATOR:** BRING IN WOODSHOP SOUND. FADE OUT. SOUND OF FOOTSTEPS.
13. **NARRATOR:** Let's see now. I've been in the machine shop,
sheet metal, auto mechanics and wood shop. One
14. more place to go -- welding.
15. **SOUND:** DOOR OPENS. BRING IN FACTORY BACKGROUND. CONTINUE UNDER.
16. **RAY:** Can you imagine that new boy not knowing that
there is no such thing as an axle stretcher.
17. **JESSE:** And him going from shop to shop asking the store-
room boys, please can he have one.
18. **RAY:** Those storeroom boys'll play along all right too.
19. **JESSE:** This is almost as much fun as taking somebody
    snipe hunting.
20. **NARRATOR:** What are you fellows doing - playing a trick on
    a new boy?
21. **JESSE:** Yes sir. We told him to go get us an axle
1. JESSE: stretcher and he fell for it.
   (cmt'd)

2. RAY: The first sucker we've ever caught on that one.

3. JESSE: Can we help you sir?

4. NARRATOR: By letting me stand here and watch what you're doing.

5. RAY: Watch all you want to. It won't bother us any.

6. JESSE: Say, Ray, I'm welding down at the Power Plant this afternoon.

7. RAY: What 'cha doin' down there?

8. JESSE: We're repairing the tipple, and it's a big job.

9. NARRATOR: You mean you fellows do that kind of work?

10. RAY: Oh, sure. We have lots of big jobs. We just finished rebuilding some coal cars, and when we've finished at the power plant, we're going to start working on shelters for tow motors.

11. JESSE: If there's anything about welding or housekeeping, you want to know, just ask us.

12. NARRATOR: Housekeeping?

13. JESSE: Yes, sir. In all the shops, the instructors make us boys take the best care of our equipment and keep the shops so clean you could almost eat off the floor.

14. RAY: Providing, of course, you're the kind of person who'd eat off a floor.

15. JESSE: Our instructor says he's going to teach us how to clean so we'll make fine husbands for some woman.

16. RAY: Seriously though, learning how to keep our equipment in good condition and our shop neat is part of our training.

17. JESSE: I see that you do both electric and gas welding down here.
1. RAY: Yes, we do. I'm an arc welder myself. I learn to weld heavy plate and do the navy yard type of welding.

4. JESSE: And I'm a gas welder. We weld light sheet metal for the airplane type welding.

6. NARRATOR: You should both be able to get good jobs now.

7. RAY: We can. One of the boys who left about a month ago started in at eighty-five cents an hour.

9. After he was on the job for two weeks, he took a test for a first class welder and passed it.

11. Now he's getting a first class welder's pay.

12. NARRATOR: He's done alright by himself. I hope you fellows do as well when you leave BIS. So long, boys, keep on carrying the torch.

15. BOYS: We will, sir.

16. SOUND: FACTORY BACKGROUND IN AND FADE OUT.

17. NARRATOR: Today we have taken a trip through the vocational training shops of the BOYS' INDUSTRIAL SCHOOL.

19. When boys complete their courses in these shops, they may not be skilled workmen, but they have a more complete knowledge of the work for which they're trained than does the average boy of their age. These boys know how to do a good job.

25. ANNOUNCER: The BIS is really a village of over one thousand people. It has its own power plant, dairy, electric shop - everything that a village of one thousand people should have. Each boy has an important part to play to keep this community running smoothly. Listen next week when we'll tell you about the work the boys do.
PROGRAM IV

TRAINING FOR JOBS

RADIO STATION: W.O.S.U.

March 27, 1945

Tuesday, 6:45 P.M.

CAST OF CHARACTERS

NARRATOR

CURLEY

AL

BILL

BOB

1st BOY

2nd BOY

3rd BOY

4th BOY

1st BAKERY BOY

2nd BAKERY BOY

ELECTRICIAN

ANNOUNCER

Writer: Jane Wise

Producer: Ed. Sprague
1. SOUND: CROWD NOISES. CONTINUE IN BACKGROUND.
2. BILL: Why are all these guys down here in detail hall?
3.
4. BOY: They're getting in their groups to go to work.
5. BILL: But there's so many of them. They can't all work today. There couldn't be that much work to do.
6.
7.
8. SOUND: CROWD NOISES OUT.
9. NARRATOR: You can tell that boy is a recent comer to the Boys' Industrial School. Otherwise he'd know that every morning almost four hundred boys go out from detail hall to their work jobs.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21. CURLEY: Yes sir, I will. I'll probably need some help so some of you other fellows break in once in awhile.
22.
23.
24. BOYS: AD LIB "O.K.: Curley, We will."
1. CURLEY: Right now, there's over nine hundred boys at B.I.S.

2. Add a staff of about a hundred and ninety people

3. and you have a population of over a thousand. Now

4. think of a little town you know that's about the

5. same size. Imagine that that town was practically

6. self-sustaining. Wouldn't there be plenty of work

7. to keep everybody busy?

8. NARRATOR: It would seem that way. But still it would take

9. quite a few jobs to keep four hundred boys busy.

10. CURLEY: That's right, and there's a lot of work to do

11. BILL: Remember, Curley, on our way up here today we

12. tried to figure out how many different jobs there

13. were.

14. CURLEY: Yeah, we counted about sixty-seven and we probably

15. missed a few. Now you see, each boy on each

16. work job is important. If one boy doesn't do his

17. work well, the rest of us feel the results of it.

18. The work of different boys on different jobs fits

19. together. Perhaps I can make this point clearer if

20. I give you an example. Do you have a good imagina-

21. tion?

22. NARRATOR: Yes, I think I do.

23. CURLEY: Then imagine that it's dinner time and you're stand-

24. ing in the Boys' Dining Hall. The boys, all nine

25. hundred of them, are in there eating. Notice the

26. food on the table. Fork, potatoes, green beans,

27. wilted lettuce, bread, butter, milk and peaches

28. for dessert. Now let's see how many different boys

29. on how many different work jobs helped prepare that

30. meal. Let's take the pork for an example . . .
1. 1st BOY: I'll tell you about that. First the boys down in
the pigsty raised the pigs. The butcher shop
boys slaughtered them. The cooks roasted the pork
and the waiters in the dining hall served the meat.
5. CURLEY: Other boys on other jobs had to work hard to
prepare the rest of the dinner.
7. 2nd BOY: Boys in agriculture and the vegetable greenhouse
raised the vegetables. Those in the paring room
prepared the vegetables for cooking. Other boys
who work in the bake shop, storeroom, orchard,
poultry yard, dairy and creamery all had an
important part to play in preparing this meal.
13. CURLEY: Listen to the work that they do.
14. 1st BOY: We milk sixty-five cows three times a day.
15. 2nd BOY: We slaughtered three hundred and forty-four
pigs last year.
17. 3rd BOY: We farm four hundred acres of land.
18. 4th BOY: We have seventy-five acres of land in orchard.
19. 1st BOY: We canned 10,239 gallons of fruit and vegetables
last year.
21. 2nd BOY: In the poultry yard we have over 4,200 chickens.
22. Last year our hens produced 13,740 dozen eggs.
1. CURLEY: Raising, preparing and serving the food is just a part of the work that's done before the boys come to dinner.

4. 4th BOY: I wait table in the dining hall so I'll tell you about that. The waiters wear white coats, and aprons made in the tailor shop. Boys who work in the laundry and ironing room wash and iron our coats, aprons, the tablecloths and napkins.

9. After the meal is over, the boys at the dish-washing machine start to work on the five thousand or so dishes they have to wash.

12. CURLEY: Do you understand more clearly, sir, how many boys have to work just to get one meal on the table?

15. NARRATOR: I can see that if one person failed to do his job, the rest of you would feel the results of his failure.

18. CURLEY: That's right. Now, suppose we visit some of these work jobs that we've been talking about. Where would you like to go first?

21. NARRATOR: Well, that smell of bread baking is making me hungry. Maybe if we went to the bake shop the baker would give us a sample of his wares.

24. CURLEY: That's a good idea. Let's go visit the doughboys.

25. SOUND: MUSIC BRIDGE.

26. 1st BAKERY BOY: Hey, it's time to take out the bread.

27. NARRATOR: Umm, sounds as though we got here just in time.
1. CURLEY: Wow! Look at all that bread! How many loaves do you suppose there are?
2. 
3. NARRATOR: It looks as though there's at least five hundred.
4. CURLEY: Wouldn't a piece of that bread, spread with butter and strawberry jam taste good?
5. 
6. NARRATOR: It certainly would.
7. 1st BAKERY BOY: Hello, there. I'm sorry I couldn't come to you sooner, but it was just time to take the bread out of the oven.
8. 
9. 
10. NARRATOR: We were trying to guess how many loaves of bread you have there.
11. 
12. 1st BAKERY BOY: Well, there are only 900 to-day.
13. CURLEY: Only nine hundred! You make it sound as though that wasn't very many.
14. 
15. 1st BAKERY BOY: Some days we bake about twelve hundred loaves, but the average is nine hundred.
16. 
17. NARRATOR: Tell me something about the kind of work you do here in the bake shop.
18. 
19. BAKERY BOY: We do all the baking for the school. For example, today we're not only baking bread but we're making peach pie for over a thousand people for dinner. After dinner, we're going to bake buns for supper, and sweet rolls for Sunday morning breakfast.
20. 
21. 
22. 
23. 
24. 
25. NARRATOR: That sounds like enough to keep you busy for one day.
26. 
1. BAKERY BOY: Should be. We're supposed to make cookies today too, but we may not get around to those.

3. CURLEY: I wish we'd gotten here when you were baking cookies.

5. BAKERY BOY: Oh, you'll get some in the dining room. Some days we bake as many as fourteen hundred cookies.

8. CURLEY: Well, I sure eat my share of them. You fellows in the bake shop can get good jobs in bakeries when you leave, can't you?

11. BAKERY BOY: You know it. With our training, we can get a job easy. After we're in here awhile, Mr. Gerz the baker, can tell us what has to be done and we just go ahead and do it.

15. CURLEY: Somebody told me that the baking industry is one of the leading industries in the United States.

17. BAKERY BOY: That's right. Figure it out for yourselves. Say that a town has forty-five hundred families.

19. Figure that each family buys just one loaf of bread a day, and most of them use more than that.

21. Add to that the pies, cakes, cookies and other pastries each family wants, and you'll see why the baking industry is so large.

24. NARRATOR: I'd never thought of it in exactly that way before.

25. BAKERY BOY: Most people don't, but you can just bet I'm glad I'm learning the baker's trade at BIS. Some day I hope I'll have a shop of my own.

28. CURLEY: I'm sorry, but we'll have to be going, sir.
1. NARRATOR: All right, Curley. Good luck, son, and we hope
2. you'll get that bake shop you want.
3. BAKERY BOY: Thank you, sir. I'm sure going to try.
4. SOUND: DOOR OPENING AND CLOSING. FOOTSTEPS CONTINUE
5. UNDER. MUSICAL BRIDGE.
6. NARRATOR: Where do we go now, Curley?
7. CURLEY: Over to the electric shop. The boys who work
8. there say they have the best job on the
9. hill. You should hear them brag. They say if
10. it wasn't for them, B.I.S. would have to quit.
11. It couldn't go on.
12. NARRATOR: How do they figure that?
13. CURLEY: Well, it's this way. The water pumps are run by
14. electricity. Many of the machines at the
15. power plant, machine shop, laundry, kitchen, and
16. dairy are run by electric power. Then, of course,
17. they keep the lights and radios in the cottages working.
18. NARRATOR: This must be the place. It says
19. electric shop above the door.
20. CURLEY: Let's go in the side door here.
21. SOUND: DOOR OPENING AND CLOSING. TALKING IN BACKGROUND.
22. NARRATOR: It looks as though they're having a conference.
23. CURLEY: See that man wearing the brown leather jacket.
24. That's Mr. Edwards.
25. NARRATOR: Let's listen. It sounds as though he's giving
26. them their directions for the day's work.
1. ELECTRICIAN (FADE IN): All right, fellows, we've got a lot of trouble shooting to do today. Here's a list of it. First, we have to fix the motor on the dry cleaner at the laundry. Then we've got two short circuits to fix. One at the Cuyahoga Cottage and the other at the power plant. That should take us all morning. This afternoon we'll repair the ventilating system at East Side School first, and after that we have to renew the fuse and repair the irons at the tailor shop. If there's any time left, we'll work on the transmission wires in the tunnel.

13. BOY: Do we have a picture show to run tonight?

14. ELECTRICIAN: Yes, there's a show tonight. All right, boys.

15. First, we go to the laundry.

16. CURLEY (FADE IN) There are many other jobs. For example . . .

17. 1st BOY (IN QUICKLY) There are the carpenters, the plumbers, the painters and shoe repairmen.

18. 2nd BOY: And don't forget the sewing room, the tailor shop, the quartermaster.

19. 3rd BOY: The boys who care for the horses, and work on the farm.

20. 4th BOY: And the barber shop boys and print shop boys.

21. CURLEY: Are you beginning to see now, sir, why there is enough work to keep almost four hundred boys busy every day?
1. MUSIC: MUSIC IN AND FADE

2. NARRATOR: Each of the four BIS boys who is in the studio
today has his own work assignment. Since three
of these boys have appeared on previous programs
in the roles of Curley, Al, and Bill we'll use
those same names for them today. The other boy
we'll call Bob. First, Curley will you tell us
what your job is at the Boys' Industrial School?

3. CURLEY: I think I have one of the best work jobs at BIS.

4. I'm one of the boy leaders in Cuyahoga Cottage.

5. This is the reception cottage where boys live for
the first three weeks they're at the school. To
help get the new boys started on the right track
is my job. We leaders help them learn the rules,
set them straight if they do something wrong, and
try to help them to get the right attitude toward
B.I.S.

6. NARRATOR: That does sound like interesting work. What
about you Bill? What kind of a job do you have?

7. BILL: My assignment is entirely different from that of
the other boys. I not only have one job. I have
two. In the morning I play in the band. In the
afternoon on one day I work in the Commercial class
so that eventually I'll get an office job. On
the odd day, that's like March 27th, or 29th, I
go to school. There I study English, Social

8. studies and physical education.
1. NARRATOR: Well, there's one sure thing, you have plenty of variety in your schedule. Now, Bob, do you have a good job?

4. BOB: Yes sir. I work in the storeroom.

5. Down there we handle most of the school's supplies. In addition to food, we have such articles as soap, mops, brooms, shoe polish and one hundred and one other things the school needs.

10. Whenever someone brings in an order, I fill it for them. I have to make sure that the person receiving the goods signs for them. Working in the storeroom is something like working in a store on the outside. Except, of course, that I don't get paid.

16. NARRATOR: Well, pay or no pay, the work sounds interesting.

17. Now then, Al, what do you do to earn a living?

18. AL: I work in the mending room. We mend all the boys' clothes and other articles which come in from all departments.

21. It may sound as though my work is easy, but it is really a pretty big job since we mend clothes for nearly nine hundred boys. When a boy first comes to the mending room, he has to darn socks, but after he's there awhile he's taught to run a machine. Gosh, I sure hope my mom don't find out I work in the mending room. If she does, she'll make me mend my own clothes when I get home.
1. **SOUND:** MUSIC IN AND FADE.

2. **NARRATOR:** Each boy through his work makes an important
   contribution toward the well-being of all at the
   BOYS' INDUSTRIAL SCHOOL.

3. **SOUND:** CROWD NOISE. CHEERING CONTINUE UNDER.

4. **NARRATOR:** Hey, what's going on here?

5. **BOY:** A basketball game between two of the cottages.

6. **SOUND:** CROWD NOISE OUT.

7. **NARRATOR:** Listen to next week's program when you'll hear
   more about the basketball games, the boxing teams,
   the recreation and family life of the boys

8. **THEME:** of B.I.S.
PROGRAM V

FAMILY LIFE AND RECREATION

Station WOSU

April 3, 1945
Tuesday - 6:45 P.M.

Producer: Ed. Sprague
Writer: Jane Wise

CAST OF CHARACTERS

NARRATOR
CURLEY
BILL
AL
BOB
1st BOY
2nd BOY
3rd BOY
LEADER
MAN
BILL GUERRY
ANNOUNCER
1. SOUND: CROWD NOISES. CHEERING.
3. 2nd BOY: Get in there boys. Hit him where it counts.
4. SOUND: BOYS BOXING. ONE IS HIT ESPECIALLY LOUD AND HARD.
5. 1st BOY: He's down. Get up, Jack, get up. I've got a
6. week's desserts bet on you.
7. SOUND: FADE OUT SOUND OF CROWD.
8. NARRATOR: Boxing is a part of the recreational program at
9. the Boys' Industrial School. You'll hear more
10. about it and about the boys who won the Golden
11. Gloves Tournament in this program about family
12. life and recreation at the B.I.S.
13. THEME
14. STATION ANNOUNCEMENT
15. THEME IN BRIEFLY
16. ANNOUNCER: So you have three children in your family and
17. sometimes they almost drive you crazy. You keep
18. wondering what they'll do next. You try to make
19. yourself believe that you're prepared for anything
20. but really you're not. Suppose instead of a mere
21. family of three, you had sixty children and all
22. boys at that. Gives you a headache just to think
23. about it doesn't it? Well that's the situation
24. the family officers at the B.I.S. are up against.
25. There are nearly nine hundred
1. NARRATOR: (CONTINUING)- boys at the school and only fourteen
families in which they can live. Figure it out for yourself. That's right. The families are really jammed in those cottages. Even so, most of the family officers try to carry on a constructive program for the boys. Suppose you go with me to one of the cottages. This evening some of the boys are boxing.

9. SOUND: CROWD NOISES: CHEERING IN BACKGROUND. CONTINUE UNDER.

12. 2nd BOY: Get in there boy. Hit it where it counts.
13. 3rd BOY: Jack won't win. He can't box.
14. 1st BOY: Who says he can't? He could win from that dope with one hand tied behind his back.
15. 3rd BOY: What'cha want to bet?
17. 1st BOY: I'll bet'cha three candy bars.
16. 3rd BOY: O.K. That's a bet.
20. Look out! Ooh... get up... get up!
21. 3rd BOY: Yeah! What about those three candy bars? I'll take them tomorrow morning.
22. 1st BOY: Jack wouldn'a won if that fellow hadn't fought dirty.
23. 1st BOY: Hard to lose, ain't it chum? So long, I'm going upstairs.
27. MUSIC: PIANO PLAYING A SWING TUNE. CONTINUE UNDER.
25. CURLEY: Hey, turn that stuff off. Let's go down to Tuxedo Junction.
No, I'm kinda tired of playin' the piano.

Let's do something else.

O.K. Let's play ping pong.

Can't do it up here. We'd get in the way of the boys working on the camouflage net.

Say, what's that for?

We're makin' 'em for the army.

The man said we've got to make fifteen of them and they'll pay us seven dollars apiece.

Hm, let's see... fifteen times seven. That's uh... Give me a piece of paper and a pencil.

Boy, are you ignorant! It's a hundred and five dollars.

Well, what d'ya know there's a brain underneath that Curley hair.

Hi, what 'bha fellows doing?

Just shooting the breeze. Want to join us?

Yeah, sure. Say, what's this I hear about the family having a party next week.

Oh, the family matron told me about that this morning. She and Mr. Jones are having it for us because we won the basketball tournament.

Say, that's swell of them, isn't it?

If they do that for us for a basketball tournament, wonder what they'll give us when we win the pennant on Military Day.

Confident, aren't you? Here we're just starting to drill, and you've already won the pennant for us.
1. CURLEY: You've got to admit, we've got a good chance to win.

2. LEADER: Hey, you guys over there. Cut out the mouth.

3. CURLEY: Aw, phooey to him! He thinks he's a big deal now that he's first leader.

4. BILL: He's goin' home next month so we won't have to stand him long.

5. BOB: It's a good thing too. I hope you get the job of first leader, Curley.

6. CURLEY: The man says I got a good chance. If I get it,

7. I'll do things different. I'll play it straight with the fellows. I won't frame a boy and

8. then go rat to the man about him.

9. BILL: I think Mr. Jones is getting hep to that first leader. He's watching him like a hawk.

10. CURLEY: Boy you said it. Family officers don't want any crooked stuff. If they find out a boy leader is no good they'll kick him off as soon as they find it out.

11. BOB: It's too darn bad there's so many boys in the family. Mr. and Mrs. Jones have to be a

12. superman and woman to keep this cottage clean, check our clothes, laundry, physical condition,

13. write reports, and home papers.

14. CURLEY (BREAK IN HERE) Read all our mail that comes in and goes out, help us with our problems, work with the family teams and drill company . . . What a

15. job!
1. BILL: Think of that poor officer who has ninety boys in his cottage. How does he do everything?

2. BOB: That's one reason the boy leaders in the family are so important. The man can't be in half a dozen places at once, so a boy has to take over.

3. CURLEY: When a boy's a monitor, he sure can do a lot of good or a lot of bad to the other fellows. We can be glad that most of them are good guys and play square.

4. MAN: Line up, boys. Get ready to go to the drill hall.

5. BOYS: AD LIB "HEY, THAT'S SWELL." "WHO'S PLAYIN'?"

6. "GOOD."

7. NARRATOR: The job of a family officer is not an easy one. Overcrowding in the cottages constitutes a major problem. Boys who are seriously mal-adjusted are thrown with boys who were in court once for some very minor thing. In so far as possible boys are placed in cottages where they can adjust best. The boy's age, social maturity, religion, and his delinquency record are all taken into consideration before he is placed in a cottage. But suppose we follow the boys in our family down to the drill hall.
1. MUSIC: IN BRIEFLY AND FADE.

2. NARRATOR: Recreation at B.I.S. has a purpose. It is designed
to give a boy an interest in leisure time activities
that he can follow when he goes home. A boy who
is busy usually doesn't have time to get into
trouble. All supervised recreational activities are
under the supervisor of recreation, Mr. E. W.
Detrick. He not only has charge of the school
activities but he secures recreational equipment
for the cottages. Right now, every family on the
hill is (START FADE) starting preparations for
Military Day.

13. MUSIC: MARCH PLAYED BY MILITARY BAND. CONTINUE UNDER.

By the left flank, march . . . By the right flank,
march . . . Company, halt . . . At ease.

15. NARRATOR: From all over the state, people come to B.I.S.
for Military Day. Family companies march with
snappy precision past high ranking officers of the
Army and State Guard. Companies compete for regimental and battalion honors. Each company passes
inspection and goes through the prescribed routine
of drill. Each boy feels his responsibility. If
he fails to do his part well, his company may
lose because of him.

26. SOUND: BRING IN MUSIC AND MARCHING BRIEFLY. FADE AND CONTINUE UNDER
Military training at B.I.S. has helped many boys when they entered the army. A B.I.S. boy knows the military orders. He knows how to take army discipline. Over six hundred former inmates of the school are now in service. Many are non-commissioned officers and some boys have earned commissions.

8. MILITARY MARCH IN BRIEFLY AND FADE.

9. NARRATOR: Every fall the military field becomes a practice ground for the football team. While B.I.S. teams never have any four-year letter men, the boys in a short time learn to play as a cooperating group. Most of the boys who are on the team have never before played organized football. B.I.S. teams are well known for their clean playing and good sportsmanship. Because they come from B.I.S., the boys are afraid someone will accuse them of unfair playing. Consequently, they bend over backward, to make sure that they give their opponents a clean game and every break possible.

21. CURLEY: Excuse me, I'd like to add something to what you just said.

23. NARRATOR: What is it, Curley?

24. CURLEY: Well, this fall we won't use the military field for football. Right now, we're working to get the new football field ready for games and practice.

27. BILL: Glad to hear it, because it looks as though I'm going to be at B.I.S. to play football on the new field, and try out for basketball.
1. NARRATOR: What about baseball?
2. BILL: Right about baseball season next year, I should
3. go home.
4. CURLEY: Even if he doesn't, he can't get on the baseball
5. team.
6. NARRATOR: Why not?
7. CURLEY: Because we don't have a baseball team. Oh, before
8. the war we had both hard and softball teams, but
9. not now. Another war casualty.
10. NARRATOR: Not every boy at B.I.S. can play on the football
11. or basketball teams, but recreation for all is the
12. aim of the recreation department. Therefore, the
13. program that is carried on in the cottages is very
14. important. (START FADE) Each family has its
15. own teams for different sports.
16. CURLEY (FADE IN): Hey, we won! We won!
17. NARRATOR: What did you win?
18. CURLEY: Our cottage won the basketball trophy. Wow,
19. did we lick the socks off those boys!
20. NARRATOR: It sounds like a good game. Tell me more.
21. CURLEY: Well, see, our family was tied with another family
22. for first place in the senior league. Tonight
23. was the play-off and we won.
24. AL: Hi, Curley. What d'ya know our family won its
25. game tonight.
26. CURLEY: So did ours.
27. NARRATOR: Are the families divided into different leagues?
28. CURLEY: Oh, sure. Imagine a 180-pounder like me playin'
29. against a seventy-five pounder like him. It
30. would be a slaughter.
1. NARRATOR: It certainly would. Do the families have teams
for all sports?
2. 
3. CURLEY: Yes, each cottage has its own volleyball,
baseball, basketball, and football teams.
4. 
5. AL: Why we even have pingpong tournaments.
6. NARRATOR: Didn't I hear that you have some Boy Scout troops
at B.I.S.?
7. 
8. CURLEY: We have swell Boy Scout equipment that the
American Legion gave us.
9. 
10. AL: Fine equipment, but no troops. All our scout-
masters are working for Uncle Sam.
11. 
12. CURLEY: After they come back, we'll start scouting again.
13. AL: Mr. Detrich's been teaching us first aid lately,
and that's a part of scouting. Thirty-two of us
won our certificates last week.
14. 
15. NARRATOR: Just lately I read something in the paper about
some boxers from B.I.S.
16. 
17. CURLEY: You'll be reading more about our team too. Three of
our boxers left Saturday night for the National
A.A.U. meet in Boston.
18. 
19. NARRATOR: Think they have a good chance to win national honors?
20. 
21. BILL: We're hoping so. After all they had tough competition
in Columbus and Chicago and they won there.
22. 
23. CURLEY: The competition in Boston will be tougher yet.
24. 
25. BILL: Tomorrow at this time we'll know the results of the
fight tonight.
26. 
27. CURLEY: Let's cross our fingers and hope that B.I.S. has at
least one national winner.
1. NARRATOR: Did any of your boys fight in the Golden Gloves tournament?

2. CURLEY: We brought a team of seven to Columbus. Four out of the seven won their fights here and went on to Chicago.

3. NARRATOR: How did they get along there?

4. CURLEY: One of them, the same one we think may come out on top in Boston, got as far as the finals before he was eliminated.

5. NARRATOR: You must have collected quite a few boxing trophies by this time.

6. CURLEY: We have and there's one that makes us especially proud.

7. NARRATOR: A member of our team won the Columbus Dispatch trophy for outstanding sportsmanship.

8. CURLEY: That fits in with what you told us awhile ago.

9. NARRATOR: You said that all B.I.S. teams try to play as fairly as they can and give their opponents every break.

10. CURLEY: That's right, sir, they do.

11. NARRATOR: Well, thank you Curley and Bill for telling us about the B.I.S. boxing team. We'll hope that all three boys come out on top tonight in Boston.

12. MUSIC: RECORDING OF HYMN OR SOME RELIGIOUS MUSIC

13. NARRATOR: Only three BIS boys out of a hundred have had more than nominal religious training. The church has failed to reach these boys. In next week's program you'll hear about the Chapel on the Hill where a Protestant and Catholic chaplain try to help the boys find God.

14. THEME.
PROGRAM 6

THE CHAPEL ON THE HILL

Station WOSU

April 10, 1945
Tuesday - 6:45

Producer: Ed. Sprague
Writer: Jane Wise

CAST OF CHARACTERS

NARRATOR
CURLEY
BILL
BOB
REVEREND KEYSER
CHAPEL CHOIR
ANNOUNCER
PROGRAM SIX

THE CHAPEL ON THE HILL

1. THEME

2. STATION ANNOUNCEMENT

3. MUSIC: Boys' Choir singing One Verse of "BEAUTIFUL SAVIOUR."

4.

5. NARRATOR: The Chapel on the Hill is the first church many B.I.S. boys have ever known. Only three of these boys out of one hundred had any real contact with the church before they came to B.I.S.

6.

7. To the others, a church was a place where people who had good clothes and could put money in the collection box could go.

8.

9. It was no place for those who wore rummage sale clothes. They didn't realize that God loves both the rich and the poor. They didn't know that in the sight of God all men are equal. Before a boy can become a member of the Chapel on the Hill, he enrolls in a religious training course. The series of lessons are designed to meet a boy's religious needs, and to help him find ways to meet life's problems. For example one lesson asks, "What Shall I Do With My Life?"

10.

11. Another tells how a boy can find help from the Bible. The last lesson discusses
1. NARRATOR: with the boy how he can make good
   (cont'd) when he leaves B.I.S. Boys study their
2. lessons in the family and (START FADE)
3. discuss the questions
together.
4. CURLEY: Listen to this question fellows!
5. It asks me what I want to do with my life
6. when I'm older and "on my own."
7. BILL: That's an easy one. I'll tell you how
8. I'd answer it. I want a home of my own
9. right in the middle of Cleveland. Every
10. morning I'll go to work and every night when
11. I come home my wife'll kiss me and then
12. set me down to a T-Bone steak dinner.
13. VOICES: LAUGHTER. BOYS AD LIB "WHAT A FUTURE."
14. OH, MY GOSH." YOU DOPE."
15. BOB: That's not the life for me. I'll tell you
16. how I'd answer that question. I'd say
17. I want to build a home and support a family.
18. My home is going to be in the country and I'm
19. going to have a big farm, and raise
20. a lot of chickens.
21. CURLEY: None of that stuff for me. First I'm going to
22. finish high school. Then I'm going to college
23. and major in sociology. I want to work with
24. people and help boys like us who got in trouble.
25. BILL: Hey, how would you answer this? It's the fifth
26. question in Lesson One. State
1. BILL: in a few words the chief reason why you
(cont'd) think you're at B.I.S. That's a
tough one!
2. BOB: Not for me, it isn't! I got in with the
3. wrong crowd and they got me into trouble.
4. CURLEY: That's right; put the blame on somebody
5. else. Don't take any of it yourself.
6. BOB: All right, so I thought I was smart and
tough and could get away with it.
7. CURLEY: Now, that's more like it. I'll tell
8. you why I got into trouble. My mom and
dad both worked and never were home, so
9. I started going to beer parlors, pool
10. halls and places a guy my age should stay
11. out of. When my folks tried to stop me,
12. I just told 'em where they could go.
13. They took me to court. The judge labeled me
14. as incorrigible and told me where I
could go -- B.I.S.
15. BILL: Everybody tried to help me and keep me out
16. of trouble. I was in court twelve times
17. and the judge would talk to me and put
18. me in detention home a few days and let
19. me go.
20. CURLEY: Gosh, you're dumb. All those chances
21. and you didn't make good! How come?
22. BILL: I thought I was having fun. It was
23. exciting to run away from the cops, to
1. BILL: (cont'd) duck down alleys and sneak away while
they were cruising up and down the streets looking for me. It was fun
at the time, but look where it got me.

5. BOB: You know fellows, I think these lessons
should help us straighten up. They make
us think.

8. CURLEY: Listen to this from our lesson. "If
you want to make good begin now. A lot
of boys say, "When I get home, I'm
going to go straight," and at the same
time they go ahead and break the in-
stitution rules and try to
get by by doing a lot of underhanded things.
Remember, going straight is a habit,
just like smoking and drinking. If we want
to go straight tomorrow, we must begin
today, for tomorrow never comes. You
must live your best each day if you expect
to make good when you get out.

21. MUSIC: BRING IN BRIEFLY AND THEN FADE.

22. NARRATOR: While the Protestant boys are studying to
become members of the Chapel on the Hill,
the Catholic boys are receiving religious
instruction from their priest, Father
Foley. About fifteen to twenty per cent
of the B.I.S. boys are of the
Catholic Church. The priest conducts
Mass on Sundays and on all proper
festivals, hears confessions and inter-
views boys of his own faith. An outstanding
feature of both Catholic and Protestant Services
is the Chapel Choir. This group composed of
twenty-four of the youngest boys on the hill sings
at the chapel services each Sunday. Imagine that
you are attending a service in the Chapel on the
Hill as one of the choir's solos is sings
"Prayer Perfect" by .

MUSIC: PRAYER PERFECT. TIME ONE MINUTE AND FORTY SECONDS

Every Sunday morning two services are held
in the chapel. First, the Catholic Mass con-
ducted by Father Foley, and after that the
Protestant service. Reverend Keyser, the res-
ident chaplain, has come to the studio to tell us
more about the religious activities at the school.
Rev. Keyser, how many members do you have in your
Chapel on the Hill?

Our membership is never static, since our
boys are always coming and going. At the present
time, two hundred and twenty-five boys are
members of the church at B.I.S. Since the church
was organized in 1943 over seven hundred boys
have become church members.

After the boys leave the school, do they
1. NARRATOR (cont'd)  
become members of churches in their com-
munities?

2. 

3. REV. KEYSER:  
That depends partly on the boy, but mostly
on his family. If a boy's family goes to church,
the chances are that he'll go with them. I hope
some day we'll be able to put a plan something
like this into effect. Before a boy goes home,
some pastor in the community will interest the
parents in going to church.

4. 

5. 

6. 

7. 

8. 

9. 

10. NARRATOR:  
You say "some" pastor. Aren't most of the boys
church members?

11. 

12. REV. KEYSER:  
The majority are not. Even those who say they
have a religious preference generally are not
members of that church.

13. 

14. 

15. NARRATOR:  
So then the first step is to interest the parents
in church going.

16. 

17. REV. KEYSER:  
That's right. That comes first. Then, when a
boy goes home, his pastor should be notified.

18. 

19. 

20. 

21. 

22. 

23. 

24. 

25. NARRATOR:  
Why has the church failed to reach so many of
these boys?

26. 

27. REV. KEYSER:  
Again, part of the blame lies on the
parents who have failed to go to church
themselves. Part of the trouble comes from
the churches who don't care for the people
from across the tracks. The weak program
that the church generally has for young people
can also be blamed. It just doesn't have
what it takes to interest active, growing
boys and girls.

Will you tell us more about your own
activities as resident chaplain at B.I.S.
Well, of course, conducting the Sunday
morning service is one of my most important
activities. Incidentally, every
boy at the school attends either the
Catholic or Protestant service every Sunday.
One nice thing we're always sure of having
a large congregation.
In addition to supervising all religious
activities, don't you also serve as
chairman of the guidance committee?
Yes, that's another one of my jobs. In
connection with it, I interview all first-
timers and repeaters.
With your church services, interviewing,
acting as chairman of guidance and your
classes in religious training, you must
keep busy.
I do, but, fortunately, I like to be busy.
1. NARRATOR: Well, Rev. Keyser, we hope you'll continue
2. to work to make the church a vital force in
3. the life of the B.I.S. boys. And now, the
4. chapel choir will sing the "British Children's
5. Prayer."
6. MUSIC: CHAPEL CHOIR SINGING "THE BRITISH CHILDREN'S
7. PRAYER." TIME -- TWO MINUTES AND FIFTY SECONDS.
8. REV. KEYSER: O God, give me clean hands, clean words, and
9. clean thoughts. Help me to stand for the hard
10. right against the easy wrong. Save me from
11. habits that harm. Teach me to work as hard
12. and play as fair in thy sight alone, as if all
13. the world saw. Forgive me when I am unkind,
14. and help me to forgive those who are unkind
15. to me. Keep me ready to help others at some
16. cost to myself; send me chances to do some good
17. every day and so grow more like Christ. Amen.
18. MUSIC: CHAPEL CHOIR IN BRIEFLY SINGING LAST VERSE
19. of "BEAUTIFUL SAVIOUR."
20. NARRATOR: When a boy returns home from the Boys'
21. Industrial School, the treatment that he receives
22. in his home and in his community determines to
23. a large extent whether that boy will make good
24. or whether he will return to B.I.S., a graduate
25. to the Mansfield Reformatory, and take post-
26. graduate work at
1. NARRATOR: (cont'd) the Ohio Pen. How can the community help
the boy make good? Next week's program
will tell the actual experiences of boys who are
now on probation from the Boys' Industrial
School.

6. THEME.
PROGRAM 7

THE BOY RETURNS TO HIS COMMUNITY

Station WOSU

April 17, 1945
Tuesday - 6:45

Producer: Ed Sprague
Writer: Jane Wise

CAST OF CHARACTERS

NARRATOR
MR. GIBBS
BOB
1st BOY
2nd BOY
BILL
TEACHER
AL
1st MAN
2nd MAN
MOTHER
ANNOUNCER
PROGRAM SEVEN

THE BOY RETURNS TO HIS COMMUNITY

1. NARRATOR: The time a boy spends at the B.I.S. is important, but the time he spends on placement after leaving the school is one of the most crucial periods in his whole life. The school, the people in his community, his family may all try to help the boy make good, but actually a great deal depends on him. An old saying tells us that the boys of to-day will be the men of tomorrow. The boy on placement must decide what kind of a man he's going to be tomorrow. Will he become a man who can be trusted; a man whom people will learn to love and respect? Or will he keep on in his wrong doing and become the kind of a man whom others lock up in institutions, a parasite who respects neither himself nor others? To help the boy start on the right way, Mr. Gibbs, supervisor of Placement talks to all boys (START FADE) before they leave the school.

19. MR. GIBBS: You boys who are going home tomorrow, are planning to make good. You want to go straight, and you have the best intentions in the world of doing so. When you say, "you won't see me here again," you mean it. When you go home, one of your chief problems will be not to fall back in the old rut. People at home cannot tell at a glance that you have changed. The old lady down the street may peer over her spectacles and say "Is that young hellion back already?" Your old friends may greet
you joyfully, "Hi, Joe. Glad to see you
back. C'mon along with us." If those boys have
been or are delinquent don't go with them. Do not
run with delinquent companions or former B.I.S.
boys. Now, how are you going to make new friends? You
can't just go up to a boy on the street and say,
"I like your looks. Let's pal around together." If
you want to make new friends, get into some organiza-
tion, a boy's club, join the youth canteen, take
a part in youth work in your church, stay away from
the old gang that helped you get into trouble.
What I'm saying to you I would say to any boy
whether he had been to B.I.S. or not. However, you
must realize that you have a particular problem.
You will have to re-establish yourself in people's
confidence. Remember, they're willing to give you
every chance, but you did disappoint them once. Now,
it's your job to show them that you deserve any
trust or faith they may place in you. As soon as
you can get a job, start to work. Stick to one job,
and go to work regularly. A busy person never has
time to get into trouble. Go to your field counselor
whenever you feel you need help. He knows the dif-
culties you face, because he has helped other boys
who had the same problem. He wants you to make
good, and he'll do everything to help you. The last
thing he wants to do is bring you back to B.I.S.
1. NARRATOR: After this Mr. Gibbs tells the boys a few of
the rules that they must observe while on placement.
2. Then they go back to their families
3. and wait restlessly for the morning. Minutes seem
4. like hours until they board the bus that takes
5. them home. But what will happen to these boys in
6. the year that they are on placement? Suppose that
7. we take out the magic crystal and see some of these
8. boys one year from today.
9. 10. MUSIC: IN BRIEFLY AND THEN FADE.

11. NARRATOR: Look there's Bob Witmer, let's see how he's gotten
12. along. Hi, Bob, I'm glad to see that your wearing
13. a brown sport jacket instead of a B.I.S. pin stripe
14. shirt and a pair of blues.
15. BOB: I'm just lucky that I'm not wearing a pair of blues.
16. Ooh, what a close call I had.
17. NARRATOR: You mean you were almost taken back.
18. BOB: I was practically on my way when some people here
19. in town helped me out.
20. NARRATOR: Tell me what happened Bob.
21. BOB: Well when I first got home everything was swell.
22. My folks were glad to see me. I got a good job.
23. I was making new friends.
24. NARRATOR: Then everything went well at first.
25. BOB: Couldn't have been better. I was getting along fine
26. until I let my imagination get the best of me.
27. NARRATOR: You mean that you imagined things that actually
28. didn't exist?
1. BOB: Just about. One day there was a visitor in our shop. I saw my boss point to me and I imagined he said, "That boy just came back from the Boys' Industrial School." After that I thought everybody was pointing at me and talking about me. Whenever my friends couldn't go someplace with me, I thought they just didn't want to be seen with me.

8. NARRATOR: So you got so blue, you decided to get yourself into trouble. Was that it?

10. BOB: Not quite sir. Ya' see, ever since I got home my old gang had tried to get me to run around with them again. One night when I was feelin' real low I met some of them and they said . . .

14. 1st BOY: C'mere man. What'cha doin'?

15. BOB: I'm not doin' nothin' right now.

16. 2nd BOY: C'mon down to "Whities" with us and shoot some pool.

17. BOB: No I don't think I'd better. I gotta be in by ten and it's nine-thirty now. I wouldn't have time to do nothin'.

20. 1st BOY: Oh c'mon. You won't get in no trouble.

21. BOB: Well mister, to make a long story short, I went with 'em. After I was with those boys awhile I felt better. They didn't seem to care that I had been to Lancaster. We started drinking to the good old days. The next morning I was late to work. The next three days the same thing happened, and on the fifth I didn't show up at all.

23. NARRATOR: Did your boss fire you?
1. BOB: No, I was just lucky, 'cause about that time people started helping me. First, my mother called my field counselor and he talked with me a long time. He saw that I thought everybody was picking on me and watching me. So he called in my boss and the three of us talked together. My boss gave me money to join the Y.

8. One of the boys there asked me to go to a young people's party at his church. I met a girl there, and I guess nobody's going to have to worry about me any more.

13. MUSIC: IN AND FADE.

14. NARRATOR: Field counselors agree that B.I.S. boys are usually well received when they go back to their home communities. Some boys even say that they are treated more kindly than they were before they went away.

18. Unfortunately, there are still some communities and some people who believe the best way to help a boy on placement is to watch him constantly, to remind him of his bad record and warn others about that "good-for-nothing" boy. The results of that method are shown in the next two cases. Bill Brown left the school at the same time Bob did. Now he's back at B.I.S. What happened Bill? When did you come back?

26. BILL: Oh, about two months ago.

27. NARRATOR: But when you left you told everybody that you'd never get in any more trouble.

29. BILL: Don't get it wrong. I didn't get in any trouble. I'll get to go home as soon as my mother moves to another town.

32. NARRATOR: Why must she move?
1. BILL: Well, you see the town we live in is very small
and there aren't many people to blame things on.
Every time anything was stolen, the police came to
my house.

5. NARRATOR: Did they come very often?

6. BILL: At least once a week and sometimes more. If I
stayed out until two minutes past ten, they'd come
to see my mother about it.

9. NARRATOR: They must not have done anything but watch you.

10. BILL: It seemed that way to me. They made me want to get
in trouble just to give them something to really
beef about.

13. NARRATOR: Well, did you?

14. BILL: No, but I felt like it.

15. NARRATOR: Why did your field counselor bring you back to the
school?

17. BILL: For my own protection. Man, those police were hound-
ing me. What really capped the climax was this. I
got my field counselor's permission to go to another
town for a few days. While I was gone, somebody broke
into two stores and stole a car. The police charged
me with the robberies and put it in their books that
way. And at the time I was fifty miles away.

24. NARRATOR: So, your counselor decided to bring you back before
the police drove you into trouble, was that it?

26. BILL: Yes sir, that's right. People say the job of the
police is to help boys go straight, but I don't
believe it.
1. NARRATOR: Well, Bill, believe it or not, police like those in your community are few and far between. In most places they stay away from former B.I.S. boys so that they won't feel that someone's watching them all the time.

2. 

3. 

4. 

5. al

6. BILL: I hope you're right. Say look over there, that's Al Jones. He went home when I did. Hey, Al, how are ya' pal? When did you come back? What happened to ya'?

7. 

8. 

9. AL: Oh, I got in a little trouble at school.

10. NARRATOR: Al says he got in a little trouble at school. To tell the truth, he had a great deal of trouble, but it wasn't his fault. It was the fault of his classmates.

11. 

12. 

13. 

14. 

15. 

16. 

17. 

18. TEACHER: I want to talk to you about a problem that entered class she said to the students . . .

19. 

20. 

21. 

22. BOY'S VOICE: You mean that little kid who was sent up for playing hockey.

23. 

24. TEACHER: Yes that's the one, and goodness knows what he's learned since he's been at that school.

25. 

26. 1st BOY: Don't worry! We can take care of that little shrimp.

27. 

28. NARRATOR: The stage was set for Al's defeat before he entered upon it. When he went to school, his classmates were ready for him.

29. 

30. 

31. 1st BOY: Well, well, if the little jailbird isn't back.

32. 2nd BOY: And how are things with you and all the other crooks from B.I.S.?
1. **AL:** Aw, shut up. I'm out of there now.

2. **1st BOY:** Well, listen you better not start taking nothing here at school.

3. **AL:** I never did steal nothing. All I did was skip school... you know that. Why, you played hookey with me.

4. **1st BOY:** Ruh! Frontin' off, trying to get me into trouble, are you?

5. **2nd BOY:** Oh, don't pay any attention to him, Jack. Nobody will believe anything he says any more.

6. **NARRATOR:** Every day in school, the boys and girls taunted Al about having a court record. One day the boy who sat behind Al slipped him a note. Al had been finding little scraps of paper with jailbird written on them and drawings of a boy behind bars. He just supposed this was more of the same thing. He opened the note and read...

7. **AL:** Listen, jailbird, you're dumb. You can't get along here. Why don't you go back to B.I.S. where you belong? The rest of us don't care to have anybody like you around.

8. **NARRATOR:** Al started skipping school after he received that note, and before long he was sent back to B.I.S. Al had thought that he never wanted to see the place again, but now he was actually glad to be there. Wouldn't you have felt the same way?

9. **MUSIC:** IN BRIEFLY AND FADE.
Fortunately, the cases of Al and Bill are the exception rather than the rule. In most communities the police and the teachers do everything they can to help boys who have been in trouble. They try to interest them in youth clubs, arrange special schedules that meet the boys' interests and needs, talk with the boy about his problems.

When the people of a community help a boy instead of hindering him, the boy usually makes a successful adjustment. For example, all of us are proud of Curley Smith. Curley was the leader of a gang before he was sent to B.I.S. He's still a leader but not in the same way. Suppose we have some of the people who are most closely associated with Curley tell us about him.

I'm Curley's school principal and I'd like to tell you that he is a boy of whom we are all proud. He has done well in his studies. He was a star player on our football team, and the sparkplug of the basketball squad. I am trying to help Curley get a scholarship for the university next year.

I'm Curley's mother, and I was so glad when he came home. I worried about him every minute that he was gone. After all you see, it was partly my fault that he went away. I was money hungry.

I took better care of my pay check
than I did of my family. I worked all
night, and slept all day. Our family was
never together. It's no wonder Curley got
into trouble. I've quit my job at the plant
for a full-time one in my own home. The
money wasn't worth what happened to our
family.

I'm Curley's field counselor. He has made
a splendid adjustment to society. His school
reports are good. He's a class officer, and
well-liked by both students and faculty. He
has earned his own spending money by working
evenings and on Saturday. Curley observed
all the rules while he was under my super-
vision. I only wish that all of my two
hundred and twenty-five other boys were
like Curley.

Well, I'm Curley. The boy they've all been
telling you about. All the time I was at
B.I.S. I'd looked forward to coming home.
When the day arrived, I was scared to death.
I was afraid my mom and dad would be ashamed
of me and wouldn't want me. I thought maybe
the kids at school would point at me and
yell, "B.I.S. That boy's been to B.I.S."
I thought no man would give me a job because
he'd think I couldn't be trusted.

Did any of that actually happen?
None of it! Most people were nicer to me than
they were before I left. Nobody said anything
to me about where I'd been. I really don't
think most people even knew it. I made up
my mind that I was going to make good, and
everybody helped me do it.
1. MUSIC IN AND FADE:

2. NARRATOR: If a boy wants to make good when he leaves B.I.S. he must be willing to work at it. But the boy can not make good by himself. He needs help from other people. He needs to feel that people trust him, want him, like to have him around. If a B.I.S. boy comes to your community, you are partly responsible for him. Remember, most of them are active, energetic, 'teen age boys who like to be busy. Help them get in activities where they can use their energy constructively rather than destructively. Just forget that they've been to B.I.S. Treat them as you would any normal, healthy boy because that's what they are.

15. THEME: BRING IN THEME, IN BRIEFLY

16. ANNOUNCER: On next week's program a group of B.I.S. men and Judge Alexander of the Toledo Juvenile Court will discuss delinquency and the strong and weak points of the program at the Boys' Industrial School.
PROGRAM EIGHT

INTRODUCTION

Delinquency is a symptom, not a disease; it is an effect, not a cause. Delinquency reflects the failure of society and its institutions, the home, the church, the school, and the community at large, all have failed to make their impressions felt at an early enough age, and consistently enough, on the life of the boy. These boys are among Ohio's most underprivileged. They have been short-changed by every social institution of our society.

Personal Maladjustment
Inner Tensions
Broken Homes
Economics (clothes)

Non-acceptance (Y.M.C.A)
(School
(Church
(Community

THE TREATMENT PROGRAM

Treatment begins the moment a boy reaches the hill. He begins working towards the ultimate goal, his return to society. What is the function and purpose of the institution?

1. Diagnosis

a. Home, school and community factors related to and or responsible for his difficulty.
b. General intelligence and school achievement.
c. General social level in which boy operates.
d. Inner tensions and related factors contributing to his delinquent behavior.

Purpose of Interview and Tests
Guidance
Review
Counseling
Cottage Life (over crowded)
School
Recreation
(Personal Problems
Religion (Select Companions
(Loyalties
2. Treatment

The facilities and resources of the institution have two functions in the treatment program.

a. Resources selected and directed specifically towards the solution of the boys immediate problems. Education, recreation, vocational training, religious education, work and cottage life should be used as a skilled surgeon or physician would use various therapeutic measures to deal with a medical patient.

b. Once the particular resource or cluster of resources necessary to the redirection of the boys thinking are found, and directed specifically to the problems of each particular boy, other resources may be used to enrich his stay while at the school until the cure is effected.

RELEASE

As much effort should be directed towards the preparation of the home, the school, the church, and the community for the return of the lad as is directed towards the resolution of his problems while he is in the school. Just as he has been weaned away from his home, his school, and his community while at the school, so must he be weaned away from the school and re-oriented into his own community and into community life. The success with which this is accomplished may well determine the success of the entire treatment program while at the institution, as well as of the final success of the lad in again becoming an accepted member of society.
BIBLIOGRAPHY


Holy, T. C. and Stahly, G. B., *Survey of the Boys' Industrial School*, Lancaster, Ohio, Columbus, Ohio, Ohio State Department of Welfare and the Bureau of Educational Research, Ohio State University, 1940.
