

REFUGES, REFORMATORIES, AND TRAINING SCHOOLS FOR GIRLS: A BIBLIOGRAPHY OF HISTORICAL STUDIES

*Prepared by Russ Immarigeon for the Prison Public
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INTRODUCTION

Over the course of New York's history, young girls have been incarcerated in refuges, reformatories, and training schools throughout the state, in downtown Manhattan, over in Brooklyn, on Randall's Island, in the western sites of Albion, Elmira and Rochester, in the rural town of Perth, and in the Hudson River port of Hudson and neighboring towns such as Claverack and Wynantskill.

In the 1820s, the New York House of Refuge was the first reformatory for juvenile offenders in the United States. At the turn of the 20th-century, young girls outnumbered adult women at the New York House of Refuge, which relocated both girls and young women to Hudson in 1887. In 1904, the House of Refuge was replaced by the New York State Training School for Girls, which was established through legislation to house all incarcerated girls under the age of 16 across the state, establishing the first statewide reformatory for girls in the United States that directly addressed pregnancy and child-related issues. Within a year of its closing over 70 years later, the Training School for Girls was transformed, in 1976, into the Hudson Correctional Facility, a medium-security prison for young men. The Hudson Correctional Facility remains in operation today.

Unfortunately, the historical treatment of girls and young women confined in houses of refuge, reformato-

ries, residential treatment centers, and training schools is given amazingly little attention in major American juvenile justice reference books. In the recently published *Oxford Handbook of Juvenile Crime and Juvenile Justice* (Oxford University Press, 2012), edited by Barry C. Feld and Donna M. Bishop, historian David S. Tanenhaus contributes a chapter on the history of the juvenile court and criminologists Barry Krisberg and William H. Barton add some welcome pages covering the origins of the New York House of Refuge in the 1820s, the closing of training schools in Massachusetts in the 1970s, and other detention-closing initiatives. In *The Delinquent Girl* (Temple University Press, 2009), sociologist Margaret A. Zahn edited an otherwise valuable collection of articles for the U.S. Office of Juvenile Justice and Delinquency Prevention on the current state of delinquency and girls, but failed to include anything giving a historical foundation to contemporary issues. Even in a fine collection of articles, *Juvenile Justice: Advancing Research, Policy, and Practice* (John Wiley & Sons, 2011), editors Francine T. Sherman and Francine H. Jacobs place little emphasis on the experiences and lessons of history.

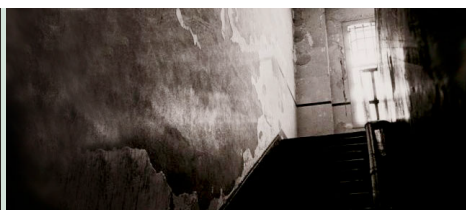
This bibliography lists major works that fill in some of the mystery missing from too many texts or other treatments of juvenile justice for girls and young women.

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