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Voices of the Past: The Study of the Care and Treatment of Children from the Rhode Island State Home and School of the O'Rourke Children's Center

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Voices of the Past

***The Study of the Care and Treatment of Children
from the
Rhode Island State Home and School
and the
O'Rourke Children's Center***

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May 2, 2002***

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Abstract

Voices of the Past is a research study that will examine data from various areas to analyze the treatment and care of children in the Rhode Island State Home and School and the O'Rourke Children's Center. Oral testimonies of past residents and staff workers will also be analyzed for this purpose. It will be necessary to understand the objectives that were contributory to the development of these institutions for a comparison of the treatment. This study appropriately calls the attention to the importance of the ethical treatment regarding humans in research. For the purpose of this study and possible future studies, a methodology was created that incorporates these principles.

Achievements

At this point I would like to explain my past achievements in various areas that have prepared me to conduct this study. In the summer of 2000 I completed an Internship in Anthropology aboard the U.S.S. Massachusetts conducting taped interviews with World War II veterans. However prior to conducting interviews on my own, I was required to not only research methods and techniques of the interviewing process but also observe several interviews. Each interview was proceeded by in-depth research of the specific subject matter or event in order to develop appropriate questions for the interview. I was responsible for initially contacting the veteran, setting up the interview, developing the questions, transcribing the interviews and cataloguing the tapes into the archives aboard the ship.

In the first summer session of 2001 I participated in a field school with Professor Morenon that examined the physical evidence of the State Home and Children's Center. As part of a group I mapped the interior of the yellow house that was once used as a cottage for the children at the institution. A datum point was established and we created a map of the area. We also dug several test pits and examined, categorized and labeled the artifacts from each pit.

Since this study is being done in cooperation with the Department of Children, Youth and Families and the anthropology department at Rhode Island College, I began an Independent Study working with Richard Hillman of DCYF in the second summer session. The differences between the two disciplines became apparent and for the study to go forward it was imperative that a resolution was found regarding ethics and human participants. For several months we discussed which ethical principles applied to human beings in research. In the process to find a common ground between the disciplines, I determined the three most important ethical principles with respect to human participants to be no harm, confidentiality and informed consent. (See Appendix 1)

In November of that year I met with the Institutional Review Board and was approved to proceed with the research study of the State Home and Children's Center.

Historical Background of the State Home and Children's Center

Prior to 1884 citizens in Rhode Island determined there was a need for an institution to house and care for the state's dependent and neglected children.

Instrumental in this cause was Elizabeth Buffam Chase. After deliberation in the state legislature, it was decided to create the Rhode Island State Home and School for Dependent Children. It was finally decided to locate the institution at the Chapin Farm, which is now Rhode Island College. The State's goal was to create a home-like atmosphere for dependent children giving them the best characteristics and influences of a family life style. The interior design of the yellow cottage is a good illustration of the state's intentions. For example, the rise in the steps leading to the second floor sleeping rooms, was approximately four inches high which would have been better suited for children's shorter legs.

However, soon after the State Home was established allegations of mistreated surfaced. A Providence Journal newspaper article dated May 1890, reported abuses at the hands of the staff. In the early 1940's, the Department of Social Welfare of Rhode Island commissioned Maurice Stollerman to survey the state's four institutions for children which included the State Home. He found negligence on the part of the state and the institution. Once again in the 1970's accusations of abuse appeared and the Children's Center was finally closed.

Research Study

Voices of the Past is a proposed study that will examine the care and treatment the children received during their residency at the State School and Home and Children's Center. This will be accomplished by the examination of archaeological evidence, historical records, legislative reports, and taping the oral testimonies of the residents and staff workers. It will be necessary to research the original objectives of these institutions, along with the social and cultural influences, in order to effectively assess the treatment recommended by the state for the care of the children. The tapes will be analyzed in order to extrapolate information concerning the treatment experienced by the residents. Transcriptions will be made for easy and continual access to the information on the tapes until the study is completed.

The earliest evidence seems to indicate that although the state tried to provide a safe and nurturing environment, the treatment and care received by the children was often abusive. Social and cultural influences and lack of state funding for professional staff workers were contributing factors that led to abuse at the State Home and Children's Center which ultimately resulted in the closing of the institution.

Significance of the Study

This study has two significant issues. First, because the study requested the participation of human beings, the primary consideration in the design of the study itself, was the ethics that pertained to humans in research. For example as guidance, I studied the code of ethics of the American Anthropological Association. I not only considered the ethical principles in anthropology but the ethical principles in other disciplines as well. Because of the involvement of DCYF and Richard Hillman, I also reviewed the National Association Social Workers code of ethics. Furthermore, I examined the *Belmont Report* for additional guidance regarding ethics appropriate to humans in research. Other references noted in the bibliography were also taken into consideration. The end result was a collaboration that determined what ethical principles were applied to this research study. It must be noted at this time that these ethical principles can and should be applied to all anthropological research.

The second significant issue of this project is that up to this point, these institutions have not been well studied. This is an opportunity to study the ethnological history of these state institutions as well as the treatment and care given to the children that were placed into the care of these institutions. The oral histories of the resident participants will give testimony to the treatment they received while at the State Home and Children's Center.

Procedures

The procedure of the study is detailed within the methodology, see Appendix 2.

Phases and Timelines

This research study is divided into three phases. First is the initial research of the archaeological data, historical information such as the legislation records, and the collection of the oral testimonies of the resident and staff workers. This phase has begun and will be completed in the summer 2002. The second phase is the transcription and indexing of the tapes. This in itself has proven problematic. The acquisition of a transcription machine in order to complete this phase has proven difficult. It maybe necessary to enlist the help of staff volunteers at DCYF in order to complete this phase. This phase should also be completed in the summer of 2002. The third and final phase of this study will begin as soon as the tapes are

transcribed and will be completed by March 2003. This study will be presented to the Honors Committee the week after spring break in March 2003.

Public Presentations

This study has been presented to the public on two separate occasions: the Northeastern Anthropological Association in March 16, 2002 and the conference on "Conversation In Ethics, Archaeology and Education" at Rhode Island College on April 27, 2002. In the future it will be presented at the Society for Historical Archeology's annual convention which will be held on January 14-19, 2003 in Providence, Rhode Island. I would like to suggest at this time that a presentation be scheduled for September 2002 that would be open to the students, faculty and past residents and staff workers of the State Home and would highlight all the work completed up to that time on the State Home by the different disciplines involved in the research.

Appendix 1

Ethics in Human Research and its Significance to the State Home Study

*Ethics in Human Research
and its
Significance to the State Home Study*

The information that is gained through human research should be for the benefit and knowledge of society at large. Unfortunately, it is not always the case. History has proven that not all research, whether it was medical or anthropological, with human participants was for the benefit of society. Harm - both physical and emotional, maltreatment, and even death are often caused by not applying ethical principles and guidelines in research. As a result many organizations, medical and anthropological, have adopted new standard based on ethical principles and incorporated them into their research methods. This was essential in order to achieve ethical and humane treatment of humans in research.

During World War II Nazi medical doctors committed atrocities that involved Jews, Russians, and other ethnic groups for the purpose of medical experimentation. Some of these medical experiments included hypothermia research, phosphorous burn experiments and medical problems related to air-raid and battlefield injuries. It also included observation of diseases such as malaria, epidemic jaundice, and typhus that were injected into prisoners.

On August 19, 1947 the Tribunal of the Doctor's Trial was held in Nuremberg, Germany under the administration of the United States Military. The trial concluded that 23 doctors had committed medical atrocities. Seven of those were executed for what was determined as crimes against humanity. As a result of the Tribunal, a judgment was handed down which was called the Nuremberg Code. The ten point code stipulated the medical ethics that should be considered when research involvement human participants. The participants voluntary consent and the avoidance of physical and/or emotional suffering during experiments were two of the ten points. However the United States would find itself conducting a medical experiment without the informed consent of those involved.

In 1932 the United States committed its own medical atrocity known as the Tuskegee Study. Poor African-American male sharecroppers were offered free medical care for a condition they referred to as 'bad blood'. In local terminology it meant a variety of diseases. Without their knowledge or consent they were enrolled in an observational research study. The study was designed to observe the natural course of the venereal disease syphilis without the intervention of medication. In

1947, the same year as the Nuremberg Trials, penicillin was recognized as the standard treatment for syphilis. However treatment was still withheld from the men of the study. Twenty-five years after the Nuremberg Trials, in 1972, a reporter exposed the experiment and the study came to a stop but by that time many of the men had died a painful death.

It was purported in 1965 the Department of Defense and other governmental institutions used anthropologists to gather data to help them in their counterassault in a plan known as Project Camelot in Chile (Committee on Ethics, 1). The public in Chile protested against what they saw as unprofessional research methods. As a result all legitimate social science research projects were suspended. Once again during the Vietnam war it was believed that the different governmental agencies were involved with universities, private agencies, as well as individual anthropologists to collect information under the pretense of anthropological research. It was feared that anthropologists were knowingly or unknowingly used as spies for the United States government.

Many organizations, concerned with the treatment of humans in research, established codes of ethics as guidelines. The preamble of the American Anthropological Association (AAA) states that "the purpose of its code is to establish principles and guidelines as tools for anthropologists to engage in and develop, as well as maintain, an ethical framework for all anthropological research" (Page 1). Unfortunately, not all anthropological organizations have adopted ethical principles.

Social work and sociology are two other disciplines that are also involved in human research. They have, as well, incorporated ethics into their guidelines of research. Their professional organizations are the National Association of Social Workers (NASW) and American Sociological Association (ASA).

The *Belmont Report: Ethical Principles and Guidelines for the Protection of Humans Subjects of Research* was commissioned by the Department of Health, Education and Welfare in 1979 also issued guidelines that applied to humans in research. Concerned about human beings used in research projects, a commission was formed to "identify the basic ethical principles that should underlie the conduct of...research involving human subjects and to develop guidelines which should be followed to assure that such research is conducted in accordance with those principles" (The *Belmont Report*, page 1).

The three most important ethical principles that were incorporated into the ethical standards of the previously mentioned organizations, were informed consent, no harm and confidentiality. This paper will consider these principles with regards to human beings as participants in research.

No Harm

In section III entitled "Research" in the AAA code of ethics, the obligations of 'no harm' are clarified. It clearly states that anthropologists are to respect the well-being of humans. The code continues to specify that anthropologists are to avoid harm or wrong in the gathering of information that could possibly lead to an unpleasant situation experienced by the participant. They must ensure that they have exhausted all means to protect, and preserve the dignity and/or privacy of the individuals with whom they are conducting the research.

The responsibility of these obligations can, as stated in the AAA, supersede the objective of gathering new knowledge as well as lead to the decisions to discontinue the research project if there is a conflict of these obligations. The code continues to state that just as action can be ethically appropriate so can inaction including the discontinuance or detachment from a project depending on the circumstances (AAA, Section III).

Reference to no harm is made in NASW code of ethics as well. It states that the primary responsibility of the social worker is to protect the interests and promote the well being of their clients. Social workers that are engaged in research "should protect participants from unwarranted physical or mental distress, harm, danger and deprivation" (NASW, Section 5.02-j)

Confidentiality

Research begins with a relationship between two people in which the gathering of information from the participant is held in high regard by the researcher. In exchange for the information, the individual trusts that the researcher will use the information in the most appropriate manner, with respect to the research project, as well as respecting the dignity and privacy of that participant. In return the researcher will only use pertinent information as explained to the participant prior to the start of the research project but understands that because the project is dynamic in nature, confidentiality can change. Therefore it is important to clarify the circumstances in which this confidentiality can be retracted

or abandoned. For instance in the NASW's code of ethics, it states that confidentiality "does not apply when the disclosure [of information] is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person"(Section 1.07-c). It is also established in the AAA code of ethics that the "researcher must determine in advance whether their hosts/providers of information wish to remain anonymous or receive recognition, and make every effort to comply with their wishes" (Section III-3). The researcher must also explain to the individual all of the possible consequences of their choices. The extent to which confidentiality is extended includes even as so far as after the death of the individual who provided the information according to the ASA code of ethics (Section 11.01-c).

Informed Consent

Informed consent is an important ethical principle in scientific research with regards to human participants. According to the *Belmont Report*, individuals are to be treated as "autonomous agents"(Section B-1). An autonomous agent is an individual that can of define their own personal goals and act in a manner to achieve those goals. In addition the *Belmont Report* continues to state that the self-rule of an individual is to be respected by not obstructing that individual's actions to achieve their goals unless those actions are detrimental to others or to the individual. Informed consent is the self determined action of an individual to participate in a research project based on information presented by the researcher. The information presented by the researcher consists of following stipulations.

First the researcher, in explaining the project, should use a language that is comprehensible and considerate to the participant (ASA, 12.02-b). This should include suggesting to the participant to ask questions about any part of the research project at any time to clarify possible misunderstandings.

Secondly the researcher must inform the participant of the project itself. This should include:

- * the extent of the participants involvement
- * purpose and nature of the research project
- * who is doing the research
- * what organization(s) is involved
- * where and when the research project will take place

* how the information will be disseminated to the public.

Third the researcher must inform the participant of all possible risks of the research project. It is the duty of the researcher, prior to the beginning of the project, to calculate all of the possible risks involved in the project. This can be determined from previous or other similar research studies. The risks may include, depending on the project itself, physical and emotional harm, anxiety, distress and/or unpleasant experiences and memories. The obligation of the researcher is to commit to eliminating or reducing the possible risks to the participant as much as possible.

Fourth, the individual is informed that participation in and continued participation is strictly voluntary. The researcher is not to use any form of coercion or unjust influence to persuade the individual into participating in the research study. The participant is also informed that there is no penalty or repercussions for refusing to participate. The participant also has the right to withdraw themselves and their information from the research project at any time.

In conclusion, in order to promote the ethical and humane treatment of humans in research, ethical principles must be incorporated into a research method and design. The three basic ethical principles which are equal in measure are informed consent, no harm, and confidentiality. Application of these principles establish the course which must be taken to assure that research involving human beings is conducted in the most ethical manner. These three aspects are so closely related that consideration of one is consideration of all. Therefore these three aspects can not and should not be isolated or dismembered from each other.

Significance of Ethics to the State Home Project

In order to apply the ethics appropriately to this particular study, it was important to recognize who the human participants were likely to be. In this study they would be residents and staff workers of the State Home and Children's Center. In the case of the residents, it was critical to understand the circumstances for which they were sent to these institutions. Unfortunately the worst had to be imagined. Alcoholism, abuse, neglect along with poverty were the likely reasons why children were placed at the State Home. The court ordered decisions that separated very young children from their parents was incomprehensible to the child and placement in a home filled with strangers was frightening.

These experiences left deep emotional scars on these children. Those children are now older individuals, some being senior citizens. Their physical health is now a consideration as well. In addition, many senior citizens share the feelings of vulnerability and powerlessness to control the events around them. For these reasons it was determined they were a very sensitive group of individuals.

With respect to the staff workers, it was realized they too were older individuals. Since there were not any unique circumstances with the staff workers, like those of the residents, the only concern was the age factor. Regardless, they would be afforded the same consideration as the residents.

Under these circumstances it is imperative to eliminate or reduce the harm that could possibly be experienced by these participants. In explaining the nature and purpose of the project to the participant, it gives them the power of self-determination which is demonstrated by their informed consent. Within this power of self-determination the participant may withdraw themselves and their information from the project at any time. Confidentiality ensures the participant that all information will be used professionally, with regards to the project and with dignity with regards to the participant. It is the obligation and duty of the researcher to respect and defend the rights of the participant.

Ethical principles are necessary in order to establish the course of action which must be taken not only in this study but in all research projects to assure that involved human beings are treated in the most ethical and humane manner.

Methodology

Research Study

Voces of the Past is a proposed study of the care and treatment the children received during their residency at the Rhode Island State School and Home and the O'Rourke Children's Center. The oral history of the State School and Children's Center will be examined along with the social and cultural influences that affected the treatment of the children over time. The research will involve examination of archival evidence, map information, historical records, legislative reports, and taping the oral testimonies of the residents and staff workers. The tapes will be analyzed in order to extrapolate information about the treatment experienced by the residents. Transcriptions will be made for easy and continual access to the information on the tapes.

Although the state tried to provide a safe and nurturing environment, the treatment and care received by the children was often abusive. Social and cultural influences and lack of state funding for workers and staff workers were contributing factors that led to abuse at the State Home and Children's Center which ultimately resulted in the closing of the institution.

Methodology

Consideration of Ethical Principles

Due to the involvement of humans as participants in this research, it is necessary to consider the principle of ethics regarding human beings as participants. Ethics help establish the guidelines of conduct between the researcher and participant. The ethical principles considered in this study are no harm, confidentiality and informed consent.

The principle of no harm regarding human participants is an issue with important significance to this research study. This group of individuals is a highly sensitive group because of the circumstances surrounding their placement into the institutions and their present age. The majority of the residents and staff workers are now older individuals and/or senior citizens. A sense of powerlessness and vulnerability are common feelings that are shared by many senior citizens. The age factor makes them extremely sensitive to the stress of a research study. The circumstances which brought the residents to the State Home is also a sensitive issue. In many instances the residents were admitted to the State Home as young

Methodology

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children. The reasons varied for their admission from alcoholism, poverty and neglect. The children may have been abused at home. These factors make the principle of no harm extremely important to the participants.

The extent to which the research study may cause harm to the participant must be examined by the researcher. Harm may be defined as either physical and emotional injury. The researcher must attempt to reduce all risks and harm associated with the study for the well-being of the participant. To withhold or understate the risks or harm in order gain information from the participant would be considered unethical. Therefore the participant must be informed of whatever risks remain and the consequences of their choice if they volunteer for the study.

Confidentiality in research begins with a relationship in which the information gathered from the participant is held in high regard by the researcher. In exchange for the information, the individual trusts the researcher will use the information in the most appropriate manner, with respect to the research study, as well as the dignity and privacy of the participant. In return the researcher will only use pertinent information as explained to the participant prior to the start of the research study. In order to protect the confidentiality of the participants a coded system will be utilized in order to eliminate any possible recognition of personal information. The participant and the researcher must understand that because the study is dynamic in nature, confidentiality can change and therefore it is important to clarify the circumstances in which confidentiality can be retracted or abandoned.

Confidentiality also extends to any transcriptions created for public viewing. All written or oral text created from the tapes must be approved by the participant before it is release to the public.

Informed consent respects the participant as a self-determining individual that is capable of defining their own personal goals and acting to achieve those goals. Self determination, in this study, empowers the individual to make the decision to participate or not based on the information from the researcher. This gives them the feeling of ownership in the research study. This is particularly important with respect to the residents and staff workers who are senior citizens and often feel disempowered. The following is a guideline of the information that must be presented to the participant.

First the researcher must explain the project to the participant in understandable language. The researcher should encourage the participant to ask questions when they feel there is a need to clarify details about the study. Secondly

the researcher must inform the participant about the project itself. This should include:

- * the extent of the individual's participation
- * purpose and nature of the research project
- * who is doing the research
- * what organizations are involved
- * where and when the research project will take place
- * how the information will be disseminated to the public including conditions of confidentiality.

Third the researcher must inform the participant of all possible risks of the research study. The risk in this particular study could be emotional harm such as anxiety and distress brought on by unpleasant memories. Fourth, the participant is informed that participation in the study is strictly voluntary. The researcher may not use any form of coercion or undue influence to persuade a participant into taking part in the research study. The researcher must also explain to the participants all of the possible consequences of their choices. Finally, the rights of the participant are explained prior to the start of the study. An example of these rights are: the right to discontinue the study at any time or the right to request the return of any tapes and or documents created as a result of the study.

Two documents were created for this research study. The first document is entitled the "Explanation of the Research Study" (See Appendix 2a) which describes the study in detail as previously explained. The second document entitled "The Declaration of Participants Rights" (See Appendix 2b) clarifies the rights of the participant with regards to the study. One copy of each document will be given to the participant.

Formation of the Questions

The participants in this study will be the residents and staff workers of the State Home and Children's Center. For the purpose of this project, I have divided the participants into two groups in order to give the most systematic interpretation of the information. The groups are as follows:

- 1) residents and staff workers from the State Home
- 2) residents and staff workers of the Children's Center.

This grouping allows for the analysis of the experiences of the residents and staff workers over a continuum of time. It also allows for the comparison of the relationships between the residents and staff workers of each institution.

The formation of the questions was based on key factors in order to analyze specific events and experiences as well as to examine the continuity of treatment and care of the residents and staff workers. It was necessary to create two factors lists, one each for the residents and staff workers (See Appendix 2c). For example some important key factors are the events leading up to admission to the State Home, family structure, daily routine, education and discipline. The questions were formulated in such a manner to optimize the key factors within a conversational tone. To achieve this objective a standard set of open-ended and specific questions was utilized. A separate set of questions was developed for the residents and staff workers (See Appendix 2d).

Contact with the Participants

Initial contact with the participants can be achieved in many ways. For example, a well placed newspaper article describing the research study can attract a significant number of potential participants. Radio and TV can also be utilized as well. In this case first contact was obtained through the office of Department of Children, Youth and Families. Telephone calls were then placed to the participant. In this conversation a brief explanation was given to the potential participant to explain the purpose of the study, organizations involved and who would be conducting the study. During the conversation arrangements are made to meet on a specific date, time and place. A letter is sent to the participant to confirm the arrangements (See Appendix 2e). After the interview is completed a simple follow-up letter is sent to the participant thanking them for the interview and once again including the emergency numbers for professional help.

Interview Procedure

Prior to the actual interview the documents that were previously mentioned, (Appendices 2a & 2b) would be reviewed by the researcher and the participant together. The taping process should start with the identification of the researcher and the participant as well as the current date and time. In the event of an emotional breakdown by a participant during the interview, the researcher must act

in a reasonable and responsible manner to encourage the participant to get professional care. The researcher is not to exceed the boundaries of their education in providing aid to the participant. The telephone numbers for professional assistance are provided to the participant in the event they may need to discuss their feelings with someone. At the conclusion of the taping the researcher and the participant should again be recognized within a short closing statement.

Transcription and Ownership of the Tapes

The tapes will be transcribed in order to have easy and continual access to the information on the tapes. Each tape will be indexed for important key factors. Ownership, defined as control and custody, of the tapes will remain with the participants. Temporary care of the tapes will be given to the researcher for the purpose of the study. While in the care of the researcher the tapes will be placed in a secure location. At the conclusion of the study the tapes will be returned to the participant. However in the event that the tapes may be used for public viewing, either in written or oral text, a written release must be obtained from the participant.

Analysis of Methodology

Preliminary analysis of the methodology has proven quite successful. With initial contact the lines of communication were opened between the researcher and the participant that allowed for a candid interview. The application of ethical principles has not impeded or obstructed the gathering of information or jeopardized the quality of the information.

In conclusion this methodology has created a workable format that can be adopted to all research projects involving human participants. More importantly it underscores the importance of considering the ethical treatment of human participants as the priority when designing a research study. Application of these principles establish the course which must be taken to assure that research involving human beings is conducted in the most ethical manner.

Explanation of Research Project

Appendix 2a

Methodology to explain

Voices of the Past

Explanation of the Research Study and the Declaration of Participants Rights and Consent Form

Explanation of the Research Study

This study is in cooperation with Rhode Island College's Department of Anthropology and the Department of Children, Youth and Families of Rhode Island (DCYF). The purpose of this study is to examine the care and treatment of the children while at the State Home and School and the O'Rourke Children's Center (SHS/CC). The procedure will involve taping the oral testimonies of former residents and staff workers. The duration of this project will last until April 1, 2003. All the information gained as the result of this study will be put into several reports that will be presented to the public. One report will be presented at the Society for Historical Archeology's annual convention which will be held on January 14-19, 2003 in Providence, Rhode Island. The other reports will be presented at Rhode Island College.

The only perceived risk to the participants is emotional harm. Residents and staff workers accounts of past experiences at the SHS/CC could possibly provoke unpleasant feelings and emotions. At any time the participant feels upset or uneasy, they may stop the interview immediately. I will encourage the participant to access resources such as a family member, the local mental health clinic, counselor, or other personal support person to discuss their feelings. Phone numbers of local agency's will be provided to the participant.

All information gathered by this process will be held in strictest confidence as directed by Rhode Island General Law 40-11-13 and DCYF General Administration & Management Policies: 1, 24, 25, 26, and 27. Only information pertinent to the objective of the project will be used. When this information is used, a coded system will be utilized in order to eliminate any possible recognition of personal and private information.

The participant shall retain the control and custody of the tapes. However with the permission of the participant the tapes will be placed in the care of myself for the purpose of completing the research project. While in my care the tapes will be held in a secure and confidential location. Any transcripts produced from the tapes for public viewing will need approval of the participant. The tapes will be returned to the participant upon the completion of the project. In the event that additional time is needed or other uses of the tapes are proposed, the participant will be contacted for approval.

Declaration of Participant's Rights

Appendix 2b

Explanation of the Research Study

Declaration of Participant's Rights and Consent Form

and the

Explanation of the Research Study

Voices of the Past

Voices of the Past

Explanation of the Research Study and the Declaration of Participants Rights and Consent Form

Declaration of Participants Rights

I understand that I have been asked to participate in a study conducted by Rhode Island College's Anthropology Department and DCYF. The study will examine the cultural and social systems at the State Home and School and the Children's Center (SHS/CC). My participation in this project is describing my experiences while I was at the SHS/CC as a resident/staff worker on audio-tape.

As a result of my participation I understand the risk to me can be emotional harm in describing of my experiences while at the SHS/CC. These experiences may bring on unhappy feelings or emotions. In that event I will be encouraged to express my feelings and emotions with a family member, counselor or other personal support person.

I understand that my participation in this research project is entirely voluntary. I may discontinue my participation at any point without penalty to myself. I understand that I have the right to request the return of all materials pertaining to my participation in the project which may include notes, audio-tapes, photos, and correspondence.

I have the right to retain control and ownership of the audio-tapes that are produced as a result of my participation. I will loan the tapes to Susan Black Hughes for the purpose of this study with the understanding that the tapes will be returned to me at the study's completion on April 1, 2003.

I have the right to review any transcripts that are created from the tapes prior to the study's completion and at that time I may approved or disapprove their public usage.

I have the right to request a copy of the final report when the project is completed by contacting Susan Black Hughes at 401.725.5184.

I acknowledge that the contents of this form have been explained to me and that I have been given an opportunity to ask questions. I also have the right to ask questions throughout the project.

I do consent to participate in this research project and my consent will expire on April 1, 2003. I have been given a copy of this form.

Emergency Services at Providence Center
274-111

Family Service Inc.
55 Hope Street
Providence, RI
331-1350

Providence Center
520 Hope Street
Providence, RI
276-4000

Key Factors: Residents

1. Admission to the State Home

- a. causes or events leading to admission

2. Family

- a. location/city
- b. family structure prior to admission
 - 1. parents
 - 2. brothers and sisters
- c. family structure after admission
 - 1. parents (location)
 - 2. brothers and sisters (location)
- d. visitation

3. Peer relationships/social contacts

- a. friendships
- b. staff

4. Religion

- a. prior to admission
- b. during admission
- c. in adopted family

5. Education

- a. prior to admission/schools attended
- b. during admission/schools attended
- c. in adopted family

6. Daily routine

- a. responsibilities at the State Home
 - 1. chores - boys/girls
- b. work - on grounds/ off grounds
 - 1. paid/unpaid

7. Discipline

- a. bad behavior - boys/girls
- b. good behavior - boys/girls
- c. disciplinarian
 - 1. superintendent
 - 2. cottage parent

8. Recreation/playtime

- a. play time - on grounds/ off grounds
- b. games

Key Factors: Staff workers

- 1. Previous Employment**
 - a. position held
 - b. length of previous employment
 - c. reason for leaving
- 2. Employment at the State Home**
 - a. start/end date
 - b. position
 1. responsibilities
 - c. working conditions
- 3. Education**
 - a. high school
 - b. college/ degree
- 4. Interaction with residents**
 - a. formal level
 - b. informal level
- 5. Discipline**
 - a. hierarchy order of discipline
- 6. Recreation**
 - a. types/forms
 - b. on grounds/ off grounds
 1. movies/ ball games
- 7. Post employment**
 - a. reason for leaving
 - b. job

Appendix 2d

Questions: Residents and Staff Workers

Question: Residents

A. Pre-entry

1. Can you tell me about your family before you went to SHS/CC?
 - a. brothers and sisters
 - b. residency/location

B. Initial Entry and Adjustment

- 1 What events occurred that resulted in your admission to SHS/CC?
2. Can you tell me about your first day?
 - a. how did you feel?
3. Can you tell me how you were treated on the first day?
4. Were the boys and girls kept together?

D. Residency

1. Can you tell me about a typical day(week day)?
 - a. school
 1. lessons
 - b. work /chores
 1. work outside SHS/CC?
 - a. where
 - b. for whom
 - c. paid/unpaid
 - c. playtime/recreation
2. What did you do on the weekends?
 - a. work/chores
3. Can you tell me about the rules/discipline at SHS/CC?
 - a. superintendent in charge
 - b. in charge of cottages
4. Did you ever see you parents/ brothers/sisters again?
 - a. circumstances
5. Can you tell me about any special people there?

E. Initial Discharge and Placement

1. Can you tell me about the day you were discharged?
 - a. decision
 - b. how it was done
 - c. your feelings?
 - d. residency
2. Can you tell me how were you treated by the family?
 - a. work/chores
 - b. school
3. How long did you stay there?
 - a. leave on your own
 - b. sent back to SHS

F. Re-entry

1. Can you tell me about why you went back?
2. How were you treated when you went back?
 - a. discipline

G. Last Discharge

1. Can you tell me about the day you left SHS/CC for the last time?
 - a. circumstances?
 - b. destination
 1. work
 2. Get married? Family?

H. Post Discharge

1. Did you keep in touch with other residents/staff workers after you left?
2. Have you ever been back to visit SHS/CC?
3. Can you tell me looking back, were you better off there than staying at home?
5. Did your time at SHS/CC influence how you raised your children?
4. Do you have any finals comments?

Questions: Staff Workers

A. Previous Employment

1. Where did you work before?
2. What was your position and responsibilities?
3. Why did you leave?

B Employment at the State Home

1. When did you start?
2. What was your position?
 - a. responsibilities
3. Did you interact with the residents?
 - a. where
 - b. how
 - c. when
4. Did you develop any personal relationships with the residents?
5. What was it like to work at the State Home?

C. Education

1. What is your highest level of education?
2. Do you have a college degree?
 - a. field

D. Discipline

1. Who supervised the discipline?
 - a. superintendent
 - b. cottage parent
2. What happened to runaways when they were returned?
 - a. boy/girl

E. Recreation

1. What types of recreation were provided for the residents?
 - a. on grounds/ off grounds

F. Post Employment

1. Why did you leave?

Susan B. Hughes
217 Oakland Ave.
Pawtucket, RI 02861
March 30, 2002

Ms. Patricia
100 Amy Street
Pawtucket, RI 02861

Appendix 2e

Dear Ms. Patricia:

I would like to take this opportunity and "Thank You" for allowing me the privilege of interviewing you. I also want to confirm the date of the interview as June 3rd at 9:30 AM at DCYF in Providence. I will meet you at the receptionist's desk at that time.

Notes of the past is a study of the care and treatment the children received during their residency at the Rhode Island State School and Home and the O'Rourke Children's Center. This project is in the cooperation with Rhode Island College's Department of Anthropology and the Department of Children, Youth and Families of Rhode Island. The procedure will involve taping the oral histories of former residents and staff workers. The duration will last until

Form Letter

April 1, 2002. All information gathered by this process will be held in the strictest confidence as directed by Rhode Island General Law 40-11-13 and DCYF General Administration & Management Policies 1, 14, 15, 16, and 17. Only information pertinent to the objective of the project will be used. When this information is used, a coded system will be utilized in order to eliminate any possible recognition of personal information. This information will be presented to the public on Jan. 14-19, 2002 at the convention for the Society of Historical Archaeology in Providence, RI. If you have any further questions or can not meet me at that time, please call me at home anytime at 401-725-2184. I look forward to meeting you.

Sincerely,

Susan B. Hughes

Susan B. Hughes
217 Oakland Ave.
Pawtucket, RI 02861
March 30, 2002

Mr/Ms. Participant
100 Any Street
Anytown, RI 00000

Dear Mr/Ms Participant,

I would like to take this opportunity and "Thank You" for allowing me the privilege of interviewing you. I also want to confirm the date of the interview as June 31st at 9:30 AM at DCYF in Providence. I will meet you at the receptionist's desk at that time.

Voices of the Past is a study of the care and treatment the children received during their residency at the Rhode Island State School and Home and the O'Rourke Children's Center. This project is in the cooperation with Rhode Island College's Department of Anthropology and the Department of Children, Youth and Families of Rhode Island. The procedure will involve taping the oral histories of former residents and staff workers. The duration of this project will last until April 1, 2003. All information gathered by this process will be held in the strictest confidence as directed by Rhode Island General Law 40-11-13 and DCYF General Administration & Management Policies: 1, 24, 25, 26, and 27. Only information pertinent to the objective of the project will be used. When this information is used, a coded system will be utilized in order to eliminate any possible recognition of personal information. This information will be presented to the public on Jan. 14-19, 2003 at the convention for the Society of Historical Archaeology in Providence, RI.

If you have any further questions or can not meet me at that time, please call me at home anytime at 401.725.5184. I look forward to meeting you.

Sincerely,

Susan B. Hughes

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The following is a list of material to be completed:

- Acts and Resolves of the General Assembly of the State of Rhode Island and Providence Plantations for the State Home and Home for Children found at the Rhode Island State Archives.
- Annual Reports to the General Assembly of the State of Rhode Island and Providence Plantations of the State Home and School for Children found at the Rhode Island State Archives
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