

## Biennial report of the Boys Industrial School, 1946

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The Kansas State Reform School, also known as the Industrial School for Boys, was established in 1879 by a legislative act that appropriated \$35,000 for the erection of buildings, etc., in Topeka, Kansas. Control and supervision of the school was placed in the hands of the Board of Trustees of Charitable Institutions. The school was located 3 miles north of the capitol building on an original tract of 170 acres that was given by the city of Topeka. The west wing of the main building was opened on June 1, 1881. The school taught boys the rudiments of useful employment as a means of supporting themselves after being discharged from the facility. The boys learned, among other things, tailoring, shoe and harness making, woodworking of various kinds, baking, and printing. Information included in this item are reports from various departments as well as general school statistics.

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#### *The Advantages of Education in an Institution for Juvenile Delinquents*

An institution for juvenile delinquents that is well-staffed and administered has a great opportunity to provide its charges with a controlled environment that is very beneficial to its educational program. The community-like nature of the institution as well as the cottage, religious, and school lives of the children can be regulated for the most effective fulfillment of its rehabilitation work. Proper diet, regular hours of sleep and rest, proper medical and dental care, correct amounts of recreation and physical exercise have profound influence upon the success of the educational processes. In an institution for juvenile delinquents, a close correlation of activities among the departments that affect a child's development makes possible an improved curriculum for each child. In no other educational situation more than here can curriculum be conceived broadly as all of the experiences of a child in his total environment. It is, therefore, possible to organize instruction to a greater functional advantage in terms of the known community, home, and religious lives of the children. Courses of study can be set up to facilitate the use of other activities of the institution as part of a child's educational life. Thus, education can be made more practical in the sense that the child's school experiences can be integrated with work experiences and can be shown to be applicable to real life situations. This helps the child to see the value of school work to his daily living and, thus, a real type of motivation is possible.

Since juvenile delinquents are exceptional children, it is necessary to take into consideration the nature of their exceptional characteristics and provide special types of classes as well as special handling for them in their regular classes. This is more easily done in an institution than in the public schools. The problems of schedule making, the use of appropriate materials and facilities, and making the entire program flexible is accomplished with greater ease in an institution.

The available diagnostic service which gives the education department information regarding a child's needs for special handling from an educational as well as a personal standpoint and constant reevaluation of the child's progress in school is a great advantage. Even the best public schools have little or no service of this type to guide their offerings.

#### THE DISADVANTAGES OF EDUCATION IN AN INSTITUTION FOR JUVENILE DELINQUENTS

The environment provided children in an institution is at best not a normal community environment. The child who becomes too well-adjusted to the institutional program may be retarded and even frustrated in his later adjustment to his home community. Many delinquent children become so because they were unable to adjust and regulate their own lives in the loose and undisciplined atmosphere of their own homes. They thrive in an institution by virtue of the fact that their lives are regulated and closely supervised for them. If these children become too dependent upon this regulation and supervision which they will not have when they leave the institution, the possibility of their readjustment at home is greatly lessened.

The typical juvenile delinquent has been neglected at home. Discipline has been superimposed from above, rather than built into his life by wise guidance.



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He is, consequently, distrustful and very often resentful of authority. A concentration of children of this nature in an institution makes the task of education through group processes very difficult. Proper classroom discipline is an absolute prerequisite to effective learning. To effect a change in the attitude of juvenile delinquents toward supervisors and teachers who represent authority to them and, at the same time carry on orderly class procedures, is indeed a problem of the first magnitude. Failure or social disapproval is no deterrent to most of these children because they have learned to expect such things in school. Corporal punishment is a poor means, at best, of enforcing discipline because it is repressive and produces external acquiescence but further aggravates internal rebellion. Education must enlist the full coöperation of the learner in its processes. Education on any other basis is simply memorization and a stereotyped procedure which does not result in the desired changes in child personality.

The length of time children are held by the institution for juvenile delinquents is another disadvantage to education. Education which attempts to overcome learning difficulties and behavior problems of long standing in a few short months is severely handicapped indeed. For most of these children education functioning at maximum levels is a slow and tedious process. To expect what amounts to revolutionary changes in the personal adjustment of children within any definite time limits is folly. However, to differentiate the length of stay of individual children in the institution beyond certain limits produces other problems. The objective of every child is to go home as soon as possible. As a rule, those who do not have this objective are children with personalities that are better adjusted to institutional life than home life. To prolong their stay is dangerous to their ultimate readjustment to society. If children who come into the institution at approximately the same time do not go home at about the same time, rebellion is engendered in the minds of those who have to remain and their adjustment within the institution deteriorates. This deterioration is often so marked as to make further progress with that child almost impossible. Here, then, is a great dilemma! It is a frustration both to the child and education.

The quality of leadership among adult personnel of the institution is another problem for education. To staff a state institution with people well trained in the work they are to do and who are capable of giving wise direction and supervision to delinquent children is, indeed, a tremendous job. The institutional nature of the work, inadequate salaries to attract people of the type and training needed, as well as the limited number of people well-trained for the work and willing to work with delinquent children are factors which contribute to this difficulty. A teacher, work supervisor, or houseparent who is unsympathetic with the treatment philosophy of the administration or who lack the basic qualities necessary to understand the plight of his charges can do more to thwart the rehabilitation program in a few minutes than efficient education can accomplish in many days. Let us take for example a child whose basic fault is that of an extreme sense of social insecurity. He feels that everyone is "down on him," and that there is no place for him in society. Through education, he is encouraged to believe that, fundamentally, most people are honest, fair, coöperative, just, and loving. Then let a work supervisor mistake his timidity toward adults or his tendency



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toward withdrawal for laziness or lack of coöperation and heap ridicule and blame upon him. How effective will be the program of character education for the child? There is no place in society where there is greater need for people who fulfill the objectives of education in their own personal living and characters than in an institution for juvenile delinquents. These children "have their backs to the wall" in the sense that they have been outlawed by society. Many of them feel that henceforth they will be branded with the stigma that is attached to commitment in an industrial school. If they do not receive the fullest possible encouragement and opportunity to reorient themselves and reestablish themselves in society on their own levels, they will only become hardened and desperate in the hopelessness of their own conditions. It is imperative, therefore, that the quality of leadership provided for delinquent children be the highest and best that society can enlist. This not only to save these children from further unhappiness and final destruction, but also to save society from the depredations wrought by them.

Last but not least in the list of disadvantages of education in an institution for juvenile delinquents is the problem of correlating its services with those of the public school. The public school is by tradition and by present practice a formalized and standardized institution. Its program is geared to the speed of learning and the emotional level of the normal child of average intelligence. This is necessarily so due to the fact that the greatest number of its children fall into these classifications. The public schools must deal with children en masse. Therefore, standardization of courses of study, formal class procedures adapted to the majority of children, and graded systems for promotion have become accepted practice. In spite of the efforts of progressive educators, psychologists, psychiatrists, and others concerned with the increasing number of problem children, little headway has been made in bringing traditional education to accept the responsibility for the needs of exceptional children.

The juvenile delinquent is an exceptional child. He comes to an institution such as the Boys' Industrial School from the public school. His school record shows that he has attained to a certain grade level, but it may or may not show what his actual educational achievement has been or is. It, therefore, becomes the duty of the educational diagnostician of the institution to determine the true level of his education. It may be found that the school grade indicated on the school record is consistent with his level of achievement or, as is more often true with delinquent children, it may be found that his educational achievement is two or more years retarded in terms of his grade placement. The practice of teachers in public schools to promote children in order to get rid of them if they happen to be especially aggressive in their behavior or to fail to promote children for misconduct reasons alone without reference to real educational achievement is very damaging to them. The child who fails to progress normally in one grade, even though he may be compelled to repeat that grade any number of times, and is passed to the next grade is doomed to a school experience of perpetual failure at the higher levels. On the other hand, the child whose learning progresses normally but is compelled to repeat grades because of his behavior problems is doomed to perpetual frustration of both an educational and social nature throughout his subsequent school experience. He is obliged to do school work which he



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considers below his capacity and is forced to work with children who are below his chronological and social age. It must be said, in defense of the teachers from the total responsibility for these practices, that in most public schools the teacher has no other alternatives. There simply is no provision made for children with educational or behavior problems. As a result, these educationally maladjusted children get into trouble and are committed to the industrial school.

There is a similar problem in transferring children from the institution for juvenile delinquent to the public schools. If an honest attempt has been made to suit an educational program to the learning level of the children during their commitment, they must return to the public school situation with its traditional practices in which they are supposed to fit whether they have made suitable gains that will aid their adjustment or not.

These conditions affecting a child's transfer to and from the institution place great limitations upon the thoroughness with which the training school for juvenile delinquents can adapt its program to the needs of its children to the extent that it varies from that of the public school.

#### PRACTICAL CONSIDERATIONS

Education must function within the framework of the institutional setup of which it is a part. In the Boys' Industrial School, it must accept at least temporarily the existing level of training and personal competence of the teachers, work supervisors, and other personnel. It must not only consider the educational needs of the child, but also his needs for foster home placement or return to his family. It is, therefore, impossible to accomplish in full or in any great measure the objectives to which it is committed. Education through school classes must be so organized that the greatest good will accrue to the child within the time that he will be in the institution.

Education in the Boys' Industrial School is expected to function in all of its phases which include academic, vocational, physical, and religious education. These fields of education must be provided and maintained within the limits of the existing physical facilities of the school plant.

If the rehabilitation and treatment philosophy of the Boys' Industrial School is to be operative in its school program, boys should not be required to do school work beyond the levels of their capacity. Neither should some of them be required to do formal school work at all until they are physically, mentally, and emotionally ready for it and capable of it. To require them to do school work before they are ready and capable of succeeding in it would simply further aggravate their basic personality maladjustments and thwart their rehabilitation. Only about one-third of the boys in the whole institution are capable of school work of standard quality and quantity as carried on in the public schools. The remaining two-thirds are able to profit only from modified school activities or special types of activities.

#### THE EDUCATIONAL PROGRAM OF THE BOYS' INDUSTRIAL SCHOOL

The educational director is responsible for the organization and supervision of the academic, vocational, physical, and religious education activities of the Boys' Industrial School. The writer has been requested to describe in detail the educational program begun in September, 1946, which is to be maintained and improved throughout the current school year.



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#### *The Academic Program*

After giving due consideration to the philosophy, objectives, advantages, and limitations of education existing in the Boys' Industrial School and the needs and nature of the boys in residence, a three-level program of academic work was set up. All boys of school age who could profit by further schooling were enrolled in one of the three levels. Boys who were not subject to the compulsory attendance law of the state were encouraged to enroll in school but were not compelled to do so.

1. Two special classes scheduled to meet for one hour in the forenoon and one hour in the afternoon were organized to meet the needs of boys of feeble-minded or borderline intelligence. Boys of this type are not capable of long periods of concentration or effort, so the two hours which they spend in educational activities were divided into two one-hour periods each school day. The boys were divided between the two special classes on the basis of their probable speed of learning. Those who were considered capable of some progress in school as shown by previous school histories and reliable diagnoses were put in one group and those of whom only little or no progress could be expected were put in another. It should be stated here that progress for boys of such limited mental capacity is slow at best but differences in rate of learning are discernible even in these children. Those who react more quickly to motivation and are relatively free from emotional disorders will respond with greater success in learning than others. At this level the school work consists of as much reading, spelling, and simple arithmetic as can be profitably taught the boys. Some art work and simple handicraft activities are provided to maintain interest and to arouse the esthetic sense. The boys receive the marks "S" or "U" for their work, depending on the completion of assignments. Each boy on this level who receives all "S" marks on his grade cards is recognized by being included in the six weeks' honor roll list with boys of other levels in school.

2. Two ungraded rooms that convene for two hours in the forenoon and two hours in the afternoon were set up to meet the needs of boys who were so retarded in educational achievement that they could not be expected to do standard school work at the grade level to which they had been promoted in the public schools. These boys range in age from twelve to sixteen and in mental capacity from borderline to average. Their educational achievements range from first grade to sixth grade level. All of these boys have suffered repeated failures in the public schools due to their inability to profit from mass learning situations. Consequently, they become behavior problem children. None of these boys are normal personalities in spite of the fact that some have average intelligence. All of them were emotionally disturbed when they were committed to the institution. Some are disturbed to the extent that they cannot function in school to a reasonable measure of their capacities. Therefore, special handling is necessary for these groups if any appreciable amount of school work is to be done.

The boys on this level are divided between the two ungraded rooms according to the nature of their educational retardation. Those below fourth grade level who are very upset emotionally are placed in one group. Those who are less disturbed and capable of fourth grade work or greater attend the other class. The school work consists of remedial reading, spelling, arithmetic,



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and language. Most of the boys take manual training and music. No formalized teaching is attempted in the music classes, but emphasis is placed on group singing for its emotional value and therapeutic effect.

In manual training, these boys are allowed to work on whatever type of project they are capable of completing successfully. An attempt is made to organize the entire school routine for these boys in such a way that they may achieve the greatest amount of success and recognition possible with a maximum of individualized instruction and help. Marks are given in the ungraded rooms on the basis of "S" and "U" also, depending upon the quality and quantity of successfully completed assignments. These boys can make the honor roll by making all "S" marks.

3. A standard program of school classes is maintained for the boys who are not retarded significantly in their educational achievement or school grade levels. At this level, classes graded from the fifth through the tenth grades are needed. The fifth and sixth grades are taught by one teacher in one room for a full day's work in the regular elementary school subjects. The seventh, eighth, ninth, and tenth grades are departmentalized with teachers meeting the pupils for one-hour class periods daily for the subjects which they are best qualified to teach. The average program consists of mathematics, science, English, social science, manual training, and physical education. Seventh and eighth graders have a music period of one-half hour daily as well as a recess for supervised play. State-adopted texts are used in these academic courses and the quality and quantity of the learning is expected to equal that of pupils of like age and grade in the public schools.

Both individualized and group methods are used in class work, but to meet the special needs of these boys, individualized techniques are emphasized and are usually more successful in guiding learning than are the group activities. Informality in class procedure and a maximum of pupil freedom within the limits of good discipline are the goals of class room management at this level. The attainment of these goals is dependent upon the personality and training of the instructors and their capacity for imparting intrinsic motivation to these boys.

Boys in these graded classes receive marks for the work based on the traditional scale of "A," "B," "C," "D," and "F." All boys receiving at least two "A's" and no grade lower than a "B" are eligible for the six weeks' honor roll. Boys receiving no grade below a "B," but who do not receive the number of "A's" necessary to make the honor roll, are eligible for the honorable mention roll.

### *The Vocational Program*

The Boys' Industrial School presents great potential opportunities for boys to gain work experiences in actual job situations. Since the institution must provide all of the services to the boys and staff members normally existing in small communities, many types of work activities are carried on which are potential resources for on-the-job vocational training. It has been a practice of long standing in the Boys' Industrial School for boys to be assigned to work details under the direction of supervisors engaged in the various industrial, clerical, agricultural, and mechanical services. In fact there have been periods in the history of the institution when the boys committed have been considered the primary source of labor for the school. During such



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periods, the educational value of the work done by boys was disregarded and only the free productive labor obtained through their job assignments were considered. Under such conditions, the boys existed for the use of the institution—not the institution for the boys. Under the present philosophy of the administration, work assignments are viewed in their relation to the total picture of rehabilitation. The institution must serve the boys and their needs for personality, growth, and adjustment. Consistent with this conception of the place of work in the lives of the boys, an attempt is made to assign boys to work details which best fit their needs, abilities, and aptitudes. Each boy is considered individually, and given a reasonable amount of freedom of choice of courses, with sympathetic guidance. The educational needs of the boys themselves are the foremost considerations and not the needs of the detail supervisors for helpers.

Not all of the children in the Boys' Industrial School are equally ready to be trained vocationally. Approximately one-third of them are too immature physically, mentally, and emotionally to profit by such training. Boys in the late stages of childhood or early adolescence are obviously too young to be expected to make wise vocational choices. They are not capable of developing vocational skills which will carry over to the time when they will be independent of home or institutional care and of employable age. Chore work they can and are expected to do. This contributes to the satisfaction of their desires for recognition and their sense of personal worth as well as to the development of desirable character and work habits. While the performance of these chore jobs may require some simple skills, the boys engaged in them are not thought to be receiving actual vocational training.

The remaining two-thirds of the children in the Boys' Industrial School are in the middle stages of adolescence and are more nearly mature physically than the other one-third. Many of them have no homes to go to or even having homes, they may find it necessary to provide for their own support after parole. Within the limitations imposed by mental and emotional deficiencies, these boys are more easily interested in making vocational choices and receiving training. Therefore, an arbitrary age level has been set for boys who are considered capable of some type of training for an occupation. All boys fourteen years of age or older are encouraged to make at least tentative choices of the vocation they would like to train for. These choices are considered by the educational director in terms of each boy's mental, physical, and emotional qualifications as well as his vocational interests and aptitudes as measured by the best available instruments. One outstanding characteristic of the juvenile delinquent is his lack of purpose in life and consequently his lack of orientation toward future educational or vocational plans. Very infrequently is a delinquent boy found to have any plans for his occupational adjustment. Here, then, is a great challenge to education in an institution for delinquent children to provide vocational guidance designed to develop in them a sensitiveness to their need for vocational choices and training. This takes time and necessitates wise counseling and guidance and the organization of try out or exploratory vocational experiences. Since a boy's stay at the Boys' Industrial School averages only eight to twelve months, it is improbable that boys who do not care to enter



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into vocational training of an organized type until they have made a satisfactory choice will be in the institution long enough to take such training.

Vocational education is maintained at the present time on two levels at the Boys' Industrial School.

1. For the boys who have made vocational choices and who are ready to enter upon vocational training, courses have been organized in barbering, shoe repairing, auto mechanics, and cooking. These courses are taught by teachers holding special vocational certificates and having practical experience in the subjects taught. School credit is granted on the basis of one unit for each eighteen weeks' work. The classes meet daily for two-hour periods and emphasis is placed on laboratory work under the direction of the teacher. Trainees receive marks of "A," "B," "C," "D," or "F," according to their progress in the skills to be acquired. Several more courses of this type are needed but, at the present time, neither competent teachers nor facilities are available to organize instruction in other fields. A well-equipped printing plant is available and several boys desire classes in printing, but the present salary scale is inadequate to attract a qualified teacher. The institution has other potential resources for vocational courses in other fields; but, until they can be organized for instruction under the guidance of qualified teachers, these resources must remain purely productive units rather than educational units.

2. The second level of vocational education should be termed prevocational training. The boys who do not choose to enter a first level course of training and who have not decided upon an occupational choice consistent with their needs, abilities, and aptitudes are given the opportunity to work at several jobs on the campus under the supervision of the worker employed to do those jobs for the institution. Such on-the-job experiences include laundry work, plumbing, carpentry, cafeteria service, store room service, animal husbandry, switchboard operation, dairy barn service, farming, electrical repairing, painting, and custodial service. On these jobs, boys may receive what amounts to a fair degree of training during his assignment to the work, but no attempt is made to organize instruction in these fields. The main object is to allow each boy to work at a job under actual production conditions in order that he might better decide whether he would choose that type of work for his future means of livelihood. No credit is allowed for these exploratory experiences in the school records, and no school marks are recorded for them. However, if a boy completes an eighteen weeks' job assignment of at least two hours per day five days per week, on the recommendation of the work supervisor he may be granted a certificate of proficiency on that job. This certificate includes an enumeration of the skills the boy has developed in connection with his work. This allows a boy who has developed proficiency in a job which has vocational significance for him through an exploratory course the opportunity of attaining the same status as other boys who enrolled in actual vocational training, except that he receives no school credit for the work. This latter policy is followed because the work supervisors are not certificated through the school nor are their activities organized for instruction. The ideal way of administering the total vocational education program of the institution would be to have every work supervisor who directs boys in their work activities so well qualified by virtue of their training for the job and their ability to instruct boys that they could be certified through the school. This, however, is impractical and impossible at the present time.



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#### *The Religious Program*

The religious education program of the Boys' Industrial School consists of regular Sunday morning services conducted by an ordained minister for the Protestant boys, and by Catholic priests from St. Mary's Jesuit College for the Catholic boys. Attendance at one of these services is required of every boy. A Bible Study course is maintained for all boys on Tuesday evening of each week, conducted by a volunteer Bible teacher from Topeka.

Religion, then, has an important part to play in the rehabilitation program for juvenile delinquents. Specifically, a wholesome religious experience can do the desired things.

1. Religion can be used to associate and unify the otherwise disturbed mental life and confused experience of youth.
2. Religion can be used as a yardstick for measuring various moral values and social obligations.
3. Religion elevates youth's ideals and inculcates a valuable ethical motive of unselfishness.
4. Religion increases self-control.
5. Religion aids in resolving emotional conflicts.
6. Religion leads to worship and the expansion of the spiritual life.

Delinquent children are characteristically distrustful and suspicious. They have lost their faith in the fundamental goodness of life which precludes a faith in the goodness of men and of God. Some have gone so far in this direction that they have even lost faith in themselves and a sense of their personal worth. The fundamental objective of religious education should be the restoration of faith and trust in God. If this relationship to God is achieved, it inevitably follows that a like relationship must be accomplished with respect to one's fellow man. As an individual comes into adjustment to his fellows, it is but another step to achieve an adjustment within himself which gives him back his self-esteem and sense of personal worth.

#### *The Physical Education Program*

The physical education program at the Boys' Industrial School is limited at the present time to the boys who attend the academic and vocational classes. Boys in the fifth through the eighth grades have a thirty-minute outdoor playground period each school day. On days when the weather is not suitable, these activities are conducted in one of the cottage gymnasiums. All of the pupils are enrolled in the regular gymnasium classes which meet for one hour each day after the academic classes have been dismissed. They are divided into three groups for physical education. The boys who are out for the varsity teams meet in one gymnasium for two-hour practice periods. The rest are divided according to their abilities into intra-mural teams which are instructed in seasonal sports. The activities included in this program include football, basketball, softball, baseball, track, and volleyball.

Each cottage is equipped with a gymnasium or playroom in which the boys are allowed to organize their own games and activities under the supervision of the cottage parents. These play periods are not considered a part of the physical education program because they are not organized as instructional activities. Wrestling, boxing, badminton, tumbling, soccer, and other games requiring physical skills are provided in this fashion.

During the present school year, a six-man football team represented the



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institution in inter-school games with public high schools. Games were played with Strong City, Elmdale, Dover, and Roosevelt High Schools. The first and second varsity basketball teams have a full schedule of interschool games with a number of small high schools near Topeka. Similar inter-school activities are anticipated in track, softball, and baseball.

Since the Boys' Industrial School has no indoor swimming pool, it is not possible to have swimming instruction except in the summer. However, each boy in the institution is expected to attend the swimming classes for one hour a day during the warm weather season.

Physical education contributes greatly to the readjustment and rehabilitation of boys. Delinquent children are often found to have lacked the physical skills and competence necessary to compete successfully with others of like age in their local school and home environments. Therefore, many of them withdrew from team or individual games and some of them developed strong dislikes for such activities. It is sometimes difficult to interest boys in physical activities for this reason. However, care is exercised to assist boys of this type to have successful experiences in the games in which they are expected to participate. In this way, it is hoped that many boys will find satisfying outlets for their great energies that will minimize their tendencies toward delinquent behavior.

### *Criticisms of the Existing Educational Program*

The outstanding need of the educational department of the Boys' Industrial School is for instructors in the academic, vocational, religious, and physical education fields that expect to make a career of their work with delinquent boys. Successful curriculum building, the adaptation of the courses of study to the needs of the children, and continuous long time planning for the improvement of instruction is contingent upon the employment of career people. The periodic changes in personnel brought about by the employment of teachers whose main interests are not centered in the rehabilitation of the boys and are not interested in the continuous employment retard the program of educational planning. The war conditions made the employment of temporary personnel imperative; however, the future policy of the institution should be such that only people whose employment is considered permanent will be considered for instructional positions.

At the present time, the courses of study followed in the education department are not well enough adapted to the needs of delinquent boys. To plan for special, remedial, ungraded, and standard classes within the school is only the first step in adapting education to the needs of the children. Planned courses of study differentiated sufficiently at the various levels and integrated with the curriculum of the entire institution must be worked out in great detail if boys are to receive adequate assistance in the growth of their total personalities to those levels on which they can be restored to their rightful place in society.

The vocational program is at the present time inadequate with regard to the number of courses offered and the facilities for the organization of other courses. It will soon be possible to offer organized instruction in the operation of modern type laundry and pressing machines, as well as vocational agriculture, a specialized type in animal husbandry, and dairy operation. The modern laundry machines are now being installed and modern dairy



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equipment has been ordered which will improve the handling of milk products for the institution. The resources of the Boys' Industrial School for vocational training in other fields are potentially great but a definite distinction must be drawn between the production units and instructional units. Production units provide excellent on-the-job exploratory and survey experiences for boys assigned to them as helpers on work details. The demands made upon them to meet the needs of the maintenance and repair program of the institution limits their value as instructional units. A trades education building in which well-qualified instructors teach the laboratory skills involved in plumbing, shoe repairing, auto mechanics, carpentry, printing, welding, sheet metal work, and other fields is greatly needed. Boys receiving instruction in the various skills could then be assigned to production workers for practical application of their training. This would constitute an effective program of vocational education so badly needed by the older boys of the institution.

Character and moral education is inherent in all educational activities, but a wholesome program of religious experiences including actual instruction and individualized counselling would improve the present religious education work. This should probably require the services of a full time Protestant chaplain who would subordinate his denominational preferences to the needs of the boys for differentiated church affiliations. He should also be capable of adapting religious instruction to the varying chronological and mental age levels of the boys. To this end he should be well trained in psychological and educational theory and practice. Religious training for Catholic boys can be cared for under the present arrangement with the St. Mary's Jesuit College.

Visual and auditory education should be added to the school program as quickly as possible. A 16 mm. sound movie projector has been purchased for use in visual teaching but the present budget does not justify the necessary expenditures for films or auditory instruments and materials.

The present transportation facilities for taking athletic and educational trips are inadequate. The institution needs a bus of adequate size to carry large groups of boys to nearby points of historic interest and to manufacturing, industrial, governmental, and agricultural centers where on-the-scene instruction can take place. This type of educational experience is not only more lasting in its effects on the learner than book learning, but also helps the boys to relate themselves as future citizens to the great number of constructive enterprises in operation in their communities. It also provides a more practical basis for vocational guidance.

The outlook for the Boys' Industrial School is very hopeful with respect to the needs of education in the institution. The present administration has recognized these needs and made definite plans for fulfilling them. As appropriations for buildings and equipment and more highly trained career people become available for staff positions, the necessary changes will be made. It is the sincere belief of the writer that significant changes have been made in the past few years that have done much to make the Boys' Industrial School a treatment center for unfortunate boys rather than a detention or penal institution. To be sure, much remains to be done, but the present philosophy and the progressive point of view of the administration makes the future bright for the rehabilitation of delinquent boys in Kansas.



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TEACHER ROSTER, SHOWING PERIOD, GRADE, SUBJECT TAUGHT

	9 — 10	10 — 11	11 — 12	1 — 2	2 — 3	3 — 4
Clark, W. Kenneth.....				7 Social Studies	8 Social Studies	
Chipman, Marion W.....				10 English	Citizenship	Football
Overpack, Ray A.....				9 English		Football
Hidalgo, Louis A.....	7 English	Playground		8 English		Gymnasium
Doane, Otis E.....	Biology	General Science	8 Science	Library	General Agri.	Geometry
Averill, Ruth E.....	8 Math.		9 Math.		7 Math.	
Stone, Edna M.....	Grade 5-6	Music 5-6 Music 7-8	Grade 5-6	Grade 5-6	Grade 5-6	Music, ungraded
Widner, Louise R.....	Special Class	Ungraded Room	Ungraded Room	Ungraded Room	Ungraded Room	Special Class
Widner, Mary.....	Special Class	Ungraded Room	Ungraded Room	Ungraded Room	Ungraded Room	Special Class
Coldren, J. Donald.....	Office	Biology	Office	Office	World History	Office
Windsor, James E.....	Auto Mechanics	Manual Tr. 9-10	Manual Tr. 7-8	Manual Tr. 7 8	Handicraft Wood	
Anderson, Dana.....	Barber Shop	Barber Shop				
Wright, Winnivere.....	9 Cooking					
Griggs, Bert.....	Shoe Repair	Shoe Repair	Shoe Repair			
Wright, Bernie.....				Voc. Agri. 9		

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#### B.—THE DEPARTMENT OF HOME LIFE

The services of this department are, in reality, being done by two distinct departments closely correlated. The departments of cottage life and food service together provide the services which are usually provided by the home. The main reason for a division of these two departments is that all boys and staff members take their meals in one central dining room, served by one central kitchen. We shall not discuss these two divisions separately.

#### THE COTTAGE SERVICE DEPARTMENT

The home or cottage life department is one of the most important departments in the training school. One authority makes this statement, "As the cottages go, so goes the training school." The cottage life department should be headed by a director of home life, who should be one of the best trained and ablest members on the entire staff. It is the cottage life of the boy that must take the place of his home life. His cottage parents must take the place of his real parents. It is in his cottage that he must get the feeling of security that a well-ordered, well-managed home gives to a child. It is the cottage parents who must see that a boy is properly clothed suitable for the season and for the occasion. They must carefully watch and guard his health. They must be ever on the alert in watching his eating habits, his sleeping habits, his sanitary conditions, and anything else that has to do with his well-being. It is the cottage parents who must see that a boy meets his work detail and school assignments. It is they who must arrange or help arrange visits with his parents and friends; and, in short, provide or help provide much of his social and recreational life. Cottage parents must be of such a disposition and temperament that they will work closely with the director of education in order to fully utilize much of the vital educational experiences that are available in the doing of home work. They, too, must coöperate with the clinical study department in helping to evaluate and re-evaluate a boy's behavior. In the same manner they must coöperate with the director and workers in the social service department. In short, the duties of cottage houseparents and helpers are to serve in all the capacities of real parents during the time a boy is in the Boys' Industrial School. This service is complicated by the fact that it is necessary to house and care for too many boys in each cottage and by the fact that each boy is usually more of a problem than the average boy in the average home.

Also, at the present time, the hours of work are too long for the house parents at the Boys' Industrial School. As soon as possible, in the next biennium, a thorough study of this problem will be undertaken. It is hoped that the result of this study may serve to give them more time for the highly complex duty of being parents to the boys in their cottages and, at the same time be less strenuous and confining. To do this, it may be necessary to employ another set of house parents for relief duty.

At the present time, there are four cottages with from 20 to 40 boys in each cottage, depending upon the enrollment of the institution. Frankly, this number is too large for each cottage. Most authorities state that 20 is the absolute maximum that should be in each cottage under the guidance of one set of house parents. It may be possible to overcome some of this



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congestion by the creation of a fifth cottage when space becomes available for the intake department and the hospital department to be housed in some other building. (See list of personnel.)

#### FOOD SERVICE DEPARTMENT

This department is headed by a dietician, assisted by cooks and food service supervisors. As was stated previously, this department serves meals cafeteria style to the entire institution, including staff and boys. At all times, the boys and staff members are served identical food from the same cafeteria counter. During the second year of the biennium, much improvement has been effected in this department, both in organization and physical equipment. The food is served cafeteria style from a new stainless steel counter unit. This unit contains the conventional steel table, salad, and refrigeration units. Also, as part of the same unit, is an electric toaster, an electric coffee urn, and a cold water glass filler. The dishwashing setup consists of pre-soaker, Hobart dishwasher, and stainless dipping tank with water at 180°—200°. The Hobart dishwasher was reconditioned and is as good as new. The remainder of the unit is of new stainless steel construction. It is believed that there has been much improvement in the general health of both boys and staff members as a result of scientific setting, sanitary cooking, and dishwashing.

Considerable improvement has been accomplished in the kitchen in the way of painting and other improvements. Much, however, yet remains to be done in the kitchen—plans are underway, when money becomes available, to install gas ranges, gas hotplates, and gas baking ovens. It is also hoped that money will become available for the purchase of several new items of equipment, including a large mixer with attachments, and other much-needed equipment.

#### C.—THE SOCIAL SERVICE DEPARTMENT

The social service department works both within and without the institution. The social service department is under the direction of the supervisor of social service. It is the social service department which makes the realization of the one major objective of a training school possible and that is the objective of placing a boy in his own or in a foster home where he can have a reasonable chance to succeed. It is the social service department that coordinates and integrates the services that are available to the child both within and without the institution. The duties of the social service department fall into the following main divisions.

1. To obtain information regarding the social history of the child so that some understanding of the forces which have played upon the child's life may be had. This information must be reported to the training school so that the findings may be used in planning the program which will be most effective for the boy.

2. To work with the home or cottage supervisors, the department of education, and the clinical study department to work out a continuous plan for the boy while he is in the institution. This is absolutely necessary if the boy is to receive the maximum benefit from his stay in the institution.

3. To work with the department of education, the home or cottage supervisors and the clinical department in completing a continuous and cumulative record and evaluation of the boy's treatment and progress during his residence at the institution.



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4. To guide and counsel these pupils assigned to him. The worker shall foster and help the pupil in his relationships with all other departments in the institution. He shall also assist the pupil in making and completing desirable home and community contacts.

5. To keep in contact with local workers such as child welfare workers, public welfare departments, juvenile court workers, or others who are working with the case in the boy's local community. Thus, the school worker is informed of changes which may make the boy's return to his home possible or unsatisfactory.

6. To work with the family in preparation for the return of the boy to his home and to interpret to the public schools the educational status and personality of the boy so that they may also assist him in his community adjustment. (In some cases, this work can probably be done by local child welfare workers as the staff and facilities of the Division of Child Welfare are expanding.)

7. To make placement arrangements if the boy has no home or if, for some reason, he cannot return to his own home.

8. To supervise the boy during his parole or make arrangements for this service to be given by a local worker. In acting as a connecting link between the school and his home, the worker can sustain and support the child until he has met the demands of a reabsorption into the community life.

9. To be the department which is responsible for making available to the boy all resources both those within the institution and those without the institution which can operate in the rehabilitative program for each boy. This means that a case worker will be a staff member who usually integrates reports from the school, the cottage, the clinic, and all other areas of the school and upon the behalf of these suggestions and recommendations will make the necessary arrangements for all possible resources to function in helping each individual boy.

During the biennium, the work of the social service department was carried on by a social service supervisor (who was loaned by the division of Child Welfare to the Boys' Industrial School), one worker, and a stenographer working part time in this department. Much good and effective work was done by this department not only in the nine major fields mentioned above, but also in trying carrying on an effective public relations service. This included the supervision of students in the Department of Sociology from the University of Kansas, who were assigned to the Boys' Industrial School for their field work. This department did effective work also in counseling with other staff members in regard to certain basic policies of the institution, and its relation with the Division of Child Welfare. The social service department was greatly handicapped by lack of personnel. To do the work effectively at the Boys' Industrial School will require the full time services of the social service supervisor and a minimum of four workers.

#### D.—DEPARTMENT OF CLINICAL SERVICE

The clinic, as reorganized during the latter part of the biennium, consisted of an educational diagnostician acting as psychologist, a physician, a dentist, and a registered nurse. The work of the clinic was supplemented by the Kansas Receiving Home at Atchison, which supplied diagnoses on approximately nine percent of the boys who were committed directly, and on an



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additional six percent who were referred to the Receiving Home by the Boys' Industrial School. This made a total of approximately fifteen percent having been diagnosed by the Kansas Receiving Home.

Difficult and special medical cases were often referred to the University of Kansas Hospital for a medical diagnosis and, in some instances, for treatment. A total of 19 boys were thus diagnosed. The Menninger Clinic in Topeka was also used in giving diagnoses and therapy.

Specialists were used in several instances for special diagnoses and treatments in cases of eyes, nose and throat. Practically all abdominal cases were diagnosed by the school physician. In all cases where surgery was necessary, written consent was secured from the parents unless in cases of emergency, such as appendicitis. In the 85 percent of the cases who did not come by way of the Kansas Receiving Home, it has been necessary for the Boys' Industrial School to make its own diagnosis.

This diagnosis consists of the following: (1) A complete medical examination, including laboratory tests; (2) a complete dental examination; (3) a psychometric examination to determine the level of mental maturity, as well as the type of intelligence each boy possesses; (4) an educational examination to determine the level of school learning the boy has achieved and his accomplishment in the tool subjects; (5) a personality evaluation using various of the standard personality tests; (6) an interest inventory disclosing the boy's interests in different areas such as mechanics, science, music, and the like; (7) a mechanical aptitude test to discover the absence or presence of mechanical aptitude; (8) a screening test for visual efficiency; (9) a screening test for auditory efficiency; (10) observations by the nurse and her two assistants, teachers, house parents, and the educational diagnostician to observe behavior and problems of adjustment; (11) interviews with the educational diagnostician, the secretary of the school, the superintendent of the school, and the director of education to help evaluate the boy and determine his particular needs.

After the diagnosis is made, it is then the job of the educational diagnostician to see to it that the information is used to the boy's advantage to help the staff in their handling of the boy. Recommendations are made to houseparents, teachers, and work supervisors concerning the special handling needed for each boy. At the present time, this is done in a committee which meets weekly and at which time each new boy is considered. His case is presented, he is described in regard to his potentialities and limitations, and his special needs are enumerated and discussed. The committee decides which cottage placement will best fit his particular needs. School attendance and work details are also discussed for each boy.

Another important function of the clinical or intake program is to carry on a period of orientation and indoctrination to aid the boy in his adjustment in the institution. The boy needs to know from the first what kind of a place he is in, what is expected of him, and what he may rightly expect from the institution. He needs to know that he is among friends whose only excuse for being here is to help boys like him. Our intake program is in the process of change. We are working constantly to improve it to better meet the needs of the boys. Our program is and must be flexible. Each boy



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coming in is a different personality with different needs, and he requires special handling to help him become adjusted.

Future plans for this program of indoctrination include a well-worked out program by a committee which will touch upon each phase of the life here. It is hoped and plans are on foot for this program to include: (1) An organization which could be called an "intake club," consisting of all boys who are in their first thirty days of residence; (2) progressive assuming a privilege during thirty-day period somewhat as follows—(a) isolation in hospital for the first seven days; (b) company placement at the beginning of the third week; (c) starting work detail at the beginning of the fourth week; and (d) initiation into the next group or club which would bring added privilege—(3) informal talks to the boys by key members of the staff; (4) a party for the intakes; (5) assignment of case worker to each boy during his first month of residence; (6) the showing of well-selected movies to intakes only which would have special moral and character-building significance (it is hoped that eventually a movie can be made showing life here for the well-adjusted boy); (7) several talks by the acting chaplain, as well as private contacts with him.

The present plan used for indoctrination falls considerably short of the plan roughly sketched above. In the main, it is supervised and carried out by two or three staff members. The nurse and her assistants and the educational diagnostician assume the responsibility for the program at present. However, our program is in the process of becoming. It is very important that the boy entering the school get off to a good start. For that reason, the intake program cannot be too carefully worked out. We feel that the intake period consisting of the first thirty days of residence is the most important part of the boy's life here. During this time, he forms his impressions of the institution, its personnel, and more important yet, of our attitude toward him. He forms his own attitude toward us and our efforts to help him. For many boys, this period is a stormy one filled with homesickness, resentment at being confined, and fear of what lies ahead. For some boys, it is filled with a genuine remorse for what they have done. Runaways frequently occur during this period.

As has already been stated, a diagnosis is made during the early part of the boy's stay here either by our staff or perhaps one has been made previously by the Receiving Home. However, it is essential that the matter not rest with the original diagnosis. The boy should be reëvaluated after a six-months' interval and again at the time he goes out. This is necessary to measure what growth has taken place. It affords a good sounding board for checking attitudes and it affords an opportunity to consider seriously what future plans can be made for the boy. Again, often the screening tests for visual and auditory efficiency indicate certain undesirable tendencies which in themselves are not serious enough for the immediate attention of a specialist, but which should be checked at frequent intervals. Also, while we do not consider that our environment here is as rich and stimulating as we would desire it, still we know that in the majority of cases it is very superior to that in which the boy has previously lived. Frequently an enriched environment with stimulation toward the good things of life will help a boy and he becomes a different boy in six months or a year, even to the extent that on subsequent intelligence tests he is able to raise his level of mental maturity.



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This is true particularly in the case of a boy from the underprivileged home or the disturbed boy.

The reevaluation spoken of in the preceding paragraph is much the same as the original diagnosis described previously. Another physical check-up is given and special attention is given in the areas of personality and attitudes. The information thus obtained is then presented to a committee on evaluation, which considers each boy when it is time for his name to come up for parole. All staff members who have been working with the boy are asked to attend. To state the functions of this committee simply, it is to ascertain if the boy is ready to go home, if growth has taken place in the boy, and what the prognosis is for success on the outside.

Still another function of the clinical department is to carry on, as far as it is possible, personnel work with the boys. This will not be so essential when an adequate number of case workers are available on the staff so that each boy will have a definite person to whom he can take his difficulties or to look to for friendship. Under the present plan with just one case worker, the clinical department in many cases assumes the role of assisting in case work.

TABLE SHOWING PERCENTAGES OF BOYS  
FALLING WITHIN EACH CLASSIFICATION OF INTELLIGENCE  
(Population, December, 1946)

IQ's	CLASSIFICATION	Verbal intelligence		Performance ability	
		Cases	Per- centages	Cases	Per- centages
Below 70.....	Inferior or Feeble-minded....	21	16%	18	14%
79- 80.....	Borderline.....	21	16%	17	13%
81- 89.....	Dull Normal.....	29	22%	32	25%
90-110.....	Normal or Average.....	47	36%	47	36%
111-120.....	Superior.....	12	9%	13	10%
121-130.....	Highly Superior.....	2	1%	1	1%
Above 130.....	Gifted.....	0	0%	1	1%
	Totals.....	132	100%	129	100%



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#### Tests Used:

Terman Merrill Revision of Stanford-Binet Test of Intelligence.  
Cornell-Coxe Test of Performance Ability.  
Wechsler-Bellevue Adult and Adolescent Scale.

#### Information Concerning Hospital

Infirmery (daily average) .....	7
Entrance isolation (daily average) .....	6
Hospital line (daily average) .....	15
Physical examinations .....	272
Reexaminations .....	207
Immunizations .....	775
Wassermans .....	315
Contagion .....	35

#### Assistance of Specialists:

Skin .....	9
Ear .....	8
Nose .....	3
Bone .....	5
Genito-Urinary .....	2
Eye Examinations .....	54
Glasses fitted .....	30
Eye training .....	2
Plastic surgery .....	1
X-ray (for abnormal growth) .....	1

#### Assistance of Clinics and Hospitals:

University of Kansas Hospital .....	19
Venereal Disease Clinic .....	3
Norton Preventorium .....	2
X-ray Surveys .....	4
X-rays for TB contact cases .....	12
X-rays (diagnostic chest) .....	455
X-rays (diagnostic bone) .....	20

#### Surgical cases to city hospitals:

Appendix .....	16
Tonsillectomy .....	89
Hernia .....	4
Hydrocele .....	1
Circumcision .....	4
Skin (dermoid) .....	1
Medical cases to city hospitals .....	15
Emergencies (injury) .....	18

#### Dentistry:

Entrance examinations .....	470
Silver amalgamate fillings .....	1,620
Porcelain fillings .....	46
Compound fillings .....	104
Extractions .....	185
Bridges (gold) .....	3
Partial plates .....	5
Crowns (gold and porcelain) .....	5
Orthodontia .....	1
Gum cases:	
Iodobismotol .....	4
Chromic acid .....	10
Penicillin .....	12

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COUNTIES	June 5, 1881, to June 30, 1944			July 1, 1944, to June 30, 1946			Total number of boys		
	White	Colored	Total	White	Colored	Total	White	Colored	Total
Allen.....	97	14	111	0	1	1	97	15	112
Anderson.....	54	7	61	0	0	0	54	7	61
Atchison.....	127	100	227	2	0	2	129	100	229
Barber.....	28	0	28	1	0	1	29	0	29
Barton.....	53	15	68	2	0	2	55	15	70
Bourbon.....	225	63	288	2	0	2	227	63	290
Brown.....	79	21	100	5	0	5	84	21	105
Butler.....	83	11	94	2	0	2	85	11	96
Chase.....	19	3	22	1	0	1	20	3	23
Chautauqua.....	36	7	43	0	0	0	36	7	43
Cherokee.....	239	24	263	1	0	1	240	24	264
Cheyenne.....	7	0	7	0	0	0	7	0	7
Clark.....	15	0	15	0	0	0	15	0	15
Clay.....	54	8	62	2	1	2	56	9	65
Cloud.....	51	1	52	1	0	1	52	1	53
Coffey.....	49	4	53	0	0	0	49	4	53
Comanche.....	16	0	16	0	0	0	16	0	16
Cowley.....	255	47	302	10	1	11	265	48	313
Crawford.....	193	32	225	4	0	4	197	32	229

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NUMBER OF BOYS RECEIVED FROM EACH COUNTY—CONTINUED

COUNTIES	June 5, 1881, to June 30, 1944			July 1, 1944, to June 30, 1946			Total number of boys		
	White	Colored	Total	White	Colored	Total	White	Colored	Total
Decatur.....	15	0	15	0	0	0	15	0	15
Dickinson.....	93	7	100	1	0	1	94	7	101
Doniphan.....	26	13	39	2	0	2	28	13	41
Douglas.....	101	89	190	13	1	14	114	90	204
Edwards.....	16	5	21	0	0	0	16	5	21
Elk.....	19	0	19	0	0	0	19	0	19
Ellis.....	42	3	45	1	0	1	43	3	46
Ellsworth.....	13	2	15	0	0	0	13	2	15
Finney.....	47	7	54	1	2	3	48	9	57
Ford.....	81	4	85	19	0	19	100	4	104
Franklin.....	135	35	170	0	0	0	135	35	170
Geary.....	98	30	128	1	0	1	99	30	129
Gove.....	13	0	13	0	0	0	13	0	13
Graham.....	13	14	27	0	1	1	13	15	28
Grant.....	6	0	6	1	0	1	7	0	7
Gray.....	2	0	2	0	0	0	2	0	2
Greeley.....	2	0	2	0	0	0	2	0	2
Greenwood.....	43	1	44	1	0	1	44	1	45
Hamilton.....	12	2	14	1	0	1	13	2	15
Harper.....	22	0	22	0	0	0	22	0	22

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NUMBER OF BOYS RECEIVED FROM EACH COUNTY—CONTINUED

COUNTIES	June 5, 1881, to June 30, 1944			July 1, 1944, to June 30, 1946			Total number of boys		
	White	Colored	Total	White	Colored	Total	White	Colored	Total
Harvey.....	88	33	121	6	0	6	94	33	127
Haskell.....	3	0	3	1	0	1	4	0	4
Hodgeman.....	8	1	9	0	0	0	8	1	9
Jackson.....	44	3	47	0	0	0	44	3	47
Jefferson.....	31	11	42	2	0	2	33	11	44
Jewell.....	42	0	42	3	0	3	45	0	45
Johnson.....	88	14	102	3	0	3	91	14	105
Kearney.....	9	0	9	0	0	0	9	0	9
Kingman.....	23	1	24	3	0	3	28	1	29
Kiowa.....	9	0	9	1	0	1	10	0	10
Labette.....	136	56	192	13	1	14	149	57	206
Lane.....	2	0	2	6	0	6	8	0	8
Leavenworth.....	165	101	266	7	5	12	172	106	278
Lincoln.....	11	0	11	0	0	0	11	0	11
Linn.....	31	11	42	0	0	0	31	11	42
Logan.....	5	0	5	1	0	1	6	0	6
Lyon.....	139	38	177	2	0	2	141	38	179
Marion.....	56	3	59	1	0	1	57	3	60
Marshall.....	35	6	41	2	0	2	37	6	43
McPherson.....	41	1	42	0	0	0	41	1	42

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NUMBER OF BOYS RECEIVED FROM EACH COUNTY—CONTINUED

COUNTIES	June 5, 1881, to June 30, 1944			July 1, 1944, to June 30, 1946			Total number of boys		
	White	Colored	Total	White	Colored	Total	White	Colored	Total
Meade.....	10	0	10	0	0	0	10	0	10
Miami.....	85	27	112	4	1	5	89	28	117
Mitchell.....	32	0	32	1	0	1	33	0	33
Montgomery.....	237	90	327	4	0	4	241	90	331
Morris.....	36	8	44	1	0	1	37	8	45
Morton.....	4	0	4	0	0	0	4	0	4
Nemaha.....	40	3	43	1	0	1	41	3	44
Neosho.....	69	15	84	2	0	2	71	15	86
Ness.....	22	0	22	0	0	0	22	0	22
Norton.....	27	0	27	1	0	1	28	0	28
Osage.....	40	4	44	3	0	3	43	4	47
Osborne.....	29	0	29	0	0	0	29	0	29
Ottawa.....	16	1	17	1	0	1	17	1	18
Pawnee.....	12	3	15	1	0	1	13	3	16
Phillips.....	25	0	25	0	0	0	25	0	25
Pottawatomie.....	26	5	31	0	0	0	26	5	31
Pratt.....	44	4	48	2	2	4	46	6	52
Rawlins.....	9	0	9	1	0	1	10	0	10
Reno.....	251	48	299	8	0	8	259	48	307

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NUMBER OF BOYS RECEIVED FROM EACH COUNTY—CONTINUED

COUNTIES	June 5, 1881, to June 30, 1944			July 1, 1944, to June 30, 1946			Total number of boys		
	White	Colored	Total	White	Colored	Total	White	Colored	Total
Republic.....	22	2	24	0	0	0	22	2	24
Rice.....	38	3	41	0	0	0	38	3	41
Riley.....	75	19	94	1	0	1	76	19	95
Rooks.....	27	2	29	0	0	0	27	2	29
Rush.....	9	0	9	0	0	0	9	0	9
Russell.....	22	0	22	4	0	4	26	0	26
Saline.....	92	18	110	4	0	4	96	18	114
Scott.....	5	0	5	0	0	0	5	0	5
Sedgwick.....	444	125	569	17	2	19	461	127	588
Seward.....	32	1	33	3	0	3	35	1	36
Shawnee.....	385	244	629	3	8	11	388	252	640
Sheridan.....	2	0	2	0	0	0	2	0	2
Sherman.....	20	2	22	0	0	0	20	2	22
Smith.....	28	0	28	2	0	2	30	0	30
Stafford.....	22	0	22	2	0	2	24	0	24
Stanton.....	2	0	2	0	0	0	2	0	2
Stevens.....	3	0	3	0	0	0	3	0	3
Sumner.....	131	11	142	2	0	2	133	11	144
Thomas.....	14	0	14	0	0	0	14	0	14

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NUMBER OF BOYS RECEIVED FROM EACH COUNTY—CONCLUDED

COUNTIES	June 5, 1881, to June 30, 1944			July 1, 1944, to June 30, 1946			Total number of boys		
	White	Colored	Total	White	Colored	Total	White	Colored	Total
Trego.....	13	0	13	1	0	1	14	0	14
Wabaunsee.....	14	12	26	0	0	0	14	12	26
Wallace.....	5	1	6	0	0	0	5	1	6
Washington.....	25	1	26	0	0	0	25	1	26
Wichita.....	1	0	1	1	0	1	2	0	2
Wilson.....	87	5	92	4	0	4	91	5	96
Woodson.....	28	0	28	0	0	0	28	0	28
Wyandotte.....	618	464	1,082	23	18	41	641	482	1,123
Totals.....	6,623	1,966	8,589	222	44	265	6,842	2,010	8,854

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#### E.—DEPARTMENT OF BUSINESS OPERATION

A fifth department, less directly connected with the training and supervision of children, is the Business Department. This department included the accounting department, the commissary, the maintenance department, the farm, the dairy, and the laundry.

All business transactions in the institution are handled through the accounting office. The pay roll budget is also handled by this office. Practically all purchases are made by this office through the state business manager. All requisitions from the commissary also pass through this office. In charge of this office is an Account Clerk II, assisted by a Clerk I.

The heads of the departments are responsible directly to the administration, with the exception of the maintenance department. The maintenance department is responsible jointly to the administration and to the consulting engineer employed by both the Boys' Industrial School and the State Hospital. The business transactions of each of these departments will be found in the tables. Although the maintenance department has been handicapped during most of the biennium by both shortages of materials and labor, many permanent improvements have been accomplished. The maintenance department, under the direction of the consulting engineer, works closely at all times with the office of the State Architect. In this manner, many costly mistakes have been avoided and what has been accomplished has been of a permanent nature. Further discussion of the work of this department will appear under the title, "Improvements Made During the Biennium." The dairy is in charge of a dairyman, or a Farmer II. The objectives of the dairy are to produce enough milk for both boys and staff members. As soon as it is possible, it is hoped to increase both the size and the quality of the dairy herd until it will be possible to produce butter, cheese, ice cream and other dairy products. It is also hoped that it may be possible to equip the dairy with pasteurization, bottling, and refrigeration equipment in order that milk may be served in the most sanitary condition possible.

The farm is in charge of a farmer (Farmer II). The objectives of the farm are to produce sufficient hay and other feed necessary to feed the dairy herd. The farm also produces potatoes and other garden products for the kitchen and commissary. Another objective of the farm is to produce a sufficient number of hogs to consume the garbage and to supplement the meat supply.

The laundry is in charge of two laundry workers and does the laundry for the entire institution, with the exception of the private laundry of the staff members.

Each of the departments in the Business Operation Department is also used as a part of the training program for the boys. Some of the boys get training in the commissary; several boys, during the course of the year, get valuable training in the dairy and on the farm; also, the laundry is used to train boys in both laundry work and in the operation of the steam presses. This work at the present time is partially correlated with the department of education; but a much closer cooperation is planned as our organization is perfected.



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#### STATISTICAL RESULTS OF TREATMENT PROGRAM WITH OTHER RELATED DATA

#### Adjustment of Boys to Home Life After Leaving the Boys' Industrial School During the Biennium

July 1, 1944, to June 30, 1946

During the biennium the parole work was handled jointly by the Social Service Department and the Registrar acting as assistant to the Superintendent. This work was supplemented by other workers in emergencies, usually teachers or houseparents.

The Social Service Department has handled mainly those cases requiring intensive work or foster home placement. Both the Division of Child Welfare and the Division of Public Welfare have coöperated in aiding this department. Those cases serviced by the Registrar was done largely by correspondence and in some cases by local visitation and by the use of the telephone.

The following study was made by the Social Service Department. It is an attempt to answer statistically exactly what happened to the boys paroled during the biennium. It is not an attempt to show efficiency or inefficiency on the part of the institution. It is the starting of an attempt to follow the successes and failures of all boys paroled from the Boys' Industrial School.

The study follows:

In order that the Boys' Industrial School might have some picture of the adjustment of boys following their parole, a study was made of the boys paroled from the school during the last biennium, July 1, 1944, to June 30, 1946. Questionnaires were mailed to parents and to the juvenile courts from which the boys had been committed. Additional information was received from the Kansas State Industrial Reformatory and various school staff members who knew of the boys' adjustments. The information from these various resources was combined and information for a total of 323 boys was obtained. The reported adjustments of these 323 boys were classified into four main groups. The factors determining the classification were arbitrarily selected and some explanation of the categories will make the study more meaningful.

The largest group was that in which the boys' adjustments were considered satisfactory. This includes several boys who since their parole have appeared in police court or district court but who have not been returned to our school or to another institution. Also, included in the group were boys who were paroled, were returned to the school after a parole violation, and again paroled. Since the study considered only their status as of the close of the biennium, their adjustment was considered satisfactory although this does not give the complete picture of their adjustment.

A second group was one whose adjustment was considered excellent. Boys in this group are doing very well and are successful, either in their school or in their work.

The third group was composed of those boys who, following their parole during the period of July 1, 1944, to June 30, 1946, were admitted to the Kansas Industrial Reformatory or other state or federal institutions during the same biennium. Boys in this group were considered to have made an



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unsatisfactory adjustment. From a total of 32 who were placed in this category, 25 were in residence at Kansas State Industrial Reformatory.

The fourth main group was made up of those boys who were paroled during the biennium and following a parole violation were returned to the school and were in residence here at the end of the biennial period. Twenty-two boys were in this group and were classified as parole violators.

One boy has been committed to the Winfield Training School and was not placed in one of the preceding groups.

The adjustments of the boys on the basis of these divisions is shown in the following table:

TABLE A

Adjustment	Number of boys	Percentage
Satisfactory .....	233	72.15%
Excellent .....	35	10.85%
Unsatisfactory .....	32	9.92%
Parole violators .....	22	6.76%
Winfield .....	1	0.32%
	<hr/> 323	<hr/> 100.00%

Included within the group of those who made satisfactory adjustments were 24 boys, or 7.43 percent of the entire group, who had entered military service during their parole. Five of the 24 are in the navy; the remaining nineteen are in the army.

The following table shows a breakdown of the above table. This shows the adjustment made by boys in each county paroled during the biennium.



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TABLE A. 1

COUNTY	OK	Ex- cel- lent	Poor	PV	COUNTY	OK	Ex- cel- lent	Poor	PV
Allen.....		1			Kiowa.....	1			
Anderson.....	2	2			Labette.....	16	2	3	
Atchison.....	1				Leavenworth....	18			4
Barton.....	2		1		Logan.....		1		
Bourbon.....	2	1	2		Lyon.....	3			
Brown.....	3		1		Marion.....	1			
Butler.....	3	1			Marshall.....	2			
Chase.....	1				Miami.....	4			
Cherokee.....	1				Mitchell.....	1			
Cheyenne.....		1	1		Montgomery....	9	1	1	2
Clay.....	2				Morris.....	1			
Cloud.....	1				Morton.....	2			
Cowley.....	5	2	44		Neosho.....	3	1	1	1
Crawford.....	3	1			Osage.....	1			
Dickinson.....	1		1		Ottawa.....	1			
Doniphan.....	1				Pratt.....	5		1	2
Douglas.....	8	4		1	Reno.....	12	1	1	
Elk.....	1				Riley.....	4			
Ellis.....	2				Russell.....		1		
Finney.....	2	1		1	Saline.....	6	1	2	
Ford.....	10	4			Sedgwick.....	19	3	5	2
Franklin.....	1				(Winfield-1)				
Geary.....	2				Seward.....	4			
Graham.....	1				Scott.....	1			
Greenwood.....	1		1		Shawnee.....	13	1	4	1
Hamilton.....	2				Smith.....				1
Harvey.....	2				Stafford.....	1	1		
Haskell.....	1				Sumner.....	5		1	
Jefferson.....	1				Thomas.....	2		1	
Jewell.....		2			Trego.....	1			
Johnson.....	1				Wilson.....	1			
Kingman.....	2				Wyandotte.....	31	3	1	7

Explanation: Adjustment was considered satisfactory (OK) if the boy had not been committed to another institution or returned to this one. If he had made an unusually satisfactory adjustment, it was considered excellent. Only those boys who had been committed to another institution such as the Kansas State Industrial Reformatory or similar place in another state were considered to have made a poor adjustment. Boys who were paroled from the Boys' Industrial School, but who violated that parole and were in residence at the school as a parole violator at the end of the biennium were counted as PV's (parole violators) and appear in the last column.

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The following statistics are from the registrar's office. Table A.3, which follows, shows the movement of population during the biennium:

TABLE A.3

	Year ending June 30, 1945	Year ending June 30, 1946
Under care at beginning of period.....	148	122
New admissions .....	140	132
Returned from parole .....	37	49
Total under care during period.....	— 325	— 303
Number leaving the institution:		
By parole .....	180	132
By discharge .....	23	76
Total .....	— 203	— 208
Number in institution at end of period.....	122	95

#### Comments:

The logical time to parole many boys is after the second semester of school which ends in May or June. This partly accounts for the smaller number under care on June 30.

It will be noted that parole violators comprise about 21 percent of the total admissions in the first year of the biennium. This is a fairly accurate figure on the percentage of boys having to be returned.

In the second year, the proportion is 27 percent, or an average of approximately 24 percent.

Because a boy is returned from parole, it does not mean that he will not later succeed.

Neither does the above table show the failure of other boys who have become involved with the federal or district courts, or the courts in other states. The preceding table shows this number at approximately 9.9 percent of the boys paroled.

It is honestly believed that the number of failures can be reduced by one-half to three-fourths with proper treatment methods and proper supervision while on parole.