

Biennial report of the Boys Industrial School, 1954

Section 1, Pages 1 - 30

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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Biennial report of the Boys Industrial School, 1954

THIRTY-SEVENTH
BIENNIAL REPORT

Boys' Industrial School
TOPEKA, KANSAS



*Under State Department
of Social Welfare*

June 30, 1954

Biennial report of the Boys Industrial School, 1954

THIRTY-SEVENTH BIENNIAL REPORT
OF THE
BOYS' INDUSTRIAL SCHOOL
TOPEKA, KANSAS

FOR THE TWO YEARS ENDING
JUNE 30, 1954



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MISS RUTH HAAS	Secretary
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DEPARTMENT OF EDUCATION

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CLINICAL SERVICES DEPARTMENT

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MRS. LEITA P. CRAIG	Educational Psychologist-Co-ordinator
MRS. SHIRLEY JOHNSON	Typist
MELVIN MURHOFF, PH. D.	Clinical Psychologist
MRS. MARJORIE RICHEY, PH. D. (<i>Temporary</i>)	Clinical Psychologist
LAURENCE PENNY	Case Work Supervisor
PAUL ALVAREZ	Social Worker
FRED KEPFIELD	Social Worker
MRS. GEORGIA N. SMITH	Social Worker

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CLINICAL SERVICES DEPARTMENT

BOYD PEAK	Psychiatric Social Worker
IRVING FAUST	Clerk-Typist
MRS. ANN CARD	Typist
CHARLES V. GERKIN	Chaplain, Pastoral Counselor
CHARLES MARINO, JR.	Director of Home Life
ROBERT FAUERBACH	Housefather, Sportsman Cottage
MRS. DOROTHY FAUERBACH ..	Housemother, Sportsman Cottage
CHARLES BROKMAN	Home Supervisor, Sportsman Cottage
LOUIS SUDDUTH	Home Supervisor, Sportsman Cottage
RAYMOND CRAWFORD	Housefather, Friendship Cottage
MRS. THELMA CRAWFORD	Housemother, Friendship Cottage
TOM HARRIS	Home Supervisor, Friendship Cottage
MERLIN MARR	Home Supervisor, Friendship Cottage
TRUMAN A. MALL	Housefather, Shamrock Cottage
MRS. LAURA MALL	Housemother, Shamrock Cottage
DONALD MCINTYRE	Home Supervisor, Shamrock Cottage
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ARCHIE E. ROBERTS	Housefather, Opportunity Cottage
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GLENN WATKINS	Home Supervisor, Jayhawk Cottage
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MRS. LEONE CORN	Graduate Nurse
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MRS. MARY E. HIGGINS	Hospital Attendant
DR. WM. BEARD	Dentist (P. T.)
DR. FLOYD C. BEELMAN	Physician (P. T.)

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MRS. HAZEL WEIDLEIN	Clerk
MRS. HELEN BRAND	Clerk
MRS. ELMA BUTTON	Clerk
MRS. ELIZABETH BARTLETT ..	Clerk
RALPH BUTTON	Storekeeper

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SERVICE DEPARTMENT

CLAUDE LAFFERTY	Maintenance Engineer
EARL F. SMITH	Power Plant Engineer
CLYDE BESSANT	Maintenance Repairman
L. W. BREON	Maintenance Worker & Stationary Fireman
HARVEY A. DUEKER	Stationary Fireman
MERRITT HUGHES	Stationary Fireman
HARRY BAKER	Stationary Fireman
ROY S. PENDLETON	Stationary Fireman
GARLAND LUELLEN	Maintenance Plumber
ROBERT L. WOLFORD	Maintenance Carpenter
CHARLES J. ROWZER	Skilled Tradesman Carpenter
HOWARD W. FLOWERS, SR.	Skilled Tradesman Painter
FRANK HUDSON	Skilled Tradesman Painter
F. J. YOUNG	School Custodian
WALTER OTT	Adm. Bldg. Custodian
E. B. RANSOM	Watchman
GALE McDONALD	Mason
MRS. WINNIVERE WRIGHT	Dietitian
MRS. BRETA CHANDLER	Cook
MRS. ELIZABETH COHORST	Cook
MRS. PAULA SHY	Cook
MRS. HELEN ANDREWS	Foods Service Supervisor
MRS. HELEN HUNSECKER	Foods Service Supervisor
MRS. MARGARET PUGH	Foods Service Supervisor
MRS. CLEOPATRA RANSOM	Foods Service Supervisor
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CLYDE COOK	General Farmer
W. R. CHALLIS	Soils and Crops
JOE BOWERS	Dairy Herdsman
EDWARD COLEMAN	Dairyman
TROY MEEK	Dairy Processing

CONSULTANTS TO THE STAFF

EDWARD D. GREENWOOD, M. D. (Child Psychiatrist)	Administrative Consultant
OTTO FLEISCHMAN, M. C. (Child Analyst)	Group Work Consultant
WALLACE VERBERG, Ph. D.	Special Education
H. L. KIRKPATRICK, M. D.	Ophthalmologist
M. E. PUSITZ, M. D.	Orthopedic Consultant
COTTER HIRSCHBERG, M. D. (Child Psychiatrist)	Administrative Consultant
FLOYD C. BEELMAN, M. D.	Medical Consultant

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MAIN ENTRANCE—BOYS' INDUSTRIAL SCHOOL

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SECTION I

Superintendent's Report

To the Governor, State Board of Social Welfare and State Director of Institutions:

In this, the thirty-seventh report of the Boys' Industrial School, an attempt is made to present as clear and complete a picture as possible of the institution in its several aspects. The philosophy and objectives, which guide the program and the organization of the school staff, are explained for your consideration. We, of the school, would also like you to know something of the problems which we face in the rehabilitation of boys with problems and in giving adequate and effective service to our great state.

On behalf of the staff and myself, I wish to take this opportunity to express sincere thanks and appreciation to the governor for his leadership, guidance, and genuine interest in the school and the support which he has given the program of the institution. Kansas can be proud of the progress made in the methods of dealing with children and youth who have problems. I am proud to say that unofficial evaluations which have been made of the B. I. S. program place it among the top schools of its type in the nation. Many people connected with the juvenile delinquent field rate it *the* top school in the nation. Much of this advance in the last four years has been made possible because of the understanding and foresight of the Legislative Council's Committee on Benevolent Institutions and support given by the Legislature.

We wish to thank the State Board of Social Welfare, the Director of Social Welfare, the Advisory Commission on Institutional Management, and the Director of Institutions for their guidance, kindly advice, and friendly interest in all phases of the school program.

To the legislature of 1953, we wish to express sincere appreciation for the manner in which they have given utmost consideration to the needs of B. I. S. The legislative council in 1947 studied the building needs and made recommendations in regard to the improvement of the physical plant. For this, the boys and staff are very grateful. We have confidence that the same sympathetic approach to the needs of the children in our institutions and for the

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welfare of children in general shall characterize the deliberations of the legislative and administrative officers of 1955.

We wish to express our deep appreciation for the assistance and cooperation of all state departments, agencies, and boards with which we have had occasion to come in contact.

We also want to express our gratitude for the continuing interests of the following: Reverend Monseigneur Valley who provides for the services of the priests from St. Mary's College for the Catholic boys of the school; the Reverend Milton R. Vogel executive secretary of the Kansas Council of Churches and Reverend H. Coleman Lamb, executive secretary of the Topeka Council of Churches who have aided the school in providing religious services and spiritual counsel for Protestant boys.

To the juvenile and probate judges of Kansas, their probation officers, and the county welfare workers, we wish to express our thanks for their continued cooperation and good will. We also deeply appreciate the help given us by the Kansas Highway Patrol, police departments and sheriffs' offices over the state, who play an important part in the total program of rehabilitating socially and emotionally maladjusted boys. In addition, this school is indebted to the many civic and service clubs, church groups, lodges, professional and business organizations, patriotic orders, and to the many other groups and individuals in Topeka and over the state for their interest and active participation in the program of the school and for providing the additional opportunities for enjoyment which have enriched the lives of our boys. All of the above people and organizations have made a contribution to the continued growth of B.I.S. and for this we are forever grateful.

In addition to the description of the organization of the staff designed to accomplish the school's rehabilitation program, this report contains statistical information regarding the business, financial and other transactions of the institution for the biennium beginning July 1, 1952, and ending June 30, 1954. The superintendent and staff look forward toward improvement of the program and the facilities of the school to the end that even greater service may be rendered to the boys placed in its care and to the people of the state of Kansas.

Respectfully submitted,

DALE A. ISAACS, *Superintendent.*

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SECTION II

Historical Information

The Kansas State Industrial School for Boys was established by legislative act in 1879. It was to be located within five miles of the State Capitol building. It was situated at the present site on highway 40, four miles north and west of Topeka. The school has 334 acres of ground, twenty of which are devoted to a campus containing the major buildings and lawns. The remaining acres include crop lands and pasture. There are twenty-six buildings on the grounds. The original buildings which were constructed in 1880 included an administration building, a chapel, and a common dining room. In the early years the boys lived in the administration building. These buildings were razed in 1950 and replaced by a beautifully designed administration building of three units providing for offices, medical hospital, an auditorium-gymnasium and a dining hall. They were opened for use in the summer of 1951.

In 1890 a blacksmith shop was added to the original unit. In 1899 a three-story industrial building with full subgrade basement was constructed. Both of these buildings have been condemned and should be replaced as soon as possible. A greenhouse was added in 1904.

Through the years, the following buildings were constructed which are still in use at the present time: Laundry, 1910; paint shop now the print shop, 1913; guinea pig house, 1919; Square Circle apartment building for staff, 1920; the powerhouse, 1922; Sportsman and Opportunity boy's dormitories, 1923; Friendship dormitory and hospital building, 1924 (this latter wing is now used to house a special treatment unit and a chapel); commissary, 1924; staff garages, 1924, rebuilt 1950; hog house, 1924; superintendent's cottage, 1924, and another cottage in 1952; vegetable cellar, 1924; Shamrock dormitory, 1931; dairy barn, hay barn, horse barn, implement shed, schoolhouse and granary, 1932; Rude farm cottage, 1949; sewage disposal plant, 1950; chaplain's cottage, 1952; triplex (staff housing), 1953.

In the seventy-three years in which the Boys' Industrial School has been in operation there have been a total of twenty-one superintendents. The longest term by any one superintendent was seven-

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teen years and three months (H. W. Charles). The average length of stay for all superintendents has been three years and ten months.

The control of the Boys' Industrial School has been vested in the following boards since 1879. The order and time are as follows:

- (a) Board of State Charitable Institutions—1879-1906—27 years
- (b) Board of Control of State Charitable Institutions—1906-1914—8 years
- (c) Board of Corrections—1914-1918—4 years
- (d) State Board of Administration—1918-1940—22 years
- (e) State Board of Social Welfare—1940-to present—14 years

The laws of Kansas provide that probate courts or juvenile courts of the state shall commit to the State Industrial School boys under sixteen years of age who may be liable to punishment by imprisonment under any existing law of the state or who are incorrigible or otherwise judged to be delinquent.

Through the years, the boy population in residence has changed greatly, both in numbers and in the type of boys committed.

There was a rapid increase in the number of boys committed in the first ten years of the school's existence. In the second ten years commitments leveled off. In the third ten years an increase is seen in number of boys at B. I. S. with a peak of 342 in 1922. From that point there was a decline to 1932; since that time the number of boys in residence has been about the same with peak years of 194 in 1938 and 191 in 1942.

The reasons for the above variations are many:

1. In the first two decades of this century, dependent and neglected children who committed minor offenses were found among the residence population in those years.
2. Many more first offenders were present in the school during the early years.
3. The advent and expansion of social services at the county or city level in Kansas communities has brought about an increasing tendency to help boys with their problems at the local level. The increasing use of foster homes, boarding homes and other resources for children has decreased the number who need residential care at B.I.S.
4. Greater understanding on the part of judges, probation officers and other officials of the nature and needs of children who commit delinquent acts has served to expand probation services for those

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committing minor offenses and has influenced better screening on the basis of their need for residential care.

At the present time the population of B.I.S. represents a concentration of boys with intense problems. Usually community resources were inadequate to meet these boys' needs. Neglected and dependent boys who have not been damaged beyond the community's ability to help them are not usually found in the present population.

Clinical studies have shown that approximately eighty percent of the boys committed over the past few years are emotionally disturbed and that this has been the basic causation for their delinquent acts. This means that these boys are hostile to the point of rebelliousness toward adults, especially authoritative figures such as parents, teachers, police, judges and the like. They also have an intense distrust and fear of adults and/or other children. In some cases they may have extreme feelings of guilt or inferiority. These feelings can be so intense as to confuse thinking and thus the boys act in anti-social ways.

Approximately twenty percent of the boys are socially maladjusted. These boys, in effect, have been reared in delinquent homes and/or delinquent community environments. These boys do not develop a "conscience" which would inhibit anti-social behavior. Therefore, their delinquencies are the result of their early training which brought them in conflict with the standards acceptable to society.

It is possible that emotionally disturbed and socially maladjusted children have been committed to the school throughout its history; however, the philosophy and methods used to rehabilitate such boys have changed considerably. In the course of the school's development, three distinct plans for so-called "rehabilitation" are evident as been by the methods used. Early in the school's history, the staff regarded its responsibility as punishment. Punishment in a great variety of ways was meted out to the boys for the purpose of deterring them from future delinquent acts. Nation-wide surveys have shown that institutions using punitive methods strengthen the hostility and harden the rebellious spirit of delinquent children.

In the middle period of the school's growth, it became clear that the emphasis of "rehabilitation" was placed on education and training. It was thought that the development of informations and skills enforced by the punitive measures over a period of time would

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change the child's behavior in fixing habits of good conduct. Again national surveys have shown little better results were gained by this system than under the purely punitive system.

A third phase of development in the school's program for its boys began in 1944 with the appointment of Lawrence H. Gardner as superintendent. This program emphasized education and treatment adapted to the nature and needs of boys individually and collectively. The sharp decrease in the number of recidivists after placement and the higher percentage of boys making satisfactory adjustments outside the school indicate this present program is much more effective.

The buildings and facilities of the B. I. S. were built to serve the needs of the school during the punishment and enforced education and training phases of its development. The regimentation of the boys and the military type discipline practiced, influenced the construction of dormitories as living quarters for thirty to fifty boys in each cottage. The central plan for grouping the buildings was also the result of these programs. Whereas, an individualized program of education and treatment is most effective when boys can live together in small family-type groups and when the institution as a whole presents an atmosphere of a small community as much as possible like a small town.

An individualized program of education and therapeutic treatment conducted in a self-contained community-like institution requires a much higher ratio of staff members to boys than in regimented programs. This staff must be more highly trained and better qualified by virtue of its own competence to effect changes in feelings and attitudes of the boys. In order for the institution as a whole to act as a therapist, each staff member must be willing to give unreservedly of his own time, his physical and mental energies, and share his own spiritual qualities of good will, hope and faith with the boys. True education and effective treatment can only take place under these conditions. This of course means that an effective rehabilitative program is much more expensive than former programs, but in the final analysis we must consider this as a means of restoring more human lives to wholesome contributing citizenship and also at the same time, lessening the tragedy and loss to society itself and above all, helping the human personality involved.

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SECTION III

The Present and Modern Conception of a Training School —Such as the Boys' Industrial School—In a Total Child Welfare Program

PHILOSOPHY

The modern conception of a training school places it as one of the treatment agencies necessary to a complete child welfare program. If the school functions as it should, it will not be and cannot be an isolated unit. If the training school gives maximum service to children, it must have close contact with other agencies, institutions, and programs of both a public and private nature that are engaged in work dealing with the welfare of children.

The training school as a unit in a total program serving children and youth makes possible and practical the integration of various specialized agencies such as the Division of Child Welfare, state and county departments of public welfare, the juvenile courts, the Kansas Receiving Home and other diagnostic and treatment agencies, the State Department of Education, the public schools, the Kansas Children's Home, and many other agencies serving children.

The treatment goal in the training school should be to manifest a change in the delinquent boy's disabling concept of himself and other human beings. This change can be produced through the constructive personal relationships with staff members and through all the activities that the school is able to offer. In other words, the school in its totality should function as a therapeutic unit.

OBJECTIVES AND METHODS

The current concept of the boys' school is that it receives boys of all types who have shown delinquent behavior which is indicative of more severe emotional disturbances. The child studies made at the school show that the school does, in fact, receive a relatively large number of boys with severe emotional disturbances. The school conceives its purposes as one of diagnosis to discover the needs of its boys for treatment, treatment to create in each child positive feelings toward himself and acceptable social attitudes toward property and other people, and social planning for each boy aimed toward placement in an appropriate environment after therapeutic treatment. The methods employed to fulfill this purpose involve clinical studies, positive management of boys in a planned

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environment, educational, social, spiritual, psychological, and psychiatric re-education through group and individual therapy, and whatever methods are indicated in individual cases. The school very definitely avoids the use of methods of management of boys which produce fear and insincere conformity in boys. There can be no successful treatment of boys with problems without the use of the best possible methods of diagnosis, therapeutic treatment, and social planning for placement and after care.

ADMINISTRATION

The modern and current philosophy places the administration of the training school in the state welfare agency that has over-all supervision and responsibility for services to children. Kansas took this forward step in 1940. In 1947, Kansas further re-enforced this philosophy by providing for an institutional director who would have direct responsibility for the training school working with the board of Social Welfare. The legislature of 1949 strengthened this provision still more by providing for a five-member advisory commission on Institutional Management. This has made possible much closer co-operation between the Boys' Industrial School and other agencies and institutions serving children. Both the Division of Child Welfare and county and state public welfare agencies have rendered valuable services to children by their co-operation with the program of the Boys' Industrial School.

FINANCIAL SUPPORT

The Boys' Industrial School depends upon appropriations by the State legislature for its financial support. Sufficient funds should be appropriated and made available to carry on all phases of the program. A training school should not undertake a heavy production program requiring the excessive labor of children in order to make financial ends meet. It must be noted that boys in B.I.S. range in age from eight to fifteen inclusive at the time of commitment, with an average of 13.4. With boys of this age range, it is not possible to economically carry on a heavy production program with a financial gain as its aim.

This financial support should be sufficient to give proper physical care, including food, clothing, shelter, medical attention, education, vocational training and other types of treatment to the boys committed to the school. The boy can do work suitable to his age and physical condition, but balanced with his academic and vocational

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education, recreation, and group or individual therapy. If possible, the work should coorelate with the boy's educational interests and aptitudes.

PHYSICAL PLANT

Buildings and grounds are important factors in the total rehabilitative process and they should be comfortable, well planned, and attractive. They constitute the setting within which children and staff live and work together for a common purpose. While the physical plant and facilities of the school are important, they are the means to an end and not an end in themselves.

The legislature of 1949 recognized the need for additional physical facilities and appropriated a sizable sum for a new administration building which includes administrative offices, medical hospital, a dining room and gymnasium-auditorium. The legislature of 1951 appropriated money for staff housing for the superintendent and three other staff families. In addition to this, it appropriated funds for the remodeling of a present building into a special treatment unit. All of these provisions by the legislatures are greatly appreciated and will increase the effectiveness of the school's program.

The need for a long-term building program that is continuous remains, and it is hoped that the legislature of 1955 and subsequent sessions will be cognizant of these needs and continue the modernization of the physical plant. In summary these major needs are as follows: vocational/maintenance building; three twelve-boy cottage units (six more units later); chapel; outdoor-indoor swimming pool; and staff housing. (See "Needs of the Boys' Industrial School" in this report.)

PERSONNEL

Although the Boys' Industrial School does not have a personnel department, various members of the staff have assumed additional duties to provide certain personnel services. A personnel committee composed of the superintendent, director of clinical services or psychiatrist, psychologist and the particular department or division head concerned, seeks to recruit, select, orient, and provide some training for its personnel. Recruitment is made difficult because of the shortage of qualified personnel and the great demand for their services. Problems in selection are presented because of the inherent limitations of current methods of evaluating applicants.

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Orientation and continued training has been most severely handicapped because of the lack of a person to arrange, co-ordinate, and supervise such activities. Another factor that makes recruitment difficult is the housing shortage in Topeka and vicinity. Continuing consideration must be given to staff housing on the school campus if the best qualified applicants are to be attracted to the school staff. Still another factor that hinders recruiting and retaining suitable personnel is the low salary scale.

The development and maintenance of qualified personnel is very important to rehabilitation due to the fact that the major problem of the delinquent child is his manifest hostility toward adults. Only highly trained and skilled staff members can absorb the hostility the boys express and bring about appropriate changes in their feelings and attitudes. Therefore, the boy-staff ratio must be relatively high in order that each child may experience the interest and understanding of a warm, accepting adult.

The proper training of cottage personnel is a neglected area in all the training schools across the nation. It would be appropriate and desirable for the Boys' Industrial School to organize, conduct, and maintain a "course" for cottage parents. This course would not only be available to our new and present cottage personnel but to any cottage personnel from other training schools the nation over. Such a course of instruction would be of inestimable value to our treatment program as well as giving help to other training schools.

ADMINISTRATIVE POLICIES

Admissions. The philosophy, purpose, and methods of the Boys' Industrial School should be well known by the probate and juvenile judges, police officers, county welfare workers, and others concerned in the commitment of boys. Only boys who are persistently delinquent and for whom community resources are not available for treatment should be committed. Mentally deficient, psychotic or simply dependent and neglected boys should not be committed. The school is best equipped to provide treatment and education for emotionally disturbed and socially maladjusted preadolescent and adolescent boys who need residential care. The school should not be used to dispose of boys with major physical abnormalities, such as deafness or blindness, when other placement is difficult.

The determination of the best disposition of a delinquent child by the courts involves a screening process for which facilities and

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personnel in adequate proportion to the need are not available. The Kansas Receiving Home for Children has done encouraging work in the diagnosis of children with problems but it can handle only a small fraction of the number of children appearing in the courts. It is hoped that the state will provide expanded facilities for this purpose in the near future.

Mentally deficient boys should be committed to the Parsons State Training School even though they have appeared in the court for delinquent acts. Psychotic boys should be referred or committed to the children's ward of a state hospital or other such facility. Dependent and neglected children should, in the great majority of cases, be referred to appropriate welfare agencies for placement in foster homes.

Diagnosis. Since approximately ninety percent of the boys committed to the school have not had a diagnosis or study of their nature and needs, then in order to know the best type of treatment for each boy, a thorough study must be made of his case. This requires on the average 20 to 30 days of intensive work by a highly specialized and trained staff. The boys' school has employed such a staff which also has responsibilities for intensive forms of therapeutic treatment and pre-parole evaluations. It is important that the following be included in such a study: medical, social work, educational, psychological, and psychiatric evaluations as well as observations by trained personnel in the areas of home life, religions, and recreation. The presence of mentally deficient and psychotic boys in the population of the school has caused considerable expansion of its program and facilities to meet their needs. These boys are being transferred, however, to Parsons State Training School and the children's unit at Topeka State Hospital, but both of these institutions now have a waiting list. Occasionally, we will have a boy receive out-patient care at Topeka State Hospital.

Treatment. Since boys become delinquent because they have experienced relationships with parents, teachers, police officers, and other adults in their communities which have made them feel hostile toward adults to the point of hate and has given them a sense of guilt, inferiority and personal inadequacy, treatment consists in developing boy-adult relationships and social skills which tend to change their feelings and attitudes. It is the experience and, therefore, the conviction of the staff that children develop

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acceptable behavior only when they experience positive feelings toward those about them. Therefore, opportunity, encouragement, and friendliness are emphasized above suppression and punishment in the school's program.

When the staff feels that it understands the nature and needs of a boy, a schedule of activities within the school is drawn up for him which includes academic and vocational education, recreation work, cottage life, religious education, medical and dental care, conferences with social workers, group and/or individual therapy. Each boy in the school has a clinically approved daily treatment schedule designed to meet his individual needs. All activities in which each boy participates in are expected and intended to have therapeutic value for him. In other words, the institution in its totality functions as a therapeutic unit. Some boys have been damaged by previous experiences to the point that they are incapable of establishing acceptable relationships to activity supervisors and these boys are unable to benefit from the environmental influences of the school and they are referred to the psychiatrist, clinical psychologist, or psychiatric chaplain for individual psycho-therapy or counseling. The goal in intensive individual work is to help the boy discharge and redirect his extreme feelings in a protected and permissive situation in order that he may be better able to control his behavior in group situations later.

The staff of the school accepts the principles of dynamic psychology and psychiatry in its work with boys and these may be stated briefly as follows:

1. Human behavior is motivated and dominated by the need for expression of unconscious wishes and strivings. A boy is normally unaware of the influence of these unconscious strivings as reasons for his acting as he does.
2. Unconscious desires and wishes are unacceptable socially and, therefore, express themselves in disguised forms in the behavior of individuals. Delinquent boys are unable to inhibit the expression of socially un-acceptable drives.
3. Behavior, therefore, has both purpose and meaning. It can be understood by those trained to do so.
4. Successful treatment is based upon the understanding of what the individual is attempting to express by his behavior. With this understanding a person can be influenced to substitute more acceptable behavior for less acceptable or delinquent behavior.

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5. Such a substitution, to be lasting, necessitates a change in the individual's attitudes and feelings of himself and other people. This takes place in his relationships with adults which help him to become more attracted toward them and less attracted toward delinquent behavior and associates.

Placement. Parole consideration for boys is based primarily on his response to treatment and his improved adjustment rather than on length of stay at the school. Terms in residence are relatively unimportant in most cases. The average length of stay is between twelve and thirteen months. Some boys stay a shorter period of time and some stay longer. Placement plans are the responsibility of the social work staff and are undertaken on the recommendation of the clinical staff.

The Child Welfare Division of the State Department of Social Welfare has given valuable assistance in this phase of the school's program. Since the school has no field workers to evaluate boys' homes or find foster homes, it depends entirely upon the co-operation of the Child Welfare Division staff for this service. In addition to evaluating homes of boys in preparation for their return, this Division through its county workers interprets the needs of the boys to their families, prepares the family and community to receive the boys and supervises the boys for the duration of their parole period. Upon the recommendation of the supervising worker and with the consent of the committing court, boys who make a satisfactory adjustment in their communities are discharged from the school.

Placement planning, placement, and after care supervision is of tremendous importance to a boy, his family, his community, and the school. Effective work at this point may make the difference between successful adjustment or failure of the parolee. While the co-operation of the Child Welfare Division staff and the county workers has been very helpful and effective in many cases, the shortage of well trained workers in this area and the lack of any child welfare workers in certain counties have been a severe handicap to placement and after care supervision. The time and effort consumed in communications are factors which have retarded the separation of boys from the school. It is so important that boys be returned to their homes when both they and the family are ready that delay in this important work is damaging. It may well be that

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in future plans of the school a field work staff to find foster homes and handle this phase of the school's activities should be considered. There are twenty boys in the B. I. S. population at the present time with no available placement resource.

COMMUNITY RELATIONSHIPS

The school has been and is endeavoring to be part of the community in which it is located and the state which it serves. Participation in the community is very helpful to the treatment program and gives the boys the feeling that they are not isolated from society but rather that they still belong to society at large and must assume a proper relationship to it. This school must be a part of a total child welfare program and use all available resources for the benefit of its children; local, state or national, and public or private. Community participation has been brought about in many ways, some of which follow:

The Boys' Industrial School is open at all times to any organization that honestly desires to make a study or survey. This includes individuals who wish to study or survey, social agencies, educational groups (over 2,000 visitors, many of them students, in the past year), educational groups for research, the courts. At certain times this institution is also open to the parents who have children in residence.

Boys in the institution are a part of the community insofar as is possible in the following ways: boys visit their homes usually three times yearly, boys attend shows and other entertainments, boys may attend church in Topeka, boys put on singing and boxing programs in the community, boys play interschool football, baseball, basketball, and other interschool games, boys go on educational tours, and boys attend scout camp.

The staff has endeavored to become a part of the community in the following ways: by participating in the activities of the council of social agencies, by joining and participating in the activities of the various local churches, by participating in the various civic and professional groups, local, state and national. All teachers belong to the county, state and national teachers' associations. Also many, both professional and lay staff, are members of, attend meetings of the Kansas Council for Children, Kansas Society for Mental Hygiene, the Kansas Society for Exceptional Children, and the Kansas Conference for Social Work; and by appearing on programs as requested to

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tell of the work and program at the Boys' Industrial School—this has been on a national and state-wide, as well as local basis.

RESEARCH

Human relations is the field of modern research which portends to give the greatest benefits to man in the form of increased human understanding, good will and eventually, peace among men. As in the past, research has brought changes in the methods of dealing with social offenders, so must valid and intensive investigation continue for the purpose of extending and refining knowledge in the field. The boys' school staff is committed to a continuous process of re-evaluations of its methods, policies and practices.

Members of the staff of this school have contributed several articles to state, national, and international journals. The titles of some of these articles and their authors are:

Treatment Problems Facing a Boys' Industrial School, George H. Weber, M. A., and Ralph W. Coltharp, M. D.

Boys and Books Get Together, Leita P. Craig.

The Delinquent: His Education, J. Donald Coldren.

Personnel Training, Recruitment and Assignment, J. Donald Coldren.

The Role of a Psychologist in a Boys' Industrial School, George H. Weber, M. A.

Some Findings and Implications of Stories Told by Delinquents to a Set of Ambiguous Religious Pictures, Charles Gerkin, B. A., B. D. and George H. Weber, M. A.

Clues Exist to Identify Predelinquent Children, Dale A. Isaacs, Ed. D.

How to Help Someone in Trouble, Charles V. Gerkin, B. A., B. D.

The Religious Story Test as a Tool for Evaluating Religious Growth, Charles V. Gerkin, B. A., B. D. and Donald G. Cox, B. D.

MOVEMENT OF POPULATION

During the biennium 223 boys entered the institution. One hundred and eleven of these boys remained in the institution at the close of the biennium, whereas 80 of them were paroled and 32 were transferred to other institutions. It is interesting to note that of the 134 boys in the institution at the start of the biennium, only five of these boys still remained at the close of the biennium.

In an attempt to evaluate the type of program now in use at the Boys' Industrial School an investigation was made of the effect

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of the school's methods on its boys. Several obstacles were encountered: school records of boys over the past two years were incomplete and the information given was quite sketchy; the true effects of the present program cannot be clearly seen until more time has elapsed since the time of its inception; and due to definite limitations in the follow-up methods of the school some boys are lost track of after their final discharge. Usually boys formerly in residence who are committed to another institution in the state or another state come to the attention of the staff by way of letters requesting information.

Shaw and others made a study of subsequent criminal careers of boys released from a boys' school in the state of Illinois and found 82.6 percent of them were subsequently committed to institutions for criminal behavior. The Illinois school had a program similar to that of the B.I.S. in 1938 and 1939. The Shaw study also reveals that subsequent criminal acts which lead to further commitments occur within three to six months after parole. In the past two years, of the 233 boys released from the B.I.S. in 1953-54, thirty-four have found their way into other penal institutions. This represents an 18.4 percent loss. On the basis of above figures it would be conservative to state that at least 70 percent of the boys released from this school are successful in making marginal to excellent adjustments to society. Other forms of research are needed and as time permits further efforts will be made along these lines.

NATIONAL RATING

On the basis of the philosophy stated, the methods used in education, therapeutic treatment, and boy management, the quality and training of the staff, and the benefits derived by boys from its program, this school has been rated by national authorities among the top schools of its type in the national training school area. Many foreign visitors who wish to learn the methods used by institutions for children in the United States are routed to this school by the Department of Health, Education, and Welfare and the Department of Justice in Washington. Many educators, and treatment specialists from other children's institutions throughout the nation and abroad have visited the school and studied various phases of its program. Many people in Kansas individually and in groups have expressed their pride and appreciation for the treatment and assistance given to the boys and the professional services rendered to the state by the school staff.

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SECTION IV

The Organization and Structure of the School

For administrative purposes the Boys' Industrial School is divided into three departments. These departments are in all instances further divided into divisions. A discussion of the structure and function of each department and division follows:

ADMINISTRATION

DALE A. ISAACS, *Superintendent*

RUTH HAAS, *Secretary*

The superintendent is responsible to the Director of Institutions in the State Department of Social Welfare for the organization, administration and operation of the entire institution. He delegates many of his responsibilities, and the authority consistent with them to heads of departments and divisions. He retains final responsibility and authority in all matters pertaining to the welfare of the school and its public relations. During the absence of a business manager, he made all decisions regarding business policy and practices. Along with the business manager the superintendent is responsible for recruitment, employment, classification, and certification of personnel, and budgeting of funds.

During the first fifteen months of the biennium, the superintendent performed the duties of business manager.

A clerk-stenographer types correspondence and makes appointments for the superintendent. She also assists with correspondence in the various divisions of the school.

A switchboard operator II is in charge of the communication area and is assisted by a switchboard operator I and an automotive driver. This office operates the switchboard, provides transportation for boys and staff to appointments in Topeka, supervises boy appointments with school personnel, distributes mail, types communication to courts and other agencies, and acts as treasurer for the student bank. Daily records and reports of the student population are kept by this office.

The student bank keeps complete records of all money deposited by boys from gifts, allowances or pay received by them. The patient benefit fund is maintained from money forfeited by boys who leave the school and do not clear their personal account and from money received as gifts to groups of boys. Out of this fund

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loans are made to boys to finance emergency passes or to pay damage to property. A flower fund contributed by the staff for flowers to be sent to ill members or in the case of death in the members' immediate family is also carried in this office.

RESEARCH COMMITTEE

A research committee approves and conducts surveys and studies of the effects of school policies and practices on the boys. The publications resulting from such studies have been mentioned elsewhere.

STAFF DEVELOPMENT COMMITTEE

A staff development committee headed usually by the Clinical Director is responsible for in-service training of all staff members. The weekly division meetings and boy-staff conferences can be used in this respect.

CONSULTANTS

Three consultants from the Menninger Clinic help tremendously with the treatment program at the B. I. S. Dr. Edward Greenwood spends three hours weekly on campus helping with clinical staff conferences for new boys and also co-ordinating the various divisions. Recently he has spent considerable time in Home Life. He also meets with the staff psychiatrist. Dr. Otto Fleischman spends from two to four hours weekly on campus. He operates as a control for group therapy and recently he has helped with the control set-up in the cottages.

Dr. Greenwood, Dr. Fleischman and Dr. Cotter Hirschberg also act as an advisory committee to the superintendent.

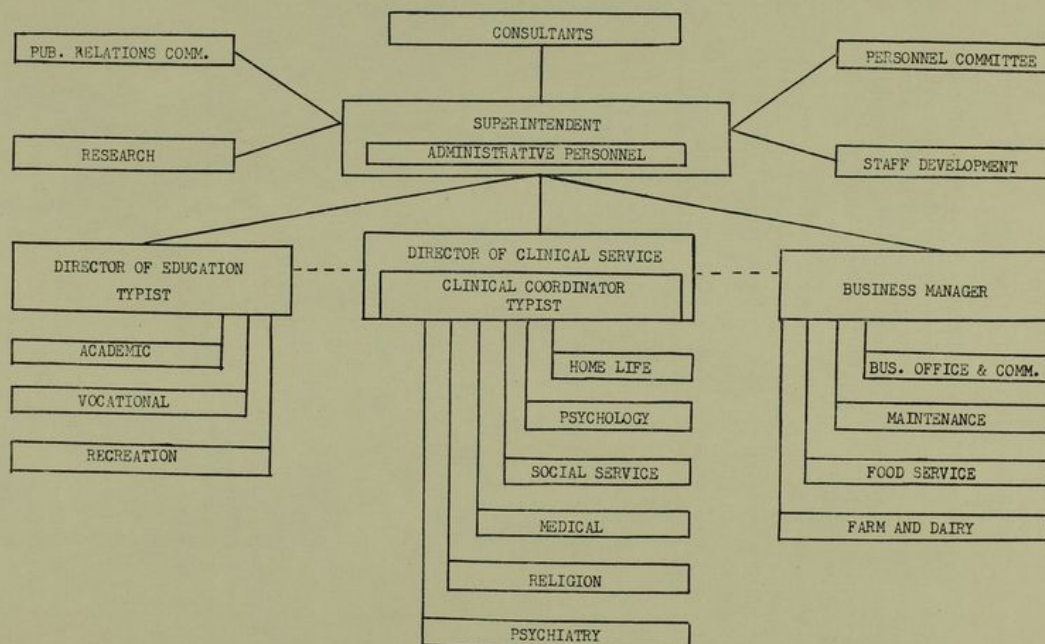
EXECUTIVE COMMITTEE

The superintendent meets weekly with the Business Manager and Clinical Co-ordinator. Problems relating to the school's organization, administration, operation, and treatment are discussed. These department heads conduct meetings of the heads of the divisions in each department where school policies are proposed and discussed, and practices consistent with those policies are established. Divisional meetings are held by the heads of each division to further interpret and implement such matters.

PUBLIC RELATIONS COMMITTEE

This committee of nine members representing the various areas of the school holds weekly meetings chaired by the clinical co-

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ordinator. The chairman is directly responsible to the superintendent.

For 1954, the committee chose the area of staff relationships as a special project. A questionnaire was prepared which was used by 86% of the staff. Findings from the questionnaire were incorporated into the planning of the committee. In connection with this project, a daily calendar was instituted which has already become indispensable.

Another project of the committee was the formulating and publishing of a policy concerning visiting groups. Group visitation was limited to those groups who can profit the most from it and who are the least upsetting to the boys; namely, 1. Professional, civic, and church groups; 2. College classes who wish to study the institution in connection with some related study or in making career plans.

The committee maintains a speaker's bureau, plans for visiting groups, plans for individuals who wish to study the B. I. S. program, releases news stories, publishes booklets, brochures, and the like for public relations purposes, and arranges exhibits.

PERSONNEL COMMITTEE

A personnel committee has been functioning during the biennium for the purpose of screening all job applicants in an effort to select persons most qualified to work with the boys. The membership of the committee has varied from time to time but the core has consisted of the superintendent, the psychiatrist, the clinical psychologist, and the head of the area concerned. It is well to point out here that all personnel at the school have a share in the treatment program and as they come in direct contact with the boys they influence the boys by their actions, their morals, and their faith in the individual boy.

Understanding this situation assists one in the realization of the recruitment problems presented to the school. Many factors other than education, acquired skills, and appearance must be considered because a boy has the uncanny ingenuity of finding the heart of a person in a very short time.

In those instances in which the applicant is to be placed in a key position such as the head of a department other members of the staff are added to the Personnel Committee, such as the Chaplain, the Business Manager, and others with whom the applicant will be working in a program which must be consistent in all phases.

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Although the staff of the school may be considered comparatively small the recruitment, selection, development and maintenance of qualified personnel are very important in carrying out our program of the "whole institution as a therapist" in the treatment of delinquency rehabilitation and re-education. Recruitment is made exceedingly difficult because of the shortage of qualified personnel and the great demand for their services. Problems in selection are presented because of the inherent limitations of our current methods of evaluating applicants. Orientation and continued training have been most severely handicapped because of the lack of a person to arrange, coordinate and supervise such activities.

CLINICAL STAFF CONFERENCES

During the boy's stay on campus he has a series of clinical-staff conferences and team meetings. The first conference is held approximately one month after a boy enters the school. The purpose is diagnostic—to evaluate the findings from the diagnostic studies and to make a treatment plan for the boy.

Diagnostic studies consist of physical and neurological examinations, psychological, psychiatric, religious and educational evaluations, observations by houseparent and orientation workers and case-work material secured from the boy, his home and community.

Findings are evaluated by the staff with the help of their psychiatric consultant and every effort is made to understand the boy as he is and the forces within him, his home and community, which have caused him to resort to anti-social activities to meet his needs. Treatment goals are set up which include a prescribed attitude, the boy's immediate needs, and activities in the areas of education, vocation, recreation, religion, medicine, home life, and psychology.

Informal team meetings are called at three-month intervals (or when needed) to evaluate the progress the boy is making and to ascertain if the recommendations of the clinical staff are being carried out. These meetings are chaired by the social worker and are attended by the people who are actually working with the boy. When the team feels a boy is making sufficient progress, they recommend him for his second clinical-staff conference which evaluates the progress the boy has made and recommends him either for parole or for continued treatment within the institution. Or, in the event the team feels the recommendations made by the first clinical-staff conference are no longer applicable or workable, they may recommend the boy for a re-evaluation conference.

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EDUCATION DEPARTMENT

HARVEY WALL, M. Ed., *Principal*

EVALIND H. KIHM, *Clerk*

Education in a school for delinquent boys requires special techniques of administration, curriculum planning, classroom management, and boy assignment. The methods of special education which adapt the educative processes to the interest, needs, and abilities of the children are of utmost importance. Educators who work successfully with emotionally disturbed and socially maladjusted children must be trained as special teachers who can teach in such a way that treatment objectives are attained. This means that education must be individualized and based upon full understanding of each boy's nature and needs. The clinical studies reveal that approximately 88 percent of the boys are retarded from one to eight years in achievement required in the grade level that they have attained before admission. The average intelligence quotient of these boys is about 90, yet about 25 percent of the boys have I. Q.'s so low that they can progress only from concrete type instruction. In the past year, however, Parsons' Training School has been admitting boys with I. Q.'s below seventy. In addition to these facts, most of the boys have learned to dislike school and they offer great resistance to the traditional type program. For these reasons, the educational staff of the B. I. S. has developed special methods of grouping, instruction, and classroom management.

Two-thirds of the boys at B. I. S. spend from one to six hours daily in the academic school. In addition to the regular school year (36 weeks) required by state law, boys who need special instruction are offered a 10 weeks course in the summer time.

Academic Division: The school principal supervises this division. Eight teachers and one occupational therapist conduct classrooms and shop work in the academic subjects in the school building on the west edge of the campus. The librarian is in charge of the school library and has responsibility for the cottage reading rooms.

Primary Division: Boys between the ages of 8 and 12 chronologically who have not attained a grade placement beyond grade 4 are placed in this section. At this level of instruction, reading, writing, spelling, social studies, science, art, and music are integrated into special core units. Arithmetic is integrated into each unit as far as possible but some direct teaching of number con-

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cepts and operations is necessary. School hours for individual groups are from 9 a. m. to 4 p. m. with one hour of physical education.

Intermediate Sections: Boys between the ages of 10 and 13 years who have attained 5th and 6th grade achievement level and whose mental ability is near average or above are placed in this room. Reading, writing, spelling, social studies, science, art, music, and arithmetic are integrated into core units of work. The school hours are 9 a. m. to 4 p. m. with one hour of gym.

Junior Section: Boys between the ages of 12 and 14 whose learning facility equals that of the average pupil in grades 7 and 8 and whose intelligence is near normal or above are placed together in this room. With emphasis on social studies as a core, mathematics, science, and English are integrated in this curriculum. Instruction is individualized to meet the needs of the children. Two sections meet daily—one from 9 to 12 and the other from 1 to 4. Should a boy be placed in the morning section, then his afternoon school work would consist of woodworking or arts and crafts, library and gym. Or the boy could be assigned to one of the vocational units in the afternoon.

Secondary Sections: Four groups of boys between the ages of 14 and 17 meet daily for three hours each in the academic school and spend the remainder of their day in vocational training on work programs. Instruction is individualized in these sections as is the case in the Junior sections. In addition to I. Q. and achievement level, these boys are grouped on the basis of their ability to establish constructive relationships with each other and the teacher.

Remedial Section: Boys whose reading abilities are so retarded that they are severely handicapped in handling written material at their grade level are grouped in departmentalized classes. Each of these boys is assigned to one or more of the following classes: Remedial reading, wood-working, physical education, arts and crafts, and library. As their reading level increases, they may be assigned to one of the other sections of the academic schools. The objective in the remedial program is to help the children to develop reading skill before they are confronted with written problems in arithmetic or the course of study in social studies and English. Many of these children are extremely disturbed and very resistive to classroom work. Their passing from one classroom laboratory to