

Biennial report of the Boys Industrial School, 1954

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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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another on hourly schedules gives them periodic breaks in the daily schedule and so diversifies their activities that they are able to tolerate the school program. Wood-working and arts and crafts projects are short termed projects so the boys can see their finished projects before they lose interest. The employment of an occupational therapist in arts and crafts has added strength in this area to the total treatment program. Extremely difficult reading cases are assigned to a small class of 3 or 4 in number. In this way, many boys have learned to read during their stay at the Boys School, and many other boys have come to enjoy reading for pleasure.

General Features of the Academic Program: There are certain features of the educational program which are not clearly explained in the above description but which are essential to a proper understanding of the entire academic program:

1. Teaching and classroom management are based upon a thorough knowledge of each boy gained through the clinical studies and these studies are available to the classroom teacher in the boy's cumulative record.
2. Techniques of guidance are used to assist each boy individually to accept a learning program that is consistent with his interests, abilities and achievements.
3. Audio-visual aids are used advantageously in instruction.
4. Instruction is individualized to accommodate the difference in pupil interests, achievements, and rate of learning.
5. Educational trips to points of interest in surrounding communities are utilized to make learning meaningful.
6. Traditional grade placement in some cases has been replaced with ungraded classification which seeks to group boys together on the basis of compatibility with other boys and the teacher rather than on the basis of achievement or grade level.
7. All academic teachers are working to qualify for the special teachers certificate set up by the State Division of Special Education. To date, four teachers have qualified and all teachers except one have at least an A. B. or B. S. degree.
8. Music and dramatics are carried on in the academic school as activities in addition to the instructional sections described.
9. All boys receive an achievement award in the yearly commencement exercises. During the biennium 225 boys received such an award.
10. Classes are small with a maximum of 10 boys.

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Library: A concentrated effort has been made to make the library the "heart" of the school. Great care was taken to make the library a place of beauty where troubled boys would like to be whether they read or not. Books, picture books, magazines, pictures, story and musical records are chosen to meet their needs and interests. Some boys are assigned to the library on a regular schedule and others use it on a free choice basis. The classes in the school use it as a group one hour weekly.

Often the objective behind a library assignment is enrichment on the learning level the boy has achieved. Many books are chosen, for example, that have a high-level interest content but a low reading level. Other times the assignment is for socialization purposes. Many times it is to open windows for the boy into the great world in which he is living. Still other boys are so disturbed they need some respite from thinking about their own troubles. They can get this respite through interest in the world that they can discover through reading. Other boys may be so disturbed that they need to read about other people who have suffered. Other boys may rebel against schooling but they will accept a chance to read on their own in the library.

In both the school and cottage libraries, an effort has been made to surround boys with books suggesting high standards of conduct—books that place service above self and demonstrate the value of good citizenship and good family life. The cottage libraries are on a small scale designed to give our boys the opportunity of living with magazines and books as more privileged boys do in their homes. At the present time, the library has approximately 2,500 volumes.

The library and reading program is viewed as an important way to help boys. The school as a whole and especially the library has received many favorable comments from approximately 2,000 visitors who have been on campus in the past year.

An immediate need of the academic school is the employment of another remedial reading teacher. The problems are many in this particular area with delinquent boys. Ultimately an instructional music teacher and a dramatics teacher would also be employed in order to round out the educational needs of the boys.

VOCATIONAL DIVISION

A vocational co-ordinator administers this division and supervises the work of six vocational instructors and industrial workers.

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He makes all assignments to boys in these areas and assists the boy supervisors to organize instruction and use proper methods of boy management. The following shops are included in this division:

Print Shop: Instruction and production experience in several printing operations is under the direction of a highly qualified printer. Linotype, stereotype, open and automatic platen press, and cylinder press operations are taught in addition to floor work, binding and composition.

The boys assigned to this trade publish *The Chronicle*, the school newspaper, twice monthly. In addition to this, the business forms, stationery and report forms used in the school are printed by the boys. During the last seven years, 34 boys have been placed in print shop jobs over the state of Kansas.

A photographic darkroom is operated in connection with the print shop.

Shoe Shop: A skilled shoe repairman instructs boys assigned to this shop in the grading and preparation of leather, the preparation and repairing of shoes for half-soleing, heeling and mending and the care and maintenance of tools and equipment.

All shoes worn by the boys of the school are repaired by the boys assigned to this shop. Some shoes are repaired for the patients of the Topeka State Hospital. Shoes are repaired for staff members and their families at a minimal cost. Several boys have found jobs in shoe repair shops after their placement. However, it is more difficult to find openings in this field than in some others.

Tailor Shop: A skilled seamstress teaches the boys assigned to this activity to mend clothing, make pajamas, shorts, sheets, pillow cases and towels, alter dress clothing. Boys are taught the operation and maintenance of a number of commercial machines. Production is confined to the needs of the school for manufactured or mended articles. The boys are qualified by this experience to work in garment factories or shops which mend or alter garments.

Auto Mechanics and Welding Shop: This shop has been reopened in the last part of the first year of this biennium. A man skilled at three trades (auto mechanics, welding, and machine shop) has been obtained to teach the boys assigned to this area. Two hour class periods in welding with two classes each day helps boys develop skills and learn trade knowledge required in jobs in commercial shops. Several boys have found jobs in welding shops, and construction work, as a result of this training. Auto mechanics is

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being taught for one half day each day and the boys develop skills in many operations and gain trade knowledge which would qualify them for apprentice mechanics.

Most of the maintenance of the school's automotive and farm equipment is done in this shop. This program should be expanded as explained in the section of future plans and needs.

Laundry: A laundry foreman and one laundry worker instructs boys in the operations involved in this plant. All clothing issued to boys in the school are laundered and pressed. The laundry foreman instructs boys in the washing, sorting, netting, and the care and maintenance of the washing machines, dryers and tumblers. The laundry worker teaches flat work finishing on a mangle, steam pressing for all types of garments, folding, and the care and maintenance of the machines involved.

Several boys have taken jobs in laundries and dry-cleaning establishments in the city of Topeka as a result of their experiences in this plant.

Barbering: The coach and physical education instructor is a skilled barber and spends two hours daily in the barbershop cutting hair and teaching boys to cut hair. All of the boys in the institution have their hair cut in this shop. The boys assigned to this trade also practice shampooing and the application of hair oils and tonics. While boys may not be licensed as barbers as the result of training due to their age and the limited training given, they do receive sufficient orientation toward the trade that they have a basis for their decisions to enter apprenticeship or work toward further training in the barber's college.

Needs of Vocational Division:

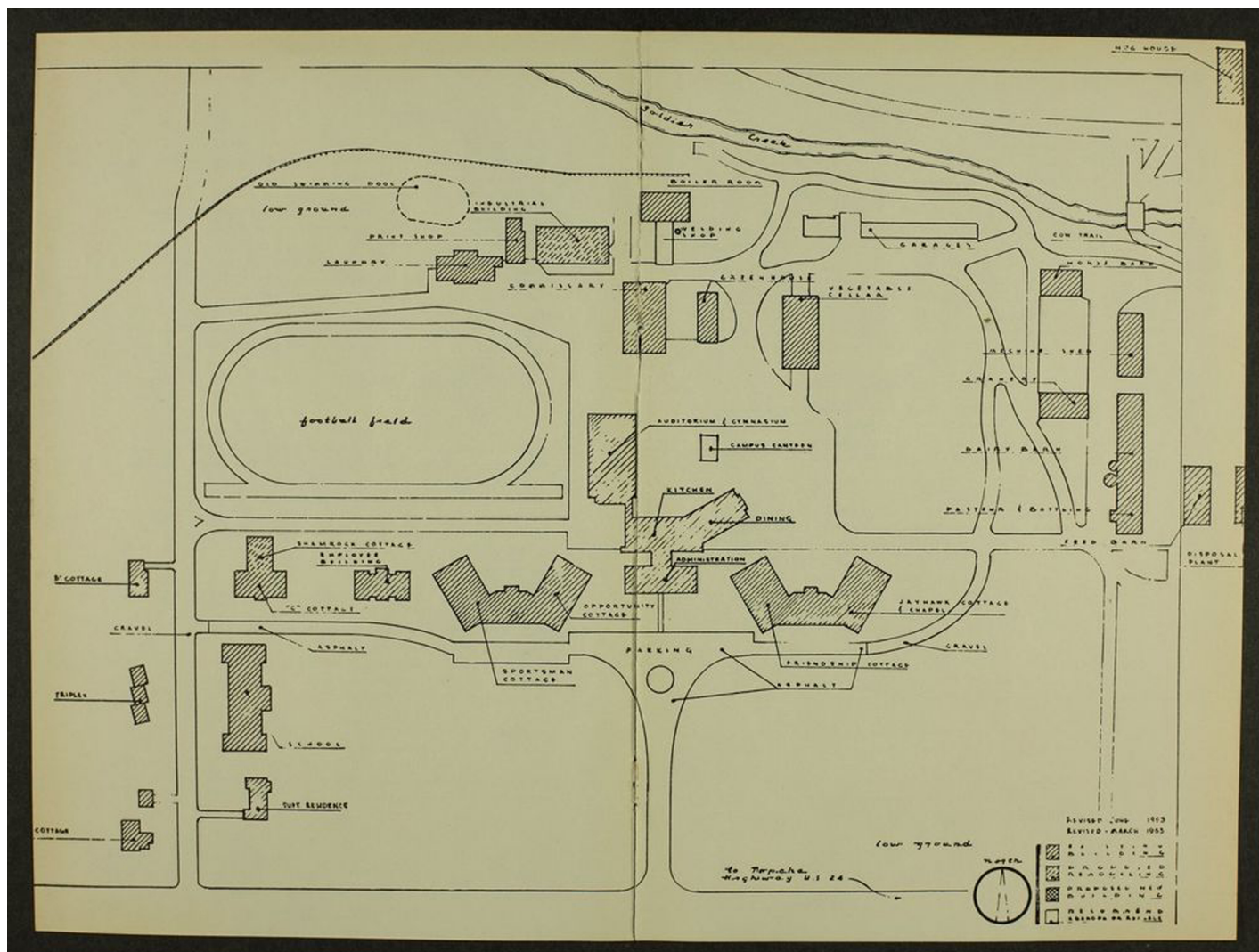
1. Industrial building (See construction needs of the Boys' Industrial School in this report.)

2. The vocational division of the B.I.S. should be expanded in its offering to include the following trades: (A) Machine Shop: (B) Metal Shop: (C) General Vocational Shop: (D) Dry Cleaning Plant.

(Note) The machine shop should be built close to the Auto Mech. and Welding Shop and used in conjunction with them.

3. Another vocational instructor is needed to help with Auto Mech. and Welding so that each of the areas may be operated full time thereby doubling the number of boys who could be enrolled

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in these very popular classes. Also, if our printing facilities are expanded and fifteen to twenty boys assigned to the print shop, an assistant instructor will be needed in this area.

Generally speaking, the vocational division offers the boy an introduction to the various fields of work. Usually, a boy is not on campus long enough to become a craftsman in any area of work. Should a boy desire to stay on campus longer in order to learn more about a particular trade, his wish is granted if other factors in the boy's case agree with this decision. Usually, however, boys are not retained on campus merely to learn a trade.

It should not be overlooked that with a diversified vocational area and capable and understanding instructors, the vocational division would have much to offer in the total rehabilitation process for certain boys.

RECREATION DIVISION

This division has an organized program of physical education, sports and recreation. The staff consists of one part-time physical education instructor and two full-time recreation therapists. During the summer months, several academic teachers render part-time service in this division.

Every boy in school is encouraged to participate in some form of recreational activity. Five physical education classes are held each school day during the winter and summer months, thus making it possible for each student to develop strong organically, develop many neuro-muscular skills, and proper ideals and attitudes toward group activities. Each year a full schedule of intramural activities and interschool football, basketball, and baseball games are conducted by this division. Table tennis, aerial tennis, volley ball, track, soccer, boxing, indoor and outdoor activities are also included in the sports program. Basic stunts are taught to most students in physical education on the high bar, parrallel bars, spring-board, rings and side horse. A gymnasium Fest and Boxing Exhibition are held each year at the school to demonstrate various levels of achievement.

Each year the Junior and Senior boxing groups participate in at least six training boxing exhibitions. The Golden Gloves boxing team has won several trophies and has been runner-up several times for this honor.

The Recreation Division supervises several types of "Off Campus" activities which fit in with seasonal sports programs. In many

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instances the recreation staff members help in "Off Campus" group activities, such as over-night camps, skating parties, tours, trips and various forms of commercial entertainment; that is, if these activities do not conflict with the regular scheduled sports program. Full length 16 mm motion pictures are shown every other Saturday night in the auditorium; also a special one hour feature 16 mm movie is shown to the students whenever general staff meetings are called.

The Pilot Club, composed of professional and business women of Topeka, sponsor a birthday party every three months.

The present program is handicapped for the lack of certain facilities and additional personnel. A swimming program is conducted during the summer months in an outdoor, outdated swimming pool which was built in 1922, (See "Needs of the Boys Industrial School" in this report.) and is not approved by the State Health Department. Also a fish pond is badly needed in this area.

Other General Aspects of the Recreation Program:

1. The Recreation Department operates as an integral part of the total treatment program with clinical staff recommendations concerning student needs given paramount consideration.
2. Members of the Recreation Staff participate in staff conferences concerning every boy.
3. Informal periods are provided for both students and staff members during the week.
4. Volunteer recreation services, sponsors of parties, instructors in sports activities and hobby enthusiasts, are coordinated in this division.
5. Certain major sports and recreation equipment are distributed to the cottages.
6. All activities offered by this division emphasizes the importance of physical, social and psychological adjustment.

It is the hope of the division that through a well balanced program many of the students' recreational and physical needs can be met; thus the division can make a contribution to the total rehabilitative process.

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CLINICAL SERVICES DEPARTMENT

Director of Clinical Services: None at present.

Clinical Co-ordinator: (MRS.) LEITA P. CRAIG.

Typist: SHIRLEY JOHNSON.

The organizational chart of the school calls for a director of clinical services who has the overall responsibility for the treatment program. He is also chairman of the Staff Development Committee and is responsible for the in-service training of staff. The division heads of home life, psychology, social service, medicine, religion, and psychiatry are responsible to the director for the functioning of their respective divisions.

During the first year of the biennium, this position was filled by a psychiatrist but at the present writing, the position is vacant. When funds are available, it is hoped to secure a child psychiatrist or someone of equal training or experience. In the absence of a clinical director, the division heads are directly responsible to the superintendent.

The director is assisted by a coordinator of clinical services who is an aducational psychologist by training and has some responsibilities in the psychology department. The coordinator carries out many of the administrative details of the department, chairs the clinical staff conferences, reports the findings and treatment goals for each boy, helps interpret the nature and needs of boys to the boy-staff supervisors, makes an educational diagnosis for each boy, participates in a treatment services for boys, and chairs the Public Relations Committee.

HOME LIFE DIVISION

This division consists of a director of home life and twenty-two supervisors who work together in an attempt to provide a substitute home for the boys. They see that the boy is properly clothed. They must carefully watch and guard his health. It is important that they help the boy get a feeling of belonging with other boys in the cottage. They must be ever on the alert to watch his eating habits, his sleep, his sanitary condition and everything else that has to do with his well being. It is essential that the cottage parents form a positive relationship with their boys.

All supervisors must cooperate both with the clinical and social service departments, be familiar with the nature of each individual boy and the group needs, see that the boy meets his work

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detail and school assignment, help provide much of his social and recreational life.

Our cottages at the present are out-dated for the type of treatment we are now giving the boys. It is felt the boy would adjust better in a cottage which took care of twelve boys instead of thirty to forty. It is impossible for our supervisors to counsel or care for the needs of such a large group of boys.

During the biennium, the segregation of Negro boys in one cottage has been abolished. Since the fall, of 1952, the boys have been placed in cottages on the basis of their social maturity and emotional needs and not on the basis of race. This move has had a positive effect on the milieu of the school and has been particularly helpful in the treatment of our Negro boys.

A fifteen-boy special treatment unit was completed and has been in use since April 1953. This unit is a remodeled ground floor wing in the east dormitory building. The staff psychiatrists and the clinical psychologist have had the responsibility for this unit. Another unit for the extremely disturbed boys (maximum six) has been recently put into operation. The boys sleep in the hospital unit and provision is made for a living room in the basement of the administration building.

During the biennium, the cottages have been interiorly painted, equipped with new beds, equipped with television, supplied with ping-pong and pool tables, equipped with boys' personal lockers. Boys' clothing needs have been more adequately met than previously. In March of 1954, the security rooms were abolished in the cottages.

It is believed that if our supervisors could work an eight-hour day, forty-two hour week, instead of a twelve-hour day, forty-eight hour week, they would be a lot more energetic and would be more effective on the job.

In conjunction with the shorter hours for the supervisors in Home Life, it is felt that an increase in wages would help meet family needs of the supervisors. The shortening of hours and increase of wages would no doubt create a better spirit in the Home Life Division.

Important needs for Home Life:

1. Three twelve-boy cottages during the biennium.
2. Music provided in the cottages, cafeteria, school, and vocational rooms by a public address system.
3. Two night supervisors in each large cottage and at least six additional home supervisors if the new cottages are constructed.

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4. A "Home Supervisor Course" organized and maintained on campus to provide in-service education to our staff members; to train new staff members and to train other training school staff personnel.

5. A "Recreational Co-ordinator" is urgently needed to plan evening programs for the cottages and also organize volunteer services.

6. Dormitory B should be converted into single rooms with common bath to house older boys whose rehabilitation is in advanced stages but for whom suitable placement plans cannot be made for their return to their local community. This facility would be of a boarding home type in which the boys would live while they worked in Topeka or went to school off the campus.

7. Dormitory D should be converted into a reception unit where newly admitted boys could receive maximum help in their adjustment to the boys' school program. New boys would stay in this facility during the period of diagnosis and be placed into the family-type cottage only when the boy is ready and the family group is ready to assimilate them.

PSYCHOLOGY DIVISION

The first year of the biennium, two clinical psychologists were employed. Since July, 1953, one psychologist with a Ph.D. in Clinical Psychology has constituted the personnel of this division.

The primary responsibility of this division is to evaluate and report on the nature and psychological needs of all new boys entering the school and to individually re-evaluate, after a period of time, the psychological status of all the boys.

Usually these evaluations are based on individual interviews and a battery of psychological tests. The latter usually consists of an intelligence test, the Rorschach, Thematic Apperception Test, and a drawing of a person. The written evaluations are presented to the clinical staff conferences wherein the psychologist functions as a member of the team. Here he assists in organizing and integrating the various reports on individual boys so that a consistent and meaningful picture of the boy is seen and understood by all members of the team. He is also called upon to serve on clinical teams where he assists in the evaluation of the progress made by the boys.

Another important function of the psychologist is psycho-therapy. He carries in treatment, individual boys and also conducts the special treatment unit.

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As part of the clinical team, he has also served on the selection committee for new personnel.

Needs:

The outstanding and most essential need of the Psychology Division is personnel. There is enough work for at least one additional psychologist. If a constructive psychological program is to be achieved, an additional psychologist is necessary.

A good program requires a consistent and thorough testing plan for each boy. Also, with the work load being as heavy as it is, it is almost impossible to do meaningful research unless time is made available.

Another need of the Psychology Division is a one-way vision room. It is felt that this room could not only be used by this division, but by the entire school. Observation of students, group therapy, special therapeutic techniques, and so forth can thereby be made possible. This room should be large enough for group therapy; have a tape-record mechanism built in; be sound proof; and the one-way window made horizontally and long enough so that a group of people could observe without having to stand over one another. It is hoped that the room can be constructed during the fiscal year 1955.

SOCIAL SERVICE DIVISION

The social casework supervisor directs the four social caseworkers and the two clerical typists comprising this division. For part of the biennium an institutional worker was also available for assignment on special projects. Each social worker was assigned to one of the four "cottages," housing from twenty to fifty boys.

In the past, the salaries of several of the workers were paid by the Division of Child Welfare, although the workers were under the supervision of the casework supervisor at the Boys School. This procedure created many problems, partly because the salary level made it extremely difficult to recruit adequately trained social workers for the institutional work. Then there was a greater turnover among the workers receiving less salary. For some time during the biennium there were shortages in staff. This resulted in the workers at that time having increased case loads and their efficiency on the job was greatly limited. An advance was made during this biennium when it was possible for the school to recruit and hire more of its own social service staff. At the present, all of the workers are on the payroll of the Boys Industrial School.

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The use of team meetings, of which the social worker is coordinator, has been a much more firmly established practice, although it was operated first on an experimental basis. Previous to then, there had been some concern that the boy's situations were not reviewed often enough to insure that the assigned treatment program kept pace with the needs of the boy as he progressed in his stay. Now, as members of the team, the social workers, psychiatrists, psychologist, school principal and/or teacher, vocational coordinator and/or instructor, home-life director, and cottage parent meet regularly to evaluate the effectiveness of a boy's program and recommend changes as needed. Co-ordination of the work of staff members is thus increased and consistency is more possible. When the team believes that a boy has made sufficient progress in his treatment and has shown the capacity to continue this adjustment on the outside, a recommendation may be made to the clinical coordinator for a clinical staff conference to be held for consideration of placement. Otherwise, the team may itself recommend the boy for parole. The responsibility for writing up the results of the team meeting and keeping them as part of the boy's permanent record has been given to the social worker. Increasingly, management and discipline problems of a more severe nature have been referred to the team and special meetings may be held to draw together the thinking of a number of staff members.

Another newly established function of the social service division is that of reviewing the incoming and outgoing mail of a boy. This has been done by the cottage staff before, and they often expressed their inadequacies in dealing with such important matters. The social workers agreed to review the mail; at first as a means of collecting information which might be used in helping the cottage parents with their responsibility. However, the procedure of the social worker reviewing the mail appeared to be an improvement, and this duty now has been given officially to social workers. Values exist since the workers find they have a better understanding of the problems within the family as well as the needs of the boy. Sometimes this permits the staff to more quickly anticipate problems which boys might have or understand the basis of them.

Since the institution has no field staff, the main responsibility for securing social histories, furnishing casework services to families, making parole arrangements, developing and recruiting foster homes, and providing parole supervision has rested with the Di-

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vision of Child Welfare and various county welfare departments which were supplying their own child welfare services. Contracts between the outside agencies and attempts to coordinate work better have increased this biennium and have resulted in both the institution and the community agencies having a better understanding of boys and their families.

Effective July 1, 1954, every county welfare department will have to assume the responsibilities for its own child welfare services. The institution will then correspond directly with the counties instead of through the Division of Child Welfare. It is hoped that this new procedure will speed up the work and will result in better services to the boys and their families, since the local agencies who know the community will be servicing the cases. Some plans have been made this biennium for the new plan to go in effect, since it was recognized that most counties do not have trained child welfare workers and the institutional social worker will need to approach the situation from a somewhat different viewpoint. It may be necessary to provide some additional services to local workers who are having to take on this new responsibility. The volume of correspondence going out from the institution will undoubtedly increase as the services of the child welfare consultants are withdrawn and other interpretive resources are no longer available.

One special project of immeasurable help was the setting up of files for cases of boys already discharged from the institution.

Records are now available in a much more usable form, and the social workers can more efficiently and adequately answer inquiries regarding former boys.

The division has also been given the responsibility of maintaining statistical forms for the Division of Institutional Management. The setting up of this record system required a considerable amount of the clerical staff's time, as well as professional time. These reports will have to be kept up to date.

A very real problem all during the biennium has been that of locating home resources for boys unwilling or unable to return to the homes from which they came. The institution depends on the local county or the Division of Child Welfare to locate resources, although the institutional social worker gives all the help possible in suggesting resources. Many times, since there are no parole resources, extra casework services are required by boys who are so dissatisfied at being recommended for parole for such a

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long time but having nothing more to look forward to except further institutionalization.

Of great assistance to each social worker has been the availability of Audographs, which have increased the efficiency of correspondence and communication. These machines permit social case records to be more adequate. Case records are very important when reviewing a boy's progress to determine future treatment goals. Workers can devote more time to interviewing boys when their recording time is reduced.

Pertinaciously, attempts are being made to bring better coordination in the division by setting up more of the procedure in writing. This has not yet reached the stage of being in manual form, although this would be extremely valuable in any in-service training or orientation of new workers.

In considering the progress made this biennium and the set-up within the State for the future, it appears that concentration for the next biennium could lie in several areas. Items which appear more important now in the planning are:

1. Increasing the quality of casework services offered to boys. This can be aided by the reduction of case loads, which would result from the addition of one more social worker. The training and experience qualifications for the present four positions could also be raised if it were possible to increase salaries to a level that was more comparable to what workers of this quality receives elsewhere.

2. Improving of the clerical section. Another worker in this section would help greatly in permitting quicker service on correspondence. In addition, many assignments of special projects could be done to increase office efficiency. For instance, no time has been available to the present clerical staff to go over case records and get them in better form. With direct correspondence to the counties, the volume of clerical work will increase.

3. Considering a plan for regular consultive services to be available. Initial attempts have been made to work with the University of Kansas School of Social Work, but more emphasis needs to be made on this.

4. Developing more of the social work procedures into a manual form.

5. Providing better means for the recruitment of foster homes, wage homes, and boarding homes either by the institution or by other agencies.

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6. Procuring of another Audograph, at least by the time an additional social worker joins the staff.

7. Working on the program of direct correspondence with the counties to insure that services to boys and their families are increasingly more valuable.

MEDICAL DIVISION

During the first year of the biennium, the staff psychiatrist served as the school physician and directed the medical division. At present, the medical division consists of a part-time physician who make a daily call to the school and is on call, a part-time dentist who spends one-half day a week at the school, a graduate nurse and two hospital attendants. Specialists in Topeka are used as consultants for special problems such as ophthalmologic, orthopedic, neurological, or pediatric problems. Electro-encephalograms are obtained by referral to the Topeka State hospital. A nine-bed hospital is maintained for patients who need hospitalization. Surgery and severe illnesses are treated in the city hospitals. The clinical coordinator has the administrative responsibility for this division.

The medical program starts the day the boy enters the school. For some boys, the entrance examination, tests, and follow-up supervision are adequate. For many, there are illnesses, accidents, and questions throughout the whole residence. Evaluation of fears and anxiety on problems of health and appearance are vital to the boy's treatment.

The daily hospital line is held where boys may see the nurse or doctor for medication. Included in the boy's medical chart is the height and weight graph charted monthly.

RELIGION DIVISION

The Protestant chaplain directs the activities of this division and functions as pastor to the school staff and boys. In addition to the usual graduate ministerial training, the present chaplain is trained in clinical pastoral work to qualify as a supervisor of clinical pastoral training of theological students and ministers.

The program of the religion division may be divided into four general areas as follows:

1. Protestant worship and Religious Education Sunday morning chapel services are planned and conducted by the chaplain or student ministers. A selected group of boys rotate in acting as worship

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leaders and helpers with the services which include monthly services of Holy Communion. A boys' choir is directed by one of the teachers who also acts as chapel pianist.

During this biennium, an experimental program in religious education was initiated with the cooperation of the Kansas Council of Churches. A special curriculum was designed to meet the needs of delinquent boys; teachers were recruited from the churches of Topeka. At present, nine teachers from seven denominations teach weekly sessions with forty-five boys who voluntarily attend classes. A summer Bible school for the smaller boys is conducted by the student ministers. In addition, other occasional special religious activities are held.

2. Catholic services: Roman Catholic boys are given religious care by student priests from St. Marys College. Four men spend Sunday mornings at the school conducting Catholic activities and counseling with Catholic boys.

3. Pastoral services and clinical functions: The Protestant chaplain functions as a member of the clinical team at the school, relating his work to the clinical treatment program. He participates in the group psycho-therapy program, does intensive pastoral counseling with boys referred by the clinical staff, conducts discussion groups for new boys, and performs pastoral services for staff and boys.

4. Clinical pastoral training: A program of clinical pastoral training for theological students and ministers is conducted by the Protestant chaplain. This activity is affiliated with a nation-wide program sponsored by The Council for Clinical Training, Inc. Student ministers spend twelve weeks at the school in groups of from three to five and participate in a program of clinical study and work with boys. This program not only enriches the ministry of the church to the boys, but also contributes to the training of men in working with people with emotional and spiritual problems. Thus far, nearly thirty men have participated in this program.

At present, the major needs of the Religion Division are the services of a part-time Catholic chaplain and an all faith chapel building. While the needs of the Catholic boys for religious worship and instruction are being partially met by the present arrangement with St. Marys College, the Catholic program would be greatly enriched by a part-time chaplain who could spend time during the week at the school, thus relating the Catholic ministry to the total treatment program.

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The separate chapel building would facilitate the religious program greatly by providing a more worshipful atmosphere than the present make-shift chapel. It would also provide a center for the campus community, such as the church in the small town. This building should include a chapel nave to seat 200 persons, a basement equipped for the religious education program, and an office wing with offices for the Protestant and Catholic chaplains and a lounge to be used for informal meetings. This lounge would also provide an excellent place for parents to visit with their boys.

PSYCHIATRY DIVISION

The staff psychiatrist is a second year resident from the Menninger Foundation. He interviews every new boy, participates in staff conferences and team meetings, consults with cottage parents and other members in the clinical department, is in charge of the new Jayhawk unit for aggressive boys, and he holds individual and group therapy sessions.

This division could be terminated if the psychiatrist became the clinical director. It would be advantageous to the school, however, to keep the division in operation with another resident psychiatrist.

THE SERVICE DEPARTMENT

An institutional business manager I is the department head of the service department which is composed of the following divisions: Business Office and Commissary, Maintenance, Food Service, and Farm and Dairy.

In July, 1953 it was necessary to create a position for an additional Clerk II to work in the commissary. This person now transfers information to the receiving records from the invoices, types the requisitions from all of the departments, computes the costs of items requisitioned, makes up stock control cards and inventories, and tabulates the work orders for the maintenance engineer.

Until November, 1953 the superintendent acted as department head for the service department. At that time the position of Business Manager was created and to that position was delegated responsibility for conducting all of the business of the school. Thus the business manager now serves as the head of the service department and personally supervises the work of the business office.

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BUSINESS OFFICE AND COMMISSARY

The business manager is in direct charge of this division which is composed of a clerk IV, three clerk II's, and a vocational teacher.

The functions of the business office are: (1) conducting the financial transactions, and (2) maintaining the personnel records and transactions.

This office maintains all financial records, budgets, and accounts; all inventories of non-expendable items and many expendable items. It prepares all purchase requisitions to the state purchasing divisions and local purchase orders. In lieu of a separate personnel office the personnel transactions and records are also maintained in the business office.

All employees except the superintendent are classified under the State Personnel Division of the State Department of Administration and the salary ranges of employees are started on the A step of their respective ranges but oftentimes when the applicant has had considerable experience in the field it has been necessary to start him at the B or C step in order to meet competitive salaries. However, the established school policy of granting merit raises each six months to the C step and then annually has been maintained with the exception of department heads, who have been granted the six month increase through the D step followed by annual raises.

The school has continued to deduct set charges from monthly salaries for food and housing for those employees taking any form of maintenance at the school.

A vocational teacher who is a storekeeper is in charge of the commissary. He is classified as a vocational teacher since he is training boys on the job. All materials, equipment, and supplies purchased for consumption or used in the school are kept in the commissary until needed. Complete records of goods received, requisitioned, and in stock are kept up to date by a clerk II who works in conjunction with the storekeeper and the maintenance engineer. Nothing is taken from the commissary except by requisition approved by the business manager and the department head concerned.

Foodstuffs of the same quality and kind in school menus can be requisitioned by heads of departments, division heads, and houseparents who live on the campus. Charges are made for such requisitions on a cost plus five percent basis. Prices are revised periodically to conform to changing costs. Complete records are kept in the business office of all requisitions and accounts. Requisitions are

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limited to the amounts of food maintenance charged employees and overdrafts are billed for twice a year or upon termination of the employee, whichever occurs sooner.

Two gasoline pumps are now maintained to supply fuel for school cars, buses, tractors, and trucks. One pump handles non-highway fuel, the other handles gasoline for those vehicles which leave the school grounds. These pumps are locked at all times and can be controlled from within the commissary.

It is hoped that the issue of gasoline and oils may be shifted to the auto mechanics vocational training area in a new gasoline station which we have asked to be included in a new vocational and maintenance building in conjunction with the maintenance of all the school's vehicles. In this way the boys may be fully prepared to take a position in a garage or filling station upon leaving the school.

MAINTENANCE DIVISION

A well qualified Maintenance Engineer II is the head of the Maintenance Division. He is responsible for the over-all planning of all of the maintenance work performed on the school ground whether it is done by the employees of the school or by private contractor. He supervises a power plant engineer and five stationary firemen, repairman, plumber, two painters, two carpenters, mason, two janitors, and a night watchman.

The maintenance work includes all repairing, remodeling and maintaining of all buildings and equipment belonging to the school with the exception of the equipment assigned to the farm and dairy. Painting, redecorating, and remodeling are done on a schedule in order that the work of the division may be distributed equally throughout the year. Emergency repairs take precedence over the schedules maintenance.

The work of this division stands for itself in the fine condition of the buildings and equipment despite the age of many of them. Major items of work completed by the maintenance division during the biennium include complete remodeling of the second floor of the east dormitory into a Chapel and Sunday School rooms; installation of two new power centers in connection with a new Electric Distribution Center; installation of a coal auger and resetting of the coal elevators; erection of the school sign on the front edge of the campus; erection of a brick salt house for use in conjunction with the water-softening equipment at the engine house; remodeling of dairy barn milking and pasteurizing rooms

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and installation of milking equipment, and interior painting of many of the buildings.

As noted in our last biennial report, the maintenance staff is severely handicapped by the condition of the buildings in which the shops are now located, and the lack of working space in the present shops. A request is again being presented to the legislature of a suitable building of one story construction which is fireproof and contains suitable shops and storage areas. The present building has been condemned since 1945. (See construction needs in this report.)

FOOD SERVICE DIVISION

The Food Service Division consists of a dietitian, who heads the department and nine cooks and food service supervisors. The dietitian plans all meals and supervises the cooking and serving of food. All goods are purchased on state lettings or in quantities. Beef, pork, and pasteurized milk are produced on the B. I. S. farm.

Boys and staff eat together in a central dining room (cafeteria) where the soft coloring of walls and draperies combined with the green floors, quartet tables with chrome legs and formica tops, plastic dishes in pastel colors, all blend together to create a cheerful atmosphere and sense of well-being.

The dietitian believes that plenty of good food attractively served plays an important part in the treatment program. She plans well-balanced meals with high nutritional value that is so important to growing boys. 3500 to 4200 calories are offered daily with generous amounts of protein included. A half pint of milk is served with each meal. In addition, cocoa, chocolate milk, or milk with crackers or cookies is given as a bedtime snack. Generous amounts of milk and butter are used in the cooking.

Food maintenance for the staff is available on the following schedule: \$22.50 for full maintenance (three meals daily); \$16.25 for $\frac{2}{3}$ maintenance; and \$10.00 for $\frac{1}{3}$ maintenance. The majority of staff members who live off the campus eat their noon meal in the dining room.

Up to nine boys may be assigned to the dining room for vocational training. A training program is maintained for these boys and for the Food Service Staff.

The most important need at the present time is an air-conditioning unit for the dining room. With the flat-top roof, this room can

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become unbearably hot in the summer. This adds to the irritation of both boys and staff. Quite frequently a boy's appetite is impaired by the excessive heat.

FARM AND DAIRY DIVISION

A farmer III supervises the work of the four farmer II's and an institutional worker. All milk used in the institution is produced by a herd of Holstein dairy cattle. Milk is pasteurized, bottled, and refrigerated at the dairy.

The pasture and cultivation acreage for the biennium is as follows:*

	Spring 1953 acres	Spring 1954 acres
1. Corn	60	0
2. Sweet corn	3	2
3. Alfalfa hay	35	90
4. Oats	8	0
5. Sargo for roughage	48	28
6. Sudan for pasture	45	25
7. Rye for pasture	0	40
8. Rye for seed	0	8
9. Milo for grain	0	80
10. Small patches of radishes and turnips.		
Totals	199	273

While production is important in this division, the instruction of boys is always equally important. An effort is being made in this area for the boys to receive instruction in all phases of farm and dairy work. Some boys are eventually paroled to farms. By all means, this division should be a vocational training area.

Milk samples are submitted regularly to the State Board of Health and city-county laboratories. The bacteria count is consistently low and the butterfat content has been improving with the better care given the cows. During the last year a more sanitary milking area has been installed.

Hog production is being eliminated because of sanitary reasons.

* Additional information of farm and dairy operations is available in Table 8.

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SECTION V

Needs of the Boys' Industrial School

There are certain needs of the school which are so urgent that requests are being made to the 1955 legislature for appropriations:

1. Industrial and maintenance building.

The present industrial building was constructed in 1899. It is a three-story structure with brick exterior and wooden interior walls and partitions. The third floor was condemned in 1945 because of fire hazards. The other two floors are in such condition that their use must be limited. The floors throughout the building are weak and in some places sagging to the point that braces have been erected to support them. The general appearance of the building is unsightly and its arrangement is unsuited to the proper care and maintenance of the expensive equipment needed in maintenance shops.

An appropriation in the amount of \$350,500 is requested from the 1955 legislature for the purpose of constructing a one-story multiple-front industrial building to include:

Vocational

- (a) Printing Shop
- (b) Shoe Shop
- (c) Sewing and Tailor Shop
- (d) Barber Shop
- (e) Auto Mechanics Shop
- (f) Welding Shop
- (g) Machine Shop
- (h) Metal-Working Shop
- (i) Woodworking Shop

- (j) Pre-vocational Shop
- (k) Laundry
- (l) Vocational Office
- (m) Canteen

Maintenance

- (a) Plumbing Shop
- (b) Carpenter Shop
- (c) Electrical Shop
- (d) Paint Shop
- (e) Maintenance Office

This building should be concrete block with brick facing, concrete block walls, and concrete floors. It should be L shape and so designed to present the appearance of a shopping center of a typical community. It should have a 'stepped-off' flat roof.

These shops should be arranged so that sufficient work space would be available for the productive activities of the maintenance staff and for the training of boys in the respective areas. The total floor space should be approximately 24,000 square feet.

The total cost of the vocational/maintenance building includes equipment and razing of the vegetable cellar.

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2. Three 12-boy cottages.

The present dormitories known as A, B, C, and D were designed to serve from 30 to 50 boys as living quarters at the school. At the time they were constructed a military type program which regimented boys into centralized areas was in operation. A treatment program which proposes to rehabilitate boys for family-type living is very definitely handicapped in such settings.

The legislature of 1955 is requested to appropriate \$250,000 to construct three 12-boy family-style cottages including nine bedrooms (three 2-bedrooms and 6 single bedrooms), a living room, locker room, shower and bathroom, and a 2-room-and-bath apartment for cottage parents on one floor, with a recreation room and crafts room in the basement.

Institutions that have small cottages for boys testify to the following advantages:

(a) Small well chosen groups lessen the infectious effects of the more delinquent boys on the less delinquent boys.

(b) Boys of varying ages can be grouped together to form family type situations which bring out brotherly feelings rather than rivalry feelings.

(c) More attention can be given each boy by a set of cottage parents. This should decrease the length of stay at the school.

(d) More privacy can be provided each boy which helps him to develop his own personality and decrease the amount of sexual play and stimulation so evident in all-male groups. Sex play is difficult to control in the larger cottages.

These boy cottages should be built at sufficient distance from the school proper to give them an atmosphere of rural homes. The land owned by the school west and north of the campus would provide good building sites. Individual heating plants should be included in each cottage. Lights and water would have to be provided.

3. An all-faith chapel.

When the buildings were razed to make room for the new administration building, the school was left without a suitable chapel. At present the chapel is located on the second floor of the east

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dormitory. The first floor of this dormitory is a cottage for imminent runaway cases.

The legislature is requested to appropriate \$100,000 for an all-faith chapel:

- (a) Nave with modern gothic (divided) chancel to seat 200 boys.
- (b) Offices for Protestant and Catholic chaplains and lounge for informal meetings.
- (c) A confessional and sacristy for Catholic priests.
- (d) Six basement classrooms to seat fifteen boys per room.
- (e) Choir and storage rooms back of chancel on main floor.

4. Outdoor-Indoor Swimming Pool.

The old outdoor pool which was constructed in 1922 is obsolete. Swimming has such a therapeutic effect on the boys it should be considered on a year round basis.

The legislature is requested to appropriate \$75,000 to construct an outdoor-indoor pool similar to the one at the Children's Home in Atchison, Kansas. This should be constructed with a southern exposure and located where the laundry is at present.

5. One five-room staff cottage.

In order to recruit a competent child psychiatrist it will be necessary to provide adequate housing; therefore the legislature is requested to appropriate \$20,000 to build and furnish such a house.

6. Repair of chimney stack.

The legislature is requested to appropriate \$1,200 for preventive maintenance and repair.

7. Replacement of coal elevator.

The Coal Elevator should be replaced with a larger unit. \$5,500 will be needed for this project.

8. Razing of buildings.

\$6,000 will be needed for the razing of:

- (a) Old industrial building.
- (b) Old Print Shop.
- (c) Old Laundry.
- (d) Old Auto Mechanics Shop.

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9. Long-term needs for a building program.

- a. The construction of three additional cottages each biennium until the total population of the school can be provided with family-type living quarters.
- b. Larger dormitories should be converted.
 - (1) C Cottage should be razed.
 - (2) A Cottage should be converted into single and double-room apartment for staff.
 - (3) B Cottage should be converted into single rooms with common baths to house older boys for whom suitable placement is difficult. This facility would be a boarding home type.
 - (4) D Cottage could be converted into a reception unit for newly admitted boys, and possibly some of the additional space could be used for staff apartments.
- c. Staff housing should be considered within the next few years in order to accommodate a larger proportion of staff employees.
- d. Square Circle, now housing staff, should be razed.

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PERSONNEL REPORT FOR BIENNIUM ENDING JUNE 30, 1954

CLASSIFICATIONS	On job July 1, 1952	Terminations	Replacements	New positions	On job June 30, 1954	Amount paid 2-yr. period
Athletic instructor	1	6	4	1	0	\$1,635.21
Automotive driver	1				1	3,774.00
Clerk II	2	1	2		3	10,662.76
Clerk IV	1				1	6,810.00
Clerk-stenographer II	1	2	1		0	659.50
Clerk-typist I	2	5	2	1	0	5,070.95
Clerk-typist II	0	1	3	1	3	4,248.68
Clinical psychologist II	1	2	2		1	13,206.65
Cook I	3	6	6	1	4	14,140.87
Cook II	1				1	4,920.00
Dietician I	1				1	7,056.00
Director of group life	1	1	1		1	5,653.77
Educational diagnostician	1				1	9,720.00
Educational director	0		1		1	4,231.00
Elementary teacher	1	3	4		2	11,364.49
Farmer II	4	7	7		4	20,363.69
Farmer III	1				1	6,486.00
Food service supervisor	4	7	7		4	16,457.83
Gardener	1	1			0	172.99
Graduate nurse II	1				1	6,408.00
Guidance supervisor	3	8	5	1	1	13,599.12
Home supervisor I	2	2	3		3	6,630.12
Home supervisor II	19	30	26	2	17	74,038.24
Hospital attendant I	2				2	7,920.00
Housekeeper I	1				1	4,692.00
Institutional business manager	0			1	1	2,541.69
Institutional worker	0	3	9	1	7	14,836.59
Janitor II	1	4	4		1	4,715.93
Laborer	2	4	2		0	4,368.39
Laundry foreman	1				1	4,920.00
Laundry worker	2	3	2		1	6,114.33
Maintenance carpenter	1	2	3		2	14,684.83
Maintenance engineer II	0	1	2		1	8,116.80
Maintenance mason	0			1	1	3,301.76
Maintenance painter	0		2		2	14,801.10
Maintenance plumber	1				1	5,952.00
Maintenance repairman	1				1	6,377.22
Power plant engineer	1				1	6,252.00
Physician II	1	2	1		0	8,543.06
Psychological field consultant	2	1		3	4	29,983.87
Psychiatric social service worker I	0			1	1	1,210.00
Recreational therapist	1		1		2	10,170.00
School principal	0	1	1		0	3,683.00
Seamstress II	1	1	1		1	3,891.76
Secondary teacher	3	14	14		3	29,523.21
Secretary I	0	1	2		1	4,386.06
Secretary II	1	1			0	447.10
Stationary fireman	4	1	1		4	25,881.37
Superintendent	1	1			0	9,063.33
Supervising psychiatric chaplain	0			1	1	916.00
Switchboard operator I	1	3	2	1	1	3,782.58
Switchboard operator II	1				1	4,476.00
Teacher exceptional children	0		2	1	3	7,703.65
Vocational co-ordinator	2				2	14,652.00
Vocational teacher	3	3	3		3	18,947.39
Watchman	0	2	3		1	4,007.29
Not yet classified	1	1			0	9,094.00
Totals	87	131	129	17	102	\$547,266.18
Gross salaries for July 1, 1952, to June 30, 1954						\$547,266.18
Maintenance deducted						40,893.18
Net salaries						\$506,373.00

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STATISTICAL REPORT

TABLE No. 1.—MOVEMENT OF POPULATION

	<i>Fiscal Year</i> 1952-'53 <i>Male</i>	<i>Fiscal Year</i> 1953-'54 <i>Male</i>
Total Population:		
On books beginning of year (total)	253	280
In institution	134	141
On authorized leave	117	134
On unauthorized leave	2	5
Additions:		
Admissions during year	105	118
Returns from authorized leave	243	39
Returns from unauthorized leave	106	185
Separations:		
Discharge direct	8	10
Discharge on leave	70	136
To authorized leave	330	130
To unauthorized leave	109	209
Deaths in institution
On books end of year (total)	280	252
In institution	141	134
On authorized leave	134	102
On unauthorized leave	5	16

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TABLE No. 2.—BOYS IN SCHOOL AT END OF BIENNIUM AND ADMISSIONS EACH YEAR OF BIENNIUM BY COUNTY OF RESIDENCE

County	In School June 30, 1954	Admitted Fiscal 1953	Admitted Fiscal 1954
Allen	1		1
Atchison	3	2	2
Barton	4	2	3
Bourbon	5		4
Brown		1	
Butler	3	1	1
Chase	1		
Clark		1	
Clay	1	2	
Coffey	1		
Comanche		1	
Cowley	5	3	4
Crawford	5	1	
Dickinson	1		1
Douglas	11	2	9
Ellis	1		1
Ellsworth	1		1
Finney	4		
Ford	3		3
Franklin	2	1	1
Geary	3	2	
Hamilton	1		1
Harvey	2	1	1
Jackson	1		1
Jewell	1		1
Johnson	8	4	4
Kingman	1		
Kiowa		1	
Labette	7	4	3
Leavenworth	12	5	8
Lyon	1		
Marion		1	
Marshall	1		1
McPherson	1		
Miami	6	4	5
Montgomery	14	5	5
Neosho	4	2	
Pawnee	2	1	1
Phillips	3	1	2
Pratt		1	
Reno	20	5	8
Republic	1		1
Riley	6	4	
Rooks	2	1	
Russell	3	2	
Saline	7	6	3
Scott		1	
Sedgwick	14	3	9
Seward	2	2	
Shawnee	21	13	8
Sherman	1		1
Stafford	2		2
Sumner	2	3	
Washington	1		
Wichita		1	
Wilson	3		
Woodson			1
Wyandotte	47	15	21
Totals	252	105	118

NOTE.—Counties not listed had no boys in school June 30, 1954, nor any admissions to school during the biennium.

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TABLE No. 3.—RESIDENT POPULATION AT END OF BIENNIUM BY AGE GROUP
AND LENGTH OF TIME SINCE ADMISSION

	Under 3 Mos.	3-5 Mos.	6-8 Mos.	9-11 Mos.	1-2 Yrs.	2-3 Yrs.	3-4 Yrs.	4-5 Yrs.	Over 5 Yrs.	Total
Ten years		1		1						2
Eleven years	2	2		1						5
Twelve years			1		2					3
Thirteen years	3	5	1	1		2				12
Fourteen years	7	2	7	2	4	2		2		26
Fifteen years	10	11	4	4	8		2		1	40
Sixteen years	4	6	6	5	4	5	1			31
Seventeen years				4	3	4		1	1	12
Eighteen years					1					1
Over eighteen						2				2
Totals	26	27	22	14	22	15	3	3	2	134

TABLE No. 4.—CHARACTERISTICS OF ADMISSIONS FOR FISCAL YEAR
ENDING JUNE 30, 1954

A. Age at Admission:		Two	24
9 years	8	Three	21
10 years	2	Four	15
11 years	3	Five	7
12 years	12	Six	9
13 years	21	Seven	5
14 years	36	Eight	5
15 years	38	Nine and over	1
16 years	3	Deferred	5
Total	118	F. Marital Status of Natural Parents:	
B. Race:		Married and living together	41
White	90	Separated	8
Negro	28	Divorced	40
C. Grade Completed:		Both parents deceased	5
Second	2	Mother only deceased	13
Third	3	Father only deceased	9
Fourth	4	Parents unmarried	0
Fifth	12	Unknown	1
Sixth	29	G. Child Reared by:	
Seventh	27	Both Parents	48
Eighth	31	Mother alone	18
Ninth	9	Father alone	6
Deferred	1	Mother remarried	26
D. Intelligence Level:		Father remarried	11
Superior	8	Relatives	4
Normal	45	Non-relatives	0
Dull normal	25	Foster parents	4
Moron	6	Institution	1
Borderline	13	H. Reason for commitment:	
Imbecile	1	Theft	76
Idiot	0	Truancy	22
Not tested	20	Incorrigible	6
E. Number of Brothers and Sisters:		Forgery	5
None	9	Immoral conduct	6
One	17	Arson	1
		Improper associates	2

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FINANCIAL STATISTICS

TABLE No. 1.—APPROPRIATIONS FOR FISCAL YEARS ENDING JUNE 30, 1953,
AND JUNE 30, 1954

	1953	1954
Salaries and wages:		
Reappropriated	\$9,315.48	\$13,474.79
Appropriated	245,000.00	265,362.00
Totals	\$254,315.48	\$278,836.79
Expended during the fiscal year	240,840.69	265,532.31
Unexpended balance June 30	\$13,474.79	\$13,304.48
Maintenance and repair:		
Reappropriated	\$77,139.39	\$42,463.59
Appropriated	206,920.00	185,000.00
Totals	\$284,059.39	\$227,463.59
Expended during the fiscal year	241,595.80	170,108.35
Unencumbered balance June 30	\$42,463.59	\$57,355.24
General fees:		
Reappropriated	\$6,561.97	193.80
Board and care of patients		
Miscellaneous sales and rentals	10,832.02	10,231.44
Total available	\$17,393.99	\$10,425.24
Expended during fiscal year	17,200.19	7,877.10
Unencumbered balance June 30	\$193.80	\$2,548.14
SPECIAL FUNDS—M & R		
Water softener:		
Reappropriated		\$8,000.00
Appropriated		
Totals		\$8,000.00
Expended during fiscal year		
Unencumbered balance June 30		\$8,000.00
Repair athletic field:		
Reappropriated	\$1,000.00	\$1,000.00
Appropriated		
Totals available	\$1,000.00	\$1,000.00
Expended during fiscal year		
Unencumbered balance June 30	\$1,000.00	\$1,000.00
Laundry equipment:		
Reappropriated	\$605.93	\$605.93
Appropriated		
Total available	\$605.93	\$605.93
Expended during fiscal year		
Unencumbered balance June 30	\$605.93	\$605.93
Apartment furnishings:		
Reappropriated	\$765.95	
Appropriated		
Total available	\$765.95	
Expended during fiscal year	680.20	
Unencumbered balance lapsed June 30	\$85.75	