

A STUDY OF THE OCCUPATIONAL EDUCATION FACILITIES
AT THE KANSAS INDUSTRIAL SCHOOLS

by

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PURPOSE OF THE STUDY

This problem was investigated in an attempt to discover some of the factors underlying the occupational education of delinquent boys and girls institutionalized in the three Kansas Industrial Schools. The main factors of intelligence of each individual, length of commitment of each individual, age of the individual, educational facilities available, and type of instruction were taken into consideration.

The schools considered in this report were: the Boys's Industrial School, Topeka, Kansas; the Girls' Industrial School, Beloit, Kansas; and the Kansas State Industrial Reformatory, Hutchinson, Kansas.

METHODS OF SECURING DATA

Study on this problem was begun by securing all printed material available concerning the program of each school. This material was supplemented by personal interviews with vocational trade instructors at each school, the directors of education at the schools, and the institution chaplains. The information secured from all of these sources was read, studied, and compiled. Then the more essential data were selected and used in writing this report.

THE BOYS' INDUSTRIAL SCHOOL

History

The Kansas State Industrial School for Boys was established by a legislative act in 1879. It was situated at the present site on U. S. Highway 40, four miles north and west of Topeka, Kansas. The school had 334 acres of ground, 20 of which were devoted to a campus containing the major buildings and lawns. The remaining acres consisted of crop land and pasture. There were 26 buildings on the grounds.

In the 76 years in which the Boys' Industrial School had been in operation there had been a total of 21 superintendents. The longest term by any one superintendent was 17 years and three months.

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

1. 1879-1906, The Board of State Charitable Institutions.
2. 1906-1914, The Board of Control of State Charitable Institutions.
3. 1914-1918, The Board of Corrections.
4. 1918-1940, The State Board of Administration.
5. 1940-1955, The State Board of Social Welfare.

Through the years, the boy population in residence had changed greatly, both in number and in the type of boys committed. The peak year was 1922, when there were 342 boys at the

school. At the time of the study there were 162 boys at the school and 115 boys carried on parole. The maximum capacity of the school was 150 boys. A total of 9,608 had been committed to the school since its establishment.¹

The population of the school represented a concentration of boys with intense problems. Clinical studies made by the school had shown that approximately 80 per cent of the boys committed over a period of years were emotionally disturbed and that this had been the basic cause for their delinquent acts. Approximately 20 per cent of the boys were socially maladjusted.²

In the course of the school's development, three distinct plans for so-called "rehabilitation" were evident. In the first period, the staff of the school regarded its responsibility as punishment. In the middle period of the school's growth, it became clear that the emphasis for "rehabilitation" was placed on education and training. It was thought that the development of informations and skills enforced by punitive measures over a period of time would change the boy's behavior in fixing habits of good conduct. The third phase of development in the school's program for its boys began in 1944. The 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

¹ Interview with Dr. Dale Isaacs, Superintendent, Boys' Industrial School. March 20, 1955.

² Thirty-seventh Biennial Report, Boys' Industrial School, p. 11.

making satisfactory adjustments outside the school indicated the program was much more effective. Approximately 10 per cent of all boys paroled from the school at the time of the study had violated the parole conditions, a rate which was probably the lowest in the country.¹

Finance of the School

The school depended upon appropriations by the State Legislature for its financial support. The amount of the fund depended upon the year. The expense of each boy at the school in 1953 was \$3,347.02, and in 1954 the expense of each boy was \$3,192.26. It was estimated that the cost of each boy for the fiscal year of 1955 would be approximately \$3,500.00.²

Of the \$443,517.72 appropriated during the fiscal year 1954, \$63,567.67, or 14.3 per cent of the total, was allocated to adjunctive therapy (occupational education.)³ The remainder of the fund was used to provide the necessary services of Administration, Medical and Surgical, Research, Personnel, Supply, Engineering, Farm and Dairy, Dietary, and Protective. The small amount available for adjunctive therapy limited the number of qualified persons on the staff and also limited the salary scale which was a major factor in recruiting and retaining suit-

¹ Interview with Dr. Dale Isaacs, Superintendent, Boys' Industrial School. March 20, 1955.

² Ibid.

³ Thirty-seventh Biennial Report, Boys' Industrial School, p. 65.

able personnel on the school staff.

Staff of the School

The staff at the time of the study had a total of 110 persons. Of this total, nine persons were in the adjunctive therapy service, and approximately 15 persons were teaching in the academic school.

Education Department

Education in a school for delinquent boys required special techniques of administration, curriculum planning, classroom management, and boy assignment. The average intelligence quotient of the boys at the school was about 90.¹ Clinical studies have shown that approximately 88 per cent of the boys were retarded from one to eight years in achievement required in the grade level that they had attained before admission.² About 25 per cent of the boys had intelligence quotients so low that they could progress only from concrete type of instruction.³

The education department was divided in two divisions: the academic division and the vocational division.

Academic Division. The academic division was separated in-

¹ Ibid., p. 28.

² Loc. cit.

³ Loc. cit.

to four smaller units.

Primary Unit. Boys between the ages of 8 and 12 chronologically who had not attained a grade placement beyond grade four were placed in this division. Boys in this divisional unit usually spent six hours per day in class and one hour of physical education.

Intermediate Unit. Boys between the ages of 10 and 13 years who had attained fifth and sixth grade achievement levels and whose mental ability was near average or above were placed in this unit. The school hours were from 9:00 a.m. to 4:00 p.m., with one hour of physical education.

Junior Unit. Boys between the ages of 12 and 14 whose learning facility equals that of the average pupil in grades seven and eight and whose intelligence was near normal or above were placed together.

Secondary Unit. Four groups of boys from the age of 14 years and up met daily for three hours each in the academic school and spent the remainder of the day in vocational training or on work programs.

"Class" placement or "Program" placement or "Placement in academic classes and occupational training" of each individual boy entering the school was determined by a number of factors.

1. Age.
2. Previous grade attended.
3. Intelligence quotient as determined by the different tests used by the Clinical Department of the school.
4. Achievement measured by achievement test given by the

Clinical Department of the school.

5. Personal needs.
 - a. The kind of control that the person to whom the individual had been assigned can exert over the individual.
 - b. Sexual identification.
6. Interest of the individual.
7. Future plans.
 - a. Academic.
 - b. Vocational.

It was possible in certain courses to advance as high as the eleventh grade. It was not possible to obtain a high school diploma from the school. It was felt by the school that there were not enough boys with the capacity to advance to that level. No boy could be committed to the school after he had passed his 16th birthday unless he was a parolee from the institution. At the time of the study, the age range of the boys was from 8 to 19. The average age was 12.

Vocational Division. A vocational coordinator administered the vocational division. He made all assignments of boys in the areas of work and assisted the boy supervisors to organize instruction and use proper methods of boy management. The following shops were included in this division:

Print Shop. Instruction and production experience in several printing operations was under the direction of a highly qualified printer. Linotype, stereotype, open and automatic platen press, and cylinder press operations were taught in ad-

dition to floor work, binding, and composition.

The boys assigned to the print shop published the Chronicle, the school paper, twice monthly. A total of 3,500 copies of each issue were printed at the time of this study. The paper was received by all legislators, all probate judges, many district judges, all county and regional social workers, many ministers, many law enforcement and probation officers, and every newspaper office in the state. The paper could be obtained by sending a request to the school director. In addition to the paper, the business forms, stationery, and report forms used in the school were printed by the boys.

In the past eight years, 35 boys had been placed in print shop jobs in the state.¹ Six of the boys had returned; none of which returned because of lack of training. Of the six returnees, four had been placed again and the other two were pending placement at the time of the study.

The boys worked about 2,000 hours per year with an instructor. Two thousand hours per year with an instructor was equal to a two-year apprenticeship in an ordinary situation. This training qualified the boy to earn a living and pay his own way in a new community.

Instruction of the boy was generally done on the individual basis, which allowed each boy to specialize in one phase of work and to advance as quickly as he could without being retard-

¹ Interview with Mr. W. H. Orr, Printing Instructor, Boys' Industrial School, March 20, 1955.

ed by the other boys in the class. Initially, each boy was given a chance to operate all the machines available at the school and select the one most suited to his ability and liking, with the assistance and guidance of the printing instructor.

There was a very close teacher-student relationship. All placement was recommended to the administration staff by the printing instructor. It had been the policy of the printing instructor to make a personal check on each boy placed on the job either by letter or personal interview during the probationary period and, in some cases, over a period of five years.

The printing shop was the most highly developed vocational area at the school, but it did not adequately meet the needs of the boys for the following reasons:

1. Only one instructor was available.
2. There was not adequate space to accommodate enough boys at one time.
3. Adequate number of pieces of equipment were not available for individual practice.
4. The equipment available did not have the capacity for the work that could be produced by the boys.

A photographic darkroom was operated in connection with the print shop. The mixing of inks and the making of mats was taught in this phase of the work.

Shoe Shop. Boys assigned to the shoe shop were instructed by a skilled shoe repairman 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 at the school were repaired by the boys assigned to this shop. The boys also repaired shoes for some of the other state institutions.

Several boys had found jobs in shoe repair shops after their placement. This field, however, was very limited and finding placement for the boys who had been prepared in the field was very difficult.

The major difficulty at the shoe shop was lack of adequate material. Most of the shoes which came in to the shop to be repaired were so old or worn they did not present a good problem for the boys to work on.

Auto Mechanics and Welding Shop. This vocational course was taught by a man skilled at three trades: auto mechanics, welding, and machine shop. Two-hour class periods in welding with two classes each day helped boys develop skills and learn trade knowledge required in jobs in commercial shops. Auto mechanics was being taught for one-half day each day, and the boys developed skills in many operations and gained trade knowledge which would qualify them for apprentice mechanics.

Instruction to the boy enrolled was mostly on an individual basis except for the basic principles of the courses. The auto mechanics and welding shop was a productive unit, used for vocational purposes. The term "productive" was used because the maintenance of school equipment was being done by the boys in the classes.

In welding the boys were taught the fundamentals of the AC

and DC electric welders. They practiced until they became reasonably proficient at the job. The shop was equipped with one AC welder and one DC welder which allowed only two boys per class period to work. The shop had eight gas-welding stations, which was adequate, but the working area was very small.

Most of the maintenance of the school's automotive and farm equipment was done in the shop. The boys were taught general repairs, engine breakdown, repair of the cooling and electrical systems, wheel alignment, brake adjustment, and repair. In the machine shop phase of work the boys were taught to operate the two-engine lathes, a milling machine, and a boring bar for the boring of cylinders in an engine.

Four boys had been successfully employed in commercial shops throughout the state since the program was started. The major difficulty was lack of space, and another instructor was needed to help with auto mechanics and welding. This would enable each of the areas to be operated full-time, thereby doubling the number of boys who could be enrolled in the classes. At the time of the study, six boys were enrolled in each of the welding classes, and six boys were enrolled in the auto mechanics class. Overall expansion of the program would enable the school to train and supply the trade with qualified apprentices. The auto mechanics trade was a highly progressing field of work.

Laundry. A laundry foreman instructed boys in the sorting, netting, and washing. He also taught the care and maintenance of the washing machines, dryers, and tumblers. A laundry worker taught flat work finishing on a mangle, steam pressing for all

types of garments, folding, and the care and maintenance of the machines involved.

The laundry was a productive unit. All clothing issued to the boys in the school was laundered and pressed. Several boys had taken jobs in laundries and dry-cleaning establishments in the city of Topeka as a result of their training and experiences in the laundry plant.

Minor Trades. Many boys get training in other fields such as dairying, barbering, plumbing, masonry, carpentry, electricity, tailoring, janitorial procedure, and commissary. Most of the boys worked with maintenance men on a one-to-one basis except in dairying, barbering, and tailoring. Seventeen boys worked full-time at the dairy. They processed all of the milk for the school in a very modern dairy unit. The unit carried a grade "A" classification. Three boys had been able to secure jobs from their training in the dairy.

The coach and the physical education instructor spent two hours daily in the barbershop cutting hair and teaching boys to cut hair. Boys practiced shampooing and the application of hair oils and tonics. The training was limited, and it was used mainly to orient the boy toward the trade in order that he might form a basis for his decision to enter apprenticeship or work toward further training in the barbers' college.

A skilled seamstress taught the boys assigned to tailoring to mend clothing, make pajamas, shorts, sheets, pillow cases and towels, and alter dress clothing. The boys were taught the operation and maintenance of a number of commercial machines.

They were qualified to work as apprentice in garment factories or shops which mend or alter garments.

Vocational Needs

The vocational division offered the boy an introduction to the various fields of work. Usually a boy was not on the campus long enough to become a craftsman in any area of work. To do more than just give the boy the basic knowledge, the vocational division would have to be expanded in many directions.

First, buildings would have to be built to house the vocational trades that were needed. Second, adequate instructors would be needed who had the ability and also the desire to work with boys of the intelligence and with the problems that were possessed by the boys at the school. Third, to have a selection system which would place a boy in a vocational trade area in which he would benefit most and could acquire that knowledge in the simplest manner and in the shortest length of time. Boys committed to the school were not committed for any specified length of time. It was the policy of the school to get a boy rehabilitated and reinstated in the community from which he came or in another community as soon as possible.

In a situation where satisfactory placement in a job situation was the ultimate goal of the school, there would have to be a situation of close relationship between the school and the respective trade unions corresponding to the trades taught at the school. In the past there was very little cooperation between

the two units.

Follow-up Study

The vocational coordinator was making a follow-up study of all students of the school over a period of the previous ten years. That study was designed to discover to some degree the area or areas where emphasis would be needed in the future. Many of the boys at the school had the ability to learn the manipulation of machines but not the ability to solve technical problems. Many of the boy's emotional problems could be reached through careful observation of the boy while in a vocational situation.

THE GIRLS' INDUSTRIAL SCHOOL

History

The Kansas State Industrial School for Girls was a state institution established by law with the intent of providing for the care and training of delinquent girls. The institution was organized February 1, 1888, by the Women's Christian Temperance Union of Kansas. That organization, together with the citizens of Beloit, maintained the school until its formal adoption by the state at the legislature of 1889.¹

¹ Thirty-third Biennial Report, Girls' Industrial School, p. 7.

The Girls' Industrial School was located at Beloit, Kansas. The school building facilities were located on Hersey Street, approximately one and one-half miles north from the Mitchell County Courthouse.

The maximum capacity of the institution was 100 girls. The average population at the time of the study was 70 girls. Any girl under 16 years of age, arraigned for trial in juvenile court on any charges of violation of the laws which would upon conviction subject her to the liability of imprisonment, might be committed. Courts of record and probate courts might commit any girl under 18 years of age who might be liable to punishment under the existing laws of the state; or, any girl under 18 years of age with the consent of her parent or guardian, against whom a charge of committing a crime or misdemeanor shall have been made; or, who was leading a vagrant life, resorted to immoral places or practices, neglected or refused to perform labor suitable to her years and conditions, or refused to attend school might be committed to the institution.¹

Girls who were mentally retarded should not have been committed to the school. Such girls could not receive the type of care and training suited to their needs, and their commitment would be detrimental, not only to them but to the other girls committed within the intent of the law. There was nothing in the laws of Kansas concerning a minimum age for commitment, but the program was best suited for teen-age girls.

¹ Loc. cit.

Orientation Program

The orientation program of the training school included many girls who had failed to adjust or to meet the requirements in the public school. Some school programs had been inadequate and had failed to meet the girl's needs. On the other hand, many of the girls showed evidence of severe retardation and had lacked the capacity to reach the standards set for them in the regular classrooms. Small classes, emphasis on the uses of what was learned, handwork, excursions, visual aids, and visits to points of interest and places that would be related to their school experiences all helped to encourage this type of girl. The individual who was maladjusted in school frequently had the capacity for vocational training. It was for those reasons that the traditional type of school program which existed at the school had been completely reorganized. Subjects and courses suited to the individual need of the girls such as home nursing, child care, home decoration, costume design, arts and crafts, cosmetology, commercial foods, sewing, and commerce had been introduced.¹

The techniques employed in achieving the optimal educational program in a school for delinquents and pre-delinquents would vary considerably from those employed in the traditional public school. The ultimate goal, the union of the individual with the social processes, was the same in both types of schools.

¹ Ibid., p. 9.

Upon arrival at the Girls' Industrial School, a girl was usually placed in the same grade she would be in if she were still in the public school. If subsequent educational or psychological diagnosis indicated some other grade placement to be more feasible, a change was made. Girls who had not reached the age of 16 or who had not been graduated from the eighth grade were assigned to the academic school.

Vocational Program

The vocational phase of the educational program was one of the most important. Since the school was operated as a semi-independent community, many activities had to be carried out that were not present in a public school program.

Vocational training was offered in cosmetology, sewing, kitchen, cafeteria, laundry, housekeeping, and yard work. Even though certain production quotas had to be met in sewing, kitchen, and laundry, the training aspect of the program was always kept in mind. Work placements were sometimes arranged for girls because of their vocational training.

Cosmetology. A cosmetology training program, approved by the Kansas State Board of Cosmetology, was operated at the school. This training was supervised by a person regularly licensed in the practice of teaching cosmetology. Girls were assigned to the training program only after careful selection through physical and psychological screening, and no girl was assigned to the training if, for some obvious reason, she could

not be placed after training. After completion of the prescribed training course, the girls were eligible to take the examination for licensure given by the State Board of Cosmetology. Those qualifying for this license were then placed as soon as possible.

Sewing. The sewing room was supervised by a qualified seamstress. A girl could acquire skill in the areas of knitting, crocheting, Swedish weaving, embroidery, the making of personal clothing, and of household fittings while assigned to the sewing part of the training program. The unit worked on a semi-productive basis. Many of the curtains, drapes, table clothes, and repair of institution equipment was done in the sewing room.

Laundry. Another vocational training unit that operated on a production basis was the laundry at the school. All the laundry work for the students and the resident staff members was done in the laundry by the students. When operating at full capacity, the laundry employed 12 ironers and two machine girls. The laundry was in operation eight hours per day, which made it possible to give laundry training to all of the girls in the school who were desirous of receiving training. By the time a girl had worked at the various job stations in the laundry, she was capable of assuming employment in any commercial laundry.

Food Service. The food service department was divided into two sections: the kitchen and the cafeteria. All of the meals for the students and the staff were prepared in the main kitchen. The kitchen was supervised by a food service director who was very experienced in institutional cooking and feeding. Girls assigned to this unit received training in meal planning and prep-

aration. All of the duties and responsibilities concomitant with this operation were shared with the girls.

Four girls were on duty in the cafeteria during every meal, with a supervisor in charge. One girl serviced the salad and dessert tables, one managed the drinks, and two served the hot dishes. Periodic alternation to the various serving stations insured that a girl would get experience in all phases of cafeteria work. The students also had the opportunity to acquire skill in approaching and serving persons who were eating at their tables.

Much time was given to the supervising and the planning of good nourishing food as this was a most important factor in the rehabilitation of the students.¹

Housekeeping. Girls assigned to this phase of the vocational training program were taught the various operations that were carried on in ordinary housekeeping and also in public building cleaning. Even if a girl's vocational future consisted of being a housewife, the skills that were taught in the training program were invaluable. The majority of the girls had not come from homes where they had the opportunities to acquire these skills. They were charged with the responsibility of doing the routine cleaning throughout the buildings on the campus with the exception of the cottages. They did no heavy maintenance work.

¹ Interview with Mrs. Mary D. Secor, Superintendent, Girls' Industrial School. March 29, 1955.

Expenditures

Of the total expenditures for the fiscal year of 1954, \$26,592.00 was spent for vocational education. This represented approximately 13.5 per cent of the total cost.¹ Much work was needed in the vocational educational field, but this work was handicapped by the amount of money that was used to perform all of the other activities of the institution. Twice as much money was expended yearly for engineering alone. Two per cent more per year was spent on protective services. The per capita cost per year was estimated at \$2,950.17.

Related Departments

In conjunction with the vocational education program at the school, there were six other major departments performing essential jobs which were designed to prepare each girl individually to return to her home or to some other home and be able to function more acceptably as a member of the family group and of society.

Department of Home Life. The home life and the development of the right attitudes were essential to the welfare of every individual girl. The cottage life would have to take the place of the girl's home life. The term "cottage" applied to the living quarters of the girls. It was in the cottage where she was

¹ Thirty-third Biennial Report, Girls' Industrial School, p. 34.

taught household management, which included keeping the cottage home clean and attractive. She was also taught the arrangement and placement of furniture and drapes and had the responsibility of keeping her own room clean. It was in the cottage that a girl got the feeling of security that a well-ordered, well-managed home would give to a girl. Here a girl would be in a situation to experience the feeling of belonging and would know that someone cared for her.

Girls who were institutionalized were in need of group living; therefore, the school attempted to give the girls as near a normal group life as possible. Many activities in which all could participate were planned. Each cottage was equipped with a radio, record player, and a piano, which added to the plan of group living.

The cottage mother cooperated closely with the clinical, social, and vocational departments. She was responsible for seeing that each girl went to her proper vocational and school assignment. She performed one of the most important and challenging jobs in the field.

Department of Social Services. A girl became the concern of the social service department from the very first day of her arrival at the institution. Training at the school had to be guided by the conditions she would have to face on release. Changes in the home and re-education of the family were often required in order to improve her chances for making better adjustments. With this in mind, the social service department compiled complete social history information of the girl and her

family through personal interview of the girl and the services of the local welfare worker in the county of commitment.

Daily progress records were kept on each girl by the social worker to whom she had been assigned. This enabled the worker to become acquainted with the girl long before the transition from school to community had to be made.

The social worker was the interpreter between the girl, her family, and the school. Members of the girl's family were encouraged to visit at designated times. This was of value in interpreting to the family the condition of the girl and of enlisting the cooperation of the family with the aims of the school.

After a girl left the institution, contact was minimized. It was maintained primarily through correspondence until such time as satisfactory adjustment was made to warrant complete discharge.

Medical Department. The school received a great number of girls whose health needs had been neglected until they were in the advanced stages. The rehabilitation program could not be effective until a girl was fully restored to physical health. Good physical health is one of the conditions necessary for the learning process to be effective and stimulating.

A doctor was employed part-time, and he was assisted by a graduate nurse. A dentist would make regular examinations of the student's teeth. The school was equipped with an eight-bed medical unit maintained on the third floor of the administration building. The nurse also provided an orientation program for the girls.

Psychological Service Department. The psychological service department was organized with a dual purpose. Its first and obvious function was to make available such technical services as the diagnosis or ruling out of definite mental diseases and to assist in the treatment of the more acute personality problems. The other was to develop a more general mental hygiene program of benefit to the entire life of the school.

The work of this department fell largely into three divisions: the initial or diagnostic study, sponsorship, and intensive treatment.

The diagnostic study was an attempt to understand the girl and to detect, so far as possible, causative factors in her delinquency. The diagnostic study was most intensive during the first few weeks the girls spent in the training school. To do this, general intelligence, specific abilities, and proficiencies were measured. Individual interviews and standardized tests were used which were highly interesting to the girl and called forth her responses to an extraordinary variety of situations. Following the diagnostic study period, recommendations regarding institutional assignments were made in conference with the superintendent, director of education, chaplain, and social service department.

Sponsorship included acting as a friend in need, straightening out difficulties, seeking to bring about indicated changes of assignment, and treatment of a maternal sort. Essentially, sponsorship sought to interpret the training school to the girl and the girl to the training school, working with cottage parents

and supervisors.

It was the practice of the department to distinguish between sponsorship and intensive treatment. Intensive treatment was time-consuming and could be carried on to only a limited degree.

Chaplain Services. The duties of the chaplain included in its many phases the providing of the religious needs and spiritual guidance of the girls. He served as a spiritual counselor in moral and religious problems. His job was to bring the girls to an understanding of their relationship to spiritual and moral values. Many of the girls had very little religious training before being institutionalized.

Religious instruction classes, with a planned religious instruction course, was available to all girls at the school. Bibles, religious literature, and daily devotional booklets were available in the cottages.

Recreation Department. The ultimate objective of the recreational program at the school was to provide a variety of activities for the maximum enjoyment of all students.

The program included two main aims; the first was "on-campus" activities, and the second the "off-campus" activities. "On-campus" activities included sports and entertainment such as softball, volleyball, roller skating, tennis, square dancing, table tennis, and quiet indoor games. The second division covered hikes, movies, swimming, picnics, softball games, and attendance at all home football games of Beloit High School.

The recreation program was organized to provide the therapy

and corrective measures needed, but not to lose the feeling of relaxation, fun, and entertainment.

THE KANSAS STATE INDUSTRIAL REFORMATORY

History

The Kansas State Industrial Reformatory was located in the southeast section of the city of Hutchinson, Kansas. The school was started in the 1800's, consisting of one cell block. Very little occupational training was available because there were no facilities installed at the school.

The school was financed by state allocations, allotted every two years by a legislative act of the state legislature. Approximately 20 per cent of the total amount allocated was available for vocational education.¹ In a two-year period, the school spent approximately \$90,000 for education, religion, hospital and dental, and recreation. This figure did not include the building program.

The capacity of the school at the time of the study was 375 boys. Boys entering and other boys leaving the school had the figure fluctuating rapidly. Many of the boys were transfers from the Boys' Industrial School. There had been as high as 800 boys institutionalized at Kansas State Industrial Reformatory at one

¹ Interview with Mr. John D. Munns, Sr., Chief Clerk, KSIR. April 14, 1955.

time.

Orientation Program

When a boy arrived at the school, he was assigned to the orientation detail for a period of 30 days. During that time he performed minor jobs necessary at the school. He was given a complete physical examination. Orientation was held which informed the boy of the occupational training possibilities available for his choice. At the end of the orientation period, the boy went before the classification board. The board consisted of the day captain, director of education, coach and physical education director, school chaplain, and the orientation officer assigned to each boy.

Each boy was given three occupational trade choices when he went before the board. The board checked the intelligence quotient of the boy which was previously determined by the administration of the Army Alpha Test. Previous experiences and a careful consideration of what each boy would be suited for in the future were other factors which determined the assignment. The greatest handicap of almost every boy institutionalized was low I.Q.¹

The board tried to assign each boy to his first choice of an occupational trade. This assignment was limited by many fac-

¹ Interview with Rev. Frank G. Richards, Institution Chaplain, KSIR. April 14, 1955.

tors such as the number of persons already assigned, the temperament of the boy, physical handicaps if any, and the type of offense committed by the boy.

Any boy when committed, who had not completed the fourth grade, was assigned to the academic day school. All others might attend night school on a voluntary basis. It was possible for a boy to receive a high school certificate through correspondence from the University of Kansas. Some of the correspondence courses were taught by officers of the institution, but usually the school acted only as the disposing agency. The school felt that, if a boy received a high school certificate from an institution such as Kansas University, he would benefit to a greater degree than if he had received the certificate from the Industrial Reformatory.

Vocational Program

Every boy could choose three of the eight different occupational trade sections, and then assignment was made to one of the three. If it was found that he was not suited to the first assignment, he was then reassigned to another section. The eight sections were metal-craft, leathercraft, machine shop, barbering, tailoring, printing, cook and bakery, and manual trades.

Metal-craft. In the metal-craft shop, a boy was taught to recognize the different types of metals and how they could be tooled. After the basic information was learned, the boy went into actual construction of projects. No pressure or time limit

was set for the construction of the project, but emphasis was placed on doing the job accurately. Projects completed were placed on display either at the school or at the Kansas State Free Fair in Hutchinson. All projects might be purchased by the public, and the money was placed in a general fund at the school. Commendations were given to the boys for projects completed and displayed by the Ford Motor Company. Few boys were at the school long enough to become very proficient in metal work, but the program provided an insight into metal processing. The program was handicapped by the fact that each instructor was also the disciplinary officer for each group assigned to him. He was required to know the exact whereabouts of each boy at all times during the work period.¹ Metal-craft was one of the major vocational trades taught.

Leathercraft. Leathercraft was one of the minor trades. Emphasis was not as great because employment in the field was limited. Much of the tooling at the school was done by hand, whereas in industry it was diversified and done by machine.

Machine Shop. The machine shop was very well equipped and offered a great opportunity for a boy to develop a trade. All of the major industrial machines were installed in the shop. The instruction was handled by a skilled tradesman. A boy could learn welding (electric and gas), lathe operation, and machine milling. Operation of the machines usually required a relatively high degree of intelligence, which was not one of the factors

¹ Interview with Mr. V. F. Procko, Instructor of Metal-craft, KSIR. April 14, 1955.

possessed by the greater number of the boys at the school. The length of the sentence of most of the boys did not allow them to become skilled in the trade.

Barbering. Barbering was probably the trade that offered greater assurance to a boy than any other trade offered at the school. The school was equipped for instruction to 20 boys, and more facilities were expected. The trade was taught by a master tradesman. At the beginning of the course, each boy was given a book on barbering and a dummy razor. He was expected to know the answer to 150 questions fundamental to barbering. He was also expected to be able to roll and manipulate the razor by just the roll of the wrist and not the whole arm.

After the preparatory phase was completed, instruction was given in the art of barbering. Practice was done on other boys of the school. Boys who became more proficient in barbering were assigned to the officer's barber shop.

Before a boy was paroled, if it was thought that he could pass the state barbering examination, he was taken by the instructor for an appearance before the board. If the examination was passed, the boy could work as an apprentice under a licensed barber for the period set up by the state board.

More boys had been satisfactorily employed as apprentice barbers than through any other trade on a percentage basis. Shop owners readily hired many of these boys because it was evident that they were well-trained.¹

¹ Interview with Mr. R. T. Davis, Instructor of Barbering, KSIR. April 14, 1955.

Tailoring and Laundry. All of the clothes worn by the boys in the school were produced in the tailor shop. Very little commercial instruction was given. Only a basic knowledge of the tailoring trade was given. In coordination with the tailor shop was the reformatory laundry. It was also a unit that did all of the work for the school. Staff laundry and cleaning was processed for a small fee. Both shops were well equipped, but the instruction was limited.

Printing. Intelligence of the individual boy was a great handicap to the printing trade. New and modern equipment was available in the shop for the boys to operate. Instruction was given by a skilled tradesman. The boys published the school magazine, The Harbinger, and all of the administrative forms used by the reformatory. Some of the boys had been employed after release as a result of the training received in the printing section.

Cook and Bakery. The most well-equipped trade training section was the cook and bakery section. This unit was identical to any major bakery or modern cafeteria. The unit allowed each boy to become very familiar with equipment which he would come in contact with after parole and in a job situation.

From the time a boy was assigned to the trade unit until his release or transfer, he was taught the fundamentals of meat processing, the making and baking of bread and pastries, food preparation for the boys and the officers, and the essentials of serving food to persons. The boys at the school were very well fed, which was a major factor in the rehabilitation program.

Manual Trades. The term "Manual Trades" was used to cover the woodworking field. Projects could be constructed either by machine or by hand. The manual trades unit was probably the most popular section of the occupational trades. The trade was taught by a skilled tradesman. The shop was adequately equipped. Boys were assigned to different work units according to their ability to adapt themselves to different woodworking machines. A simple job was assigned first and, as the boy progressed, the jobs became larger and more difficult. Each boy advanced at his own rate with emphasis on accuracy. Many products were produced which were lasting and were evident of what each boy was capable of doing. Projects such as ash trays, jewel chests, and cedar chests produced by the boys could be purchased by the public when making a tour of the institution.

Related Fields

Physical Education. In coordination with the trade and academic section of the institution was the physical education program, the religious program, and the library. A full-time physical education director was employed at the school and taught all of the major sports. He had developed and installed the facilities for many of the minor sports. It had been stated that this section of the institutional program performed the major share of rehabilitating the boys. This program was designed to allow relaxation and the release of tension.¹

¹ Interview with Mr. Dale D. Love, Director of Physical Education, KSIR. April 14, 1955.

Chaplain Service. A Protestant chaplain was on duty full-time and a Catholic priest from the city of Hutchinson made weekly visits to the school. An all-faith chapel and a Catholic chapel were part of the institution.

Library Services. The library had been equipped with approximately 3,700 books to satisfy all levels of intelligence. The school subscribed to 15 magazines. Each boy had three current magazines in his cell at all times.

Placement and Follow-up

Placement of a boy in a satisfactory job situation was limited to the boy and the parole officer to whom he was assigned. A boy had either to have a job, or relatives or friends who could take care of him until he found a job, before he was allowed to leave the institution on parole.

When parole was pending, a progress record was made out by the officer to whom the boy had been assigned for the major portion of his stay at the institution. Parole and placement was determined by the record and social behavior while institutionalized.

After parole and placement arrangements had been completed, each boy was given 24 cards which he was required to mail to the Parole Officer, Kansas State Industrial Reformatory, by the tenth of each month for 24 months. This was the method used by the reformatory in making a follow-up study on each boy.

SUMMARY AND CONCLUSIONS

The schools studied and reported in the study were performing a two-fold job. First was rehabilitation, and second, the teaching of a useful trade. The needs were great. The schools were overcrowded, which limited individual instruction necessary for the type of persons in the schools. Many of the trades were housed in small buildings, which limited the number of persons who could be taught adequately. Salary scales limited the type and quality of instruction. The total amount that could be allocated to the occupational trades limited the number of teachers.

Another major factor confronted by the schools was the loose connection between the schools and the society into which each boy and girl would ultimately return. It had been the desire of the administrators of the schools to place a boy or girl back in his or her home community. It had been difficult to get those persons satisfactorily situated and employed.

The many trades taught at the different schools could be classified into three classes.

1. Those trades which would qualify an individual for employment after release from the schools.
 - a. Printing at the Boys' Industrial School.
 - b. Auto mechanics and welding at the Boys' Industrial School.
 - c. Cosmetology at the Girls' Industrial School.
 - d. Barbering at the Kansas State Reformatory.

e. Cooking and Baking at the Kansas State Reformatory.

2. That training which would not qualify an individual for employment, but would allow some development toward the desire for further training in the respective fields. It would also provide information as to where the training could be received.

a. Shoe Repair at the Boys' Industrial School.

b. Laundry at the Boys' Industrial School.

c. Sewing, Laundry, Food Service, and Housekeeping at the Girls' Industrial School.

d. Metal-craft, Leathercraft, Machine Shop, Printing, Tailoring, and Laundry at the Kansas State Reformatory.

3. That training used primarily to improve the emotional and social development.

a. The minor trades at the Boys' Industrial School.

b. The manual trades at the Kansas State Reformatory.

c. Housekeeping in the cottage at the Girls' Industrial School.

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APPENDIX

Questionnaire

1. What date was the school established?
2. How is the school financed? What amount was allocated to vocational education?
3. What is the maximum capacity of the school?
4. What is the number of persons at the school at the present time?
5. What are the age ranges of the individuals?
6. How many persons are on the staff? Administration staff? Education staff?
7. What trades are taught at the school?
8. Give the time allotted to each individual for vocational education.
9. What type of recreation program is available? Religious program? Medical facilities?
10. Does the school have a library? Number of books? Number of magazines? Number of newspapers?
11. Does the school have a placement program? How is it organized?
12. Does the school make a follow-up study? Give the length of time that the study covers.

The above questionnaire was used by the investigator at the time of the personal interview made at each institution.

A STUDY OF THE OCCUPATIONAL EDUCATION FACILITIES
AT THE KANSAS INDUSTRIAL SCHOOLS

by

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B. S., Kansas State College of Agriculture
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AN ABSTRACT OF A MASTER'S REPORT

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MASTER OF SCIENCE

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PURPOSE OF THE STUDY

This problem was investigated in an attempt to discover some of the factors related to the occupational education of delinquent boys and girls institutionalized in the three Kansas Industrial Schools. The main factors of intelligence of each individual, length of commitment of each individual, age of the individual, educational facilities available, and type of instruction were taken into consideration.

The schools considered in this report are: the Boys' Industrial School, Topeka, Kansas; the Girls' Industrial School, Beloit, Kansas; and the Kansas State Industrial Reformatory, Hutchinson, Kansas.

METHODS AND DATA

Study on this problem was begun by securing all printed material available concerning the program of each school. This material was supplemented by personal interviews with vocational trade instructors at each school, the directors of education at the schools, and the institution chaplains. The information secured from all of these sources was read, studied, and compiled. Then the more essential data were selected and used in writing this report.

The schools studied and reported in the study were performing a two-fold job. First was rehabilitation, and, second, the teaching of a useful trade. The needs were great. The schools

were overcrowded. Individual instruction necessary for the type of persons in the schools was limited. Many of the trades were housed in small buildings which limited the number of persons who could be taught efficiently and adequately. Salary scales limited the type of instruction and also the quality of the instruction. The total amount of money that could be allocated to the occupational trades limited the number of teachers.

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- d. Barbering at the Kansas State Reformatory.
- e. Cooking and baking at the Kansas State Reformatory.

2. Those trades which would not qualify an individual for employment but would allow some development toward the desire for further training in the respective fields. It would also provide information as to where the training could be received.

- a. Shoe repair and Laundry at the Boys' Industrial School.
 - b. Sewing, Laundry, Food Service, and Housekeeping at the Girls' Industrial School.
 - c. Metal-craft, Leathercraft, Machine Shop, Printing, Tailoring, and Laundry at the Kansas State Reformatory.
3. Those trades used to improve the emotional and social development.
- a. The minor trades taught at the Boys' Industrial School.
 - b. Housekeeping in the cottages at the Girls' Industrial School.
 - c. The manual trades taught at the Kansas State Industrial Reformatory.