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SECOND ANNUAL REPORT

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COMMUNITY SERVICE

State Youth
Development
Council

TO THE

GOVERNOR

fiscal year ending

AUGUST 31, 1951

Second Annual Report

Texas

State Youth Development Council

to the

Governor

Fiscal Year Ended August 31, 1951

A report of the program and activities, including statistical and fiscal data, of the Texas State Youth Development Council and the institutions under its supervision: the Gatesville State School for Boys, the Gainesville State School for Girls, and the Crockett State School for Negro Girls.

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Gatesville State School for Boys

Maxine Burlingham, Superintendent
Gainesville State School for Girls

Emma G. Harrell, Acting Superintendent
Crockett State School for Negro Girls

State Youth Development Council
808 Tribune Building, Austin, Texas

Membership

State Youth Development Council

August 31, 1951

Lay Members (Appointed by Governor)

Rev. Walter K. Kerr, Tyler, Texas

Lewis Nordyke, Stephenville, Texas

W. D. Whalen, McAllen, Texas

Rev. Paul J. Ehlinger, San Antonio, Texas

Mrs. Richard J. Turrentine, Denton, Texas

Leslie Jackson, Dallas, Texas

Ex Officio Members (By virtue of House Bill 705)

John H. Winters, Executive Director,
State Department of Public Welfare

Dr. George W. Cox, State Health Officer,
State Health Department

Colonel Homer Garrison, Jr., Director,
Texas Department of Public Safety

R. C. Lanning, Chairman
State Board of Control

Gordon K. Shearer, Executive Secretary,
Texas State Parks Board

Harry B. Crozier, Chairman,
Texas Employment Commission

Larry O. Cox, Executive Director,
Board for Texas State Hospitals and Special Schools

J. W. Edgar, Commissioner of Education,
Texas Education Agency

WALTER K. KERR
CHAIRMAN-KERRVILLE

JOHN H. WINTERS
EXECUTIVE SECRETARY



HAROLD J. MATTHEWS
DIRECTOR OF INSTITUTIONS

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DIRECTOR OF COMMUNITY
SERVICE

STATE YOUTH DEVELOPMENT COUNCIL
808 TRIBUNE BUILDING
AUSTIN, TEXAS

November 23, 1951

Honorable Allan Shivers
Governor of Texas
Austin, Texas

Dear Governor Shivers:

The fiscal year ended August 31, 1951, marked the second year of operation of the Texas State Youth Development Council. The report of this year's work is hereby submitted to you as provided by the statute.

During its second year the Council has been able to get its program in operation more effectively and to decide which activities are most helpful in meeting the problems of children who get in trouble. The cooperation of local communities and officials and the requests for help have been inspiring to the Council and its staff and have definitely indicated concern about the welfare of children.

We wish to express our appreciation for the help and interest shown by yourself, the Legislature, the various State departments and agencies, and the people of Texas.

Respectfully submitted,

A handwritten signature in cursive script that reads "Walter K. Kerr".

Walter K. Kerr
Chairman

A handwritten signature in cursive script that reads "John H. Winters".

John H. Winters
Executive Secretary

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THE STATE YOUTH DEVELOPMENT COUNCIL

This is the second annual report of the Texas State Youth Development Council. The Council has continued its activities as discussed and outlined in its first report: (1) Administering the State training schools and otherwise attempting to improve services related to the care and training of children committed to the State by Juvenile Courts; and (2) Working with the local counties and communities in studying conditions and services related to children who get in trouble, aiding the Juvenile Courts and probation officers, compiling and disseminating information, and providing consultation and survey service in the field of recreation.

The demands for service from over the state have been both encouraging and disturbing. The interest in and concern over children who get in trouble has been an inspiration to the Council members and staff; but, due to budgetary limitations, we have been unable to do all things we felt were important.

First-hand observations and many reports of events in local communities have indicated considerable interest and activity related to the youth of Texas: aiding those who get in trouble and trying to prevent delinquency. The words "youth," "Youth Council," and "Youth Centers," etc., are very much in the minds of Texas citizens today. There is also an increased feeling on the part of private citizens of responsibility toward boys and girls adjudged delinquent, and proportionately less of a feeling that it is only the county or state government's job. These are healthy signs which the Council feels will enable it to make progress faster.

Additional experience and increased knowledge of conditions in the State have placed the Council in a position to improve its work and plan a more effective and helpful program.

The Act creating the Council is broad and instructs or implies more responsibilities than available funds will permit. It has been necessary to weigh each phase of the program very carefully in order to do first things first and to make our time and money count for the most.

Organization of the Council

Fourteen individuals serve as the controlling and policy-making body for the Council. Six of these are laymen appointed by the Governor. The other eight are ex-officio, by virtue of the positions they hold in the State government. These are the Director of the State Department of Public Welfare, the State Health Officer, the Director of the Texas Department of Public Safety, the Chairman of the State Board of Control, the Executive Secretary of the Texas State Parks Board, the Chairman of the Texas Employment Commission, the Director of the Board for Hospitals and Special Schools, and the State Commissioner of Education.

The Council employs the staff and directs the policies and general plans of the program. The central office of the Council is in Austin. Because of the nature of its work and because the Executive Director of the State Welfare Department is also Executive Secretary of the Council, the Youth Council is tied in closely with the State Welfare Department. Many of its facilities and services have been available to the Council in carrying out several phases of its work.

The law creating the Council also makes it possible for the Council to use the knowledge and services of other state government departments, especially those represented on the Council. The Act says, in part: "To effectuate the purpose of this Act and to make maximum use of existing facilities and personnel, it shall be the duty of all departments and agencies of the State government and of all officers and employees of the State, when requested by the Council, to cooperate with it in all activities consistent with their proper function."

Council Meetings

During this fiscal year the Council held six meetings, five in Austin and one at the State School for Boys in Gatesville.

Purpose of the Council

Section 1 of the Act creating the Council states well the purpose of the Youth Development Council:

"Purpose. The purpose of this Act is to develop our State's most precious resource, its children and youth, by creating a Youth Development Council, first, to coordinate the State's departments and facilities in helping all communities develop and strengthen all child services, preventing delinquency and other types of social maladjustment by developing in all children the spiritual, mental, and physical resources necessary for complete citizenship responsibility and participation; and, secondly, to administer the State's correctional facilities by providing a program of constructive training aimed at the rehabilitation and successful re-establishment in society of delinquent children."

The statute goes on to say that, "This Act shall be liberally construed to accomplish the purpose herein sought."

The Council has been careful not to duplicate other state services, but to confine its activities to the field of delinquency. Because it is sometimes hard to distinguish between a dependent child and a delinquent child and because most delinquent children were first dependent or neglected, the Council has tried to work closely with the Children's Division of the State Welfare Department and other state and local agencies handling dependent children, but in no way to encroach upon that area of work.

Other state departments and local agencies have been fully cooperative and have been of considerable help in many phases of the Council program. For example, the State Department of Public Welfare has made it possible for the Council to do many things which would otherwise have been impossible or very difficult. The local offices of the Welfare Department have made social histories of children committed to the Council and helped plan for the return of children, where probation services were lacking. (Most Texas counties are without probation officers.)

One small state agency alone cannot do all that is necessary for the prevention and treatment of delinquency. It requires the combined efforts of all citizens and officials.

A child in trouble is a child needing help, regardless of what his particular situation may be. One of our great hopes is to bring about a better understanding on the part of the public of what causes delinquency and an increased

awareness of what delinquent children need and what can be done for them early enough to prevent the severe emotional disturbances and unhappiness which so frequently lead to delinquent acts and more unhappiness.

COMMUNITY SERVICE

The Act creating the Youth Development Council, while it can be broadly interpreted, is specific in placing a responsibility on the Council to aid Texas communities in developing resources and services for the prevention and treatment of delinquency.

Section 6 of House Bill 705, Acts of the 51st Legislature, outlines these functions and responsibilities, as follows:

- "(a) To carry on a continuing study of the needs of children in this State and seek to focus public attention on such major needs.
- "(b) To make studies and provide programs and information to strengthen the family in meeting its responsibility as the fundamental school for integrity and for democratic life.
- "(c) To inquire into and make recommendations to the appropriate agencies, public or private, on any matter affecting the care, welfare, or behavior of children or youth.
- "(d) To develop constructive programs to provide, strengthen, and coordinate all essential services to all children throughout the State; and to that end cooperate with existing agencies and encourage the establishment of new agencies, both local and State-wide, having as their object service to youth.
- "(e) To assist local authorities of any county or municipality, when so requested by the governing body thereof, in surveying the needs of their youth and the extent to which these are not being met, and in developing, strengthening, and coordinating educational, welfare, health, recreational, and law enforcement programs which have as their object service to youth."

To give probation services to the Juvenile Courts of Texas as provided by Section 16, as follows:

"The Juvenile Court of any county not having a probation officer may request the Council, with its consent, to make an investigation and report to the Court respecting any child against whom any information or petition has been filed charging delinquency; and such Court may also, with the consent of the Council, place any child whom it has adjudged delinquent on probation under the supervision of the Council on such terms and conditions as the Court may prescribe."

The children who need help, are in trouble, and those in danger of becoming delinquent are far more numerous than those under direct custody of the State. Thus the Council's responsibility toward this large group is greater and this phase of the program looms as a major concern. Because of the size of this program and the breadth of the law, the Council could do a great deal more that

would bring satisfactory results. However, because of budget limitations, it has had to choose certain practical matters which were more pressing and most directly connected with the day by day problem of children in trouble.

As in the fields of education and public health, local communities need help, direction, and information from a state level agency in developing adequate services for children who get in trouble.

All the Council staff and frequently the Council members, as well, do what they can to meet the requests of communities for help with their problems and plans. However, the major responsibility has fallen on the shoulders of the Director of Community Service and certain other staff members, such as the four field representatives, the Recreation Consultant, and the Educational and Information Assistant. The Diagnostic Clinic staff was able to make a contribution as a by-product of its work in the communities. This is also true of those working directly with the institutions in dealing with local agencies and officials in individual cases.

This phase of the program has been conducted by the following means, which are discussed more fully elsewhere in this report:

- 1: General surveys, and evaluations of specific situations.
- 2: Working with community groups and committees on problems and plans.
- 3: Handbook material and dissemination of information.
- 4: Working directly with Juvenile Courts and Probation Officers toward the improvement of methods and procedures for handling children who get in trouble.
- 5: Providing consultation service in recreation as one good preventive measure.
- 6: Cooperation with other state departments and agencies.
- 7: Aiding counties with individual cases, when help is requested or a particularly difficult situation is presented.
- 8: Helping organize local committees or councils when requested.

White House Conference

As stated in the last report, the Governor requested the Council to assume the responsibility of the State's part in the Midcentury White House Conference for Children and Youth. Most of the work on this was completed last year, but it had to be finished the first part of this year.

- 1: The report on conditions and needs in Texas was completed and distributed.
- 2: The State representatives to the Washington meeting were chosen and appointed by the Governor.

- 3: The Council was represented at the National Conference by its Chairman.
- 4: The National Recommendations and Resolutions were distributed in Texas.
- 5: Correspondence and inquiries regarding the White House Conference were handled.

Placements for Other States

The Youth Council has assumed the responsibility of acting as the referral agency for children coming to Texas from juvenile correctional institutions in other states.

Children coming from other states, because a satisfactory plan can be made for them with a relative or because their parents live in Texas, need supervision, and investigations are necessary to make sure the plan is a wise one. The Council has also recognized that some Texas children could be better cared for in other states, provided supervision can be arranged. This is a reciprocal service.

During the year 1950-51, 84 boys and girls under 21 years of age were handled through this service: 14 were closed and 70 were carried over into the new year.

Referrals were received from 11 states, and children were placed in 14 different counties.

Supervision is provided by Probation Officers, staff members of the State Department of Public Welfare, the Salvation Army and a few private citizens.

Monthly reports as to the adjustment of these young people are forwarded by the various supervisors to the Council office, where they are recorded and forwarded to the state holding legal jurisdiction over the child. The Council has maintained contact with the supervisors through correspondence and conferences.

Literature and Information

- 1: The manual on community organizations was revised to meet the needs of Texas communities in a more practical way.
- 2: Regular publication of a monthly newsletter, entitled, The Key, was begun. As one of our chief periodic outlets for information, it discusses conditions affecting children over the State, various effective efforts being made to meet problems and provide needed services, and news of things being done over the State and by the Council in this general field.
- 3: Special material was prepared for educational purposes and to meet daily requests from all parts of the State.
- 4: The Annual Report and a specially prepared Handbook were distributed to people dealing with children who get in trouble and

to community leaders interested in such matters.

- 5: Information and materials were provided, upon request, to people in Texas communities for use in club meetings, speeches and articles, class discussions, and local and state conferences. Such requests come to the Council daily.
- 6: Information was supplied to meet requests of newspapers for news and feature articles about the Council and the institutions.
- 7: Material on recreation was compiled and distributed. It is discussed elsewhere in this report.

Detention

The problem of counties providing temporary detention facilities for children, when it becomes necessary, has been a matter toward which the Council has felt a definite responsibility. Throughout the country, including Texas, this is probably one of the weakest phases of our whole Juvenile Court program. Very few Texas counties can be proud of what they provide in the way of juvenile detention facilities.

The problem is big enough to justify the Council's employing a full-time person to study the situation in Texas and help counties improve their facilities and methods. Money has not been available to do this, but during the year the Council examined the detention facilities in 128 counties to secure information as to what was happening, type of facility, how used, etc. This material, not yet complete, will be evaluated and compiled for distribution later on.

Information on Counties

Basic information on all the counties in Texas has been gathered and compiled to help us in our work with the counties, in making social surveys, and in planning recreation programs, probation services, and similar activities.

Law Enforcement

Law enforcement officers play an important part in the field of juvenile delinquency. Most cases of children committing an offense against law or society are first known to a police officer. The cooperation and understanding of law enforcement agencies is important in the development of adequate and effective juvenile court and probation services.

The Council could effectively use one full-time staff member to work with law enforcement agencies on problems relating to juvenile delinquency. This has not been financially possible, but we have done what we could. In addition to conferences in the counties, the Director of Community Service gave lectures and aided in discussions in the Department of Public Safety's school for law enforcement agencies, the school for sheriffs, and the training school for recruits.

Summary of Other Services

Two hundred nineteen counties were visited for consultations with Juvenile

Court Judges, probation officers, law enforcement officers, and other officials and agencies concerning matters pertaining to juvenile delinquency, procedures, and community problems. This does not include counties visited by the Diagnostic Clinic.

Special services were given, usually upon request, in 158 cases of delinquency. This usually included a study of the child and his home, the problems presented, and assistance to the court in making a plan. This figure does not include cases handled by the Diagnostic Clinic nor those committed to the State.

Comprehensive surveys were made in two counties, and ground work laid on four others. This does not include recreation surveys.

Forty-seven counties were aided by participation in group and committee discussions of problems of delinquency and youth work, helping analyze local conditions and suggesting methods of improvement.

The Council cooperated with and participated in various state-wide conferences and institutes related to problems of delinquency and child welfare.

All counties with Probation Officers were visited to help with community or organization matters, or to discuss cases involving unusual problems.

The Council aided in the organization of nine juvenile court advisory boards to help the courts with cases of delinquency, and gave direct help in setting up one crime prevention division of a police department.

Recreation Services

The Council has discovered that during its brief period of operation there has been a sustaining public interest in recreation in Texas. Realizing the importance of recreation as a good preventive of delinquency, and because of the instructions in the law, the Council placed on its staff one trained recreation consultant to aid communities with recreation problems and programs. The demands for his services have exceeded time and money available.

Prior to 1949, when the Council recreation service was started, twenty communities had established full-time recreation programs over a period of twenty-eight years. During the three-year period of 1949 through 1951, twenty-two additional year-round recreation programs were established. The effect the Council had on this acceleration is impossible to measure, except to say that we worked in all these communities and certainly made some contribution. Surveys, evaluations, and plans by the Council have been made on the premise that the credit belongs to the community itself.

The second World War and war activities since have restricted local efforts but at the same time have stimulated a need and awareness for organized leisure time activities. Provisions for recreation have not kept pace with the need. The urgent need for improving financial resources on a local level is obvious, as well as the need for permissive legislation.

Interest over the State has been apparent, but there are some serious handicaps. In most places voluntary agencies, clubs, and civic organizations, as sponsoring groups, have been able to develop only piece-meal activities. Conse-

quently, the programs are too often spotted and seasonal, with duplication of services and no legally established public agency charged with the responsibility of organizing and administering recreation services and facilities.

Some of the legal handicaps are evidenced by the situation in the general law cities: 48 per cent of the cities under 5,000 population have met the constitutional tax limit of \$1.50, and 33 1/3 per cent of the independent school districts had total tax rates equal to the legal maximum. Also, in towns and villages which are dependent upon the county for civic action, the limitations are real and numerous. Such counties should have recreation personnel on a county level to provide leadership and technical assistance, if adequate programs are developed.

Cooperating with the League of Texas Municipalities, the Youth Council has conducted a continuous survey on recreation facilities, services, and programs over the State. These reports indicate a desire for more help than has been received in the past. Communities want to know what other communities are doing. They need information on standards. They want publications and program aids. They want help in appraising and evaluating their services and resources. Many communities ask for assistance in recruiting and training professional and volunteer leadership. They request information on state laws, questions of liability, methods of financing recreation, and preparation of budgets; help in drafting local ordinances; and advice on designing and laying out recreation areas and facilities and on maintenance and operation.

The responsibility of providing such services cannot be left entirely to local communities. Education and public health have demonstrated the need of information and help from the State. It cannot be left to chance. The interdependence of communities, the need for uniform standards, and the need for close coordination of rural and urban areas are problems also requiring state level leadership.

The Council hopes to provide a springboard to the solution of these problems through its consultation services. Through surveys, meetings, on-the-spot consultations, and by communication, such questions and requests for service as those mentioned above have come to the Council from individual citizens, agencies, and public officials.

The Council also received many requests related directly to community-school programs. Requests came from twenty-three universities and colleges for program aids and information on opportunities for jobs. There were fifty requests from voluntary agencies concerned with coordinating group programs. Many requests have come from other states interested in what the Council is doing.

Services Rendered

Following is an outline of the services rendered by the Council in the field of recreation during the fiscal year ending August 31, 1951:

1: Surveys and Appraisals

The Council conducted thirteen surveys, four of which were comprehensive, involving county-wide services.

2: Information and Literature

In addition to correspondence, interviews, and field visits, the Council distributed program materials and organization information related to recreation in many Texas communities.

Detailed information was collected on the year-round programs of forty-two recreation agencies, which was and is being used to aid other communities and to determine the direction of Council activities.

3: Conferences and Workshops

The Recreation Consultant participated in one out-of-state conference, three state-wide conferences, and three workshop conferences.

4: Recreation Motion Pictures

The Council secured the use of several color films on community recreation, which were shown to seventy-six groups.

5: State-wide Survey

In cooperation with the League of Texas Municipalities, the Council surveyed, mostly by correspondence and questionnaire, the recreation programs, facilities, and needs of 230 cities of the League.

This information is valuable in getting a picture of the situation over the State, in planning the Council's activities in the field of recreation, and in setting up a centralized information service for local communities who request information about other local programs and methods of establishing programs.

Summarizing, the Council provided recreation services in approximately 298 technical units during the fiscal year ended August 31, 1951. This necessitated the Consultant's spending most of his time on field visits, working with groups, officials, and committees.

Needs and Future Activities

The experience gained during the past year and information collected firsthand and by other means points up the following needs in the area of recreation and the emphases the Council will likely place on its own work:

1: Enabling Legislation

The need for legislation which will enable certain cities and counties to organize and finance adequate recreation programs, perhaps with a clause providing for local referendum so voters may express their own wishes regarding a recreation program and to authorize a tax to finance it.

The need for broadening the State Park laws, so that cities under 5,000 population may not be restricted in the use of these funds to parks alone, but also for the development of programs and facilities in other areas.

- 2: Knowledge of the situation over Texas emphasizes the need for the training of volunteer leaders in recreation, through regional and/or local institutes conducted by experts.
- 3: The importance of citizenship participation in recreation programs, both in getting them started and in their operation, is apparent. It points up the need for further public education and dissemination of information.

The Council feels a responsibility in this matter, but its efforts will likely be more effective if done in cooperation with such organizations as the Texas Education Agency, the University of Texas, the Texas State College for Women, and Texas A. & M. College.

- 4: A need is recognized for the state level agency to perfect methods for the cooperation of recreation directors and to secure their interest and help in the state-wide program, setting up standards, aiding the smaller communities and school districts, and dissemination of information.
- 5: A central registration of professional recreation personnel in the State would help improve the service and simplify the problem of recruiting and placement.
- 6: Cooperation is needed with universities and colleges in recruiting young people to enter the field of recreation as professional leaders in order to have qualified people to fill positions as they develop.

FIGURE 1
 UNITS OF TECHNICAL RECREATION SERVICE* PROVIDED ON REQUEST TO GOVERNMENTAL
 AGENCIES - ORGANIZATIONS - INDIVIDUALS
 BY STATE YOUTH COUNCIL
 September 1, 1950 - August 31, 1951

Fiscal Year 1950-51	City Agency	County Agencies	State Agencies	School Districts	University & Colleges	Voluntary Agencies	Pers. inq. Individual	Out of State Agencies	Totals
September	5	2	2	3	2	4	--	7	25
October	4	2	--	4	--	2	5	2	19
November	8	2	--	6	1	8	2	--	27
December	10	--	--	2	1	--	2	1	16
January	2	--	--	4	--	3	3	5	17
February	2	2	--	8	1	7	2	--	22
March	8	3	--	11	2	11	3	--	38
April	5	3	--	3	6	2	4	2	25
May	4	4	--	7	2	2	5	4	28
June	9	4	1	2	7	2	5	4	34
July	2	1	1	2	1	4	4	5	20
August	7	3	1	4	--	5	3	4	27
TOTALS:	66	26	5	56	23	50	38	34	298

* A unit of technical service may include service rendered by the Consultant in Recreation through consultation on the spot, or by communication. This table does not include services rendered in surveys, appraisals, or investigations.

FIGURE 2
 RECREATION SURVEYS, APPRAISALS, CONSULTATIONS,
 INVESTIGATIONS COMPLETED, SCHEDULED OR UNDERWAY*
 September 1, 1950 -- August 31, 1951

<u>Surveys:</u>	<u>Completed</u>	<u>Underway</u>	<u>Scheduled</u>
Colorado City	X		
Port Arthur	X		
Lufkin	X		
Sherman		X	
Victoria	X		
De Leon			X
Abilene		X	
Bowie			X
Weatherford			X
Orange County			X
Henderson County			X
Scurry County	X		
Kerrville	X		
<u>13 Surveys</u>	<u>6</u>	<u>2</u>	<u>5</u>

Investigations:

Bastrop	X
Fort Worth	X
Paris	X
Port Arthur	X
Lufkin	X
Temple	X
Gladewater	X
Robstown	X
Abilene	X
Kermit	X
Wink	X
San Angelo	X
<u>12 Investigations</u>	<u>12</u>

NOTE: * Surveys, appraisals, consultations and investigations are conducted only upon request originating with city councils and boards of commissioners, and the submission of supporting requests by school districts in the area.

FIGURE 2
 RECREATION SURVEYS, APPRAISALS, CONSULTATIONS
 INVESTIGATIONS COMPLETED, SCHEDULED OR UNDERWAY*
 (continued)

September 1, 1950 -- August 31, 1951

<u>Appraisals:</u>	<u>Completed</u>	<u>Underway</u>	<u>Scheduled</u>
Port Arthur	X		
Amarillo	X		
Victoria	X		
Snyder	X		
San Angelo			X
<u>5 Appraisals</u>	<u>4</u>		<u>1</u>
<u>Consultations:</u>			
Colorado City	X		
Amarillo	X		
Littlefield	X		
Gainesville	X	X	
San Antonio	X		
Gatesville	X	X	
Llano	X		
Waco	X		
Lufkin	X		
Longview	X		
Sinton	X		
Victoria	X		
Denton	X		
Tin Top	X		
McKinney	X		
Pampa	X		
Snyder	X		
De Leon	X		
Alice	X		
<u>21 Consultations</u>	<u>19</u>	<u>2</u>	

NOTE: * Surveys, appraisals, consultations and investigations are conducted only upon request originating with city councils and boards of commissioners, and the submission of supporting requests by school districts in the area.

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FIGURE 3
ORGANIZED COMMUNITY RECREATION PROGRAMS IN TEXAS
BY ADMINISTRATIVE AUTHORITY AND POPULATION RANGE
SELECTED RECREATION AREAS AND FACILITIES*

1950-51

	Cities of population range in thousands						Under 1,000 Population	Counties (city- county)	Totals
	1 - 5	5 - 10	10 - 20	20 - 50	50 - 100	Over 100			
Number Reporting	119	44	23	11	9	5	18 7	5	234
Parks	34	33	27	27	44	109	2	6	281
Playgrounds	37	43	32	39	53	88	3	5	286
Softball Diamonds	37	34	23	37	98	68	4	7	305
Baseball Diamonds	32	34	31	25	31	27	2	6	187
Swimming Pools	12	25	12	9	8	32	2	5	104
Tennis Courts	28	48	32	42	41	69	2	11	268
Recreation Bldgs.	12	17	3	5	16	7	1	4	65
Gymnasiums	28	22	11	7	11	28	1	2	108
Auditoriums	20	14	7	6	4	4	1	6	61
Shop Rooms	9	7	1	1	1	0	-	2	21

* Includes 42 year-round programs
 / 2 joint county-school programs

FIGURE 4
 YEAR-ROUND PUBLIC RECREATION AGENCIES IN TEXAS
 BY ADMINISTRATIVE AUTHORITY AND POPULATION RANGE
 EMPLOYED PROFESSIONAL RECREATION PERSONNEL

1950-1951

	Cities population in thousands						School Districts	Counties	Total
	1 - 5	5 - 10	10 - 20	20 - 50	50 - 100	Over 100			
Number reporting	3	6	5	9	8	7	1	1	40*
Administrators:									
Full time	2	6	5	9	8	7	1	1	39
Part time	7	7	-	-	-	-	-	-	14
Assistant Administrators:									
Full time	-	-	1	1	1	8	-	-	11
Part time	-	1	-	-	1	2	-	-	4
Supervisors:									
Full time	-	-	-	3	2	26	-	-	31
Part time	-	2	-	-	-	6	-	-	8
Recreation leaders and Specialists:									
Full time	-	-	5	25	1	137	-	-	168
Part time	-	3	16	30	240	320	2	-	611

* Does not include two non-governmental agencies

FIGURE 5
PUBLIC RECREATION AGENCIES
CURRENTLY PROVIDING YEAR-ROUND SERVICES
IN TEXAS

Rate of Establishment by Five-Year Period
1921 - 1951

Five-year Period	Number Established In Period	Total Established To Date
1921 - 1925	2	2
1926 - 1930	2	4
1931 - 1935	2	6
1936 - 1940	4	10
1941 - 1945	3	13
1946 - 1948	7	20
1949 - 1951	22	42

PUBLIC RECREATION AGENCIES
CURRENTLY PROVIDING YEAR-ROUND SERVICES
IN TEXAS

Sources of Administrative Authority

Governmental Agency Administering Recreation Service	Number of Agencies
Cities - Population Range:	
1,000 - 5,000	3
5,000 - 10,000	6
10,000 - 20,000	5
20,000 - 50,000	9
50,000 - 100,000	8
Over - 100,000	7
School Districts	1
Counties, city and county	1
Non-governmental (Industry-Voluntary Organization)	2
Total	42

FIGURE 6
 COMMUNITY RECREATION SERVICES IN TEXAS
 BY ADMINISTRATIVE AUTHORITY AND POPULATION RANGE
 MINIMUM, MAXIMUM, AND TOTAL EXPENDITURE

1950-51

	Cities by population range - in thousands							Totals
	Under 1,000	1 - 5	5 - 10	10 - 20	20 - 50	50 - 100	Over 100	
Number reporting	18	119	44	23	11	9	6	230
Source of finance								
Schools	150	3,775	9,873	14,450	4,330	2,500		35,048
County	150	2,150	10,200		530	7,325		20,355
City-Gen. Fund		24,126	43,135	100,312	96,357	223,032	456,645	943,607
City-Tax levy			5,975		58,365		1,505,374	1,569,714
Fees	50	14,575	10,150	250	29,697		140,000	194,722
Contribution	275	18,750	15,120	8,400	1,420			43,965
Total Spent	\$625	\$63,376	\$94,453	\$123,412	\$190,699	\$232,857	\$2,102,019	\$2,807,411
Minimum Spent	\$ 50	\$ 100	\$ 600	\$ 650	\$ 1,000	\$ 8,000	\$ 63,716	\$ 74,116
Maximum Spent	\$300	\$17,000	\$15,000	\$ 50,142	\$ 33,364	\$ 62,756	\$1,070,795	\$1,249,357
Approximate Per Capita Expenditure	.05	.23	.30	.40	.65	.50	1.37	
Accepted National Per Capita Standard	2.25	2.25	2.25	2.25	2.25	2.25	2.25	

NOTE: The per capita expenditure in each population range applies to the aggregate total population of those cities reporting on the survey.

* Combined Park and Recreation Expenditure

FIGURE 7
Texas' Future in Recreation
Depends Chiefly Upon
Trained Leadership

The interest and growth of recreation as a public service throughout the State can best be shown by a review of the facts gathered through research and the continuous survey conducted by the State Youth Development Council since March, 1950.

Survey Composite - August 31, 1951

	Incorporated Communities with Yearly Programs.	Communities with Organized Part-Time Programs	Total	Incorporated Communities with No Programs
Under 2,500	3	65	68	409
2,501 to 5,000	4	26	30	80
5,001 to 10,000	6	48	54	22
10,001 to 20,000	5	23	28	8
20,001 to 50,000	9	10	19	0
50,001 and over	15	--	15	0

Other factors discovered by the survey:

- 1: That trained or experienced leadership was doing the job in less than 13 per cent of all incorporated communities in Texas.
- 2: Although approximately 22 per cent of the 230 communities have acquired land for park and recreation development, we found less than 14 per cent have adequately provided both outdoor and indoor areas and facilities.
- 3: In approximately 26 per cent of all communities conducting a recreation program, the local school district offers the use of its facilities and also assists in a financial way by hiring recreation personnel.
- 4: There exists a great deal of over-lapping of effort and expenditures in attempting to meet the leisure time needs and interests of our people through recreation. This waste can be eliminated by:
 - a: Educating the public to the true concepts and values of recreation.
 - b: Informing public officials on the local levels of laws relating to public recreation.
 - c: Offering a training program for
 - (1) Public and agency officials responsible for recreation programs.
 - (2) Full and part time recreation leaders.
 - d: Emphasizing the importance of having in charge of the program at least one person who has been professionally trained in recreation.

Recapitulation of Services to Communities

General

Official visits to counties	219
Special services to courts on cases	158
Comprehensive surveys	2
Group education on community problems and plans	47
County detention facilities surveyed	128

Recreation

Surveys completed	13
Detailed information collected and compiled on counties with year-round programs	42
Films on development of recreation programs shown to groups	76
State-wide survey in cooperation with League of Municipalities	
Units of Service to Communities and Agencies	298

The above summary does not include mailed material and correspondence.

THE STATE TRAINING SCHOOLS

The Council has the legal responsibility of administering (1) the State School for Boys, (2) the State School for White Girls and (3) the State School for Negro Girls. It is also instructed by law to improve these facilities and develop additional services, as it can be done and as indicated by the needs of the children under state custody.

While only a part of the total picture and program, these schools are important since they are now the state's only physical resources for the care of delinquent children who are committed to the Council. In all three schools there were basic problems needing attention before a satisfactory modern program could be developed to meet the needs of our wards, to give them the kind of protection and training we are morally and legally obligated to provide.

While the staff members of the Council proper have duties related to the program as a whole, each person helps with the school programs in one way or another according to his skills and as needs arise. The schools receive direct help from the Council in:

- 1: Administration and general planning,
- 2: All business matters; expenditures, payrolls, and budgets
- 3: Case work services, intake, placement, and treatment
- 4: Recreation
- 5: Psychological testing and diagnosis
- 6: Statistics and research
- 7: New construction, repairs, inventories, etc.

In some other phases of school activities, such as academic school work, live stock, dietary matters, sanitation, etc., help has been requested and received from other state departments and agencies.

In large state institutions it is easy to let the welfare of individual children become submerged beneath the numerous housekeeping responsibilities and problems, such as maintenance, production of goods, budgets, records, cost-accounting, and other routine and physical matters. While these things are necessary and important, the Council has tried to remember that our institutions exist solely to give care and training to children.

Every effort has been made to improve the personnel, for nothing is so important in an institution caring for children. Progress has been made, but we are still seriously handicapped by low salaries, distance from good labor markets, poor living quarters, and long hours of work.

One of the next important matters is the physical plants--the tools the staff uses for doing its job. In planning improvements in the schools every effort has been made to do those things which will be most directly beneficial

to the children, within the limits of money available.

However, many situations arise where money must be used to replace a worn-out pump or reline a cold storage room or replace an old boiler which is no longer safe or dig a new well or replace exposed wiring. With so many old buildings which have not been properly maintained, this sort of replacement and repair work consumes too large a portion of our funds. Needed facilities for recreation and vocational and handicraft work, sleeping quarters which do not look like cells or barns, cheerful living and recreation rooms, physical education classes, and many other similar projects have had to be postponed or abandoned too often.

Generally there has been considerably more use of staff committees and more participation and planning on the part of the personnel in matters pertaining to plant improvements, classification, discipline, recreation, etc. Such activities improve staff morale and the school programs in general.

The facilities for receiving and orienting new students continue to be inadequate. This reception period is very important to the new boy or girl who nearly always is frightened and emotionally disturbed. With the completion of the new plant at Crockett, adequate facilities were made available for new students. Plans for the new hospital at the Gainesville School include a wing where new students will have bedrooms and other facilities. After the new unit for the Gatesville School has been completed, it will likely make space available in the old plant which can be remodeled into a reception cottage.

Intake, placement, and counseling services in the Gainesville and Gatesville Schools have made decided progress during the past year as each school has had hard working and genuinely interested staff members doing this work. Records are in much better shape and other staff members as a whole have accepted this phase of the program as being an important part of the total. Securing a social history on each new student and working with the Judge and other officials in the committing county, as well as with each student's relatives, on a plan for his return home have improved considerably. Counseling with each student has also improved, but we still do not have sufficient staff to give each student all the time he needs and wants to discuss personal problems and help him work through emotional disturbances and fears.

Interviewing a new student and helping him make a satisfactory adjustment to institutional life, getting well acquainted with him so he can know his strengths and weaknesses, securing family history in order to know what his parents are like and what can be expected of them, knowing the facts regarding his health, having psychological tests made, keeping in touch with his progress while in School, helping him over the rough spots and the times he gets in trouble, watching his progress in the schoolroom and on his job assignment, deciding what job he is best suited for, and all the time making plans for his return home--these are the things the case worker must try to do with each student assigned to him.

With only four placement workers in Gatesville and only two in Gainesville, it has been impossible to do as good a job as we all feel is necessary. But the situation has improved, and we hope further progress will be made in the near future.

No placement service has been available for the Crockett School except

that done by the Case Consultant of the Council office.

Along with this phase of the work has gone considerable effort to improve parole procedures: plans for a student when released from the School and supervision while on parole. It is this period which determines, more than anything else, whether the boy or girl is successful or gets in trouble again and is returned to the institution. This is also the period during which the Council has less control over the situation than in any other. What has happened to the student while in the institution has something to do with whether he breaks his parole or not, but what happens to him when he goes home has more to do with it than anything else.

With its small staff the Council is limited in what it can do toward preparing a child's family for his return and supervising him while on parole. Thus it is largely dependent upon local officials and social agencies. In counties without probation service, staff members of the State Welfare Department and Child Welfare units have been of considerable help in this area.

By and large, this is the weakest area of the Juvenile Court and Youth Council programs. Several things account for this:

- 1: Little or no probation service in the majority of the Texas counties.
- 2: Lack of foster homes and similar substitute arrangements for those boys and girls who cannot or should not return to their own homes.
- 3: Overworked or unskilled individuals supervising parolees.
- 4: Attitude of employers, church and school people, the police, and others toward parolees, increasing the difficulty of a "reformatory" boy or girl in making a satisfactory adjustment.
- 5: Inadequate plans for those parolees who are dull mentally, who have some uncorrected mental or emotional conditions which make it difficult or impossible for them to get along and compete with normal people in society.

One of the biggest responsibilities and future aims of the Council is to improve the services related to the supervision of children on parole. Some specific plans are in the making.

The academic schools at the institutions have all been improved, mainly by the employment of younger and better qualified teachers. The school building for white boys at Gatesville has been repainted inside and repaired and the old cement floors covered with asphalt tile. Crockett, of course, now has a new school building. The building at Gainesville has been repaired and repainted inside. Effort has been made toward orienting the teachers so they can fit better into the institutional life and routine.

Schools in institutions cannot operate exactly like schools in communities. They have a much larger proportion of problem children and children with special educational needs. Most of our wards have not been in school regularly before being admitted, and many will not go to school after being released. Many have

emotional blocks and need special help in reading or speech. The main purpose of our academic schools is to help individual children, not necessarily to maintain a high academic rating. These children have had less education than the average normal child, so they need more attention while under our care.

In the Gatesville School the demands for labor to take care of the farming operations permit the boys to attend classes only part of the day. This is a serious handicap in trying to help these boys adequately and constructively. The Gatesville institution has not operated a summer school, partly due to the demands for farm labor.

An academic school in an institution for delinquent youth should have other teachers than those handling the ordinary classroom subjects. It badly needs teachers for music, singing, physical education and gymnastics, vocations and handicraft.

The Gainesville School has developed a full program and the results have been highly satisfying.

In the Gatesville School there have been very few extra activities, but plans are completed to correct this. The lack of music in the Gatesville School has been obvious. Very few activities have greater therapeutic value among disturbed boys than lots of good singing and music.

The building at the Gatesville School has no rooms for extra-curricular activities and has no toilet facilities. Boys have to be taken in groups to toilets across the campus.

Religious Programs

The Council and the Superintendents of the Schools have been continuously aware of the need and value of well-organized and active programs for religious education and spiritual training. Encouraging progress has been made, as indicated in this report, but we feel that more is still needed.

The boys and girls under our care need more than average religious education because they have had less. Most of them have suffered severely from insecurity and emotional stress. A good chaplain, conducting services and classes and available for individual consultations, is able to make a valuable contribution to stabilizing and changing the attitudes of these disturbed young people.

None of our schools has a chapel or church, which is unusual for most such institutions in the country have them. One girl, when asked what she wanted most, replied that she wanted "a church, with a steeple and a bell and it isn't used for anything else." It meant a great deal to her--and the others--to be able to dress up and go to a regular church like other people, not merely to sit down in the dining hall where she had recently had breakfast, or go to a classroom where she ordinarily had arithmetic lessons, for church services.

It is hoped that in the near future our schools can have chapels or small churches and sufficient funds to provide the necessary programs and qualified personnel.

* Because of the complete lack of state facilities for feeble-minded Negro children, the State training schools, especially the ones at Gatesville and

Crockett, still have a good many feeble-minded Negro boys and girls. They form such a large portion of the Negro population of our schools that it is a very serious program and administrative problem. This situation exists in spite of very specific instructions in the law that the counties are not supposed to commit them and that the State Schools are not to accept them.

In the Gatesville School the feeble-minded group have proved a real handicap in developing a good program for the Negro boys. Some have been so low mentally that they could not be allowed to associate with the group, but required protection and individualized attention. At the same time the School has no facilities for providing this special treatment and is not in a position to give custodial care over a period of years. This means that when a feeble-minded boy is released he, being incapable of learning or competing with others, will usually get in trouble again soon. Little is gained except to keep him out of circulation for a time.

The prospects of having institutional care for the feeble-minded boys and girls is much brighter now. To be relieved of even a small percentage of those with the lowest I. Q.'s would help a great deal. How soon the State will have custodial care for all or most of them is not known.

Even if the facilities were fairly adequate, institutions for delinquent children still have a problem in the care of borderline cases, those who can be replaced in their home counties with reasonable success of adjustment, and other types of children with mental and emotional handicaps which limit their ability to learn or compete with others or live satisfactorily in groups. This now is true of the Anglo-Americans and the Spanish-speaking Americans in the Gatesville and Gainesville Schools.

Training schools need to be equipped with facilities and personnel to give these children the kind of care and training they need and can accept. With its large population and no modern facilities for classification, the Gatesville School is now able to do almost nothing for these particular boys. They have to be handled along with the others.

Gatesville State School for Boys

The School for Boys at Gatesville has had some very real limitations which the Council felt had to be corrected before a modern and efficient program could be developed to a satisfactory degree. The School was too large, the plant was too worn-out and old-fashioned, there were no facilities for proper classification of the boys, and the farming operations were too extensive to allow proper development of other badly needed educational and vocational activities.

Because of these and other reasons, the Council presented a plan to the 52nd Legislature which required abandonment of the plant at Gatesville and the erection of four smaller schools in different locations. This plan would have permitted four basic classifications (maximum, medium, and minimum custody and Negro boys), with other possible classifications within each unit. It would have also given us modern facilities and each unit would have been small enough to permit a relaxed program of constructive activities, especially designated for the particular group. This would have eliminated most of the problems which have caused the School to lag behind similar programs in most other states and

to have an escape record which seemed too high, a recidivism record that was obviously out of balance, an inadequate program of training, and a heavy, tense, and negative system of mass custody.

The Legislature appropriated money for one of the requested units, along with some money for improving the plant at Gatesville. The erection of this new unit and improving the Gatesville plant will be carried out during the next fiscal year.

While this does not give us the chance to reorganize and develop the facilities and program which the Council felt was so important and which would have settled the matter for many years to come, it is a good beginning and will enable the Council to improve the situation considerably. Plans are underway for the use of these funds in such a way as to be of the most help to boys committed to the State.

Because of the possibility of building the four separate units, major improvements on the old plant were purposely delayed. After it was determined that we could not abandon it, plans were made to repair and improve, to the fullest extent of funds available, the present plant. To put the institution in first-class condition would require considerable money.

The following is an outline of the principal things accomplished:

Physical

- 1: Money had been appropriated (\$100,000) for the erection of a gymnasium. This was postponed for reasons stated above, but before the end of the year plans were completed, a site selected, and a contract signed. This is a very badly needed facility.
- 2: The academic school building for the white boys was repaired and painted inside and the floors covered with asphalt tile. The school building for the Negro boys was repainted inside.
- 3: One room in the school building for white boys was equipped for science classes, to meet state requirements.
- 4: The fire protection facilities were improved by securing a fire truck equipped with hose, pump, and tank. Extinguishers were kept in order and properly placed. Regulations and instructions for staff in case of fire were printed and distributed to all personnel, and an expert was brought to the School to teach them what to do and how to use the equipment. The fire department at Gatesville has been helpful and cooperative.
- 5: Formerly unusable space on the second floor of the Administration Building was renovated and remodeled to provide adequate and badly needed office space. This building also had to be reroofed.
- 6: Some of the staff quarters were improved, although more work is required.
- 7: The power plant was reroofed.

- 8: An old implement shed was razed so it could be rebuilt.
- 9: Fourteen cottages of employees were reroofed. This was long overdue and had to be done before needed repairs inside could be undertaken.
- 10: Because of the generally bad condition of the buildings, much of the maintenance crew's time was spent making doors, window frames, screen doors, and windows in the school shop, for urgent replacements and repairs.

Program

- 1: A discipline committee was created to consider and handle all problems of discipline presented by the boys.
- 2: The religious program was improved by the employment of a full-time qualified Protestant chaplain who is responsible for the regular Sunday services, conducts night classes for the boys, is available for personal consultations, and works with the other staff members on behavior and planning problems.
- 3: Improvement in recreation has continued, through the efforts of two recreation men and the help of the Recreation Consultant on the Youth Council staff. The value of wholesome recreation for the boys has been more completely accepted by the other staff members. The School has entered the Golden Gloves Tournament and has been accepted by outside groups. In the last Tournament the Gatesville boys won nineteen championships out of twenty-five possibilities. Other forms of recreation and sports were better developed, such as football, basketball, organized recreation for small groups, and indoor activities. A gymnasium, swimming pool, and rooms equipped in each dormitory building will help greatly.
- 4: In 1949 the idea of furloughs for boys with good records was experimented with on a limited scale. Because of the success of this, it was expanded in 1950. With the cooperation and permission of committing counties, seventy-six boys were allowed to go home for Christmas holidays. All but one of these boys returned, most of them alone. This was considered of value in the rehabilitation program for the boys and as a morale builder. During the month of December only three boys ran away from the School.
- 5: The health and medical program continued to improve by considering the individual health needs of each boy, making sure that he received what he needed even if it meant sending him to another city for a special operation or diagnosis, referral to the Cripple Children's Division of the State Health Department, etc.
- 6: The manner in which new boys were accepted and oriented was improved, but the lack of separate facilities for new students is still a serious handicap.
- 7: The academic schools now have teachers with college degrees and

otherwise qualified to do a good job. Effort has been made to help them adjust to institutional work and to detect the needs of boys who have been deprived and are disturbed.

- 8: There has been continued improvement in the matter of intake, counseling, and placement. The staff is more experienced, the records more complete, and the work better organized. There is still too much work for the size of the staff.
- 9: Work was continued toward securing a part-time Catholic chaplain, especially one who could speak Spanish. Other Spanish-speaking staff members were also sought, especially a placement worker and a group worker, to help with the Spanish-speaking boys.

Personnel

- 1: Personnel in the academic schools have improved.
- 2: There have been no wholesale changes in staff, but, instead, a gradual improvement toward securing men and women younger and better qualified for this sort of work.
- 3: The working period for the custodial staff had been twelve hours a day with only one and a half days off on alternate week-days. This was improved to the extent of allowing one and a half days off each week, or twelve hours a day for five and a half days each week. The night attendants are on 6 and off one. These hours are still too long to maintain the most efficient work and good staff morale.
- 4: The staff was reorganized to some extent by defining lines of responsibility and shifting supervisory responsibility to attain a more workable and efficient arrangement.

Needs and Future Plans

- 1: A classification and placement committee to consider job and dormitory assignments of each boy.
- 2: Expansion of the academic school program in order to have activities over and above routine classroom work, such as singing, glee club, music, a school band, gymnastics, and handicraft.
- 3: The increase, as rapidly as practical, of off-campus sports and recreation activities. Also the improvement of school facilities (with gymnasium and flood lights) so other school teams can be invited for night games at the institution.
- 4: Employment of experienced dietitian and food supervisor in order to reorganize food handling, cut down on waste, and improve preparation and serving of meals.
- 5: Improvement of the vocational training program. Opportunities for the Negro boys especially need to be increased.

- 6: The decrease of farming operations so they will more nearly fit a modern day training school's needs and allow time and money for the development of more practical and needed vocational opportunities.

The attainment of a program of more scientific farming, soil conservation, and animal husbandry, such as having chickens and allowing boys to join Future Farmers of America and feed calves to enter shows, is also hoped for, as is the employment of a trained agriculture man to develop this program and do some teaching.

- 7: Improvement of dining rooms and kitchens to replace the very inefficient and worn-out facilities the School must now use.
- 8: A plan which will permit the boys to have a regular allowance and/or a chance to earn spending money.
- 9: Development of academic schools to the point where individual needs of boys can be more nearly met, including those too dull to compete with the others.
- 10: Remodeling and redecoration of boys' sleeping quarters in order to remove prison-like appearance and provide space for personal possessions, indirect lighting in place of over-head uncovered bulbs, etc.
- 11: Equipping of rooms for indoor recreation in each dormitory to be used at night and in bad weather.
- 12: Complete erection of new unit, which will allow many improvements in program now impossible or difficult.
- 13: Complete plans for staff training and regular staff meetings.
- 14: Development of student councils to permit boys a voice in planning and discussion of problems.
- 15: Replacement of old "merit system" method of determining a boy's readiness for release with a system that is more realistic, fair, and efficient.
- 16: Complete construction of gymnasium, which will allow development of greatly improved recreation and sports program.
- 17: Remodeling of one building or dormitory so that private bedrooms may be available for boys requiring temporary special treatment.
- 18: Provision of facilities for diagnosis and an orientation cottage for new students.
- 19: Repair and improvement of barns and implement sheds, which are now in dilapidated condition; painting of all implements and machinery.
- 20: Continued painting and repair work on all the old buildings to prevent further deterioration and unattractive appearance.

- 21: Repair and renovation of cold storage vaults.
- 22: As far as money will permit, continued repair and improvement of staff quarters, which are now mostly inadequate and uncomfortable.
- 23: Installation of dry cleaning equipment in the laundry to take care of the institution's needs and offer vocational opportunities for the boys.
- 24: Complete installation of some other services, such as shoe repairing and mattress making, to increase efficiency of the school and provide vocational training.
- 25: Further development of religious program, which includes eventually erecting a chapel for church services.
- 26: Continued improvement of placement and counseling service until the needs of each boy are adequately met.
- 27: Improvement of relations with the public and efforts to keep public better informed of the School's work and needs.
- 28: Continued plans for the establishment of forestry camps for boys who can benefit from this type of experience.
- 29: The obvious necessity of continued efforts to secure, hold and train qualified staff: a responsibility the Gainesville School cannot forget because of its supreme importance to the boys. This requires adequate salaries, but other things such as fair working hours, comfortable living quarters, opportunities for professional improvement inside and outside the institution, orientation of new personnel, and a thorough indoctrination of the aims of the School and our responsibility to disturbed boys, are also important.

Gainesville State School for Girls

Below in outline form we have reviewed some of the improvements and needs of the School for Girls at Gainesville. Space permits listing only the main things, and there is no duplication of items listed in the last report.

Generally speaking, the Council has been pleased with the progress of this school, the program developed, the relationship with the public, and the results obtained. Because of the old plant, too much time and money has had to go into maintaining existing buildings and equipment as compared to the development of needed new services.

The program at the Gainesville School is rapidly developing into one as fine as that of any similar school in the country, but it has been difficult to improve and repair the old plant to meet needs and changes. For example, the girls completing the cosmetology course have secured good jobs very readily, but our facilities can only train about half of those eager and able to take the course. The nurses' training course is proving equally profitable, but the erec-

tion of a new hospital will enable us to make this very much more efficient. There are no immediate prospects for increasing the size of the cosmetology school.

It is not only important to have required facilities but also that an institution be cheerful, easily kept clean, safe, bright, and attractive. It does not have to be fancy or elaborate.

Physical

- 1: Plans were completed and construction started on a new school hospital, which will include facilities for nurses' training.
- 2: Plans were completed and construction started on an addition to the warehouse.
- 3: Installation of a pasteurization plant in the warehouse, eliminating an expense of \$125 per month for pasteurization by private firm, was completed.
- 4: Installation of refrigeration equipment in the warehouse, which had not been included in original contract, was completed. This eliminated cost of rented space in town.
- 5: The academic school building was completely redecorated, walls patched and repainted, the floors sanded and varnished.
- 6: Exhaust fans were installed in school kitchen.
- 7: A booster heater for the water storage tank was installed in the academic school to meet the needs of increased vocational classes. This installation assured sterilization of dishes in the lunch room, as well as adequate hot water for Home Making and Cosmetology units.
- 8: A few pieces of new equipment were purchased to replace worn-out and obsolete models in vocational units, such as: new permanent wave machine, facial booth equipment, and new sewing machines for Home Making and Industrial units.
- 9: The dairy herd was improved by culling poor producing stock and replacing it with a smaller number of registered cows.
- 10: A few mechanized units were added to improve efficiency on farm and grounds.
- 11: Exhaust fans were installed in five cottage kitchens.
- 12: Staff houses were repaired and redecorated.
- 13: Plans were completed for electrical redistribution system.
- 14: New boiler exhaust fans and some new equipment were installed or ordered.

- 15: Henry Cottage was repaired to take care of increased enrollment. The work is being done by the maintenance staff and the students.
- 16: The outside foundations on four cottages were plastered, which had never been done since the buildings were first erected.
- 17: Administrative offices and visiting room were redecorated and repaired.
- 18: Furniture in recreation rooms, offices, and visitors' rooms was renovated.
- 19: Floor in the gymnasium was reinforced and refinished.
- 20: Siren for fire alarm was installed.
- 21: Steel fire escapes were added to each of the five cottages.
- 22: Water mains and hydrants to fit Gainesville Fire Department equipment were re-located.
- 23: All fire fighting equipment was checked and serviced.

Vocational

- 1: Vocational teacher was hired to teach leather and metal craft.
- 2: Commercial Division was improved by adding filing course to the curriculum.
- 3:
 - a. Fifteen students in Cosmetology were graduated and presented for State examination.
 - b. Eleven students were graduated in Vocational Nursing.
 - c. Fifteen students were graduated in Commercial training.

Personnel

- 1: Intake and placement were improved by the addition of one person.
- 2: Service of Business Department was increased by employment of an accountant.
- 3: Recreational director was employed for summer program.

Program

- 1: Intake process was improved by better orientation techniques:
 - a. Intake conference with new student
 - (1) Preparation of each child for experience in hospital when he first arrives.
 - (2) Outlining of school program.

- b. Recurrent visits with girl during isolation period.
 - c. Preparation of cottage mother and students for reception of new student.
- 2: Records of all students were improved.
- a. Psychological tests on each student.
 - b. Social histories.
 - c. Chronological recordings.
- 3: Guitar instructor was added.
- 4: Drum and bugle corps was enlarged.
- 5: Swimming, tap, and folk dancing was offered in summer program.
- 6: Open house, attended by 1800 people, was held in the Spring.
- 7: Activity in intramural sports increased with off-campus participation.
- 8: Furloughs for students were experimented with.
- 9: Honor Councils were set up in respective cottages.
- 10: Academic program was improved by careful selection of degree teachers, instructing in their major fields.
- 11: Function of Classification Committee was improved:
- a. Group evaluation of students.
 - b. Definite planning for post-institutional placements.
 - c. Determination of furlough eligibility.
 - d. Academic and vocational placement in School.
- 12: Full time recreation director for the summer was employed.
- 13: Cottage recreation program was set up on supervised basis.
- a. Appointment of students in the respective cottages for recreation planning under supervision of recreation director.
- 14: Equipment was purchased for recreation program in cottages (indoor and table games).
- 15: Off-campus activities increased, including annual picnic on Lake Texhoma, Icecapades and Shrine Circus in Ft. Worth, picture shows and sport activities in Gainesville.

Health and Medical

- 1: The eye, ear, nose, and throat doctor added to the staff last year has aided materially in improving the School's health services. Each student is examined for vision defects and glasses are fitted if needed. There has been an increase of 50 per cent in the number of diseased tonsils discovered and removed.
- 2: The dental program is equally adequate, each student being examined at regular intervals. Teeth are cleaned and corrections made.
- 3: Medical records have been improved so that all information is available on illnesses, services rendered, medicines given, etc.
- 4: The School has improved its services to those students requiring special attention, such as referrals to the Crippled Children's Division of the State Health Department, special operations, psychiatric diagnosis, removal of tattoo marks, and other things important to the rehabilitation of these girls.

Public Relations

It is important that the public have knowledge and understanding about such a state school as this one. It belongs to the public and is supported by public funds. While the School has no public relations persons nor publishes a paper, many efforts are made to keep the public informed and welcome citizens who visit the School. Last spring an open house at the school was attended by 1800 people.

It is particularly important that such a school establish good relationships with the community where it is located. It is impossible for an institution to segregate itself from the community and do a good job with its wards or help them learn citizenship. The people of Gainesville have been increasingly generous and understanding.

The following are a few examples of the relationship between the Girls' School and Gainesville:

- 1: Civic clubs extended tickets to ball games for the entire student body.
- 2: Weekly picture shows were provided by theater manager.
- 3: The Community Circus was extended to student body.
- 4: Donations of clothing, cash, shoes were made by clubs and individuals for students in preparation for Open House, Christmas, and other special occasions.
- 5: The Ministerial Association of Gainesville has given full support for religious services.
- 6: Students participated in programs of various civic clubs in Cooke County and elsewhere in the State.

- 7: A Business and Professional Women's Club meeting was held at the School.
- 8: Full cooperation was given by community in Open House activities and other special occasions.
- 9: Students were invited to parties and programs in the community.

Weaknesses needing correction

- 1: Staff in Business and Placement Offices is inadequate.
- 2: The School does not have a Recreation Director.
- 3: The bedrooms belonging to the students are still poorly furnished and lighted.
- 4: The living quarters for the staff are, for the most part, inadequate, poorly furnished, and uncomfortable.
- 5: In case of fire or other emergency at night, there is no way to let the girls out of their rooms except to open each door individually. A central lock system is badly needed and has been requested.
- 6: Fans for ventilating the cottages are badly needed. They will probably be secured in 1952.
- 7: There is inadequate space in the old school building to permit logical growth of academic and vocational activities or to take care of present needs.
- 8: The Cosmetology class is too limited to take care of all students who are eager and eligible for this work. Additional facilities are badly needed.
- 9: The School does not have a chapel or church for religious exercises or classes.
- 10: Numerous major repairs are needed: the Superintendent's home is in bad shape and much of the wiring and water pipes should be replaced with new materials.

State School for Negro Girls

The State School for Negro Girls has gone through another year which cannot be considered normal. The move from one location to another has caused a seriously interrupted program, postponement of many plans, and various other handicaps which have affected operation and costs.

The location of the school near Brady was not good because of the temporary nature of the buildings and the fact that it was so far away from the center of the Negro population of the state. The operation of the plant there, a former Prisoner of War Camp, was expensive due to the upkeep on the buildings and the

maintenance of utilities which had been built for a population of several thousand. It was difficult to secure a staff, and the community offered few opportunities for social contacts for the Negro employees.

The Special Session of the 51st Legislature, 1950, appropriated \$225,000 for the erection of a new plant and directed that it be located east of Highway 81 and that the school be moved by January 1, 1951. By approval of the Legislative Budget Board some surplus funds were added to the original appropriation, making the total cost of the new school \$323,000.

Many generous offers of land in different parts of East Texas were made to the Council. The Council finally accepted the gift of a 125-acre farm near Crockett in Houston County, which was purchased by donations from private citizens. Plans were completed and ground was broken in the early part of September. On December 30, 1950, the school was moved and the population installed in the partially completed plant.

The plant consists of: combination school building, kitchen, and dining hall; combination administration and infirmary; a detention cottage with living quarters for attendants; combination warehouses, business office and laundry; one building for staff quarters; two cottages for staff; and four cottages for the students.

The site is located about a mile from the Houston County Courthouse, on a sloping hill. The buildings are all one-story. The dormitories are of masonry construction, but the other buildings are frame and asbestos shingle. It is generally an attractive, modern institution and the premises will permit attractive landscaping. Instead of providing its own utilities, connections were made with the water supply and sewage disposal plant of the City of Crockett. It is felt that this will be less trouble and more economical in the long run.

Among other things, the institution was provided with facilities for home making, sewing, cosmetology, a laundry in which commercial and home types of equipment are installed to teach the girls both types of operations, and a regular academic school. The infirmary provides for the care of the sick and segregation for new admissions.

While no particularly unfortunate events occurred, the move, as was expected, was disturbing to the population. By the end of the fiscal year the school had begun to settle down into a regular routine. Some of the facilities for vocational programs and the scholastic program were not completed until autumn, so the program was generally limited and curtailed.

Because part of the year was spent in the old plant, the move, and in getting settled in the new location, and because the population had to be lowered due to the time limit of making the move, the per capita cost was more than it would be normally and more than it will be in the future.

During the move and while getting settled in the new institution, it was not practical to dismiss part of the staff. Extra help was needed to keep things in order and conduct a program under such difficult circumstances and in an unfinished plant.

The School is now located in a good plant which can be more economically operated than the old one. The Administration has already been able to decrease the size of the staff and otherwise lower the overhead.

Future Plans

- 1: Completion of the present facilities, doing those things which the contractor was not required to do.
- 2: Fencing of the premises so that some livestock can be grazed in the pasture.
- 3: Erection of pens and sheds so that hogs and chickens can be raised.
- 4: Planting of gardens and orchards.
- 5: Landscaping and grading of the grounds around the buildings.
- 6: Development of further vocational activities as funds are available and the need is indicated.
- 7: Eventual provision of facilities for physical education, recreation and religious activities. The School does not have any sort of gymnasium, auditorium or chapel.
- 8: General improvement of the services so that the School will be more useful to the communities over the State.

Population of the State Schools

At the beginning of the fiscal year, September 1, 1950, there was a total of 687 children attached to the three State Schools, including 44 who were on furlough, transfer and escape. There were present in the schools 643. In the Gatesville School there were 406, in the Gainesville School 160, in the Brady (now Crockett) School 77.

At the end of the fiscal year there were 689 children attached to the three schools, including 80 who were on furlough, transfer and escape. There were present in the schools 609 children. In the Gatesville School there were 386, in the Gainesville School 167 and in the Crockett School 56.

Admissions

During the year there were 848 admissions to the three schools, as compared to 794 the previous year. There were 686 admissions to Gatesville, an increase of 10.5 per cent; 130 admissions to the Gainesville School, a decrease of 6.5 per cent; 32 admissions to the Crockett School, a decrease of 5.9 per cent.

The 686 admissions to the School at Gatesville represents 664 boys, since 22 boys were admitted twice during the year. This means that an average of 57 boys arrived at the School each month or almost two per day.

Gatesville was the only one of the three schools which had an increase in

admissions, the two schools for girls each having a slight decrease. The Council has made efforts to bring about a more discriminating consideration of which children should be committed to the State, including sending a representative to the county to help analyze and discuss many cases prior to a court hearing. Such requests increased during the year. This may account for the slight decrease in the Gainesville School admissions.

The decrease in admissions to the Crockett School is due to the move the School made, as the counties were requested not to send any new girls until after the move, the School had a chance to get settled, and facilities were completed.

Age of Admission

The average age at the time of admission of all the children committed to the Schools during this fiscal year was 14.6, ranging from 10 to 18 years.

Admissions by Sex

Four times as many boys were received as girls. Of the 826 children admitted, 80 per cent were boys and 20 per cent were girls.

This ratio between boys and girls appears to be about the normal distribution in delinquency cases. Other studies have shown that it is customary for three to four times as many boys as girls to be brought to the attention of juvenile courts because of conduct unacceptable to a community.

The higher rate among boys is explained, at least partially, by the difference in the general nature of offenses committed by boys as compared with those committed by girls. Most of the conflicts with the law in the case of boys originate from the violation of property rights of others. On the other hand, girls are most commonly referred to the court because of fears for their moral safety and welfare.

The citizen whose property rights are infringed upon usually does not hesitate to report and to assist in bringing about the apprehension of the violator in order to recover his property and to prevent any recurrence of the act. Meanwhile, the citizen may be completely unaware of actions by children in his community which are self-injurious, and even if he is aware, he usually refrains from acting in a situation where he is not directly concerned.

Admissions by County

Children were received from 124 of the State's 254 counties.

All of the 23 counties in the State with a population over 50,000 committed children to the Council. Children were committed from 101 of the counties with a population under 50,000, while none were committed from the other 130.

Admissions, of course, are greatest from the larger counties. The State's nine largest counties, over 150,000 in population, represent 41 per cent of the total population, but committed 55 per cent of the children. The 14 counties with a population over 50,000 and under 150,000 contain 15 per cent of the total population, and committed 16 per cent of the children. The other 231 counties

have 44 per cent of the State's population, but committed only 29 per cent of the children.

Expressed in terms of population, the admission rate is much higher in the larger counties and tends to increase more rapidly than does the population. The nine counties over 150,000 population committed 14.5 children for each 100,000 persons residing within these counties. The 14 counties over 50,000 and under 150,000 committed 11.4 children for each 100,000 persons in residence, and the remaining 231 counties (under 50,000 persons) requested admissions for 7.0 children per 100,000.

This means that the admission rate from the nine largest counties is 28 per cent above the rate for counties in group 2 and over twice the rate for the 231 counties in group 3.

Home Conditions

Only 33.2 per cent of the children committed to the State Schools during the year were living with both parents just prior to admission. The fact that the parents were living together does not necessarily mean that it was a satisfactory home, but even if it did, the percentage is small and explains some of the reasons why children get in trouble.

Of the total, 20.7 per cent were living with their mother only; 3.5 per cent were living with father only; 13.8 per cent were living with mother and step-father and 4.1 per cent with father and step-mother; .8 per cent with adoptive parents; 4 per cent with grandparents; 8 per cent with other relatives; 3.8 per cent had independent arrangements; 1.6 per cent were in foster homes; 2.3 per cent were in institutions, etc.

Of the total, 61.6 per cent of the homes of these children were known to be broken because of divorce, separation, desertion or death.

In other words, most of the children who got in trouble and were committed to the Council were living in situations not conducive to happiness and normal care.

Source of Referral

Children have been referred to the committing courts by various agencies and individuals. Law enforcement officers, or officers of the courts, referred 86.9 per cent of the boys. The larger percentage of the boys being referred by officers follows the usual pattern, which is probably due to the fact that most of the offenses committed by the boys have to do with some form of stealing or property damage. Their behavior is more generally known to the community. Only 28.4 per cent of the girls were referred by officers.

The girls are most always adjudged delinquent because of behavior related to sex offenses or other things which endanger their moral safety. Consequently, the persons referring them are most likely to be parents, relatives, social agencies -- people who know the girls and are concerned about them and seek protection for them.

Offenses Leading to Referral

Any analysis of offenses committed by children of juvenile court age should be prefaced by the statement that such children are not supposed to be "charged"

with having committed a particular act nor "sentenced" for it. The entire history of the child and his need for a change of custody for his protection and treatment are the deciding factors.

When a commitment paper states that a boy was adjudged delinquent because he broke into a grocery store, it is telling only part of the story. So any analysis of offenses committed is over-simplified or is somewhat artificial.

Records reveal that 78.3 per cent of the boys committed offenses related to some form of violation of property rights, such as auto theft, burglary, robbery and forgery. Only 8 per cent of the girls were committed for those reasons.

The largest percentage of the girls, 74.1 per cent, were committed for such things as truancy, running away from home, being ungovernable, vagrancy, and sex. Such acts on the part of girls hurt themselves more than the community; consequently, they are likely to be referred to the court by individuals who know them well, rather than law enforcement agencies.

School Progress and School Attendance

In studying and analyzing characteristics of children receiving care in the State Training Schools, one of the most revealing is the school record of the children.

The Council was able to obtain at least some information about the progress in school of 780 of the 826 children admitted during the year. Of this number, 679, or 87 per cent, were behind the normal grade level for their age.

Since the average child admitted was 14 years and 7 months of age, normal progress would mean the completion or near completion of the ninth grade. The average grade completed by these children was the sixth.

The girls were somewhat ahead of the boys in their school progress. The average girl at 14 years and 8 months had completed the seventh grade while the average boy at 14 years and 7 months had completed only the sixth grade. In other words, 73 per cent of the girls and 90 per cent of the boys were behind the normal grade for their age.

Extensive testing by the Council psychologist has shown that a large majority of these children are of average intelligence; hence, other factors apparently account for the general school retardation which prevails.

Basing their information on social histories of the children and on interviews with them, counselors at the schools inquired into the reason for the children quitting school or attending irregularly. Their study revealed that 73 per cent of the children either had quit school or were attending irregularly prior to the time they were committed to the State. Only 27 per cent, or 198 of the 733 children about whom information was available, were attending regularly.

Of the 544 children who had quit or were irregular in school, 398 indicated that they had no further interest in academic school. In 85 cases, either the child or the parents felt that it was necessary for the child to earn money.

Several children discontinued their school life to get married; a few girls had to stop because of pregnancy; others left because they were expelled or were in ill health; and the travel of parents made it impossible for some to attend school regularly.

The basic reason for children quitting school, because of the "lack of interest," would likely reveal some serious family problems which caused them to lose interest, such as poverty, no community ties, improper clothing, unhappy family life, malnutrition, and weak and inadequate parents. Once a child has begun a poor record in school, along with a bad home condition, the situation is likely to get progressively worse, eventually making it necessary for official action to be taken.

Releases

Excluding absences (furloughs, transfers and runaways), there were 846 releases from the three schools during the year: 698 from Gatesville, 96 from Gainesville and 52 from Crockett.

In the case of Gatesville, the release actions involved only 675 boys, since 23 boys were released from the school twice during the year. All but one of these 23 were released first from an admission which began during the past year. After returning to the school during the current year, they were released for a second time after remaining in the school for several months. One boy was admitted twice and released twice during the year.

Most of the children leaving the schools are released under supervision, which means that the release is conditional upon their conduct after leaving the school and/or the workability of the placement plan. If the child gets into trouble after returning to the community or if the placement plan is not satisfactory, the child may be returned to the school without appearing before the juvenile court for a new commitment. Of the total, 795 were releases of this type.

The remaining 51 children were given outright discharges from the school. There are a number of reasons why children may be discharged directly from the schools. Some of these discharges resulted from action by a higher court against the child so that jurisdiction of the Youth Council is automatically terminated. Several children were referred back to the court for commitment to a more appropriate institution. A number of boys at Gatesville were discharged to enable them to enlist in the armed services of the United States.

These releases followed an average stay in the schools of slightly over nine months; however, the time spent in the schools varied from about seven and one-half months at Gatesville to over twenty months at Crockett. The average stay at Gainesville was fifteen and one-half months.

DIAGNOSTIC SERVICES

Psychological Diagnosis

The Act creating the Youth Development Council says, in Section 17:

"When a child has been committed to the Council, it shall, under rules established by it, forthwith examine and study him and investigate all pertinent circumstances of his life and behavior."

This would involve (1) knowing the child's physical condition; (2) knowing the story of his life, home conditions, and circumstances leading up to his delinquency; and (3) knowing his mental and emotional abilities and weaknesses. Only with this information can the child be intelligently helped.

The Council had two broad groups of children to think of: (1) those committed to the State for care and (2) those in the communities who are delinquent or in danger of becoming so.

The children under our care constituted the most immediate problem and steps were taken at once to set up diagnostic services for them in the State Schools. Then as time permitted and personnel could be secured, a service was organized to aid the counties with the psychological and social diagnosis of children giving them concern.

Psychological Diagnosis in the State Schools

The Council has had employed one clinical psychologist to aid the Schools, who worked closely with the administration of each institution and those staff members directly concerned with the behavior, adjustment, and future planning of each child. His work dealt with several phases of psychological testing and diagnosis: routine testing so that we could know the intelligence quotient of each child, routine testing of hearing by the use of an audiometer, aptitude and similar tests, and special tests and psychological interviews for those children with special problems or who have been unable to adjust to group living or who demonstrated serious emotional disturbances.

This phase of our institutional program has developed well and has been helpful to us in deciding the kind of work a child can do, what can be expected of him in the classroom, the kind of plan to make for him, the causes of his delinquency, and the reasons for continued misbehavior. When the Schools are able to have more adequate reception and orientation facilities and as they can improve their programs, personnel, and placement service, this phase of the total picture can be of still more value.

Intelligence Tests

Individual intelligence tests were administered to 456 boys at the Gatesville School, 172 girls at the Gainesville School, and 32 girls at the Crockett School, or a total of 660.

Because of racial, cultural, and language differences, both verbal and performance tests were used in order to achieve more valid results. The Wechsler-

Bellevue Intelligence Scale was administered to the Anglo-American students while the Arthur Point Scale of Performance Tests were administered to the Spanish-speaking American and Negro students. This enabled us to eliminate some of the influences which affect the measuring of intelligence because of language and verbal handicaps.

Through the use of Wechsler-Bellevue Intelligence Scale three I. Q.'s are obtained: Verbal I. Q., Performance I. Q., and Full Scale I. Q. The average I. Q.'s of the 233 Anglo-American boys were:

Verbal I. Q.	83.0
Performance I. Q.	92.8
Full Scale I. Q.	87.3

Since the Verbal I. Q. depends a great deal on language, education, and cultural background, this resulting I. Q. is not valid, because the boys are handicapped in these areas. Depression of the Verbal I. Q. because of these factors causes the Full Scale I. Q. to drop. The boys do their best work on the Performance sub-tests which attempt to eliminate these factors. The Performance I. Q., which is 92.8, is the best estimate we have of the boys' innate intelligence. The following table shows the distribution of the I. Q.'s of the Anglo-American boys:

I. Q.'s OBTAINED ON THE WECHSLER-BELLEVUE INTELLIGENCE SCALE BY 233 ANGLO-AMERICAN BOYS AT THE GATESVILLE STATE SCHOOL FOR BOYS

I. Q. Range	Verbal		Performance		Full Scale		Classification
	I. Q.	%	I. Q.	%	I. Q.	%	
31-40	.4				.4		
41-50	.4		.4		.4		
51-60	3.4	18.5	1.7	9.5	3.8	12.7	Mentally Defective
61-70	14.3		7.4		8.1		
71-80	29.7		12.5		24.7		Borderline
81-90	20.7		25.0		22.2		Dull Normal
91-100	18.2		19.0		20.9		
101-110	10.8	29.0	22.8	41.8	14.0	34.9	Normal
111-120	1.7		6.5		5.5		Above-
121-130	.4	2.1	4.7	11.2	0	5.5	Normal
	100 %		100 %		100 %		

This distribution of I. Q.'s indicates that 9.5 per cent of the boys fall in the mentally defective classification, according to the Performance I. Q. All boys who obtained I. Q.'s under 70 were carefully studied, and four boys were recommended for transfer to the Austin State School. Other factors besides mental deficiency were found to be depressing the I. Q.'s in the remaining cases, such as language, verbal handicaps, hearing defects, undesirable home conditions, long absences from school, and emotional disturbances.

Mental deficiency may be defined as a psychological condition which creates inadequacy in the individual's ability to care for himself personally, socially, and economically. Technically, the mentally deficient individual is defined in terms of his I. Q. Persons with an I. Q. below 70 are considered to be mentally deficient. Identifying an individual as mentally deficient on the sole basis of

the I. Q., however, is not satisfactory. The definition of mental deficiency must be in terms not only of I. Q., but also in terms of the individual's ability to adjust adequately to his environment.

In the table below it will be noted that the average Anglo-American girl's Performance I. Q. is well within the normal range, while the Verbal I. Q. is depressed by the language and verbal handicap:

Verbal I. Q.	82.3
Performance I. Q.	94.9
Full Scale I. Q.	88.3

The following table shows the distribution of the I. Q.'s. According to the Performance I. Q., 10.1 per cent of the girls fall in the mental defective group. Two of the girls were recommended for transfer to the Austin State School. A study of the other cases indicated that the girls were not defective or that another placement was advisable.

I. Q.'s OBTAINED ON THE WECHSLER-BELLEVUE INTELLIGENCE SCALE BY 136 ANGLO-AMERICAN GIRLS AT THE GAINESVILLE STATE SCHOOL FOR GIRLS

I. Q. Range	Verbal I. Q. %	Performance I. Q. %	Full Scale I. Q. %	Classification
31-40	0	.8	0	
41-50	0	0	.8	Mentally Defective
51-60	6.8	1.7	5.5	23.1
61-70	16.3	7.6	10.2	
71-80	23.9	8.4	18.0	Borderline
81-90	22.2	23.6	18.0	Dull Normal
91-100	19.7	22.7	21.0	
101-110	9.4	17.6	15.6	29.1
111-120	1.7	8.4	8.6	40.3
121-130	0	9.2	2.3	17.6
	100 %	100 %	100 %	10.9

The Arthur Point Scale of Performance Test was administered to 126 Spanish-speaking American boys at the Gainesville School with the following findings:

I. Q. Range	Percentage	Classification
41-50	1.6	
51-60	7.9	31.7
61-70	22.2	Mentally Defective
71-80	23.0	Borderline
81-90	15.1	Dull Normal
91-100	7.0	
101-110	5.6	13.5
111-120	12.7	Normal
121-130	3.2	16.7
131-140	.8	Above Normal
	100 %	

The average I. Q. of the Spanish-speaking American boys is 82.7. The percentage of Spanish-speaking American boys falling in the mentally defective classification is 31.7. For the reasons stated, the validity of many I. Q.'s was questionable. Most of these boys, 22.2 per cent, have I. Q.'s between 61 and 70. These cases were given special consideration as they are borderline cases of mental deficiency. Although the low I. Q.'s of several boys were considered, they were not recommended for transfer to the Austin State School because other placements seemed more practical. Some boys with I. Q.'s under 70 can return to their communities and make satisfactory adjustments under proper supervision.

The average I. Q. of the Spanish-speaking American girls in the Gainesville School is:

Verbal I. Q.	67.5
Performance I. Q.	83.3
Full Scale I. Q.	71.9

There is a very significant difference between the Verbal and Performance I. Q.'s. The large percentage of mental defectives has been carefully examined and most of them eliminated from this group because of the many factors depressing the I. Q. There were several who, although the I. Q. indicated mental deficiency, indicated that they were capable of caring for themselves with some supervision.

I. Q.'s OBTAINED ON THE WECHSLER-BELLEVUE INTELLIGENCE SCALE BY 36 SPANISH-SPEAKING AMERICAN GIRLS AT THE GAINESVILLE STATE SCHOOL FOR GIRLS

I. Q. Range	Verbal		Performance		Full Scale		Classification
	I. Q.	%	I. Q.	%	I. Q.	%	
41-50	5.7		2.9		2.8		
51-60	28.6	65.7	17.1	51.4	25.0	50.0	Mentally Defective
61-70	31.4		31.4		22.2		
71-80	17.1		14.3		25.0		Borderline
81-90	8.6		22.9		11.1		Dull Normal
91-100	2.9		5.7		8.3		
101-110	5.7	8.6	5.7	11.4	2.8	11.1	Normal
111-120	0		0		2.8		Above Normal
	<u>100 %</u>		<u>100 %</u>		<u>100 %</u>		

The situation with the Negro boys can be seen in the next table:

I. Q.'s OBTAINED ON THE ARTHUR POINT SCALE OF PERFORMANCE TESTS BY 97 NEGRO BOYS AT THE GAINESVILLE STATE SCHOOL FOR BOYS

I. Q. Range	Percentage	Classification
31-40	3.1	
41-50	14.4	
51-60	15.5	61.8
61-70	28.8	
71-80	16.5	
81-90	12.4	Borderline
91-100	3.1	Dull Normal
101-110	2.1	5.2
111-120	3.1	
121-130	1.0	4.1
	<u>100 %</u>	

The mentally defective group is extremely large, 61.8 per cent. This extreme mental retardation can be seen in the scholastic achievement and in the average I. Q. which is 69.0. Several of the Negro boys are so mentally retarded that no type of academic or vocational training is possible. In these extreme cases the boys remain at the hospital where they are closely supervised, and protected from the other boys. A normal academic school is not possible because of the range of I. Q.'s: 38 to 125.

There were several individual intelligence tests administered to the girls at the Crockett State School for Girls. These various tests were administered in an attempt to find the one which would be most valid for them. The tests used were Wechsler-Bellevue Intelligence Scale, Arthur Point Scale of Performance Tests, Revised Stanford-Binet Scale, and Cornell-Coxe Performance Ability Scale. The results of these tests are as follows:

RESULTS OF INTELLIGENCE TESTS ADMINISTERED TO 32 GIRLS AT THE CROCKETT STATE SCHOOL FOR GIRLS

I. Q. Range	Percentage	Classification
21-30	3.1	Mentally Defective
31-40	3.1	
41-50	3.1	
51-60	34.4	
61-70	21.9	
71-80	15.6	Borderline
81-90	18.8	Dull Normal
91-100	0	Normal
101-110	0	
	100 %	

The average I. Q. of these girls is 64.8. The high percentage of mentally defectives is similar to that found for the Negro boys at the Gatesville State School for Boys. There are no girls falling in the normal category, while 9.3 per cent of the Negro boys obtained normal and above normal I. Q.'s. The difficulty involved in academic or vocational training is even more acute for these girls than for the Negro boys.

Scholastic Achievement Tests

The scholastic achievement of the Anglo-American and Spanish-speaking American boys was measured. The distribution of the educational grades is shown below:

THE EDUCATIONAL GRADE ACHIEVED ON THE GRAY-VOTAW-ROGERS GENERAL ACHIEVEMENT TESTS BY 104 ANGLO-AMERICAN BOYS AND 59 SPANISH-SPEAKING AMERICAN BOYS AT THE GATESVILLE STATE SCHOOL FOR BOYS

Educational Grade	Anglo-American	Spanish-speaking-American
	Percentage	Percentage
3.0- 3.9	2.9	13.6
4.0- 4.9	23.1	30.5
5.0- 5.9	31.6	27.1
6.0- 6.9	14.4	13.6
7.0- 7.9	10.6	5.1
8.0- 8.9	8.7	8.5
9.0- 9.9	7.7	1.6
10.0-10.9	1.0	0
	100 %	100 %

Grades four and five have the largest group of boys. There are 53.7 per cent of the Anglo-American boys and 57.6 per cent of the Spanish-speaking American boys in the fourth and fifth grades. This distribution indicates that these boys are retarded scholastically and places a heavy burden on these two grades. The average chronological age of these boys is significantly greater than their educational age.

In job and vocational placements at the Gatesville State School an attempt was made to utilize the Bennett Hand-Tool Dexterity Test. The time required to complete the task is given in the following table:

RESULTS OF THE BENNETT HAND-TOOL DEXTERITY TEST ADMINISTERED TO 120 BOYS AT THE GATESVILLE STATE SCHOOL FOR BOYS

	Number of Boys	Time	
Anglo-American	51	9'	48"
Spanish-speaking American	29	11'	11"
Negro	40	12'	31"
Total	120		

It is interesting to note that the Anglo-American boys completed the task in the least amount of time, and the Negro boys needed the most time. Although this test measures hand-tool dexterity, the boys with the highest I. Q. did best. This would indicate that there is a good relationship between hand-tool dexterity and intelligence.

The Bennett Stenographic Aptitude Test was used in selecting the girls for the commercial class at the Gainesville State School. This test is designed to predict capacity for learning shorthand and typewriting. The results are shown below:

RESULTS OF THE BENNETT STENOGRAPHIC APTITUDE TEST ADMINISTERED TO 53 GIRLS AT THE GAINESVILLE STATE SCHOOL FOR GIRLS

	Transcription	Spelling	Total
Above Average	20.8%	3.0%	9.1%
Average	30.2%	12.1%	12.1%
Below Average	49.0%	84.9%	78.8%
	<u>100 %</u>	<u>100 %</u>	<u>100 %</u>

Although 51 per cent of the girls succeeded in the Transcription Test, only 15.1 per cent passed the Spelling Test. This difference is due to academic retardation. Since the spelling score was so low, the transcription score was used as it indicated the basic need of a stenographer. There are many girls at the Gainesville State School for Girls capable of obtaining high scores on the Spelling Test as is indicated by the scholastic achievement on

the Gray-Votaw-Rogers General Achievement Tests. Many of these girls have entered the cosmetology and nursing classes and do not take the stenographic aptitude test.

The educational achievement of the girls was measured with the Gray-Votaw-Rogers Achievement Tests. The distribution, as shown below, of the Anglo-American girls does not indicate the grouping found at the Gatesville State School for Boys. There is no grouping in any grade, and nine girls indicated that they were capable of beginning college work. The Spanish-speaking American girls' scholastic achievement was grouped, and 74.6 per cent fell in the fourth, fifth, and sixth grades. This is probably due to lower I. Q.'s than the Anglo-American girls and language and verbal handicaps.

THE EDUCATIONAL GRADE ACHIEVED ON THE GRAY-VOTAW-ROGERS ACHIEVEMENT TESTS BY 110 ANGLO-AMERICAN GIRLS AND 17 SPANISH-SPEAKING AMERICAN GIRLS AT THE GAINESVILLE STATE SCHOOL FOR GIRLS

Educational Grade	Anglo-American Percentage	Spanish-speaking American Percentage
3.0- 3.9	2.7	
4.0- 4.9	6.4	23.5
5.0- 5.9	14.5	29.4
6.0- 6.9	13.6	23.5
7.0- 7.9	11.8	11.8
8.0- 8.9	19.2	11.8
9.0- 9.9	12.7	
10.0-10.9	4.5	
11.0-11.9	6.4	
12.0-12.9	8.2	
	100 %	100 %

Educational Achievement Tests were not administered to the Negro boys at the Gatesville State School or to the Negro girls at the Crockett State School.

An examination of the I. Q.'s indicates that about two-thirds of these boys and girls are mentally defective. The educational achievement tests require reading and examine school knowledge. These students are extremely retarded in academic school work, and examining scholastic achievement would be difficult since reading is essential and the standards have been based on normal populations.

Achievement Tests were administered to a small percentage of these students who were capable of handling the tests. They were examined to help determine school placement. The lower grades are crowded because of the high percentage of mental deficiency. Placement in the upper grades is made with the aid of the Educational Achievement Tests.

Adjustment Tests

The Bell Adjustment Inventory was administered to 78 girls in the school at Gainesville. The findings indicate that a large percentage of these girls have made an unsatisfactory adjustment in the areas of Home, Health, and Emotions:

RESULTS OF THE BELL ADJUSTMENT INVENTORY OF 78 GIRLS AT THE GAINESVILLE STATE SCHOOL FOR GIRLS

Home	6.4%	Above Average
	25.6%	Average
	68.0%	Unsatisfactory
Health	5.1%	Above Average
	39.7%	Average
	55.2%	Unsatisfactory
Social	34.7%	Very Aggressive
	38.5%	Average
	26.8%	Retiring
Emotional	12.8%	Above Average
	42.3%	Average
	44.9%	Unsatisfactory
Total	7.7%	Above Average
	41.0%	Average
	51.3%	Unsatisfactory

Because this test is long and overlaps the Guilford-Zimmerman Temperament Survey, it is not used any more; but its findings are interesting. The social histories of these girls, which reveal their home conditions and relationships with and attitudes toward their own parents and society, confirm this and indicate their emotional disturbance and unhappiness.

The results of the Guilford-Zimmerman Survey, administered to 152 girls at the Gainesville School, clearly indicate the problems faced by the staff in trying to help these girls make a satisfactory adjustment to the institution and to community life when released.

Inactive	48.7%
Active	51.3%
Impulsive	76.3%
Restrained	23.7%
Submissive	30.2%
Socially Bold	69.8%
Seclusive	59.2%
Socially Bold	40.8%
Emotionally Unstable	73.1%
Emotionally Stable	26.9%
Hypersensitive	81.5%
Objective	18.5%
Hostile	82.9%
Friendly	17.1%
Thoughtless	37.5%
Thoughtful	62.5%
Intolerant	86.2%
Cooperative	13.8%

This table shows that 76.3 per cent of these girls are impulsive, 73.1 per cent are emotionally unstable, 81.5 per cent are hypersensitive, 82.9 per cent are hostile and 86.2 per cent are intolerant. Many factors have entered into their lives to cause this: physical handicaps, mental deficiencies, rejection by parents, inadequate parents, poor home conditions, undesirable or unwholesome environment, and no stable ties to home or community. These all result in unhappiness and misconduct.

Special Tests

Projective techniques were not used routinely, but only when requested by the institutional staffs in connection with children with obvious emotional disturbances, those unable to adjust to group living, those suspected of being psychotic, or those with prolonged hysteria, etc.

The following tests were used, either upon request or when further diagnosis seemed necessary:

Rorschach	55
Thematic Apperception Test	42
Goldstein-Sheerer Tests of Abstract and Concrete Thinking	17
"Draw-A-Man" Test	32
Bender Visual Motor Gestalt Test	23

In addition to the testing, the clinical psychologist had conferences with the institutional staffs about individual children in order to help them more clearly understand a child's mental and emotional condition and to make plans for his treatment.

Due to a good many requests from counties for help with children, the psychologist made several trips to give tests and hold conferences with local social workers or judges.

Audiometer Tests

The Maier Audiometer was used to test the hearing of the boys and girls at the State Schools, 447 tests being administered. Of those tested 94.9 per cent had normal hearing while 5.1 per cent had defective hearing. Hearing aids were recommended for four. Most hearing defects could be traced back to illness or injury. Several did not realize they had a defect because they were born with it or acquired it very slowly over a long period of time.

Testing Plans for the Following Year

Tests to be administered to all students at the State Schools:

- 1: One individual intelligence test
 - a. Wechsler-Bellevue Intelligence Scale
 - b. Arthur Point Scale of Performance Tests
 - c. Cornell-Coxe Performance Ability Scale
 - d. Revised Stanford-Binet Scale
 - e. Wechsler Intelligence Scale for Children
 - f. Kuhlmann--Tests of Mental Development
- 2: Gray-Votaw-Rogers General Achievement Tests
- 3: Mooney Problem Check Lists
- 4: Guilford-Zimmerman Temperament Survey
- 5: Audiometer Test

Tests to be administered to boys at the Gatesville State School for Boys:

- a. Bennett Hand-Tool Dexterity Test

Tests to be administered to the girls at the Gainesville State School for Girls:

- a. Bennett Stenographic Aptitude Test
- b. Tests in Nursing

Tests to be administered as needed:

- a. Rorschach
- b. Thematic Apperception Test
- c. Goldstein-Sheerer Tests of Abstract and Concrete Thinking
- d. "Draw-A-Man" Test
- e. Minnesota Multiphasic Personality Inventory
- f. Bender Visual Motor Gestalt Test

Recapitulation of Tests Administered

Individual Intelligence Tests	660
Gray-Votaw-Rogers General Achievement Tests	290
Bennett Hand-Tool Dexterity Tests	120

Bennett Stenographic Aptitude Test	53
Bell Adjustment Inventory	78
Guilford-Zimmerman Temperament Survey	152
Audiometer Examinations	447

Average I. Q.'s

Anglo-American Boys	92.8
Spanish-speaking American boys	82.7
Negro Boys	69.0
Anglo-American Girls	94.9
Spanish-speaking Girls	83.3
Negro Girls	64.8

Diagnostic Services to Counties

As a part of the Council program to prevent delinquency and to help counties with children who are delinquent or in danger of becoming so, and in compliance with the statutes, the Youth Council set up a Mobile Diagnostic Clinic.

Because so many other Council activities had to be started first and because it took time for planning and to secure qualified staff, the Diagnostic Clinic did not get under full operation until March 1, 1951. The idea of a mobile unit, taking the service to the local communities, was adopted by the Council as the most effective way to utilize the limited funds available for this purpose and to reach more children.

In addition to specific instructions in the law pertaining to diagnostic service, the Act creating the Council also provides that the Council may ". . . make an investigation and report to the court respecting any child against whom information or petition has been filed charging delinquency." The Act states also that the Council shall ". . . carry on a continuing study of the needs of all the children in this State and seek to focus public attention on such major needs . . ."

The Mobile Diagnostic Clinic was the most economical and expedient way to meet an important part of this responsibility.

Attention is called to the fact that the children under the direct care of the Council represent only a small part of those in the State who have been adjudged delinquent or have obvious behavior problems. The Council felt a responsibility toward these children. If it concerned itself with the prevention of delinquency at all, it should help the counties with children prior to commitment, not alone with those whose condition becomes so serious that they require change of custody and removal from the community.

The primary function of the Clinic was to help with individual children, but other things were also accomplished. Among other things, it:

- 1: Secured additional knowledge of conditions over the State and in local communities pertaining to children who get in trouble and the causes for delinquency.
- 2: Called the communities' attention to the basic reasons for children committing delinquent acts.
- 3: Helped citizens and authorities see more clearly how thorough knowledge of a child helps them plan more wisely for children.
- 4: Pointed out weaknesses and gaps in services for children.
- 5: Aroused more interest in helping children with behavior problems and the necessity for cooperative action.
- 6: Helped develop a more objective attitude toward children who get in trouble as opposed to punitive measures or hasty judgment.
- 7: Pointed up the local community's responsibility toward children and the importance of helping them at home if at all possible.
- 8: Called attention to local and State resources and aroused interest and feelings of responsibility not previously realized.

Organization of the Clinic

The staff of the Clinic consisted of three professionally trained people who had had previous experience with problem children: a clinical psychologist, a case consultant, and a field manager who was also a psychometrist.

A clinic was held in a given community at the request of the Juvenile Court Judge, the Probation Officer, and/or a recognized agency, such as a Child Welfare Unit.

The field manager usually visited the county in advance to clarify the function and area of service of the Clinic, discuss the kind and number of referrals that could be handled, agree on dates for the Clinic, and arrange for staff working space.

A good diagnostic study had to be a study of the "whole child" -- his physical, mental, emotional, and spiritual health and progress, as well as his adjustment to and relation with his environment. The latter requires an examination of the environment and an evaluation of those factors acting on the child for his well-being or otherwise. Essential elements of the diagnostic study included:

- a. A thorough physical examination of the child.
- b. A casework study of the child and his situation, i.e., a "social history."

c. A psychological examination of the child.

Reports on these three phases of the study constituted the diagnosis.

This diagnostic study usually represented a cooperative endeavor by the referring agency, the community, and the Clinic Staff. Medical examination of the child was made by the county health officer or a local physician or clinic.

Social histories were prepared by local probation officers or social workers, if available. In other instances, where casework service was not available, or occasionally where lack of time or pressure of other duties made the preparation of a social history impossible, the Clinic's case consultant or the field manager did this work, either by abstracting or summarizing the agency record or by making the social study and writing the report. This latter procedure usually was followed with children referred by the Juvenile Judge in counties where there were no probation officers or child welfare workers or where the probation officer did not have sufficient time.

Every effort was made to have the medical and social reports available to the psychologist before his scheduled appointment with the child, which took place either at the agency office or in the child's home. Approved diagnostic techniques were used, including psychological interview, standardized tests, and projective techniques.

The Clinic staff attempted to do a thorough job with each child, although this meant limiting the number examined in each community. This was especially necessary when holding a clinic in a community for the first time. A careful screening process eliminated those children who were obviously feeble-minded or had a physical handicap which needed more attention than the child's behavior, or those who were too old or too young. This helped the Clinic to reach more children who might be helped.

No return trips could be planned because the Clinic had to discontinue its operations on August 31, due to the lack of an appropriation for it.

By the end of the year the Clinic had gained sufficient experience and refined its procedures, and the counties had learned how to use the service. If follow-up visits could have been planned, we could have expected the number of children to increase considerably. On the basis of the Clinic's brief period of operation, it could have examined and helped a good many children in a full year's operation.

For the most part, the Clinic went only to those counties where psychological services were non-existent, where there was some local service to use the information, and only upon request. Later, it was planned to visit some of the larger counties.

The final step of the Clinic's procedure in the community consisted of a "Staff Conference," a round-table discussion in which the Juvenile Judge, staff members of the referring agency or agencies, and the Clinic staff participated. The diagnostic findings were presented and there was a free discussion of the validity, significance, and implications of these findings. Frequently a tentative plan of treatment emerged quite logically from the diagnostic findings;

sometimes the Clinic made specific recommendations for treatment. This included not only medical or psychiatric therapy but also social planning such as modification of the child's environment, removal from his present environment, special educational advantages, etc.

Later the Mobile Diagnostic Clinic furnished each referring agency with a detailed written report on the diagnostic findings and recommendations pertaining to each child.

Services Rendered

The Clinic studied 170 children and analyzed the records of 152 of them. The following data concerns only those 152, for whom it was felt that adequate information, cooperation, and time were available.

Since these children were selected by local agencies because of unique problems, they cannot be considered as a true cross section of the "total population of problem children" in any specific community or perhaps in the State as a whole. However, their records can be considered valuable information about why children get in trouble and the various factors that may enter into a child's life to cause him to become unhappy and develop a behavior pattern which society and the law cannot condone.

Over a period of a few years the Clinic could produce a body of scientific knowledge that would be invaluable in State and local planning, and in proved methods of dealing with delinquency. However, the data collected does afford valuable indices to some of the major problems present in local communities, how they were met, and the costly tragedies apparent in the lives of so many young boys and girls.

Source of Referral

County	Number of Children	County	Number of Children
Angelina	10	Hidalgo	15
Bastrop	1	Houston	2
Bell	1	Jefferson	15
Bexar	10	Lubbock	16
Bowie	19	Midland	1
Brown	11	Nacogdoches	4
Cameron	1	Potter	12
Cherokee	1	Rusk	1
Dallam	2	Shelby	1
El Paso	19	Smith	9
Hays	1		
		Total	152

<u>Referred By</u>	<u>Number of Children</u>	<u>Race of Children Referred</u>	<u>Number of Children</u>
Probation Department	40	Anglo-American	114
Child Welfare	83	Spanish-speaking	
Public Assistance	11	American	28
Y. D. C.	6	Negro	10
Juvenile Courts	12	Total	152
Total	152		

<u>Status of Legal Custody</u>	<u>Number of Children</u>
Parents	62
Juvenile Courts	18
Child Welfare Unit	49
Relative	2
Home, Adoptive	1
Y.D.C.	11
Does not apply (alien)	1
Unknown	8
Total	152

<u>Legal Status of Child</u>	<u>Number of Children</u>
Declared Delinquent	35
Declared Dependent and Neglected	48
Under Supervision of Probation Department	23
Under Supervision of Other Agencies	35
Does not apply	11
Total	152

13 children had been previously committed to Y.D.C.
38 children had had institutional care other than Y.D.C.

<u>Psychological Tests Administered</u>	<u>Number Administered</u>
Children Interviewed by Psychologist	144
Intelligence Testing	138
Rorschach Intelligence Blot	11
Sentence Completion Tests	54
T. A. T.	61
W. A.	11
D. A. P.	12
Perf. Testing	104
Other Psychometrics	39
Other Projective Tests	36

(Psychological tests were administered in batteries. The psychologist administered such tests as deemed necessary to gain and support findings as to

the unique characteristics of each child. Case conferences were held with local agencies at which time both the psychologist and Y.D.C. Case Consultant were present.)

Classification by Different Levels of Intellectual Functioning

	<u>Number of Children</u>
Superior	5
Bright Normal	12
Average Normal	78
Dull Normal	29
Borderline	11
Mental Defective	10
Unknown (Inadequate information for classification)	7
Total	<u>152</u>

Emotional Adjustment

	<u>Number of Children</u>
Good	8
Average	22
Poor	81
Very Maladjusted	41
Total	<u>152</u>

Social Adjustment

	<u>Number of Children</u>
Good	6
Average	25
Poor	70
Very Maladjusted	51
Total	<u>152</u>

78 children truant from home
95 children truant from school

Cause of Broken Home

	<u>Number of Children</u>
Death	34
Divorce	36
Separation	15
Desertion	13
Illegitimate Parents	7
Court Order	4
Does not apply	43
Total	<u>152</u>

<u>Rejection by Parents</u>	<u>Number of Children</u>
Does not apply	10
Rejection by parents	93
Rejection by foster parents	6
Rejection by both parents and foster parents	34
Status Unknown	9
Total	<u>152</u>

<u>Group Rejection (Fellows and/or Community)</u>	<u>Number of Children</u>
Does not apply	17
Yes	49
No	66
Unknown	20
Total	<u>152</u>

<u>Weak or Inadequate Parent</u>	<u>Number of Children</u>
Lack strong parent figures	27
Inadequate parent figures	114
Does not apply	5
Unknown	6
Total	<u>152</u>

<u>Over-Protecting and/or Over-Solicitous Parents</u>	<u>Number of Children</u>
Yes	23
No	82
Does not apply	38
Unknown	9
Total	<u>152</u>

<u>Sex Abuses by Parents and Other Adults</u>	<u>Number of Children</u>
Sex abuses by parents	7
Sex abuses by other adults	20
Sex offenses against male children (103 male children referred)	1
Sex offenses against female children (49 female children referred)	26
Sex offenses against female children by own parents (49 female children referred)	6

Marital Status of ParentsNumber of Children

Living together	48
Separated	27
Divorced	36
Both Deceased	2
Father Deceased	15
Mother Deceased	16
Does not apply	5
Unknown	3
Total	<u>152</u>

16 children of illegitimate parents

Child Living WithNumber of Children

Both parents	35
Father	2
Mother	14
Foster parents	47
Relatives	16
Boarding Home	1
Institutions	26
Adoptive home,	2
Unknown (varying residency)	9
Total	<u>152</u>

Treatment RecommendationsNumber of Children

Further Medical or Psychiatric Study and Treatment	29
Placement in State Hospital for Observation and Study.	2
Placement in Austin State Schools	4
Commitment to Y. D. C.	3
Commitment to Other Institution or Agency	11
Probation and/or Supervision and Casework Service	62
Recommend Present Plan be Continued	21
Special Educational Training, Opportunities, Etc.	1
Does not apply	19
Total	<u>152</u>

Placement RecommendationsNumber of Children

Foster Family Home	47
Child Care Institution	17
Boarding School	5
Maternity Home	3
Boys Ranch or Work Placement	10
With Relatives	7
Convent of Good Shepherd or Other Religious Institution	1
Return to own Home	14
Does not apply	48
Total	<u>152</u>

Summary and Recommendations

The findings of the Clinic in various communities point up the tragic events in many children's lives which cause unhappiness, poor adjustment in school, unsatisfactory relationship with the community and neighbors, and entanglements with the law and society.

Space does not permit going into individual situations, but attention is called to the fact that 105 of these 152 children came from homes where the parents were divorced, separated, or had deserted, or where death had disrupted the home; that 113 of them were rejected by their own parents or foster parents; that 141 of them had weak or inadequate parents; that more than half of the girls examined had been abused sexually by some adult, frequently one of their own parents.

It was revealed that only a small number of Texas counties have access to psychological and/or psychiatric service for children with behavior problems, although officials and agencies are eager for this sort of help. The Clinic was enthusiastically received in each community and many letters were received thanking the Council for this service. The Mobile Clinic was an economical way to provide some psychological services to communities where they did not exist.

It is recommended that some practical and adequate form of diagnostic services be provided for, either as described above or as a stationary clinic to which children can be admitted and kept for a period of diagnosis and treatment.

A Few of the "Delinquent" Children the Clinic Examined

Susan

Nobody ever really wanted Susan. Her parents quarrelled before she was born and separated when she was a baby. Neither wanted the child, so she was pushed off on her grandparents. They didn't want her, either, but could think of no way to get rid of her. Susan's parents visited her once in a while but they were usually drunk.

Nothing is more distressing to any of us than to feel that we are not wanted, and sixteen years is a long time to live without the affection and security of your own family. Susan didn't do well in school although she was intelligent. She sought love and attention from other people, mostly her boy friends. She wanted to get married, but all the boys she knew were young and couldn't support a wife. People talked about her; a cousin said no nice boy would marry Susan.

What does the future hold for Susan? Will she ever learn and experience the real love most children have? Will she ever be able to respect others and have self-respect too? She has never experienced those emotional satisfactions so important to all children. It will take a lot of hard and patient work with Susan to overcome the damage already done.

Two Brothers

Tom and Bill were brothers. The father was well-known and respected, and the mother was a career woman. Both parents participated in civic affairs and

were active, intelligent people. They had a nice home. The boys were well cared for, went to school and to church.

There was no obvious reason why these boys should misbehave. The parents were very strict. They insisted on knowing where their sons were at all times and did not permit them to go out on school nights.

What the parents did not know was that Tom and Bill frequently slipped out late at night and went where they pleased, did what they pleased. The quest for excitement led them to break into houses and stores and steal. They never used or sold what they stole; they merely hid it.

Tom and Bill were not discovered, or even suspected, until one night when they broke into a store and attempted to open the safe. When they were unable to open it, they managed to carry off the whole safe. They were caught in this escapade, and their vast hoard of stolen trinkets was discovered.

Neighbors asked, "Why should Tom and Bill slip out at night and get into trouble? They come from a good, well-to-do home, and they have had every advantage. No member of the family has ever been in trouble before." The mother was overcome with grief. The father was shocked, hurt, and angry.

In the busy, active life led by the parents--business, clubs, parties, committees, trips--they had neglected their own children, left them out of their affection, were too strict at times, too absorbed to bother at other times.

The tests, the interviews, the analysis of the family situation revealed this situation: two normal, smart boys had sought to compensate for the lack of affection and attention which all children crave, need, and must have, and were fighting back or getting even with adults who had short-changed them.

Alec

Alec, age 13, lives in a slum. His father died in a mental hospital when Alec was 3 years old. The older children went to live with relatives, while Alec and his little sister stayed with their mother. The mother worked when she could, was on relief at other times. She was still attractive and had several men friends, who sometimes stayed all night. Alec did pretty much as he pleased, which meant he usually did not go to school. When he did go, he fought with the other children, threw rocks at the windows, and once hurled a big one at a teacher. Alec was not popular at school, but he was popular with his gang: he was small and could climb well and crawl through small openings, such as transoms or windows left partly open. When he was a little boy, he stole soft drinks and candy. When he joined the gang, he helped them steal things that could be sold. Alec's uncle helped the gang sell their "stuff."

By the time anyone paid much attention to Alec he was in so much trouble, so much in conflict with society and the law, and so unhappy over his own family situation, it was necessary to take him out of the community and place him in an institution for a while.

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Jimmie is nine years old. When asked where he wanted to live, he said, "Anywhere except at home."

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Belle knows that her mother hates her. She knows that she is not pretty; she wishes that the other girls would like her, but she does not know how to make friends. She tries to forget her ugly and unhappy world by escaping into a world of fantasy, and dreams almost every night that she is a movie star with lots of pretty clothes and hordes of friends.

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One little fatherless boy, age 10, was referred to the Mobile Diagnostic Clinic because he stole a gun to "protect his home": he wished to protect both the family possessions and the family honor.

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Chuck now knows how he stands with his step-father. When the family moved to a different town, several hundred miles away, Chuck was left with relatives because there was no room for him in the family car.

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Many of the children examined by the Clinic were smart or at least average, but others were "slow" or "dull," unable to compete with other children in school. Victor was one of these; he had not developed the judgment of self-control found in normal adolescent boys. At the age of 16 he had a man's size and strength. His father was an irresponsible ne'er-do-well who did not or could not give Victor the guidance and protection he needed. Victor is potentially dangerous to himself and to others.

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A number of the children referred to the Clinic represented completely tragic situations: children who had been seriously and perhaps irreparably damaged by thoughtless or vicious adults.

Several little girls had been raped by their own fathers or step-fathers.

One boy was in trouble because of an attempted attack on a small girl. It was discovered that his own father, who was mentally ill and deteriorated from the use of narcotics, had boasted to his son of his many sexual escapades and coached his son in the technique of perversion. Knowing what this weeping, frightened youngster had been through, you could not think of "guilt and punishment" but only of adequate protection, proper guardianship, good care, and psychiatric treatment.

STATE YOUTH DEVELOPMENT COUNCIL
REVENUE, DISBURSEMENTS AND BALANCE
FISCAL YEAR ENDED AUGUST 31, 1951

REVENUE

Balance September 1, 1950	\$ 65,895.73	
Legislative Appropriation	135,000.00	
Transfer from Schools for Reallocation	148,751.85	
Legislative Appropriation (Construction)	<u>225,000.00</u>	
Total Revenue		\$ 574,647.58

DISBURSEMENTS

Personal Services:		
Salaries and Per Diem	74,343.81	
Professional Services	1,115.20	
Current Charges:		
Rent on Office Equipment	77.22	
Postage	1,323.00	
Telephone and Telegraph	1,693.25	
Miscellaneous Charges	17.70	
Travel Expense:		
Fares	918.41	
Personal Car Allowance	6,191.40	
Hotel and Room Rent	2,325.92	
Meals	3,239.54	
Other Travel Expense	128.01	
Supplies and Miscellaneous:		
Stationery and Printing	3,044.22	
Printed Reports for Distribution	562.94	
Reference Books	581.44	
Office and Miscellaneous Supplies	1,258.49	
Gasoline, Oil and Grease	1,014.32	
Tires and Tubes	92.25	
Other Auto Expense	63.95	
Repairs:		
Repairs to Office Equipment	289.20	
Repairs to Automobiles	96.48	
Capital Outlay:		
Office Equipment	3,234.56	
Automobiles - Passenger	<u>3,061.53</u>	
Total Disbursements		104,672.84

TRANSFERS

Reallocated to Gatesville School	40,022.73	
Reallocated to Gainesville School	17,393.20	
*Reallocated for Crockett Construction	90,535.92	
*Appropriation for Crockett Construction	<u>225,000.00</u>	
Total Transfers		<u>372,951.85</u>

BALANCE

97,022.89

* See Schedule 2 Crockett State School for Girls for construction expenditures.

SCHEDULE NO. 1.

GATESVILLE STATE SCHOOL FOR BOYS
AVAILABLE FUNDS, DISBURSEMENTS AND BALANCES
FISCAL YEAR ENDED AUGUST 31, 1951

<u>Available Funds</u>	<u>Amount</u>	<u>Expended</u>	<u>Balance</u>
Legislative Appropriations	\$ 677,560.81	\$ 556,231.41	\$ 121,329.40
Institutional Local Funds	36,975.92	21,446.87	15,529.05
Independent School District Funds	<u>37,786.31</u>	<u>23,419.70</u>	<u>14,366.61</u>
Total Available Funds	752,323.04	601,097.98	151,225.06
<u>Disbursements</u>			
<u>Operating Cost</u>			
Discharge and Transportation		\$ 6,155.11	
Drugs and Hospital Supplies		2,492.18	
Dry Goods & Notions		31,782.94	
Feed and Farm Supplies		4,382.23	
Groceries, Fresh Meats & Perishables		125,066.22	
Hardware & Miscellaneous Materials		26,165.99	
Lumber and Building Supplies		8,224.43	
Petroleum Products		5,813.48	
Postage		641.91	
Professional Services		2,152.79	
Recreation and Amusement		3,193.63	
Rent		817.20	
Repairs		7,472.66	
Salaries and Wages		275,899.62	
Stationery, School & Office Supplies		5,812.53	
Telephone and Telegraph		3,142.94	
Travel Expense		1,304.94	
Utilities		28,202.77	
Miscellaneous & General Supplies		<u>8,472.70</u>	
Total Operating Cost			\$ 547,196.27
<u>Nonoperating Cost</u>			
Merchandise for Resale			7,642.04
<u>Acquisition of Property</u>			
Buildings and Improvements		31,247.24	
Equipment and Furniture		13,662.43	
Livestock		<u>1,350.00</u>	
Total Acquisition of Property			<u>46,259.67</u>
Total All Disbursements			<u>601,097.98</u>

SCHEDULE NO. 2

GATESVILLE STATE SCHOOL FOR BOYS
RECEIPTS, DISBURSEMENTS AND BALANCES
APPROPRIATED FUNDS
FISCAL YEAR ENDED AUGUST 31, 1951

Receipts

Legislative Appropriation	\$ 578,704.00	
Reallocated by Youth Development Council	40,022.73	
Total Receipts		\$ 618,726.73

Disbursements

Operating Cost

Discharge and Transportation	6,155.11	
Drugs and Hospital Supplies	2,478.78	
Dry Goods and Notions	31,242.67	
Feed and Farm Supplies	3,575.04	
Groceries, Fresh Meats and Perishables	122,100.74	
Hardware and Miscellaneous Materials	25,514.48	
Lumber and Building Supplies	7,588.43	
Petroleum Products	5,786.40	
Postage	600.00	
Professional Services	2,152.79	
Recreation and Amusement	1,849.45	
Rent	79.20	
Repairs	7,167.84	
Salaries and Wages	256,574.11	
Stationery, School and Office Supplies	1,725.19	
Telephone and Telegraph	3,142.94	
Travel Expense	992.74	
Utilities	28,202.77	
Miscellaneous & General Supplies	6,571.31	
Total Operating Cost		513,499.99

Acquisition of Property

Buildings and Improvements	31,153.49	
Equipment and Furniture	10,427.93	
Livestock	1,150.00	
Total Acquisition of Property		42,731.42

Total Disbursements		556,231.41
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Excess Receipts Over Disbursements		62,495.32
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Balance at September 1, 1950		80,176.22
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Less Transfer to Youth Development Council		50,294.32
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Balance at September 1, 1949		31,686.27
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Less: Reversion to General Revenue Fund		2,734.09
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Balance at August 31, 1951		121,329.40
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SCHEDULE NO. 3

GATESVILLE STATE SCHOOL FOR BOYS
RECEIPTS, DISBURSEMENTS AND BALANCES
LOCAL FUNDS
FISCAL YEAR ENDED AUGUST 31, 1951

Receipts

Canteen Sales	\$ 9,128.58	
Dormitory and Cafeteria	2,347.54	
Hide Sales	1,087.85	
Production Sales	3,788.06	
Room and Board, Pay Students	112.00	
Miscellaneous	306.67	
Total Receipts		\$ 16,770.70

Disbursements

Operating Cost

Drugs and Hospital Supplies	13.40	
Dry Goods and Notions	540.27	
Feed and Farm Supplies	807.19	
Groceries, Fresh Meats & Perishables	2,965.48	
Hardware and Miscellaneous Materials	651.51	
Lumber and Building Supplies	636.00	
Petroleum Products	27.08	
Postage	16.91	
Recreation and Amusement	1,344.18	
Rent	738.00	
Repairs	304.82	
Salaries and Wages	2,815.40	
Stationery, School and Office Supplies	102.75	
Travel Expense	312.20	
Miscellaneous Supplies	1,901.39	
Total Operating Cost		13,176.58

Nonoperating Cost

Merchandise for Resale		7,642.04
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Acquisition of Property

Equipment and Furniture	334.50	
Livestock	200.00	
Improvements	93.75	
Total Acquisition of Property		628.25

Total Disbursements		21,446.87
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Excess Disbursements Over Receipts		4,676.17
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Balance at September 1, 1950		20,205.22
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Balance at August 31, 1951		15,529.05
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SCHEDULE NO. 4

GATESVILLE STATE SCHOOL FOR BOYS
RECEIPTS, DISBURSEMENTS AND BALANCES
INDEPENDENT SCHOOL DISTRICT FUNDS
FISCAL YEAR ENDED AUGUST 31, 1951

Receipts

State Apportionment	\$ 27,350.18	
County Aid	146.94	
Total Receipts		\$ 27,497.12

Disbursements

Operating Cost

Postage	25.00	
Salaries	16,510.11	
School Supplies	3,984.59	
Total Operating Cost		20,519.70

Acquisition of Property

Equipment		2,900.00
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Total Disbursements		23,419.70
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Excess Receipts Over Disbursements		4,077.42
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Balance at September 1, 1950		10,289.19
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Balance at August 31, 1951		14,366.61
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Scholastic Enrollment as per School Census - 336

SCHEDULE NO. 5

GATESVILLE STATE SCHOOL FOR BOYS
PROFIT & LOSS STATEMENT - LITTLE STORE
FISCAL YEAR ENDED AUGUST 31, 1951

<u>Gross Sales</u>			\$ 9,128.58
<u>Cost of Goods Sold</u>			
Inventory September 1, 1950	\$ 281.89		
Purchases	<u>7,642.04</u>		
Goods Available for Sale		\$ 7,923.93	
Less: Inventory August 31, 1951		<u>472.53</u>	
Total Cost of Goods Sold			<u>7,451.40</u>
Gross Profit			1,677.18
<u>Operating Expense</u>			
Salaries		1,430.00	
Miscellaneous Supplies		<u>.20</u>	
Total Operating Expense			<u>1,430.20</u>
Net Operating Profit			<u>246.98</u>

SCHEDULE NO. 6

GATESVILLE STATE SCHOOL FOR BOYS
BALANCE OF STUDENT TRUST FUNDS
FISCAL YEAR ENDED AUGUST 31, 1951

Balance at September 1, 1950			\$ 1,033.84
Total Receipts		\$ 6,980.52	
Total Withdrawals		<u>6,984.53</u>	<u>4.01*</u>
Balance at August 31, 1951			<u>1,029.83</u>

SCHEDULE NO. 7

GATESVILLE STATE SCHOOL FOR BOYS
ANALYSIS OF GROSS PRODUCTION
FISCAL YEAR ENDED AUGUST 31, 1951

<u>Particulars</u>	<u>Quantity</u>	<u>Unit Price</u>	<u>Value</u>
		\$	\$
<u>Garden and Orchard - 120 Acres</u>			
Dried Black Eyed Peas	357 Lbs.	.25	89.25
Crowder Peas	338 Lbs.	.10	33.80
Pinto Beans	1,883 Lbs.	.0825	155.35
Fresh Corn	438 Bu.	2.00	926.00
Fresh Peas	74 Bu.	2.00	148.00
Cucumbers	244 Bu.	1.00	244.00
Berries	146 Gal.	.25	31.50
Onions	357 Bu.	1.18	422.00
Fresh Beans	129 Bu.	2.38	306.50
Potatoes	64,000 Lbs.	.05	320.00
Squash	112 Bu.	2.00	224.00
Beets	178 Bu.	1.52	270.00
Okra	53 Bu.	3.00	159.00
Radishes	61 Bu.	2.00	122.00
Lettuce and Kohlrabi	44 Bu.	3.00	132.00
Greens	81 Bu.	1.00	81.00
Bell Pepper	163 Lbs.	.12	19.56
Cantaloupes	344 Bu.	1.77	608.00
Watermelons	12,000 Lbs.	.02	240.00
Total Garden and Orchard			<u>4,531.96</u>
<u>Farm - 1437 Acres</u>			
Oats	2,514 Bu.	.95	2,388.30
Maize	141,304 Lbs.	.016	2,260.86
Black Eyed Peas	834 Lbs.	.25	208.50
Corn	2,397 Bu.	1.20	2,875.67
Hubam Clover Seed	320 Lbs.	.10	32.00
Ensilage	240 Tons	10.00	2,400.00
Johnson Grass Hay	405 Bales	.50	202.50
Millet Hay	2,819 Bales	.75	2,114.25
Oat & Johnson Grass Hay	705 Bales	.65	458.25
Total Farm			<u>12,940.33</u>
<u>Dairy and Creamery - Average 39 Cows</u>			
Milk	45,811 Gal.	.60	27,486.60
Coffee Cream	3,240 Gal.	1.40	4,536.00
Butter	4,672 Lbs.	.63	2,943.36
Sour Milk	354 Gal.	.40	141.60
Total Dairy and Creamery			<u>35,107.56</u>
<u>Livestock Slaughtered</u>			
Beef Cattle	36,333 Lbs.	.477	17,358.05
Swine	31,811 Lbs.	.38	12,050.18
Total Livestock Slaughtered			<u>29,408.23</u>
Total Gross Production			<u>81,988.08</u>

SCHEDULE NO. 8

GATESVILLE STATE SCHOOL FOR BOYS
VALUES OF COST-FREE SURPLUS COMMODITIES
RECEIVED FROM U. S. GOVERNMENT AGENCIES
FISCAL YEAR ENDED AUGUST 31, 1951

Items

Groceries	\$ 2,997.49
Total	<u>2,997.49</u>

SCHEDULE NO. 9

GATESVILLE STATE SCHOOL FOR BOYS
STATEMENT OF OPERATING COST PER CAPITA
-FISCAL YEAR ENDED AUGUST 31, 1951

Operating Cost	\$ 547,196.27	
Surplus Commodities	<u>2,997.49</u>	
Total Cost		\$ 550,193.76
Less:		
Increase in Storeroom Stock	10,049.42	
Gross Production	<u>81,988.08</u>	
Total Deductions		<u>92,037.50</u>
Net Operating Cost		<u>458,156.26</u>
Average Monthly Population - 403.3		
Average Annual Operating Cost Per Capita - \$1,136.02		

SCHEDULE NO. 1

GAINESVILLE STATE SCHOOL FOR GIRLS
AVAILABLE FUNDS, DISBURSEMENTS AND BALANCES
FISCAL YEAR ENDED AUGUST 31, 1951

<u>Available Funds</u>	<u>Amount</u>	<u>Expended</u>	<u>Balance</u>
	\$	\$	\$
Legislative Appropriations	424,562.90	243,556.64	181,006.26
Institutional Local Funds	9,513.59	5,452.33	4,061.26
Independent School District Funds	<u>8,247.39</u>	<u>5,775.38</u>	<u>2,472.01</u>
Total Available Funds	<u>442,323.88</u>	<u>254,784.35</u>	<u>187,539.53</u>
<u>Disbursements</u>			
<u>Operating Cost</u>			
Discharge and Transportation		\$ 714.48	
Drugs and Hospital Supplies		3,874.00	
Dry Goods and Notions		6,384.96	
Feed and Farm Supplies		11,013.15	
Groceries, Fresh Meats & Perishables		32,882.67	
Hardware and Miscellaneous Materials		6,368.54	
Petroleum Products		1,675.52	
Postage		466.58	
Professional Services		222.00	
Recreation and Amusement		2,052.60	
Repairs		8,535.49	
Salaries and Wages		116,384.46	
Stationery, School & Office Supplies		3,108.61	
Telephone and Telegraph		1,034.39	
Travel Expense		1,098.86	
Utilities		9,876.17	
Miscellaneous and General Supplies		<u>3,892.01</u>	
Total Operating Cost			\$ 209,584.49
<u>Nonoperating Cost</u>			
Merchandise for Resale			469.40
<u>Acquisition of Property</u>			
Buildings and Improvements		14,190.78	
Equipment and Furniture		27,817.68	
Livestock		<u>2,722.00</u>	
Total Acquisition of Property			<u>44,730.46</u>
Total All Disbursements			<u>254,784.35</u>

SCHEDULE NO. 2

GAINESVILLE STATE SCHOOL FOR GIRLS
RECEIPTS, DISBURSEMENTS AND BALANCES
APPROPRIATED FUNDS
FISCAL YEAR ENDED AUGUST 31, 1951

<u>Receipts</u>		
Legislative Appropriation	\$ 396,844.00	
Reallocated by Youth Development Council	<u>17,393.20</u>	
Total Receipts		\$ 414,237.20
 <u>Disbursements</u>		
<u>Operating Cost</u>		
Discharge and Transportation	714.48	
Drugs and Hospital Supplies	3,856.54	
Dry Goods and Notions	5,711.05	
Feed and Farm Supplies	11,013.15	
Groceries, Fresh Meats and Perishables	32,869.67	
Hardware and Miscellaneous Materials	5,573.28	
Petroleum Products	1,652.91	
Postage	433.29	
Professional Services	222.00	
Recreation and Amusement	1,941.06	
Repairs	8,493.79	
Salaries and Wages	111,574.72	
Stationery, School and Office Supplies	2,250.03	
Telephone and Telegraph	961.89	
Travel Expense	1,098.86	
Utilities	9,876.17	
Miscellaneous and General Supplies	<u>2,988.07</u>	
Total Operating Cost		201,230.96
 <u>Acquisition of Property</u>		
Buildings and Improvements	14,190.78	
Equipment and Furniture	27,537.90	
Livestock	<u>597.00</u>	
Total Acquisition of Property		<u>42,325.68</u>
Total Disbursements		<u>243,556.64</u>
Excess Receipts Over Disbursements		170,680.56
Balance at September 1, 1950		14,330.56
Less: Transfer to Youth Development Council		7,921.61
Balance at September 1, 1949		11,619.86
Less: Reversion to General Revenue		<u>7,703.11</u>
Balance at August 31, 1951		<u><u>181,006.62</u></u>

SCHEDULE NO. 3

GAINESVILLE STATE SCHOOL FOR GIRLS
RECEIPTS, DISBURSEMENTS AND BALANCES
LOCAL FUNDS
FISCAL YEAR ENDED AUGUST 31, 1951

Receipts

Dormitory and Cafeteria	\$ 758.31	
Hide Sales	15.30	
Laundry Service	170.00	
Livestock Sales	1,795.80	
Refunds	126.54	
Room and Board, Pay Students	120.00	
Vending Machine Sales	726.05	
Vocational Training Sales	1,419.12	
Miscellaneous	72.94	
Total Receipts		\$ 5,204.06

Disbursements

Operating Cost

Drugs and Hospital Supplies	17.46	
Dry Goods and Notions	147.11	
Groceries, Fresh Meats & Perishables	13.00	
Hardware and Miscellaneous Materials	795.26	
Petroleum Products	22.61	
Postage	33.29	
Recreation and Amusement	111.54	
Repairs	41.70	
Salaries and Wages	445.34	
Stationery, School and Office Supplies	242.28	
Telephone and Telegraph	72.50	
Miscellaneous Supplies	903.94	
Total Operating Cost		2,846.03

Nonoperating Cost

Merchandise for Resale		469.40
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Acquisition of Property

Equipment and Furniture	11.90	
Livestock	2,125.00	
Total Acquisition of Property		2,136.90

Total Disbursements		5,452.33
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Excess Disbursements Over Receipts		248.27
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Balance at September 1, 1950		4,309.53
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Balance at August 31, 1951		4,061.26
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SCHEDULE NO. 4

GAINESVILLE STATE SCHOOL FOR GIRLS
RECEIPTS, DISBURSEMENTS AND BALANCES
INDEPENDENT SCHOOL DISTRICT FUNDS
FISCAL YEAR ENDED AUGUST 31, 1951

Receipts

State Apportionment	\$ 6,909.40	
County Aid	<u>31.32</u>	
Total Receipts		\$ 6,940.72

Disbursements

Operating Cost

Dry Goods	526.80	
Salaries	4,364.40	
School Supplies	<u>616.30</u>	
Total Operating Cost		5,507.50

Acquisition of Property

Equipment		<u>267.88</u>
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Total Disbursements		<u>5,775.38</u>
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Excess Receipts Over Disbursements		1,165.34
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Balance at September 1, 1950		<u>1,306.67</u>
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Balance at August 31, 1951		<u><u>2,472.01</u></u>
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Scholastic Enrollment as per School Census - 119

Schedule No. 5 - Profit and Loss Statement of Little Store - Not applicable

SCHEDULE NO. 6

GAINESVILLE STATE SCHOOL FOR GIRLS
BALANCE OF STUDENT TRUST FUND
FISCAL YEAR ENDED AUGUST 31, 1951

Balance at September 1, 1950		\$ 991.37
Total Receipts	\$ 6,365.07	
Total Withdrawals	<u>5,687.51</u>	<u>677.56</u>
Balance at August 31, 1951		<u>1,668.93</u>

SCHEDULE NO. 7

GAINESVILLE STATE SCHOOL FOR GIRLS
ANALYSIS OF GROSS PRODUCTION
FISCAL YEAR ENDED AUGUST 31, 1951

<u>Particulars</u>	<u>Quantity</u>	<u>Unit Price</u>	<u>Value</u>
		\$	\$
<u>Garden and Orchard</u>			
Garden and Orchard - 28 Acres			1,233.15
<u>Dairy</u>			
Average Cows Milked - 33			
Milk	11,451 Gal.	.64	12,297.60
Butter	3,916 Lbs.	.70	2,741.20
Total Dairy			<u>15,038.80</u>
<u>Livestock Slaughtered</u>			
Beef Cattle	2,797 Lbs.	Various	1,146.57
Swine	13,580 Lbs.	Various	4,753.00
Total Livestock Slaughtered			<u>5,899.57</u>
<u>Poultry</u>			
Eggs	6,128 Doz.	.40	2,451.20
Killed for Food	1,262 Lbs.	Various	631.00
Total Poultry			<u>3,082.20</u>
Total Gross Production			<u>25,253.72</u>

SCHEDULE NO. 8

GAINESVILLE STATE SCHOOL FOR GIRLS
VALUE OF COST-FREE SURPLUS COMMODITIES
RECEIVED FROM U.S. GOVERNMENT AGENCIES
FISCAL YEAR ENDED AUGUST 31, 1951

<u>Items</u>	
Groceries	<u>\$ 2,902.08</u>
Total	<u>2,902.08</u>

SCHEDULE NO. 9

GAINESVILLE STATE SCHOOL FOR GIRLS
STATEMENT OF OPERATING COST PER CAPITA
FISCAL YEAR ENDED AUGUST 31, 1951

Operating Cost	\$ 209,584.49	
Surplus Commodities	2,902.08	
Total Cost	<u>212,486.57</u>	
Less:		
Increase in Storeroom Stock	4,140.89	
Gross Production	25,253.72	
Total Deductions	<u>29,394.61</u>	
Net Operating Cost		<u>183,091.96</u>

Average Monthly Population - 171.0

Average Annual Operating Cost Per Capita - \$1,070.71

SCHEDULE NO. 1

CROCKETT STATE SCHOOL FOR GIRLS
AVAILABLE FUNDS, DISBURSEMENTS AND BALANCES
FISCAL YEAR ENDED AUGUST 31, 1951

<u>Available Funds</u>	<u>Amount</u>	<u>Expended</u>	<u>Balance</u>
	\$	\$	\$
Legislative Appropriations	468,230.30	415,808.38	52,421.92
Institutional Local Funds	2,559.99	168.20	2,391.79
Independent School District Funds	<u>5,744.24</u>	<u>5,426.33</u>	<u>317.91</u>
Total Available Funds	<u>476,534.53</u>	<u>421,402.91</u>	<u>55,131.62</u>
 <u>Disbursements</u>			
<u>Operating Cost</u>			
Discharge and Transportation		\$ 468.15	
Drugs and Hospital Supplies		114.94	
Dry Goods and Notions		2,013.57	
Groceries, Fresh Meats & Perishables		28,791.52	
Hardware and Miscellaneous Materials		1,998.43	
Laundry		1,892.75	
Petroleum Products		618.76	
Postage		282.90	
Professional Services		476.75	
Recreation and Amusement		754.13	
Repairs		1,305.05	
Salaries		65,881.03	
Stationery, School & Office Supplies		912.72	
Telephone and Telegraph		582.23	
Travel Expense		71.77	
Utilities		4,246.24	
Miscellaneous and General Supplies		<u>399.60</u>	
Total Operating Cost			\$ 110,810.54
 <u>Nonoperating Cost</u>			
Reactivating Cost			10,022.53
 <u>Acquisition of Property</u>			
Buildings and Improvements		298,598.63	
Equipment		<u>1,971.21</u>	
Total Acquisition of Property			<u>300,569.84</u>
Total All Disbursements			<u>421,402.91</u>

SCHEDULE NO. 2

CROCKETT STATE SCHOOL FOR GIRLS
RECEIPTS, DISBURSEMENTS AND BALANCES
APPROPRIATED FUNDS
FISCAL YEAR ENDED AUGUST 31, 1951

Receipts

Legislative Appropriation	\$ 152,580.00	
*Reallocated by Youth Development Council	90,535.92	
*Legislative Appropriation (Construction)	<u>225,000.00</u>	
Total Receipts		\$ 468,115.92

Disbursements

Operating Cost

Discharge and Transportation	468.15	
Drugs and Hospital Supplies	114.94	
Dry Goods and Notions	2,013.57	
Groceries, Fresh Meats and Perishables	28,763.97	
Hardware and Miscellaneous Materials	1,998.43	
Laundry	1,892.75	
Petroleum Products	618.76	
Postage	274.00	
Professional Services	476.75	
Recreation and Amusement	599.15	
Repairs	1,265.97	
Salaries	65,881.03	
Stationery, School and Office Supplies	254.62	
Telephone and Telegraph	582.23	
Travel Expense	71.77	
Utilities	4,246.24	
Miscellaneous and General Supplies	<u>389.04</u>	
Total Operating Cost		109,911.37

Nonoperating Cost (Reactivating)

Freight and Drayage	6,320.87	
Rent and Storage	1,433.89	
Travel Expense	183.70	
Wages	1,505.88	
Miscellaneous	<u>528.63</u>	
Total Nonoperating Cost		9,972.97

Acquisition of Property

Buildings and Improvements	12,331.84	
*Construction by Youth Development Council	282,181.76	
Equipment	<u>1,410.44</u>	
Total Acquisition of Property		<u>295,924.04</u>

Total Disbursements 415,808.38

Excess Receipts Over Disbursements		52,307.54
Balance at September 1, 1950		90,535.92
Less: Transfer to Youth Development Council		90,535.92
Balance at September 1, 1949		2,093.11
Less: Reversion to General Revenue		<u>1,978.73</u>
Balance at August 31, 1951		<u><u>52,421.92</u></u>

*Appropriated to and expended by State Youth Development Council

SCHEDULE NO. 3

CROCKETT STATE SCHOOL FOR GIRLS
RECEIPTS, DISBURSEMENTS AND BALANCES
LOCAL FUNDS
FISCAL YEAR ENDED AUGUST 31, 1951

Receipts

Dormitory & Cafeteria	\$	542.75	
Lease on Grazing Land		210.00	
Surplus Sales		1,202.12	
Miscellaneous		210.80	
Total Receipts		210.80	\$ 2,165.67

Disbursements

Operating Cost

Groceries, Fresh Meats and Perishables		27.55	
Postage		8.90	
Repairs		19.73	
Miscellaneous Supplies		10.56	
Total Operating Cost		66.74	66.74

Nonoperating Cost (Reactivating)

Wages		40.86	
Travel Expense		8.70	
Total Nonoperating Cost		49.56	49.56

Acquisition of Property

Improvements		51.90	
Total Disbursements		168.20	168.20

Excess Receipts Over Disbursements		1,997.47	
Balance at September 1, 1950		541.72	
Less: Teachers Emoluments Deposited to General Revenue		147.40	
Balance at August 31, 1951		2,391.79	

SCHEDULE NO. 4

CROCKETT STATE SCHOOL FOR GIRLS
RECEIPTS, DISBURSEMENTS AND BALANCES
INDEPENDENT SCHOOL DISTRICT FUNDS
FISCAL YEAR ENDED AUGUST 31, 1951

Receipts

State Apportionment	\$ 3,382.25	
County Aid	22.71	
Total Receipts		\$ 3,404.96

Disbursements

Operating Cost

Recreation and Amusement	154.98	
Repairs	19.35	
School Supplies	658.10	
Total Operating Cost		832.43

Acquisition of Property

Equipment	560.77	
Improvements	4,033.13	
Total Acquisition of Property		4,593.90

Total Disbursements		5,426.33
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Excess Disbursements Over Receipts		2,021.37
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Balance at September 1, 1950		2,339.28
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Balance at August 31, 1951		317.91
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Scholastic Enrollment as per School Census - 61

Schedule No. 5 - Profit and Loss Statement Little Store - Not applicable

SCHEDULE NO. 6

CROCKETT STATE SCHOOL FOR GIRLS
BALANCE OF STUDENT TRUST FUNDS
FISCAL YEAR ENDED AUGUST 31, 1951

Balance at September 1, 1950		\$ 84.02
Total Receipts	\$ 235.20	
Total Withdrawals	<u>246.46</u>	<u>11.26*</u>
Balance at August 31, 1951		<u>72.76</u>

SCHEDULE NO. 7

CROCKETT STATE SCHOOL FOR GIRLS
ANALYSIS OF GROSS PRODUCTION
FISCAL YEAR ENDED AUGUST 31, 1951

<u>Particulars</u>	<u>Quantity</u>	<u>Unit Price</u>	<u>Value</u>
		\$	\$
<u>Livestock Slaughtered</u>			
Swine	388 Lbs.	.28	<u>108.64</u>
Total Gross Production			<u>108.64</u>

SCHEDULE NO. 8

CROCKETT STATE SCHOOL FOR GIRLS
VALUES OF COST-FREE SURPLUS COMMODITIES
RECEIVED FROM U.S. GOVERNMENT AGENCIES
FISCAL YEAR ENDED AUGUST 31, 1951

Items

Groceries	\$ 341.00
Total	<u>341.00</u>

SCHEDULE NO. 9

CROCKETT STATE SCHOOL FOR GIRLS
STATEMENT OF OPERATING COST PER CAPITA
FISCAL YEAR ENDED AUGUST 31, 1951

Operating Cost	\$ 110,810.54	
Surplus Commodities	<u>341.00</u>	
Total Cost		\$ 111,151.54
Less:		
Increase in Storeroom Stock	10,610.53	
Gross Production	<u>108.64</u>	
Total Deductions		<u>10,719.17</u>
Net Operating Cost		<u>100,432.37</u>

Average Monthly Population - 50.7

Average Annual Operating Cost Per Capita - \$1,980.91

CROCKETT STATE SCHOOL FOR GIRLS
 STATEMENT OF GROSS PRODUCTION
 FISCAL YEAR ENDED AUGUST 31, 1951

Value	Unit Price	Quantity	Item
108.64	88	888 lbs	State
			Total Gross Production

WALTER K. KERR
CHAIRMAN-KERRVILLE

JOHN H. WINTERS
EXECUTIVE SECRETARY



HAROLD J. MATTHEWS
DIRECTOR OF INSTITUTIONS

S. L. BELLAMY
DIRECTOR OF COMMUNITY
SERVICE

STATE YOUTH DEVELOPMENT COUNCIL
808 TRIBUNE BUILDING
AUSTIN, TEXAS

I, John H. Winters, Executive Secretary, State Youth Development Council, hereby certify:

1. That all employees, including those in the three schools, have received and receipted for copies of those subsections of the General Provisions of the appropriation bills which apply to political influence.
2. That all employees, including those in the three schools, using State-owned automotive equipment have received and receipted for copies of the statute relative to the use of such equipment and preparation of daily-use reports.
3. That all employees, including those in the three schools, have received and receipted for copies of House Bill 753, 52nd Legislature, Regular Session, relative to responsibility for and use of State property.
4. That a physical inventory count of all State-owned movable property in the custody of the Council and the schools as of August 31, 1951, has been certified to the State Comptroller in accordance with instructions issued by the State Comptroller.

Signed at Austin, Texas, this 23rd day of November A.D. 1951.

John H. Winters
John H. Winters
Executive Secretary

BOND
Winters
MADE IN U.S.A.

APPENDIX A

Appendix A, Tables 1 - 21, shows in some detail information about children admitted to Youth Development Council facilities for care during the fiscal year ended August 31, 1951.

Table 1 reports the student population of the three State Schools for the year, showing movements into and out of the schools. Table 2 summarizes admissions to the schools during the year from each of the State's 254 counties.

The remaining tables in Appendix A present data of a sociological nature about the children and their families, and data about the length of time the children are retained in the schools prior to release. These tables are grouped separately for each school.

Tables 3 - 9 are analyses about the boys admitted to Gatesville; Tables 10 - 15 are analyses of the girls admitted to Gainesville; and Tables 16 - 21 are analyses of the Negro girls received during the year by the Crockett School.

Table 1
 ADMISSIONS AND RELEASES IN YOUTH DEVELOPMENT COUNCIL FACILITIES AND
 CHILDREN PRESENT AT THE BEGINNING AND END OF THE YEAR, BY FACILITY
 September 1, 1950 - August 31, 1951

Type of Action	Number of Actions			
	Total	Facility		
		Gatesville State School for Boys	Gainesville State School for Girls	Crockett State School for Negro Girls
Children attached to school beginning of year.....	687	427	183	77
Present in school.....	643	406	160	77
On absence (furlough, transfer, or escape)....	44	21	23	0
Total admissions.....	848 ^a	686	130	32
First admissions.....	614	466	118	30
Returns from release.....	234	220	12	2
Total releases.....	846 ^b	698	96	52
Discharges.....	51	38	13	0
Releases under supervision.	795	660	83	52
Children attached at end of year.....	689	415	217	57
Children absent at end of year on furlough, transfer, or escape.....	80	29	50	1
Absences beginning during current year.....	60	20	39	1
Absences beginning during prior year.....	20	9	11	0
Children present at end of fiscal year.....	609	386	167	56

^a Includes 848 admissions of 826 children. Twenty-two boys were admitted to Gatesville twice during the year.

^b Includes 846 releases of 823 children. Twenty-three boys were released from Gatesville twice during the year.

Table 2
 NUMBER OF CHILDREN UNDER CARE IN YOUTH DEVELOPMENT COUNCIL FACILITIES
 BY SEX AND COUNTY FROM WHICH COMMITTED
 September 1, 1950 - August 31, 1951

County	Population	Number of Children					
		Total	Location of Facility			Sex	
			Gates-ville	Gaines-ville	Crockett	Boys	Girls
Total.....	7,711,194	826	664	130	32	664	162
Per Cent...		100%	80%	16%	4%	80%	20%
Anderson.....	31,875	0	0	0	0	0	0
Andrews.....	5,002	0	0	0	0	0	0
Angelina.....	36,032	1	0	0	1	0	1
Aransas.....	4,252	0	0	0	0	0	0
Archer.....	6,816	0	0	0	0	0	0
Armstrong.....	2,215	0	0	0	0	0	0
Atascosa.....	20,048	2	1	1	0	1	1
Austin.....	14,663	0	0	0	0	0	0
Bailey.....	7,592	0	0	0	0	0	0
Bandera.....	4,410	2	2	0	0	2	0
Bastrop.....	19,622	2	0	2	0	0	2
Baylor.....	6,875	0	0	0	0	0	0
Bee.....	18,174	3	3	0	0	3	0
Bell.....	73,824	12	12	0	0	12	0
Bexar.....	500,460	68	46	20	2	46	22
Blanco.....	3,780	1	1	0	0	1	0
Borden.....	1,106	0	0	0	0	0	0
Bosque.....	11,836	0	0	0	0	0	0
Bowie.....	61,966	4	2	2	0	2	2
Brazoria.....	46,549	0	0	0	0	0	0
Brazos.....	38,390	5	5	0	0	5	0
Brewster.....	7,309	0	0	0	0	0	0
Briscoe.....	3,528	0	0	0	0	0	0
Brooks.....	9,195	0	0	0	0	0	0
Brown.....	28,607	7	7	0	0	7	0
Burleson.....	13,000	1	1	0	0	1	0
Burnet.....	10,356	0	0	0	0	0	0
Caldwell.....	19,350	2	2	0	0	2	0
Calhoun.....	9,222	1	1	0	0	1	0
Callahan.....	9,087	2	2	0	0	2	0
Cameron.....	125,170	21	18	3	0	18	3
Camp.....	8,740	0	0	0	0	0	0
Carson.....	6,852	0	0	0	0	0	0
Cass.....	26,732	0	0	0	0	0	0
Castro.....	5,417	0	0	0	0	0	0

Table 2 (Cont'd.)

County	Population	Number of Children					
		Total	Location of Facility			Sex	
			Gates-ville	Gaines-ville	Crockett	Boys	Girls
Chambers.....	7,871	0	0	0	0	0	0
Cherokee.....	38,694	2	2	0	0	2	0
Childress.....	12,123	2	2	0	0	2	0
Clay.....	9,896	0	0	0	0	0	0
Cochran.....	5,928	0	0	0	0	0	0
Coke.....	4,045	0	0	0	0	0	0
Coleman.....	15,503	1	1	0	0	1	0
Collin.....	41,692	2	2	0	0	2	0
Collingsworth...	9,139	0	0	0	0	0	0
Colorado.....	17,576	1	1	0	0	1	0
Comal.....	16,357	3	2	1	0	2	1
Comanche.....	15,516	2	2	0	0	2	0
Concho.....	5,078	0	0	0	0	0	0
Cooke.....	22,146	3	2	1	0	2	1
Coryell.....	16,284	0	0	0	0	0	0
Cottle.....	6,099	0	0	0	0	0	0
Crane.....	3,965	0	0	0	0	0	0
Crockett.....	3,981	0	0	0	0	0	0
Crosby.....	9,582	1	1	0	0	1	0
Culberson.....	1,825	0	0	0	0	0	0
Dallam.....	7,640	1	1	0	0	1	0
Dallas.....	614,799	67	48	13	6	48	19
Dawson.....	19,113	1	1	0	0	1	0
Deaf Smith.....	9,111	1	1	0	0	1	0
Delta.....	8,964	1	1	0	0	1	0
Denton.....	41,365	4	4	0	0	4	0
Dewitt.....	22,973	0	0	0	0	0	0
Dickens.....	7,177	0	0	0	0	0	0
Dimmit.....	10,654	0	0	0	0	0	0
Donley.....	6,216	1	1	0	0	1	0
Duval.....	15,643	0	0	0	0	0	0
Eastland.....	23,942	0	0	0	0	0	0
Ector.....	42,102	9	9	0	0	9	0
Edwards.....	2,908	1	1	0	0	1	0
Ellis.....	45,645	4	4	0	0	4	0
El Paso.....	194,968	43	39	4	0	39	4
Erath.....	18,434	1	1	0	0	1	0
Falls.....	26,724	4	4	0	0	4	0
Fannin.....	31,253	2	2	0	0	2	0
Fayette.....	24,176	0	0	0	0	0	0

Table 2 (Cont'd.)

County	Population	Number of Children					
		Total	Location of Facility			Sex	
			Gatesville	Gainesville	Crockett	Boys	Girls
Fisher.....	11,023	3	3	0	0	3	0
Floyd.....	10,535	0	0	0	0	0	0
Foard.....	4,216	0	0	0	0	0	0
Fort Bend.....	31,056	4	4	0	0	4	0
Franklin.....	6,257	0	0	0	0	0	0
Freestone.....	15,696	0	0	0	0	0	0
Frio.....	10,357	0	0	0	0	0	0
Gaines.....	8,909	0	0	0	0	0	0
Galveston.....	113,066	14	12	2	0	12	2
Garza.....	6,281	0	0	0	0	0	0
Gillespie.....	10,520	1	1	0	0	1	0
Glasscock.....	1,089	0	0	0	0	0	0
Goliad.....	6,219	1	1	0	0	1	0
Gonzales.....	21,164	0	0	0	0	0	0
Gray.....	24,728	2	2	0	0	2	0
Grayson.....	70,467	8	7	1	0	7	1
Gregg.....	61,258	4	4	0	0	4	0
Grimes.....	15,135	0	0	0	0	0	0
Guadalupe.....	25,392	5	5	0	0	5	0
Hale.....	28,211	1	1	0	0	1	0
Hall.....	10,930	1	0	1	0	0	1
Hamilton.....	10,660	0	0	0	0	0	0
Hansford.....	4,202	0	0	0	0	0	0
Hardeman.....	10,212	0	0	0	0	0	0
Hardin.....	19,535	2	1	1	0	1	1
Harris.....	806,701	145	116	22	7	116	29
Harrison.....	47,745	10	10	0	0	10	0
Hartley.....	1,913	0	0	0	0	0	0
Haskell.....	13,736	0	0	0	0	0	0
Hays.....	17,840	0	0	0	0	0	0
Hemphill.....	4,123	0	0	0	0	0	0
Henderson.....	23,405	0	0	0	0	0	0
Hidalgo.....	160,446	2	1	1	0	1	1
Hill.....	31,282	3	3	0	0	3	0
Hockley.....	20,407	3	3	0	0	3	0
Hood.....	5,287	0	0	0	0	0	0
Hopkins.....	23,490	1	1	0	0	1	0
Houston.....	22,825	1	1	0	0	1	0
Howard.....	26,722	3	3	0	0	3	0
Hudspeth.....	4,298	0	0	0	0	0	0

Table 2 (Cont'd.)

County	Population	Number of Children					
		Total	Location of Facility			Sex	
			Gatesville	Gainesville	Crockett	Boys	Girls
Hunt.....	42,731	1	1	0	0	1	0
Hutchinson.....	31,580	1	0	1	0	0	1
Irion.....	1,590	0	0	0	0	0	0
Jack.....	7,755	1	1	0	0	1	0
Jackson.....	12,916	2	2	0	0	2	0
Jasper.....	20,049	0	0	0	0	0	0
Jeff Davis.....	2,090	0	0	0	0	0	0
Jefferson.....	195,083	38	31	2	5	31	7
Jim Hogg.....	5,389	0	0	0	0	0	0
Jim Wells.....	27,991	3	1	2	0	1	2
Johnson.....	31,390	7	4	3	0	4	3
Jones.....	22,147	0	0	0	0	0	0
Karnes.....	17,139	0	0	0	0	0	0
Kaufman.....	31,170	2	2	0	0	2	0
Kendall.....	5,423	2	2	0	0	2	0
Kenedy.....	632	0	0	0	0	0	0
Kent.....	2,249	0	0	0	0	0	0
Kerr.....	14,022	1	1	0	0	1	0
Kimble.....	4,619	0	0	0	0	0	0
King.....	870	0	0	0	0	0	0
Kinney.....	2,668	0	0	0	0	0	0
Kleburg.....	21,991	3	2	1	0	2	1
Knox.....	10,082	0	0	0	0	0	0
Lamar.....	43,033	4	4	0	0	4	0
Lamb.....	20,015	0	0	0	0	0	0
Lampasas.....	9,929	2	2	0	0	2	0
La Salle.....	7,485	2	2	0	0	2	0
Lavaca.....	22,159	1	1	0	0	1	0
Lee.....	10,144	0	0	0	0	0	0
Leon.....	12,024	1	1	0	0	1	0
Liberty.....	26,729	4	4	0	0	4	0
Limestone.....	25,251	0	0	0	0	0	0
Lipscomb.....	3,658	0	0	0	0	0	0
Live Oak.....	9,054	0	0	0	0	0	0
Llano.....	5,377	1	1	0	0	1	0
Loving.....	227	0	0	0	0	0	0
Lubbock.....	101,048	5	4	1	0	4	1
Lynn.....	11,030	0	0	0	0	0	0
Madison.....	7,996	1	1	0	0	1	0
Marion.....	10,172	1	1	0	0	1	0

Table 2 (Cont'd.)

County	Population	Number of Children					
		Total	Location of Facility			Sex	
			Gates-ville	Gaines-ville	Crockett	Boys	Girls
Martin.....	5,541	0	0	0	0	0	0
Mason.....	4,945	0	0	0	0	0	0
Matagorda.....	21,559	3	2	1	0	2	1
Maverick.....	12,292	0	0	0	0	0	0
McCulloch.....	11,701	0	0	0	0	0	0
McLennan.....	130,194	25	17	6	2	17	8
McMullen.....	1,187	0	0	0	0	0	0
Medina.....	17,013	1	1	0	0	1	0
Menard.....	4,175	0	0	0	0	0	0
Midland.....	25,785	7	7	0	0	7	0
Milam.....	23,585	0	0	0	0	0	0
Mills.....	5,999	0	0	0	0	0	0
Mitchell.....	14,357	1	1	0	0	1	0
Montague.....	17,070	1	1	0	0	1	0
Montgomery.....	24,504	3	3	0	0	3	0
Moore.....	13,349	0	0	0	0	0	0
Morris.....	9,433	0	0	0	0	0	0
Motley.....	3,963	0	0	0	0	0	0
Nacogdoches.....	30,326	3	3	0	0	3	0
Navarro.....	39,916	2	2	0	0	2	0
Newton.....	10,832	0	0	0	0	0	0
Nolan.....	19,808	0	0	0	0	0	0
Nueces.....	165,471	27	23	4	0	23	4
Ochiltree.....	6,024	0	0	0	0	0	0
Oldham.....	1,672	1	1	0	0	1	0
Orange.....	40,567	3	1	2	0	1	2
Palo Pinto.....	17,154	0	0	0	0	0	0
Panola.....	19,250	0	0	0	0	0	0
Parker.....	21,528	0	0	0	0	0	0
Parmer.....	5,787	0	0	0	0	0	0
Pecos.....	9,939	1	0	1	0	0	1
Polk.....	16,194	0	0	0	0	0	0
Potter.....	73,366	16	11	5	0	11	5
Presidio.....	7,354	0	0	0	0	0	0
Rains.....	4,266	0	0	0	0	0	0
Randall.....	13,774	0	0	0	0	0	0
Reagan.....	3,127	2	2	0	0	2	0
Real.....	2,479	0	0	0	0	0	0
Red River.....	21,851	1	1	0	0	1	0
Reeves.....	11,745	1	1	0	0	1	0

Table 2 (Cont'd.)

County	Population	Number of Children					
		Total	Location of Facility			Sex	
			Gates-ville	Gaines-ville	Crockett	Boys	Girls
Refugio.....	10,113	0	0	0	0	0	0
Roberts.....	1,031	0	0	0	0	0	0
Robertson.....	19,908	2	2	0	0	2	0
Rockwall.....	6,156	0	0	0	0	0	0
Runnels.....	16,771	3	2	1	0	2	1
Rusk.....	42,348	0	0	0	0	0	0
Sabine.....	8,568	0	0	0	0	0	0
San Augustine...	8,837	0	0	0	0	0	0
San Jacinto.....	7,172	2	0	2	0	0	2
San Patricio.....	35,842	8	8	0	0	8	0
San Saba.....	8,666	1	1	0	0	1	0
Schleicher.....	2,852	0	0	0	0	0	0
Scurry.....	22,779	0	0	0	0	0	0
Shackelford.....	5,001	0	0	0	0	0	0
Shelby.....	23,479	2	2	0	0	2	0
Sherman.....	2,443	0	0	0	0	0	0
Smith.....	74,701	8	4	1	3	4	4
Somervell.....	2,542	0	0	0	0	0	0
Starr.....	13,948	0	0	0	0	0	0
Stephens.....	10,597	3	3	0	0	3	0
Sterling.....	1,282	1	1	0	0	1	0
Stonewall.....	3,679	0	0	0	0	0	0
Sutton.....	3,746	0	0	0	0	0	0
Swisher.....	8,249	0	0	0	0	0	0
Tarrant.....	361,253	38	23	11	4	23	15
Taylor.....	63,370	3	2	1	0	2	1
Terrell.....	3,189	0	0	0	0	0	0
Terry.....	13,107	0	0	0	0	0	0
Throckmorton....	3,618	0	0	0	0	0	0
Titus.....	17,302	1	1	0	0	1	0
Tom Green.....	58,929	9	9	0	0	9	0
Travis.....	160,980	30	21	7	2	21	9
Trinity.....	10,040	0	0	0	0	0	0
Tyler.....	11,292	0	0	0	0	0	0
Upshur.....	20,822	0	0	0	0	0	0
Upton.....	5,307	1	1	0	0	1	0
Uvalde.....	16,015	1	1	0	0	1	0
Val Verde.....	16,635	0	0	0	0	0	0
Van Zandt.....	22,593	0	0	0	0	0	0
Victoria.....	31,241	4	4	0	0	4	0

Table 2 (Cont'd.)

County	Population	Number of Children					
		Total	Location of Facility			Sex	
			Gates-ville	Gaines-ville	Crockett	Boys	Girls
Walker.....	20,163	0	0	0	0	0	0
Waller.....	11,961	1	1	0	0	1	0
Ward.....	13,346	3	3	0	0	3	0
Washington.....	20,542	0	0	0	0	0	0
Webb.....	56,141	2	2	0	0	2	0
Wharton.....	36,077	1	1	0	0	1	0
Wheeler.....	10,317	1	1	0	0	1	0
Wichita.....	98,493	1	1	0	0	1	0
Wilbarger.....	20,552	8	7	1	0	7	1
Willacy.....	20,920	0	0	0	0	0	0
Williamson.....	38,853	0	0	0	0	0	0
Wilson.....	14,672	0	0	0	0	0	0
Winkler.....	10,064	0	0	0	0	0	0
Wise.....	16,141	0	0	0	0	0	0
Wood.....	21,308	2	1	1	0	1	1
Yoakum.....	4,339	0	0	0	0	0	0
Young.....	16,810	3	2	1	0	2	1
Zapata.....	4,405	0	0	0	0	0	0
Zavala.....	11,201	1	1	0	0	1	0

Table 3

BOYS ADMITTED TO THE GATESVILLE STATE SCHOOL FOR BOYS, BY AGE AT PRESENT
COURT COMMITMENT AND TOTAL NUMBER OF TIMES ADMITTED THROUGH
Fiscal Year Ended August 31, 1951

Age at Commitment	Number of Times Admitted						
	Total	One	Two	Three	Four	Five	Six
Total.....	664	454	136	48	23	2	1
9.....	1	-	-	1	-	-	-
10.....	19	7	4	3	4	1	-
11.....	30	13	8	4	4	-	1
12.....	53	18	16	13	5	1	-
13.....	99	48	31	13	7	-	-
14.....	126	80	37	8	1	-	-
15.....	177	140	30	6	1	-	-
16.....	159	148	10	-	1	-	-

Table 4

BOYS ADMITTED TO THE GATESVILLE STATE SCHOOL FOR BOYS, BY MARITAL STATUS OF PARENTS AND
RELATIONSHIP OF GROUP WITH WHOM CHILD LIVING PRIOR TO TIME OF FIRST ADMISSION DURING THE
Fiscal Year Ended August 31, 1951

Living With	Number of Boys Admitted									
	Total	Marital Status of Parents							Never Married	Status Unknown
		Married and Together	Married Not Together	Divorced or Separated	Father Dead	Mother Dead	Both Parents Dead			
Total.....	664	243	3	202	98	51	13	36	18	
Both parents.....	239	234	-	1	-	-	-	2	2	
Mother only.....	140	-	2	74	48	-	-	12	4	
Father only.....	26	-	-	11	-	12	-	-	3	
Mother and stepfather..	91	-	-	51	31	-	-	6	3	
Father and stepmother..	32	-	-	17	-	15	-	-	-	
Adoptive parents.....	6	-	-	1	-	-	-	4	1	
Grandparents.....	28	-	-	9	4	6	2	6	1	
Other relatives.....	47	2	-	17	6	12	8	2	-	
Foster family.....	7	-	-	1	-	2	-	3	1	
Independently.....	15	1	-	5	4	3	1	-	1	
Child care institution.	13	4	-	4	1	1	2	-	1	
Elsewhere.....	15	2	1	6	4	-	-	1	1	
Unknown.....	5	-	-	5	-	-	-	-	-	

Table 5
BOYS ADMITTED TO THE GATESVILLE STATE SCHOOL FOR BOYS, BY HIGHEST SCHOOL
GRADE COMPLETED AND AGE AT TIME OF FIRST ADMISSION DURING THE
Fiscal Year Ended August 31, 1951

Highest School Grade Completed	Number of Boys Admitted								
	Total	Age at Admission							
		10	11	12	13	14	15	16	17
Total.....	664	7	15	20	57	115	204	241	5
None.....	5	-	-	-	1	-	3	1	-
1st.....	9	2	-	1	-	-	2	2	2
2nd.....	28	2	2	4	5	3	5	7	-
3rd.....	51	2	5	1	10	8	11	14	-
4th.....	65	(1)	3	4	14	12	15	16	-
5th.....	77	-	(5)	7	9	17	24	15	-
6th.....	121	-	-	(2)	12	30	33	44	-
7th.....	123	-	-	1	(4)	26	37	55	-
8th.....	92	-	-	-	-	(11)	41	39	1
9th.....	44	-	-	-	1	2	(17)	23	1
10th.....	15	-	-	-	-	-	3	(12)	-
11th.....	1	-	-	-	-	-	-	1	(-)
12th.....	1	-	-	-	-	-	-	1	-
No record.....	32	-	-	-	1	6	13	11	1

Note: Parenthesis indicates grade normally completed for each specified age.

Table 6
BOYS ADMITTED TO THE GATESVILLE STATE SCHOOL FOR BOYS, BY RECORD OF SCHOOL
ATTENDANCE AND AGE AT TIME OF FIRST ADMISSION DURING
The Fiscal Year Ended August 31, 1951

School Attendance	Number of Boys Admitted									
	Total		Age at Admission							
	Number	Per Cent	10	11	12	13	14	15	16	17
Total.....	664	100%	7	15	20	57	115	204	241	5
Regular.....	177	27	5	6	9	23	33	58	42	1
Irregular or not										
Attending.....	402	60	2	9	9	29	69	116	166	2
No interest in school....	297	44	2	9	7	25	56	84	113	1
Necessary to work.....	75	11	-	-	-	-	10	23	42	-
Travel of parents.....	1	*	-	-	-	-	-	1	-	-
Health or physical handicap.....	6	1	-	-	-	-	1	3	2	-
Expelled from school.....	11	2	-	-	1	1	1	3	5	-
Other reasons.....	12	2	-	-	1	3	1	2	4	1
Record unknown.....	85	13	-	-	2	5	13	30	33	2

* Less than one-half of one per cent.

Table 7

BOYS ADMITTED TO THE GATESVILLE STATE SCHOOL FOR BOYS, BY SOURCE OF REFERRAL AND REASON FOR REFERRAL TO THE COURT AT TIME OF FIRST ADMISSION DURING THE Fiscal Year Ended August 31, 1951

Reason for Referral	Number of Boys Admitted							
	Total	Source of Referral						
		Court Officer	Law Officer	Parent or Relative	Individual	School	Other Agencies	Unknown
Total.....	664	139	438	16	34	4	9	24
Auto theft.....	124	32	86	2	2	-	-	2
Burglary.....	248	53	168	2	10	1	1	13
Robbery.....	16	-	14	-	1	-	1	-
Forgery.....	7	2	4	-	1	-	-	-
Other thefts.....	125	18	90	3	10	-	-	4
Truancy.....	5	1	2	-	1	1	-	-
Runaway.....	22	9	6	3	-	2	1	1
Ungovernable.....	10	4	3	2	-	-	1	-
Vagrancy.....	5	-	5	-	-	-	-	-
Sex.....	19	6	11	-	2	-	-	-
Homicide ^{1/}	12	-	9	-	2	-	1	-
Injury to person..	17	1	11	1	2	-	1	1
Arson.....	3	-	1	-	-	-	-	2
Mischief.....	14	5	7	-	-	-	2	-
Liquor or drugs...	12	-	10	1	1	-	-	-
Other offenses....	9	3	4	-	2	-	-	-
Not reported.....	16	5	7	2	-	-	1	1

^{1/} Includes attempted homicide and involuntary homicide.

TABLE 8
 RELEASES FROM THE GATESVILLE STATE SCHOOL FOR BOYS, BY TYPE OF RELEASE,
 AND LENGTH OF STAY IN SCHOOL
 Fiscal Year Ended August 31, 1951

Months in School	Number of Releases ^a					
	Total		Release Under Supervision		Discharge	
	Number	Cumulative Per Cent	Number	Cumulative Per Cent	Number	Cumulative Per Cent
Total.....	698	100. %	660	100. %	38	100. %
Under 1 month....	2	.3	2	.3	0	0
1- 3 months.....	50	7.4	36	5.8	14	36.8
4- 6 months.....	200	36.1	185	33.8	15	76.3
7- 9 months.....	317	81.5	313	81.2	4	86.8
10-12 months.....	100	95.8	96	95.8	4	97.4
13-15 months.....	20	98.7	19	98.6	1	100. %
16-18 months.....	2	99.0	2	98.9	0	
19-21 months.....	3	99.4	3	99.4	0	
22-24 months.....	2	99.7	2	99.7	0	
25-27 months.....	0	99.7	0	99.7	0	
28-30 months.....	1	99.9	1	99.8	0	
31-33 months.....	1	100. %	1	100. %	0	
Average (mean) stay in months..	7.5		7.6		5.1	

^aIncludes 698 releases of 675 boys; twenty-three boys were released twice during the year.

TABLE 9
 READMISSIONS TO THE GATESVILLE STATE SCHOOL FOR BOYS, BY TIME LAPSE BETWEEN RELEASE AND RETURN,
 AND BY RELATIONSHIP OF GROUP WITH WHOM CHILD LIVING PRIOR TO READMISSION DURING THE
 Fiscal Year Ended August 31, 1951

Living With	Number of Readmissions ^a								
	Number	Average Mos. Out	Time Lapse Between Release and Readmission						
			0-4 Mos.	5-8 Mos.	9-12 Mos.	13-16 Mos.	17-20 Mos.	21-24 Mos.	Over 25 Mos.
Total.....	220	7.7	98	61	26	13	8	2	12
Per Cent.....	100%		44%	28%	12%	6%	4%	1%	5%
Both parents.....	80	7.8	34	24	8	6	4	-	4
Mother only.....	44	9.0	18	15	3	1	1	2	4
Father only.....	9	6.7	4	2	2	-	1	-	-
Mother and step- father.....	41	7.6	21	8	3	5	2	-	2
Father and step- mother.....	7	10.3	2	3	1	-	-	-	1
Grandparents.....	6	2.8	5	1	-	-	-	-	-
Other relatives.....	15	5.8	11	1	2	-	-	-	-
Elsewhere.....	15	7.2	3	7	4	1	-	-	1
Unknown.....	3	10.5	-	-	3	-	-	-	-

^aIncludes 25 readmissions which were returns from a release which was effective prior to September 1, 1949, the date the Youth Development Council was created by law.

Table 10
 GIRLS ADMITTED TO THE GAINESVILLE STATE SCHOOL FOR GIRLS,
 BY AGE AT PRESENT COURT COMMITMENT AND
 TOTAL NUMBER OF TIMES ADMITTED THROUGH
 Fiscal Year Ended August 31, 1951

Age at Commitment	Number of Children			
	Total	Number of Times Admitted		
		One	Two	Three
Total.....	130	118	11	1
12.....	2	1	1	-
13.....	13	13	-	-
14.....	26	22	4	-
15.....	42	39	3	-
16.....	32	28	3	1
17.....	14	14	-	-
18.....	1	1	-	-

Table 11
 GIRLS ADMITTED TO THE GAINESVILLE STATE SCHOOL FOR GIRLS, BY MARITAL STATUS OF PARENTS
 AND RELATIONSHIP OF GROUP WITH WHOM LIVING PRIOR TO FIRST ADMISSION DURING
 Fiscal Year Ended August 31, 1951

Living With	Number of Girls Admitted								
	Total	Marital Status of Parents						Both Parents Dead	Status Unknown
		Married and Together	Married not Together	Divorced or Separated	Father Dead	Mother Dead			
Total.....	130	36	4	51	15	11	9	4	
Both parents.....	29	29	-	-	-	-	-	-	
Mother only.....	22	-	2	13	6	-	-	1	
Father only.....	2	-	-	2	-	-	-	-	
Mother and stepfather..	17	-	-	11	6	-	-	-	
Father and stepmother..	2	-	-	2	-	-	-	-	
Grandparents.....	4	-	-	3	-	-	1	-	
Other relatives.....	14	1	-	2	-	5	4	2	
Foster family.....	6	-	-	1	-	2	2	1	
Independently.....	15	3	1	8	1	2	-	-	
Child care institution.	6	1	1	2	1	1	-	-	
Elsewhere.....	9	1	-	5	1	1	1	-	
Unknown.....	4	1	-	2	-	-	1	-	

Table 12
 GIRLS ADMITTED TO THE GAINESVILLE STATE SCHOOL FOR GIRLS, BY HIGHEST SCHOOL
 GRADE COMPLETED AND AGE AT TIME OF FIRST ADMISSION DURING THE
 Fiscal Year Ended August 31, 1951

Highest School Grade Completed	Number of Girls Admitted							
	Total	Age at Admission						
		12	13	14	15	16	17	18
Total.....	130	1	13	23	39	32	19	3
None.....	1	-	1	-	-	-	-	-
1st.....	0	-	-	-	-	-	-	-
2nd.....	0	-	-	-	-	-	-	-
3rd.....	3	-	-	1	-	-	2	-
4th.....	4	-	-	-	1	3	-	-
5th.....	13	-	4	1	3	5	-	-
6th.....	13	(-)	4	5	2	2	-	-
7th.....	25	1	(4)	5	7	4	4	-
8th.....	28			(8)	11	5	3	1
9th.....	21			2	(8)	6	5	-
10th.....	6				3	(2)	-	1
11th.....	3				1	1	(1)	-
12th.....	0							(-)
No record.....	13			1	3	4	4	1

Note: Parenthesis indicates grade normally completed for each specified age.

Table 13
 GIRLS ADMITTED TO THE GAINESVILLE STATE SCHOOL FOR GIRLS, BY RECORD OF SCHOOL
 ATTENDANCE AND AGE AT TIME OF FIRST ADMISSION DURING
 The Fiscal Year Ended August 31, 1951

School Attendance	Number of Girls Admitted								
	Total		Age at Admission						
	Number	Per Cent	12	13	14	15	16	17	18
Total.....	130	100%	1	13	23	39	32	19	3
Regular.....	21	16	-	6	1	7	4	3	-
Irregular or not attending.....	102	79	1	7	21	31	26	14	2
No interest in school.	76	59	1	6	17	23	17	10	2
Necessary to work.....	7	5	-	-	2	1	3	1	-
Travel of parents.....	4	3	-	-	1	1	1	1	-
Health or physical handicap.....	2	2	-	1	-	-	-	1	-
Marriage or pregnancy.	5	4	-	-	-	2	2	1	-
Other reasons.....	8	6	-	-	1	4	3	-	-
Record unknown.....	7	5	-	-	1	1	2	2	1

Table 14

GIRLS ADMITTED TO THE GAINESVILLE STATE SCHOOL FOR GIRLS, BY SOURCE OF REFERRAL AND REASON FOR REFERRAL TO THE COURT AT TIME OF FIRST ADMISSION DURING THE Fiscal Year Ended August 31, 1951

Reason for Referral	Number of Girls Admitted							
	Source of Referral							
	Total	Court Officer	Law Officer	Parent or Relative	Individual	School	Other Agencies	Unknown
Total.....	130	16	30	33	6	6	11	28
Burglary.....	1	-	1	-	-	-	-	-
Forgery.....	4	-	2	-	1	-	-	1
Other thefts...	4	1	1	-	-	1	-	1
Truancy.....	4	1	-	-	-	1	-	2
Runaway.....	22	7	3	6	2	2	-	2
Ungovernable...	30	2	3	10	1	2	4	8
Vagrancy.....	3	-	-	1	-	-	1	1
Sex.....	38	3	17	8	1	-	5	4
Mischief.....	2	-	2	-	-	-	-	-
Other offenses.	3	-	-	-	-	-	1	2
Not reported...	19	2	1	8	1	-	-	7

Table 15

RELEASES FROM THE GAINESVILLE STATE SCHOOL FOR GIRLS, BY TYPE OF RELEASE AND LENGTH OF STAY IN SCHOOL Fiscal Year Ended August 31, 1951

Months in School	Number of Releases					
	Total		Release under Supervision		Discharge	
	Cumulative		Cumulative		Cumulative	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
Total.....	96	-	83	-	13	-
Under 1 month.....	1	1.0	0	.0	1	7.7
1-3 months.....	2	3.1	1	1.2	1	15.4
4-6 months.....	8	11.5	6	8.4	2	30.8
7-9 months.....	4	15.6	3	12.0	1	38.5
10-12 months.....	15	31.2	14	28.9	1	46.2
13-15 months.....	19	51.0	18	50.6	1	53.8
16-18 months.....	17	68.7	14	67.5	3	76.9
19-21 months.....	14	83.3	14	84.3	0	76.9
22-24 months.....	10	93.7	7	92.8	3	100 %
25-27 months.....	1	94.8	1	94.0		
28-30 months.....	3	97.9	3	97.6		
31-33 months.....	0	97.9	0	97.6		
34-36 months.....	2	100 %	2	100 %		
Average (mean) stay in months.....	15.5		16.0		12.7	

Table 16
 GIRLS ADMITTED TO THE CROCKETT STATE SCHOOL FOR NEGRO
 GIRLS, BY AGE AT PRESENT COURT COMMITMENT AND
 NUMBER OF TIMES ADMITTED FOR
 Fiscal Year Ended August 31, 1951

Age at Commitment	Number of Times Admitted		
	Total	One	Two
Total.....	32	30	2
11.....	1	1	-
12.....	2	2	-
13.....	5	3	2
14.....	4	4	-
15.....	11	11	-
16.....	6	6	-
17.....	3	3	-

Table 17
 GIRLS ADMITTED TO THE CROCKETT STATE SCHOOL FOR NEGRO GIRLS, BY MARITAL STATUS OF PARENTS
 AND RELATIONSHIP OF GROUP WITH WHOM CHILD LIVING PRIOR TO FIRST ADMISSION DURING
 Fiscal Year Ended August 31, 1951

Living With	Number of Girls Admitted							
	Total	Marital Status of Parents						
		Married and Together	Divorced or Separated	Father Dead	Mother Dead	Both Parents Dead	Never Married	Status Unknown
Total.....	32	8	11	4	5	0	2	2
Both parents.....	6	6	-	-	-	-	-	-
Mother only.....	9	-	5	3	-	-	1	-
Father only.....	1	-	-	-	1	-	-	-
Mother and stepfather..	6	-	3	1	-	-	1	1
Father and stepmother..	0	-	-	-	-	-	-	-
Adoptive parents.....	1	-	1	-	-	-	-	-
Grandparents.....	1	-	1	-	-	-	-	-
Other relatives.....	5	2	1	-	1	-	-	1
Foster family.....	0	-	-	-	-	-	-	-
Independently.....	1	-	-	-	1	-	-	-
Child care institution.	0	-	-	-	-	-	-	-
Elsewhere.....	2	-	-	-	2	-	-	-

Table 18
 GIRLS ADMITTED TO THE CROCKETT STATE SCHOOL FOR NEGRO GIRLS, BY HIGHEST SCHOOL
 GRADE COMPLETED AND AGE AT TIME OF FIRST ADMISSION DURING THE
 Fiscal Year Ended August 31, 1951

Highest School Grade Completed	Number of Girls Admitted								
	Total	Age at Admission							
		11	12	13	14	15	16	17	
Total.....	32	1	2	3	4	10	7	5	
None.....	0	-	-	-	-	-	-	-	
1st.....	0	-	-	-	-	-	-	-	
2nd.....	1	-	-	-	-	-	1	-	
3rd.....	1	1	-	-	-	-	-	-	
4th.....	0	-	-	-	-	-	-	-	
5th.....	2	(-)	1	-	-	-	-	1	
6th.....	5		(1)	2	1	1	-	-	
7th.....	9			(1)	1	3	3	1	
8th.....	6				(1)	2	1	2	
9th.....	3					(2)	-	1	
10th.....	2					1	(1)	-	
11th.....	0							(-)	
12th.....	1						1		
No record.....	2				1	1			

Note: Parenthesis indicates grade normally completed for each specified age.

Table 19
 GIRLS ADMITTED TO THE CROCKETT STATE SCHOOL FOR NEGRO GIRLS, BY RECORD
 OF SCHOOL ATTENDANCE AND AGE AT TIME OF FIRST ADMISSION DURING
 Fiscal Year Ended August 31, 1951

School Attendance	Number of Girls Admitted								
	Number	Per Cent	Age at Admission						
			11	12	13	14	15	16	17
Total.....	32	100%	1	2	3	4	10	7	5
Regular.....	0	0	-	-	-	-	-	-	-
Irregular or not attending.....	30	94	1	2	3	4	9	6	5
No interest in school	24	76	-	2	2	4	7	6	3
Marriage or pregnancy	3	9	-	-	1	-	1	-	1
Necessary to work....	3	9	1	-	-	-	1	-	1
Record unknown.....	2	6	-	-	-	-	1	1	-

Table 20

GIRLS ADMITTED TO THE CROCKETT STATE SCHOOL FOR NEGRO GIRLS, BY SOURCE OF REFERRAL AND REASON FOR REFERRAL TO THE COURT AT TIME OF FIRST ADMISSION DURING THE Fiscal Year Ended August 31, 1951

Reason for Referral	Number of Girls Admitted						
	Total	Source of Referral					
		Court Officer	Law Officer	Parent or Relatives	Individual	Other Agencies	Unknown
Total.....	32	7	16	1	1	1	6
Auto theft.....	0	-	-	-	-	-	-
Burglary.....	0	-	-	-	-	-	-
Forgery.....	1	-	1	-	-	-	-
Other thefts....	3	-	-	-	-	-	3
Truancy.....	2	2	-	-	-	-	-
Runaway.....	8	1	5	1	-	-	1
Ungovernable....	5	-	4	-	1	-	-
Vagrancy.....	2	-	2	-	-	-	-
Sex.....	6	2	2	-	-	1	1
Homicide.....	1	-	1	-	-	-	-
Mischief.....	1	-	1	-	-	-	-
Liquor or drugs.	1	-	-	-	-	-	1
Not reported....	2	2	-	-	-	-	-

Table 21

RELEASES FROM THE CROCKETT STATE SCHOOL FOR NEGRO GIRLS, BY LENGTH OF STAY IN SCHOOL Fiscal Year Ended August 31, 1951

Months in School	Number of Releases	
	Number	Cumulative Per Cent
Total.....	52	100. %
1-3 months....	0	.0
4-6 months....	2	3.8
7-9 months....	2	7.7
10-12 months....	2	11.5
13-15 months....	9	28.8
16-18 months....	9	46.2
19-21 months....	11	67.3
22-24 months....	4	75.0
25-27 months....	2	78.8
28-30 months....	5	88.5
31-33 months....	2	92.3
34-36 months....	2	96.2
37 months and over.....	2	100. %
Average (mean) stay in months.	20.2	

APPENDIX B

Appendix B, Tables 22 - 41, contains data about children receiving care in facilities of the Youth Development Council during the year ended August 31, 1950.

Data for the past year are included in this report since the information has not been published previously and since it is needed to give a complete record of all children cared for in facilities of the Council after its creation on September 1, 1949.

The analyses for last year in this appendix are not entirely comparable with analyses for the current year in Appendix A. This results from the inclusion for the past year of all children present in the three schools on September 1, 1949, the date the Council assumed responsibility for administration of the schools.

The tables, except where otherwise indicated, present an unduplicated count of children. Characteristics of children who were received twice during the year are measured only at the time of first admission during the year.

Tables 22 - 28 are analyses about boys receiving care in the Gatesville School; Tables 29 - 35 are concerned with girls in the Gainesville School; and Tables 36 - 49 give data on girls in the Brady State School for Negro Girls. The latter school was located at Brady, Texas, until January 1, 1951, at which time it was moved to Crockett, Texas, and identified as the Crockett State School for Negro Girls.

Table 22
BOYS RECEIVING CARE AT THE GATESVILLE STATE SCHOOL FOR BOYS, BY AGE AT PRESENT
COURT COMMITMENT AND TOTAL NUMBER OF TIMES ADMITTED THROUGH
Fiscal Year Ended August 31, 1950

Age at Commitment	Total	Number of Times Admitted					
		One	Two	Three	Four	Five	Six
Total.....	943	640	202	77	17	4	3
9.....	2	1	1	-	-	-	-
10.....	27	9	5	8	4	-	1
11.....	53	18	19	9	3	2	2
12.....	77	35	26	13	3	-	-
13.....	125	69	28	26	1	1	-
14.....	193	127	55	9	2	-	-
15.....	227	170	47	6	3	1	-
16.....	232	204	21	6	1	-	-
17.....	7	7	-	-	-	-	-

Table 23
BOYS RECEIVING CARE IN THE GATESVILLE STATE SCHOOL FOR BOYS, BY MARITAL STATUS OF PARENTS AND
RELATIONSHIP OF GROUP WITH WHOM CHILD LIVING AT TIME OF FIRST ADMISSION DURING THE
Fiscal Year Ended August 31, 1950

Living With	Total	Number of Boys Receiving Care								
		Marital Status of Parents							Never Married	Status Unknown
		Married and Together	Married Not Together	Divorced or Separated	Father Dead	Mother Dead	Both Parents Dead			
Total.....	943	305	11	282	137	84	18	50	56	
Both parents.....	291	285	-	-	-	-	-	3	3	
Mother only.....	207	-	5	106	69	-	-	16	11	
Father only.....	47	-	1	22	-	19	-	2	3	
Mother and stepfather.	133	-	-	71	45	-	-	10	7	
Father and stepmother.	42	-	-	18	-	24	-	-	-	
Adoptive parents.....	10	1	-	2	2	1	1	-	3	
Grandparents.....	52	2	-	18	2	13	2	9	6	
Other relatives.....	63	5	-	16	11	13	12	4	2	
Foster family.....	19	-	-	4	1	5	1	2	6	
Independently.....	18	3	-	6	3	3	1	-	2	
Child care institution	23	3	1	11	2	4	-	-	2	
Elsewhere.....	9	-	-	3	-	-	1	4	1	
Unknown.....	29	6	4	5	2	2	-	-	10	

Table 24

BOYS RECEIVING CARE IN THE GATESVILLE STATE SCHOOL FOR BOYS, BY HIGHEST SCHOOL
GRADE COMPLETED AND AGE AT TIME OF FIRST ADMISSION DURING THE
Fiscal Year Ended August 31, 1950

Highest School Grade Completed	Total	Number of Boys Receiving Care									
		Age at Admission									
		9	10	11	12	13	14	15	16	17	18
Total.....	943	1	10	24	51	95	182	256	295	25	4
None.....	13	-	-	2	2	-	3	4	2	-	-
1st.....	18	-	1	1	1	3	2	3	7	-	-
2nd.....	45	-	4	3	6	8	6	8	9	1	-
3rd.....	77	(1)	3	4	8	11	13	14	22	1	-
4th.....	76		(1)	6	10	11	17	15	15	1	-
5th.....	126			(2)	6	18	30	28	40	2	-
6th.....	153			1	(5)	12	41	48	42	3	1
7th.....	142				2	(13)	30	44	49	4	-
8th.....	72					3	(7)	33	25	4	-
9th.....	45						5	(13)	22	5	-
10th.....	13							2	(11)	-	-
11th.....	9							1	8	(-)	-
12th.....	1								1	-	(-)
No record.....	153	-	1	5	11	16	28	43	42	4	3

Note: Parenthesis indicates grade normally completed for each specified age.

Table 25

BOYS RECEIVING CARE IN THE GATESVILLE STATE SCHOOL FOR BOYS,
BY RECORD OF SCHOOL ATTENDANCE AT TIME OF
FIRST ADMISSION DURING
Fiscal Year Ended August 31, 1950

School Attendance	Number of Boys Receiving Care	
	Number	Per Cent
Total.....	943	100%
Regular.....	142	15
Irregular or not attending..	440	47
No interest in school.....	362	39
Necessary to work.....	43	5
Expelled from school.....	10	1
Health or physical handicap.....	3	*
Other reasons.....	22	2
Record unknown.....	361	38

* Less than one-half of one per cent.

Table 26

BOYS RECEIVING CARE IN THE GATESVILLE STATE SCHOOL FOR BOYS, BY SOURCE OF REFERRAL AND REASON FOR REFERRAL TO THE COURT AT TIME OF MOST RECENT COURT COMMITMENT
Fiscal Year Ended August 31, 1950

Reason for Referral	Number of Boys Receiving Care							
	Total	Source of Referral						
		Court Officer	Law Officer	Parent or Relative	Individual	School	Other Agencies	Unknown
Total.....	943	68	529	34	59	9	12	232
Auto theft.....	124	10	92	2	1	-	1	18
Burglary.....	292	25	197	2	11	1	4	52
Robbery.....	31	-	19	1	3	-	-	8
Forgery.....	16	1	8	3	3	-	-	1
Other thefts.....	218	10	118	13	23	2	1	51
Truancy.....	16	-	2	2	1	6	-	5
Runaway.....	37	11	14	4	-	-	4	4
Ungovernable.....	14	1	3	4	-	-	-	6
Vagrancy.....	7	1	4	1	-	-	-	1
Sex.....	28	3	11	-	10	-	-	4
Homicide ^{1/}	20	2	16	-	1	-	-	1
Injury to person.....	9	-	5	1	-	-	-	3
Arson.....	1	-	-	-	1	-	-	-
Mischief.....	22	2	14	-	4	-	-	2
Liquor or drugs.....	10	1	7	-	-	-	1	1
Other offenses.....	8	-	6	-	-	-	1	1
Not reported.....	90	1	13	1	1	-	-	74

^{1/} Includes attempted homicide and involuntary homicide.

TABLE 27
 RELEASES FROM THE GATESVILLE STATE SCHOOL FOR BOYS,
 BY LENGTH OF STAY IN SCHOOL
 Fiscal Year Ended August 31, 1950

Months in School	Number of Releases ^a	
	Number	Cumulative Per Cent
Total.....	594	100%
Under 1 month.....	5	.8
1- 3 months.....	35	6.7
4- 6 months.....	57	16.3
7- 9 months.....	350	75.3
10-12 months.....	114	94.4
13-15 months.....	17	97.3
16-18 months.....	5	98.1
19-21 months.....	3	98.7
22-24 months.....	5	99.5
25-27 months.....	1	99.7
28 or more months.....	2	100.0
Average (mean) stay in months.....	8.4	

^aIncludes 594 releases of 582 boys.

TABLE 28
 READMISSIONS TO THE GATESVILLE STATE SCHOOL FOR BOYS, BY TIME LAPSE BETWEEN SEPARATION
 AND RETURN AND RELATIONSHIP OF GROUP WITH WHOM CHILD LIVING AT TIME OF READMISSION DURING THE
 Fiscal Year Ended August 31, 1950

Living With	Number of Readmissions								
	Number	Average Mos. Out	Time Lapse Between Separation and Readmission						
			1-4 Mos.	5-8 Mos.	9-12 Mos.	13-16 Mos.	17-20 Mos.	21-24 Mos.	Over 25 Mos.
Total.....	331	8.5	121	87	61	22	16	10	14
Per Cent.....	100%	-	37%	26%	18%	7%	5%	3%	4%
Both parents.....	107	8.3	38	32	15	8	6	5	3
Mother only.....	78	9.9	22	21	18	7	2	1	7
Father only.....	15	9.1	7	3	2	-	1	-	2
Mother and stepfather..	50	8.5	20	9	9	5	4	3	-
Father and stepmother..	10	7.8	4	2	2	1	1	-	-
Grandparents.....	21	7.2	8	3	8	1	-	1	-
Other relatives.....	19	9.3	7	6	3	-	1	-	2
Elsewhere.....	23	5.9	12	6	4	-	1	-	-
Unknown.....	8	5.8	3	5	-	-	-	-	-

Table 29
 GIRLS RECEIVING CARE AT THE GAINESVILLE STATE SCHOOL FOR GIRLS, BY AGE AT
 PRESENT COURT COMMITMENT AND TOTAL NUMBER OF TIMES ADMITTED THROUGH
 Fiscal Year Ended August 31, 1950

Age at Commitment	Number of Children					
	Total	Number of Times Admitted				
		One	Two	Three	Four	Five
Total.....	268	215	43	6	3	1
11.....	3	2	1	-	-	-
12.....	9	7	2	-	-	-
13.....	27	20	3	1	2	1
14.....	59	45	12	2	-	-
15.....	79	67	11	1	-	-
16.....	63	52	9	1	1	-
17.....	26	21	4	1	-	-
18.....	2	1	1	-	-	-

Table 30
 GIRLS RECEIVING CARE IN THE GAINESVILLE STATE SCHOOL FOR GIRLS, BY MARITAL STATUS OF PARENTS
 AND RELATIONSHIP OF GROUP WITH WHOM CHILD LIVING AT TIME OF FIRST ADMISSION DURING
 Fiscal Year Ended August 31, 1950

Living With	Number of Girls Receiving Care								
	Total	Marital Status of Parents							
		Married and Together	Married Not Together	Divorced or Separated	Father Dead	Mother Dead	Both Parents Dead	Never Married	Status Unknown
Total.....	268	68	9	99	43	34	4	9	2
Both parents.....	45	45	-	-	-	-	-	-	-
Mother only.....	53	-	5	25	19	-	-	3	1
Father only.....	13	-	2	4	-	7	-	-	-
Mother and stepfather	38	-	-	29	7	-	-	1	1
Father and stepmother	13	-	-	7	-	6	-	-	-
Adoptive parents.....	5	2	-	1	-	1	-	1	-
Grandparents.....	5	-	1	1	-	2	-	1	-
Other relatives.....	16	2	-	5	4	4	1	-	-
Foster family.....	9	-	-	2	2	3	-	2	-
Independently.....	46	14	-	13	8	8	2	1	-
Child care institution.....	16	3	-	8	2	2	1	-	-
Elsewhere.....	5	2	-	2	1	-	-	-	-
Unknown.....	4	-	1	2	-	1	-	-	-

Table 31

GIRLS RECEIVING CARE IN THE GAINESVILLE STATE SCHOOL FOR GIRLS, BY HIGHEST SCHOOL GRADE COMPLETED AND AGE AT TIME OF FIRST ADMISSION DURING THE Fiscal Year Ended August 31, 1950

Highest School Grade Completed	Number of Girls Receiving Care										
	Total	Age at Admission									
		11	12	13	14	15	16	17	18	19	20
Total.....	268	3	7	19	50	75	64	39	7	2	2
None.....	1	-	-	-	1	-	-	-	-	-	-
1st.....	2	-	-	-	1	-	-	1	-	-	-
2nd.....	3	-	-	1	1	-	-	1	-	-	-
3rd.....	8	-	2	1	2	-	2	1	-	-	-
4th.....	17	2	1	2	3	5	3	1	-	-	-
5th.....	30	(1)	-	3	7	5	6	5	2	-	1
6th.....	29		(1)	4	6	8	6	4	-	-	-
7th.....	54		1	(3)	14	20	12	4	-	-	-
8th.....	38		1	1	(6)	12	12	3	1	1	1
9th.....	24				2	(5)	14	2	1	-	-
10th.....	4					1	(3)	-	-	-	-
11th.....	5						1	(4)	-	-	-
12th.....	2						1	1	(-)	-	-
No record.....	51	-	1	4	7	19	4	12	3	1	-

Note: Parenthesis indicates grade normally completed for each specified age.

Table 32

GIRLS RECEIVING CARE IN THE GAINESVILLE STATE SCHOOL FOR GIRLS, BY RECORD OF SCHOOL ATTENDANCE AT TIME OF FIRST ADMISSION DURING Fiscal Year Ended August 31, 1950

School Attendance	Number of Girls Receiving Care	
	Number	Per Cent
Total.....	268	100%
Regular.....	43	16
Irregular or not attending....	185	69
No interest in school.....	125	47
Necessary to work.....	14	5
Travel of parents.....	4	2
Marriage or pregnancy.....	18	7
Health or physical handicap.	7	2
Expelled from school.....	7	2
Other reasons.....	10	4
Record unknown.....	40	15

Table 33
 GIRLS RECEIVING CARE IN THE GAINESVILLE STATE SCHOOL FOR GIRLS, BY SOURCE OF REFERRAL AND
 REASON FOR REFERRAL TO THE COURT AT TIME OF MOST RECENT COURT COMMITMENT
 Fiscal Year Ended August 31, 1950

Reason for Referral	Number of Girls Receiving Care									
	Total	Source of Referral							Other Agencies	Unknown
		Court Officer	Law Officer	Parent or Relative	Individual	School	Health Dept.			
Total.....	268	47	82	62	17	2	4	11	43	
Auto theft.....	2	-	2	-	-	-	-	-	-	
Burglary.....	8	-	6	-	1	-	-	-	1	
Robbery.....	-	-	-	-	-	-	-	-	-	
Forgery.....	7	-	4	1	2	-	-	-	-	
Other thefts.....	16	2	7	-	4	-	-	-	3	
Truancy.....	2	-	-	-	-	1	-	-	1	
Runaway.....	56	15	11	21	2	-	-	4	3	
Ungovernable.....	60	14	7	24	3	-	-	3	9	
Vagrancy.....	16	4	7	2	2	-	-	-	1	
Sex.....	52	7	28	9	1	-	3	2	2	
Homicide ^{1/}	2	-	1	-	1	-	-	-	-	
Injury to person.....	4	1	1	1	-	-	-	1	-	
Arson.....	1	-	-	1	-	-	-	-	-	
Mischief.....	5	1	2	-	-	1	-	1	-	
Liquor or drugs.....	7	-	5	1	-	-	-	-	1	
Other offenses.....	6	2	1	1	1	-	1	-	-	
Not reported.....	24	1	-	1	-	-	-	-	22	

^{1/} Includes attempted homicide and involuntary homicide.

Table 34
 RELEASES FROM THE GAINESVILLE STATE SCHOOL FOR GIRLS,
 BY LENGTH OF STAY IN SCHOOL
 Fiscal Year Ended August 31, 1950

Months in School	Number of Releases	
	Number	Cumulative Per Cent
Total.....	92	100%
1- 3 months.....	6	6.5
4- 6 months.....	2	8.7
7- 9 months.....	5	14.1
10-12 months.....	13	28.2
13-15 months.....	18	47.8
16-18 months.....	25	75.0
19-21 months.....	12	88.0
22-24 months.....	5	93.4
25-27 months.....	3	96.7
28 or more months.....	3	100.0
Average (mean) stay in months.....	15.4	

Table 35
 READMISSIONS TO THE GAINESVILLE STATE SCHOOL FOR GIRLS, BY TIME LAPSE BETWEEN
 SEPARATION AND RETURN AND RELATIONSHIP WITH WHOM CHILD LIVING AT TIME OF READMISSION DURING THE
 Fiscal Year Ended August 31, 1950

Living With	Number of Readmissions								
	Number	Average Mos. Out	Time Lapse Between Separation and Readmission						
			1-4 Mos.	5-8 Mos.	9-12 Mos.	13-16 Mos.	17-20 Mos.	21-24 Mos.	Over 25 Mos.
Total.....	53	9.8	20	11	6	4	6	2	4
Per Cent.....	100%	-	37%	21%	11%	8%	11%	4%	8%
Both parents.....	11	13.2	5	-	1	1	2	-	2
Mother only.....	7	8.4	1	2	4	-	-	-	-
Father only.....	7	8.4	4	1	-	1	-	-	1
Mother and stepfather..	9	6.1	4	3	1	1	-	-	-
Elsewhere.....	18	10.9	6	4	-	1	4	2	1
Unknown.....	1	5.0	-	1	-	-	-	-	-

Table 36
 GIRLS RECEIVING CARE IN THE BRADY STATE SCHOOL FOR NEGRO
 GIRLS, BY AGE AT PRESENT COURT COMMITMENT AND
 NUMBER OF TIMES ADMITTED FOR
 Fiscal Year Ended August 31, 1950

Age at Commitment	Number of Times Admitted		
	Total	One	Two
Total.....	118	115	3
11.....	3	3	-
12.....	9	9	-
13.....	11	10	1
14.....	30	29	1
15.....	32	32	-
16.....	21	20	1
17.....	11	11	-
18.....	1	1	-

Table 37
 GIRLS RECEIVING CARE IN THE BRADY STATE SCHOOL FOR NEGRO GIRLS, BY MARITAL STATUS OF PARENTS
 AND RELATIONSHIP OF GROUP WITH WHOM CHILD LIVING AT TIME OF FIRST ADMISSION DURING
 Fiscal Year Ended August 31, 1950

Living with	Total	Number of Girls Receiving Care							
		Marital Status of Parents							
		Married and Together	Married Not Together	Divorced or Separated	Father Dead	Mother Dead	Both Parents Dead	Never Married	Status Unknown
Total.....	118	15	1	47	12	9	3	22	9
Both parents.....	11	11	-	-	-	-	-	-	-
Mother only.....	48	-	1	29	6	-	-	8	4
Father only.....	3	-	-	-	-	2	-	1	-
Mother and stepfather..	9	-	-	5	1	-	-	2	1
Father and stepmother..	1	-	-	1	-	-	-	-	-
Adoptive parents.....	2	2	-	-	-	-	-	-	-
Grandparents.....	6	-	-	1	1	-	-	4	-
Other relatives.....	12	1	-	2	1	5	1	1	1
Foster family.....	3	-	-	1	-	1	-	1	-
Independently.....	16	1	-	5	3	1	1	4	1
Child care institution.	1	-	-	-	-	-	1	-	-
Elsewhere.....	2	-	-	1	-	-	-	1	-
Unknown.....	4	-	-	2	-	-	-	-	2

Table 38
 GIRLS RECEIVING CARE IN THE BRADY STATE SCHOOL FOR NEGRO GIRLS, BY RECORD,
 OF SCHOOL ATTENDANCE AND AGE AT TIME OF FIRST ADMISSION DURING
 The Fiscal Year Ended August 31, 1950

School Attendance	Number of Girls Receiving Care									
	Total		Age at Admission							
	Number	Per Cent	11	12	13	14	15	16	17	18
Total.....	118	100	3	9	10	28	33	21	13	1
Regular.....	9	8	-	2	1	4	2	-	-	-
Irregular or not Attending.....	67	57	2	2	6	15	20	17	5	-
No interest in school.	55	47	1	2	5	14	16	14	3	-
Marriage or pregnancy.	10	8	1	-	1	1	2	3	2	-
Health or physical handicap.....	1	1	-	-	-	-	1	-	-	-
Expelled.....	1	1	-	-	-	-	1	-	-	-
Record unknown.....	42	35	1	5	3	9	11	4	8	1

Table 39
 GIRLS RECEIVING CARE IN THE BRADY STATE SCHOOL FOR NEGRO GIRLS, BY HIGHEST SCHOOL
 GRADE COMPLETED AND AGE AT TIME OF FIRST ADMISSION DURING THE
 Fiscal Year Ended August 31, 1950

Highest School Grade Completed	Number of Girls Receiving Care									
	Total	Age at Admission								
		11	12	13	14	15	16	17	18	
Total.....	118	3	9	10	28	33	21	13	1	
None.....	1	-	-	-	-	-	1	-	-	
1st.....	1	-	-	-	1	-	-	-	-	
2nd.....	-	-	-	-	-	-	-	-	-	
3rd.....	4	-	-	-	-	2	1	1	-	
4th.....	13	2	3	1	3	3	-	1	-	
5th.....	14	(-)	3	2	1	4	2	2	-	
6th.....	18	1	(-)	3	7	3	3	1	-	
7th.....	13	-	-	(2)	4	2	4	1	-	
8th.....	9	-	-	-	(3)	3	2	1	-	
9th.....	2	-	-	-	-	(-)	2	-	-	
10th.....	1	-	-	-	-	1	(-)	-	-	
11th.....	1	-	-	-	-	-	-	(1)	-	
12th.....	-	-	-	-	-	-	-	-	(-)	
No record.....	41	-	3	2	9	15	6	5	1	

Note: Parenthesis indicates grade normally completed for each specified age.

Table 40
 GIRLS RECEIVING CARE IN THE BRADY STATE SCHOOL FOR NEGRO GIRLS, BY SOURCE OF REFERRAL AND
 REASON FOR REFERRAL TO THE COURT AT TIME OF MOST RECENT COURT COMMITMENT
 Fiscal Year Ended August 31, 1950

Reason for Referral	Number of Girls Receiving Care								
	Total	Source of Referral							
		Court Officer	Law Officer	Parent or Relatives	Individual	School	Health Dept.	Other Agencies	Unknown
Total.....	118	8	35	37	10	3	8	2	15
Auto theft.....	1	-	-	-	-	-	-	-	1
Burglary.....	4	-	2	-	2	-	-	-	-
Robbery.....	-	-	-	-	-	-	-	-	-
Forgery.....	5	-	4	-	1	-	-	-	-
Other thefts.....	10	1	5	2	2	-	-	-	-
Truancy.....	3	-	-	1	-	2	-	-	-
Runaway.....	7	-	-	6	-	-	-	1	-
Ungovernable.....	22	3	1	16	-	-	-	-	2
Vagrancy.....	12	1	6	-	1	-	1	-	3
Sex.....	31	2	7	11	2	1	7	1	-
Homicide ^{1/}	2	-	2	-	-	-	-	-	-
Injury to person.....	3	-	1	-	2	-	-	-	-
Arson.....	-	-	-	-	-	-	-	-	-
Mischief.....	5	-	5	-	-	-	-	-	-
Liquor or drugs.....	3	-	2	1	-	-	-	-	-
Other offenses.....	1	1	-	-	-	-	-	-	-
Not reported.....	9	-	-	-	-	-	-	-	9

^{1/} Includes attempted homicide and involuntary homicide.

Table 41
 RELEASES FROM THE BRADY STATE SCHOOL FOR NEGRO
 GIRLS, BY LENGTH OF STAY IN SCHOOL
 Fiscal Year Ended August 31, 1950

Length of Stay	Number of Releases	
	Number	Cumulative Per Cent
Total.....	41	100. %
Under 1 month.....	0	-
1 - 3 months.....	0	-
4 - 6 months.....	0	-
7 - 9 months.....	2	4.9
10 - 12 months.....	3	12.2
13 - 15 months.....	2	17.1
16 - 18 months.....	4	26.8
19 - 21 months.....	8	46.3
22 - 24 months.....	3	53.7
25 - 27 months.....	6	68.3
28 - 30 months.....	3	75.6
31 - 33 months.....	4	85.4
34 - 36 months.....	4	95.1
37 - 39 months.....	2	100.0

APPENDIX C

Appendix C, Statements 1 - 7, contains personnel data required by General Provisions, H. B. 321, 51st Legislature, Regular Session, and by General Provisions H. B. 1, 51st Legislature, First Called Session.

STATEMENT 1
BONDED EMPLOYEES
GATESVILLE STATE SCHOOL FOR BOYS
Fiscal Year Ended August 31, 1951

<u>Name</u>	<u>Title</u>	<u>Amount</u>	<u>Effective Date</u>		<u>Surety</u>
			<u>From</u>	<u>To</u>	
James B. Atlee	Superintendent	\$ 10,000.00	9-1-50	7-31-50	Houston Fire & Casulty Co.
S. L. Bellamy	Superintendent	10,000.00	8-1-51	8-31-51	Houston Fire & Casulty Co.
Harry E. Frye	Storekeeper-Accountant	10,000.00	9-1-50	11-30-50	Houston Fire & Casulty Co.
Harry E. Frye	Storekeeper-Accountant	10,000.00	12-1-50	5-31-51	National Surety Company
George A. Hight	Storekeeper-Accountant	10,000.00	6-1-61	8-31-51	National Surety Company
M. B. Kindrick	Asst. Superintendent	1,000.00	9-1-50	8-31-51	Houston Fire & Casulty Co.
Willie L. Turner	Secretary to Supt.	1,000.00	9-1-50	8-31-51	Houston Fire & Casulty Co.
Charles Williams	Little Store Manager	3,000.00	9-1-50	8-31-51	Houston Fire & Casulty Co.
H. I. Franks	Agricultural Supervisor	2,000.00	9-1-50	8-31-51	Houston Fire & Casulty Co.

STATEMENT 2
BONDED EMPLOYEES
GAINESVILLE STATE SCHOOL FOR GIRLS
Fiscal Year Ended August 31, 1951

<u>Name</u>	<u>Title</u>	<u>Amount</u>	<u>Effective Date</u>		<u>Surety</u>
			<u>From</u>	<u>To</u>	
Maxine Burlingham	Superintendent	\$ 10,000.00	9-1-50	8-31-51	Houston Fire & Casulty Co.
J. A. Farquhar	Storekeeper-Accountant	10,000.00	9-1-50	8-31-51	Houston Fire & Casulty Co.
Aline J. Smith	Asst. Superintendent	1,000.00	9-1-50	8-31-51	Houston Fire & Casulty Co.
Ruby J. Helm	Secretary to Supt.	1,000.00	9-1-50	8-31-51	Houston Fire & Casulty Co.
Garland Orsburn	Truck Driver	1,000.00	9-1-50	8-31-51	Houston Fire & Casulty Co.

STATEMENT 3
BONDED EMPLOYEES
CROCKETT STATE SCHOOL FOR GIRLS
Fiscal Year Ended August 31, 1951

<u>Name</u>	<u>Title</u>	<u>Amount</u>	<u>Effective Date</u>		<u>Surety</u>
			<u>From</u>	<u>To</u>	
Emma G. Harrell	Acting Superintendent	\$ 10,000.00	9-1-50	8-31-51	Houston Fire & Casulty Co.
R. T. Marshall	Storekeeper-Accountant	10,000.00	9-1-50	1-15-51	Houston Fire & Casulty Co.
Ray A. Stewart	Storekeeper-Accountant	10,000.00	1-16-51	8-31-51	National Surety Company
Helen B. Wright	Secretary to Supt.	1,000.00	9-1-50	8-31-51	Houston Fire & Casulty Co.

STATEMENT 4
STATE YOUTH DEVELOPMENT COUNCIL
STATEMENT OF ABSENCES AND ACCUMULATED ANNUAL LEAVE
FISCAL YEAR ENDED AUGUST 31, 1951

	<u>Period of Service</u>		<u>Number of Days Absent</u>				<u>Annual Leave Accumulated 8-31-51</u>
	<u>From</u>	<u>To</u>	<u>Leave of Absence</u>	<u>Sick Leave</u>	<u>Annual Leave</u>		
					<u>Earned Prior Year</u>	<u>Earned Current Year</u>	
Present Employees:							
Carter, Robert (part-time)	1-15-51	8-31-51	5			3½	
Collier, Louise	2- 9-51			1		6½	
Dabney, Jane	11-20-50			1		5	4
Darby, Louise	9- 1-50			6	11½	2½	9½
Davis, B. Bryce	2- 1-51					7	
Fuchs, Margaret	2-19-51					6	
Gregg, Margaret	9- 1-50			1	9½	7½	4½
MacKay, William	9- 1-50			1		12	
Marrs, Jimmie K.	5-21-51			4		2	1
Matthews, Harold J.	9- 1-50			2½	7		12
Meadows, Earle	9- 1-50				6	2	10
Molyneaux, Glenn E.	1- 1-51			10			8
Moursund, John S.	9- 1-50			13½	7½	2½	9½
Ratliff, Robert H.	6- 8-51					½	2
Ritchie, Agnes	3- 1-51					6	
Row, Charles	9- 1-50			2		12	
Sapier, Herman	9- 1-50			3	5	6	6
Small, Jo Ann	4- 5-51					4½	
Stubbs, Mary Ann	6-20-51			1			2
Turnage, Leon C.	9- 1-50			5½	6		12
Employees Terminated:							
Bellamy, S. L.	9- 1-50	7-31-51			9½		11*
Collie, Mary Jo	9- 1-50	11-30-50		4		3	
Clifford, Charlotte	11- 6-50	5-16-51		1½		5½	
Harwell, Weldon J.	2- 5-51	4-14-51		2		2½	
Kenyon, Billie	9- 1-50	12- 7-50			2	3	
Love, George W.	9- 1-50	1-15-51				4½	
Oliver, Gertrude A.	9- 1-50	3-31-51		2½	3½	7	
Speck, Lyle B.	9- 1-50	5-31-51		3	1	9	
Stevenson, Lula (part-time)	9- 1-50	6-15-51				4½	
Turman, Jack	12- 1-50	8-27-51				9	
Tyson, Jane	9- 1-50	1-31-51		1	10	5	
Wheatley, Parris	9- 1-50	6-30-51			6	10	

*Annual Leave shown accumulated as employee transferred to Gatesville State School.

STATEMENT 5
GATESVILLE STATE SCHOOL FOR BOYS
STATEMENT OF ABSENCES AND ACCUMULATED ANNUAL LEAVE
FISCAL YEAR ENDED AUGUST 31, 1951

	<u>Period of Service</u>		<u>Number of Days Absent</u>				<u>Annual</u>
	<u>From</u>	<u>To</u>	<u>Leave of Absence</u>	<u>Sick Leave</u>	<u>Annual Leave</u>		<u>Leave Accumulated 8-31-51</u>
					<u>Earned Prior Year</u>	<u>Earned Current Year</u>	
Present Employees:							
Alford, Jim	9- 1-50	8-31-51		3		12	
Ament, Kay	9- 1-50				2½	3½	8½
Anderson, Mavis	2-28-51			3			6
Anderson, R. R.	9- 1-50			15	1	10	2
Bartlett, Charles W.	9- 1-50				5	11	1
Bartlett, Claud	6-23-51						2
Bartlett, Gladys	4- 1-51					5	
Bates, Graves	9- 1-50				11		12
Beeman, Ross	9- 1-50			2½	1	10	2
Bellamy, S. L.	8- 1-51						1
Blanchard, Lorena	5- 3-51					3	
Blanchard, Tom	2-21-51					5	1
Broussard, Virginia	10-12-50			19		9½	1
Burkhalter, Harry	6-18-51		3½			2	
Campbell, Lucille	9- 1-50			1	1	11	1
Campbell, Robert L.	9- 1-50				½	11½	½
Carroll, Wilburn E.	9- 1-50				5	4	8
Carroll, W. J.	9- 1-50			3	1	5	7
Carson, Minnie	9- 1-50			1	4	8	4
Cathey, William A.	9- 1-50				1	8½	3½
Collins, Deàn L.	8-15-51						
Coward, Lawrence	11- 9-50					10	
Curry, Bailey S.	9- 1-50				6½	2½	9½
Davis, Goffrey B.	5-10-51			1		1½	2
Derrick, George W.	9- 1-50					12	
Diserens, Walter	9- 1-50				4	6½	5½
Donaldson, Juel	9- 1-50					12	
Eary, Ely	8-30-51						
Easter, Christopher C.	9- 1-50					12	
Edwards, Carl	9- 1-50					12	
Edwards, John B.	9- 1-50				1½	11½	½
Edwards, Lota A.	4- 1-51		6			5	
Everett, Wilson H.	9- 1-50					12	
Franks, A. J.	9- 1-50			1	4	11	1
Franks, H. I.	9- 1-50				3½		12
Franks, Lillian	9- 1-50			3	2	10	2
Garmon, Giles W.	4- 1-51						5
Glaze, Joseph J.	9-21-50			3		12	
Grafe, Ralph L.	9- 1-50			3	1	11	1
Hall, Tilmon G.	9- 1-50			3	1	11	1
Hampton, Daisy	9- 1-50				1	9	3

	Period of Service		Number of Days Absent				Annual
	From	To	Leave of Ab- sence	Sick Leave	Annual Leave		Leave
					Earned Prior Year	Earned Current Year	Accumu- lated 8-31-51
Present Employees:							
(Continued)							
Hendricks, Patricia	2-26-51	8-31-51	7½			6	
Herring, Henry	9--1-50		3		1	11	1
Herring, John T.	11-22-50		5			9	
Hight, George A.	5-30-51						3
Hodges, Grace	7- 6-51					1	½
Hodges, Vernon W.	9- 1-50				2		12
Hodnett, John T.	9- 1-50				4	8	4
Hollingsworth, B. R.	9- 1-50						12
Holt, W. A.	6-11-51						2½
Huggins, Verna N.	9- 1-50				5	1	11
Huggins, Willie C.	9- 1-50				2½	3	9
Jayroe, Wesley	9- 1-50				2	9	3
Johnson, Robert A., Jr.	9- 1-50		1			11	1
Kindrick, Miller B.	9- 1-50				9	1	11
Kirby, Carlos L.	9- 1-50				8	3½	8½
Lack, Thomas L.	10- 4-50		1			6	5
Lee, Homer I.	9- 1-50		2			12	
Lofland, Callie M.	9- 1-50				1	10½	1½
Lofland, James R.	9- 1-50		½		1	11	1
Lovejoy, Knox	9- 1-50				1	10½	1½
Lyon, Bettye C.	2- 8-51		2			6½	
McBride, Dempsey J.	9- 1-50					11½	½
McBride, Sarah A.	9- 1-50					11	1
Manning, Marion M.	5-22-51						3
Marshall, Roy T.	8- 3-51						
Martin, Bobby D.	5-19-51						3
Martin, Bruns E.	10- 1-50					9½	1½
Martin, Eugene C.	9- 1-50					12	
Mayberry, Fred	9- 1-50					11	1
Merritt, Irvan S.	9- 1-50				12	3½	8½
Moore, Eloise T.	9- 1-50		6			10½	1½
Moore, William M.	9- 1-50						12
Morgan, Edwin C.	9- 1-50				1	7	5
Nabors, Mary	7- 6-51						1½
Nabors, Robert L.	9- 1-50		2				12
Nicholson, Anne T.	9- 1-50		8			12	
Nicholson, John O.	9- 1-50		1½			12	
Painter, Arthur	9- 1-50				2	10	2
Painter, Elsie J.	9- 1-50				6½	5	7
Painter, Jim	9- 1-50				8		12
Phillips, Roy M.	9- 1-50		2				12
Rayford, Laura P.	9- 1-50		16			10	2
Roberts, Ben	9- 1-50		1		6½	5½	6½
Roberts, Johnston F.	1-21-51					7	
Roberts, Minnie F.	9- 1-50		1		6½	6	6
Sanders, Francis E.	4- 1-51						5

	<u>Period of Service</u>		<u>Number of Days Absent</u>				<u>Annual</u>
	<u>From</u>	<u>To</u>	<u>Leave of Absence</u>	<u>Annual Leave</u>		<u>Leave Accumulated 8-31-51</u>	
				<u>Earned Prior Year</u>	<u>Earned Current Year</u>		
Present Employees:							
(Continued)							
Sanford, Newlon C.	6-28-51	8-31-51				2	
Scott, Robert T.	9- 1-50			1	10	2	
Sellers, J. B.	9- 1-50			1	4	8	
Sherwood, H. W.	9- 1-50			1	11	1	
Shirey, Claude A.	9- 1-50				12		
Shoaf, Robert	5-24-51					3	
Sims, Ira Y.	7-10-51					1½	
Smith, Bertha L.	9- 1-50			1	11	1	
Smith, Essie C.	9- 1-50				8	4	
Swift, William E.	9- 1-50				½	11½	
Tharp, Isaac D.	9- 1-50		½	2½	6½	5½	
Trammell, Bailey	9- 1-50			1½	10½	1½	
Turner, Willie L.	9- 1-50				11½	½	
Wagon, Bob	9- 1-50			1	11	1	
Walsh, Charles W.	9- 1-50		1	4	8	4	
Walsh, James D.	10-17-50				10		
Walsh, Sybil	9- 1-50		3½	1	11	1	
Webster, Lois	9- 1-50			1	9	3	
Wendeborn, Robert	3-17-51					5	
White, Glenn	9- 1-50		2	1	11	1	
White, Tommie S.	8- 4-51				1		
Wilie, Lorene	4- 7-51				4½		
Wilie, Walter D.	10-16-50		2		5	5	
Williams, Charles	9- 1-50		1	2	10	2	
Williams, Lloyd L.	9- 1-50		1	½	11½	½	
Williams, Ted F.	8-30-51						
Williams, Tenie R.	8- 9-51						
Wills, Keith C.	5- 1-51					4	
Wilson, Willie B.	9- 1-50				12		
Wolf, Simon A.	9- 1-50		4	1½	10½	1½	
Wolf, Vera	9- 1-50			1½	10½	1½	
Wright, Beryl F.	9- 1-50		½	2	9	3	
Employees Terminated:							
Allen, James W.	9- 1-50	3- 7-51	5½	2	6		
Askins, Cecil	9- 1-50	2-14-51	2	4	5		
Atlee, J. B.	9- 1-50	7-31-51			11		
Bartlett, Claude	9- 1-50	4- 6-51	1	5	7		
Bigham, M. C.	9- 1-50	9-21-50					
Blackwell, J. D.	5-23-51	6-11-51					
Bond, John L.	5-22-51	8-26-51			2		
Browning, Jesse E.	9-23-50	11- 1-50			1		
Buckner, Ernest	10- 2-50	6- 8-51	6		8		
Childers, James A.	9- 1-50	5-26-51	5	6	9		
Coward, Euland F.	9- 1-50	2-21-51		4	5		
Dorsey, A. M.	11-28-50	7-18-51	½		7		

Name	Period of Service		Number of Days Absent				Annual Leave Accumulated 8-31-51
	From	To	Leave of Absence	Annual Leave		Earned Current Year	
				Sick Leave	Earned Prior Year		

Employees Terminated:

(Continued)

Fain, Reuben	9- 1-50	12-25-50				4
Fabian, Joe	5- 3-51	7-31-51	4½			3
Featherston, Dennis L.	9- 1-50	3- 6-51				6
Fox, Roach	9- 1-50	7-31-51				11
Frye, Harry E.	9- 1-50	6-19-51			4	9
Gatlin, Bob H.	9- 1-50	8-27-51			3½	11½
Hale, Jesse J.	3- 2-51	3-16-51				
Hodges, George R.	9-18-50	7- 7-51	1½			9½
Holmes, Frank H.	9- 1-50	9-30-50				1
Holt, Waymon A.	11-21-50	1-21-51				2
Howerton, James M.	2-19-51	3- 1-51				
Huckabee, Ernest B.	9- 1-50	6-18-51				9½
Huckabee, Fannie	9- 1-50	6-18-51			1	9½
Keeton, Otha F.	5-28-51	6- 2-51				
Key, Martin E.	9- 1-50	6-21-51	10		1	9½
Knight, A. M.	9-20-50	11- 6-50				1
Landrum, Jack	6-11-51	8-10-51				2
Lasseter, Clarence	9- 1-50	5-31-51				9
Lofland, Mary M.	9- 1-50	7-31-51	12½		2	11
McCormick, Johnnie M.	9- 1-50	9- 7-50				
Marshall, Leonard F.	9- 1-50	4-24-51				7½
Marshall, Mollie	9- 1-50	4-24-51	2			7½
Martin, A. J.	7- 7-51	8- 3-51				
Martin, R. L.	9- 1-50	2-18-51	7		5	5½
Martin, Robert L.	3-16-51	4- 6-51				
Maxwell, Louise C.	9-18-50	2-17-51				5
Mensch, Otha T.	2- 3-51	2-23-51	1			
Moore, Matt	9- 1-50	3- 6-51	1			6
Morgan, John T.	7- 6-51	7-31-51				
Painter, Otha A.	9- 1-50	6-14-51				9½
Patterson, Frank	4-10-51	7-21-51				3
Preston, J. B.	7- 9-51	8-12-51				1
Pruitt, Zell	1-23-51	5-20-51				4
Riddle, S. Y.	5-22-51	5-25-51				
Riddle, Wilson D.	10- 4-50	2-17-51				4
Robuck, John L.	9- 1-50	8-21-51	22	12	3	11
Russell, Jim J.	4- 1-51	5-31-51				2
Sharp, Cecil	3-13-51	5-18-51				2
Smith, D. A.	9- 1-50	11- 1-50				2
Stephens, Alfred W.	10-27-50	8- 1-51	4½			9
Stewart, Ray A.	9- 1-50	12-31-50			1½	4
Trammell, W. W.	9- 1-50	6-16-51	30		5	6
Walsh, Mildred B.	9- 1-50	7-31-51		9		11
Watson, Ruben H.	9- 1-50	9- 9-50				
Whatley, T. J.	9- 1-50	8- 4-51		5	3	11

	<u>Period of Service</u>		<u>Number of Days Absent</u>				<u>Annual Leave Accumulated 8-31-51</u>
	<u>From</u>	<u>To</u>	<u>Leave of Absence</u>	<u>Sick Leave</u>	<u>Annual Leave</u>		
					<u>Earned Prior Year</u>	<u>Earned Current Year</u>	
Employees Terminated:							
(Continued)							
Whigham, Myrtle W.	3-12-51	4- 3-51					7
Whigham, Paul	3-12-51	4- 3-51					
White, Clara	9- 1-50	4-12-51					4½
White, Floyd	9- 1-50	1-20-51					7
White, Samuel	9- 1-50	4-10-51		½	1½		8½
Whitt, Butler K.	9- 1-50	5-17-51			4		11
Whitt, Verdis K.	9- 1-50	7-27-51			4		3½
Williams, James L.	2-12-51	6- 2-51		7½			4½
Williams, Tenie R.	1- 1-51	5-25-51					3½
Wright, Archie B.	4-14-51	8- 3-51					
Teaching Staff:							
Anderson, Inez A.	9- 1-50	5-31-51					
Ashmore, Nolan R.	9- 1-50	1-16-51					
Bradshaw, Clara M.	9- 1-50	5-31-51		4			
Buckley, Berthenia	9- 1-50	5-31-51	15	6			
Carson, Kit	9- 1-50	5-31-51					
Cashaw, Irene V.	9- 1-50	5-31-51		4½			
Cashaw, Leon E.	5-15-51	8-31-51					
Lyon, Lawrence B.	1-10-51	5-31-51					
Norris, Howard B.	9- 1-50	8-31-51		1			
Reeve, Charles A.	9- 1-50	8-31-51			12	6	6
Rolan, Edward	9- 1-50	5-31-51		½			
Sawyer, Allie P.	9- 1-50	5-31-51					
Siddle, Bernie E.	9- 1-50	5-31-51					
Siddle, Owen L.	9- 1-50	5-31-51					
Swift, Gladys B.	9- 1-50	5-31-51		½			
Voss, Mary E.	9- 1-50	5-31-51		2½			
Voss, Paul J.	9- 1-50	5-31-51					
Walls, Willie H.	9- 1-50	8-31-51	48	½			

STATEMENT 6

GAINESVILLE STATE SCHOOL FOR GIRLS

STATEMENT OF ABSENCES AND ACCUMULATED ANNUAL LEAVE

FISCAL YEAR ENDED AUGUST 31, 1951

	Period of Service		Number of Days Absent				Annual
	From	To	Leave of Ab- sence	Sick Leave	Annual Leave		Leave Accumu- lated 8-31-51
					Earned Prior Year	Earned Current Year	
Present Employees:							
Allen, Linda	9- 1-50	8-31-51				12	
Allen, Morris	9- 1-50			3		12	
Brock, Leta	7-16-51						1½
Buerger, Kate	9- 1-50				2	12	
Burlingham, Maxine	9- 1-50				12		12
Cagle, Eula	9- 1-50					11	1
Gammer, Bettie	9- 1-50					11	1
Downing, Ben	9- 1-50		6	10		12	
Farquhar, J. A.	9- 1-50				8		12
Helm, Ruby	9- 1-50			4		10	2
Holleman, B. H.	9- 1-50			4		12	
Holleman, Vera	9- 1-50					12	
Hooper, Roy	9- 1-50					11½	½
Hooper, Thelma	9- 1-50		1	½		12	
Hudgins, Jenne	2- 2-51		3	4		7	
Johnson, Elmer	9- 1-50					6	6
Johnson, Ethel	10- 1-50					9	2
Joynes, Nita	10-10-50					10½	
Kirk, Woodrow	9- 1-50			1½		12	
Lockard, Mavis	3-16-51		1	2		5½	
Lockard, Roy	3- 1-51		11			6	
Menzie, Nina	9- 1-50				11		12
Miller, Dosia	9- 1-50			1		12	
Morton, Robbie	2- 5-51					6½	
McCollum, Lucille	9- 1-50		1	10	3	12	
McCollum, Si A.	9- 1-50			3	2	11½	½
McKenzie, Mayse	3- 5-51						5½
McMillen, Ira W.	9- 1-50					12	
Newman, Nora	9- 1-50					12	
Norman, Elizabeth	9-18-50					10	1
Orsburn, Carrie	9- 1-50					12	
Orsburn, G., Sr.	9- 1-50			1½		12	
Orsburn, Garland, Jr.	9- 1-50					12	
Richey, Barbara	9- 1-50			4	4	12	
Robertson, Emma J.	9- 1-50		2	3	4	10	2
Schmidt, Edna	2-16-50						6½
Sherer, Edna K.	9- 1-50			4½		11	1
Smith, Aline	9- 1-50					12	
Stalcup, Eva	9- 1-50						12
Stewart, Lucile	9- 1-50					12	
Street, May Belle	9- 1-50			½	6	12	
Tarleton, Verna	9- 1-50		120	10		12	

	<u>Period of Service</u>		<u>Number of Days Absent</u>				<u>Annual</u>
	<u>From</u>	<u>To</u>	<u>Leave</u> <u>of Ab-</u>	<u>Sick</u> <u>Leave</u>	<u>Annual Leave</u>		<u>Leave</u>
					<u>Earned</u> <u>Prior</u> <u>Year</u>	<u>Earned</u> <u>Current</u> <u>Year</u>	<u>Accumu-</u> <u>lated</u> <u>8-31-51</u>
Present Employees:							
(Continued)							
Townsley, Eva	9- 1-50	8-31-51			6	12	
Woodruff, Lela	5- 1-51						4
Employees Terminated:							
Basinger, Katherine	10-12-50	2-16-51	3			4	
Boyd, Lita	6-19-51	6-22-51					
Estes, Cecil	9- 1-50	3- 8-51				6	
Howard, Vera	9- 1-50	6- 6-51				9	
Johnson, Dollie	9- 1-50	10- 7-50				1	
King, Irene	9- 1-50	2-28-51				5	
King, Mrs. W. E.	9- 1-50	10-11-50				1	
Leonard, Bevie	1-15-51	5-31-51				4½	
Lock, Susie	6-11-51	7-17-51				1	
Moore, Eula	9- 1-50	9-14-50					
McCarty, Lillie	9- 1-50	2- 4-51				5	
Perkins, Dora P.	12- 5-50	1-15-51				1	
Renaud, Doris	7- 1-51	8-31-51				2	
Smyth, Lois C.	5-16-51	8- 7-51				2½	
Stone, Vera	9- 1-50	3-24-51				6½	
Tune, Nellie Mae	8-15-51	8-31-51					
Teaching Staff:							
Beech, Alma	9- 1-50	5-31-51	3	2			
Bezner, Gladys	9- 1-50	11-31-50	18	6			
Blandford, Frances	9- 1-50	5-31-51		2			
Broome, Ruth	9- 1-50	5-31-51		2			
Coney, Ester	6-11-51	8-31-51					
Diltz, Mary Ruth	6-11-51	8-31-51					
Elliott, Faith	9- 1-50	5-31-51	6	1			
Fitzgerald, Ester	9- 1-50	5-31-51	5	1			
George, Catherine	9- 1-50	5-31-51		1½			
Harmon, Ola	9- 1-50	8-31-51		10		12	
Hill, William L.	10- 1-50	5-31-51					
Lewis, Margie	6-11-51	8-31-51					
Meadows, Clyde	1- 1-51	8-31-51					
Mizell, Margie	9- 1-50	5-31-51		1			
McCain, Mary	9- 1-50	8-31-51					
North, Charline	6-11-51	7-31-51					
Rigby, Thelma F.	9- 1-50	5-31-51		3			
Smith, Martha	6-11-51	8-31-51					
Stephenson, Connie	9- 1-50	5-31-51		4			
Vincent, W. C., Sr.	9- 1-50	8-31-51				12	

STATEMENT 7
 CROCKETT STATE SCHOOL FOR GIRLS
 STATEMENT OF ABSENCES AND ACCUMULATED ANNUAL LEAVE
 FISCAL YEAR ENDED AUGUST 31, 1951

	<u>Period of Service</u>		<u>Number of Days Absent</u>				<u>Annual</u>
	<u>From</u>	<u>To</u>	<u>Leave of Ab-</u>	<u>Sick Leave</u>	<u>Annual Leave</u>		<u>Leave Accumu- lated 8-31-51</u>
					<u>sence</u>	<u>Year</u>	
Present Employees:							
Anderson, M. D.	9- 1-50	8-31-51				11	1
Anderson, J. H.	4- 7-51					4½	
Benns, C. M.	9- 1-50			7		12	
Bilger, August	5- 1-50						4
Burks, Richard	12-10-50						8½
Cook, Inez	3- 1-51			7		1	5
Fuller, Trudie	9- 1-50					11	1
Foulkes, D. A.	9- 1-50			7	12	11	1
Gibson, Olivia	6-10-51						2½
Harrell, Emma G.	9- 1-50			15		8	4
Jones, E. G.	9- 1-50			3		8	4
Jones, E. E.	9- 1-50				3	12	
Jones, G. L.	12-18-50						8
McGruder, Estella	9- 1-50			4	2	12	
Mathis, LaRuth	9- 1-50			14	1	12	
Parnell, Gladys	4- 1-51					5	
Stewart, Ray A.	1- 1-51						8
Simon, G.	8- 1-51						1
Shaw, Harvey	4- 9-51						4½
Truss, Corrie	6-14-51						2½
Williams, Alfred	9- 1-50					12	
Williams, Gracie	9- 1-50					12	
Walker, Lynn	1- 1-51					3	5
Wright, Helen	9- 1-50		30	12	1	11	1
Youngblood, Marrie	3-15-51						5½
Employees Terminated:							
Black, Ruth	9- 1-50	3-31-51	30			7	
Carpenter, Paul C.	9- 1-50	10-30-50		15		2	
Cason, W. C.	11-18-50	12-13-50				½	
Clay, B. O.	9- 1-50	2-28-51			2½	6	
Connaway, Emory	12-18-50	8-18-51				8	
Grenshaw, B. M.	9- 1-50	9-15-50				½	
Dale, William R.	9- 1-50	1-16-51			½	4	
Ellison, N. T.	9- 1-50	1-20-51				5	
Grounds, Jim	1- 1-51	5-31-51				5	
Hall, Birdelle	9- 1-50	11-30-50			1	3	
Hill, L. D.	11-16-50	4-31-51		15		5½	
Johnson, Ollie	9- 1-50	6-30-51		3		10	
Long, Walter	11- 1-50	11-16-50				½	
McCarroll, Garland E.	9- 1-50	1- 6-51				4	
McCoy, James	9- 1-50	12-31-50		15		4	

	<u>Period of Service</u>		<u>Number of Days Absent</u>				<u>Annual</u>
	<u>From</u>	<u>To</u>	<u>Leave</u> <u>of Ab-</u> <u>sence</u>	<u>Sick</u> <u>Leave</u>	<u>Annual Leave</u>		<u>Leave</u>
					<u>Prior</u> <u>Year</u>	<u>Current</u> <u>Year</u>	<u>Accumu-</u> <u>lated</u> <u>8-31-51</u>
Employees Terminated:							
(Continued)							
Murphy, Maggie R.	9- 1-50	6-13-51					9
Manning, Graydon	12-29-50	7-31-51					7
Marshall, R. T.	9- 1-50	1-31-51		15	12		5
Pleasant, Cleo	9-18-50	12-31-50	30	15			3
Short, Marion	9- 1-50	10-31-50					2
Stewart, Tilden	8- 1-51	8-25-51					$\frac{1}{2}$
Uttz, David	9- 1-50	10- 9-50		4			1
Vassar, Buck	12-18-50	7-31-51					7
Teaching Staff:							
Brown, Ruby V.	9- 1-50	5-31-51	30	4			
Carrington, Dorothy	9- 1-50	8-31-51					
Harrell, Pete	9- 1-50	8-31-51			8		12
Herren, Katherine	9- 1-50	8-31-51					
Howell, Marion L.	9- 1-50	5-31-51					
Lark, Virginia	9- 1-50	8-31-51			2	12	

