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THIRD ANNUAL REPORT TO THE GOVERNOR

FOR THE FISCAL YEAR ENDING AUGUST 31, 1952

WALTER K. KERR – CHAIRMAN

LEWIS NORDYKE – VICE-CHAIRMAN

JOHN H. WINTERS – EXECUTIVE SECRETARY

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YOUTH DEVELOPMENT
COUNCIL

HAROLD J. MATTHEWS – DIRECTOR OF INSTITUTIONS

STEWART C. SMITH – DIRECTOR OF COMMUNITY SERVICE

Third Annual Report

Texas

State Youth Development Council

to the

Governor

Fiscal Year Ended August 31, 1952

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.

Walter K. Kerr, Chairman
Lewis Nordyke, Vice-Chairman
John H. Winters, Executive Secretary

Harold J. Matthews
Director of Institutions

Stewart C. Smith
Director of Community Service

Herman Sapier, Acting Superintendent
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, 1952

Lay Members (Appointed by Governor)

Rev. Walter K. Kerr, Tyler, Texas

Lewis Nordyke, Amarillo, 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

* Deceased, September 13, 1952

WALTER K. KERR
CHAIRMAN-TYLER

JOHN H. WINTERS
EXECUTIVE SECRETARY



HAROLD J. MATTHEWS
DIRECTOR OF INSTITUTIONS

STEWART C. SMITH
DIRECTOR OF COMMUNITY
SERVICE

STATE YOUTH DEVELOPMENT COUNCIL
808 TRIBUNE BUILDING
AUSTIN 1, TEXAS
December 8, 1952

Honorable Allan Shivers
Governor of Texas
Austin, Texas

Dear Governor Shivers:

The fiscal year ended August 31, 1952, marked the third 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 third year the Council felt that it had matured considerably and had overcome some of the handicaps it faced in the beginning, and it is now in a position to make faster progress. While there are still some very basic needs to be met, we feel encouraged over the progress made and have a great deal of hope for the immediate future.

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

Organization

In 1949 the Texas Legislature enacted the law which created the State Youth Development Council. It is composed of fourteen members, six of whom are citizens appointed by the Governor, and eight of whom are heads of various state departments. One member of the Council is designated chairman. The Council is the policy-making body. It is empowered to delegate its responsibility to an executive committee composed of the executive secretary and two Council members.

The executive secretary of the Council, who is also Director of the Department of Public Welfare, is the administrator of the Council's program. He is responsible to the Council and also to his own Welfare Board. The law provides for the appointment of two persons to carry on the duties which are prescribed for the Youth Development Council. These are the Director of Institutions and the Director of Community Service. As is indicated by their titles, they are responsible for the administration of the Council's training facilities and its prevention and after-care program.

Council Meetings

The Youth Development Council held six meetings during this fiscal year, all in Austin.

Work of the Council

The Council is fortunate in its administrative relationship with the Welfare Department which has permitted use of its facilities and services in carrying out several phases of the Council's work.

The act which created the Council is broad and instructs or implies more responsibilities than available funds will permit. The major share of its work has been in developing and strengthening its training facilities, and stimulation and encouragement of local programs aimed at better services for all children with emphasis on those which contribute to delinquency prevention and control.

One of the hopes of the Council is to bring about a broader acceptance of the philosophy of the Juvenile Court and Youth Development Council laws. This is based on a recognition of the fact that problem children are really children with problems. The child in trouble is a child needing help, regardless of his particular situation. Some can be helped in their homes by probation services, mental hygiene clinics, and related community services. Others will need to be removed from their homes and have an extended period of treatment in another setting. Only a well-rounded program with attention given to individual needs and differences can be wholly successful. Such a program is possible if the public recognizes its need and value.

Unlike some of the Youth Authority programs in other states which work with the 18-21 year-old offender, the Council confines its study and treatment facilities to children of juvenile court age, which by statute is up to 17 for boys and up to 18 for girls. Children are committed by the juvenile courts of the state to the Council. Study and treatment facilities are those which are presently in the training schools. No funds are available for a foster care program.

COMMUNITY SERVICE

The story is told of a noted English clergyman who, because of his great and sincere respect for boys and girls, always tipped his hat to one of their number when he met him on the street. Those whose work is for and with youth share in this clergyman's feeling and will be concerned about the national figures recently released by the Juvenile Delinquency Project of the Children's Bureau which indicated that nation-wide the number of delinquents increased 19 per cent from 1948 through 1951. This unpleasant fact is heightened by the 1950 census figures, which show that by 1960 there will be 50 per cent more children between the ages of 10 and 17 than there were in 1950, which means that there could conceivably be at least a 50 per cent increase in delinquency in the next ten years. A glance at the Texas census figures shows that this state has experienced a period of expanding total population, particularly in the industrial counties, of from 50 to 70 per cent in the years from 1940 to 1950.

These few facts and figures indicate rather conclusively that this state faces the possibility of a tremendous rise in delinquency with all of the ills which accompany it unless some solution is reached through a preventative program.

Because of the importance of delinquency prevention, a conference was held in Washington, D. C., in April 1952, to which experts from all over the country were invited with a view to pooling their knowledge and experience in the field. The Council's Executive Secretary, Mr. John Winters, was chairman of that conference. One of the findings stressed was the importance of having a state agency charged with the responsibility for working with local communities in developing a preventative program.

In view of this recommendation of the experts, it is perhaps appropriate to recognize the foresightedness of the late Governor Jester, the Texas Code Commission and the members of the Legislature which translated the recommendations of that Commission into the Texas Youth Council law. House Bill 705, Acts 51st Legislature, provides that: "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 co-ordinate 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." This is stated more specifically in Section 6 of the Council Act which makes these statutory provisions:

- "(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 carry out these statutory functions the Community Service Section of the Council has a director, a recreation consultant, four field representatives, and shares with the Institutions Section the services of the statistician and the education and information assistant.

For a staff the size of the Youth Development Council to engage in a prevention program for the State of Texas, with its 267,339 square miles and its population of 7,711,194 people, is perhaps a little like the mouse and the lion in Aesop's fable. The reader will recall that the lion was originally rather skeptical of the mouse's offer of assistance but most happy to have it when he became captured in the hunter's net. As the mouse was able to help the lion, so has the Council staff been of increasing assistance during the past year to the courts, probation officers, social agencies and most important, the children of this state.

Stated very briefly, the work of the Community Service Division of the Council is to help communities help themselves to see their problems, to utilize existing resources, and to expand or create new resources where none are available in the prevention of delinquency and the helping of all children to become better citizens. The Council staff works with local officials, interested citizens and representatives of other state agencies in planning solutions to undesirable local situations. In some cases the solution to a community problem is simple and immediate, in others it involves long-time planning.

Considerable effort has been made to relate broad programs to specific situations in the belief that the mistreatment of or lack of facilities for one child in a community can be seen by the citizens of that community as an indication of the need for better services for all of its children.

Accomplishments

With the preceding material as a background, the accomplishments of the Community Service Division are outlined below:

A. Integration of the Council's Total Program

Through the medium of staff meetings, visits to the institutions and staff coordination, it has been more possible to give judges, probation officers, social agencies and the general public a better knowledge of the Council's work and objectives. An example is the follow-up study on the activities of all Youth Council wards discharged from the training schools

between September 1949 and August 1951. This material, obtained by visits to supervising agencies and to the children themselves, is tabulated in the appendix. One field representative had this to say about his participation in the study, "I investigated the cases of one hundred twelve parolees. Of this number I completed investigations on one hundred one and placed the remaining eleven under supervision as part of my case load." Other comments concerning this study will appear under the section headed "Recommendations."

B. Cooperation with Other State Departments

Because of the concern for children and youth, it is inevitable that several state departments or divisions will be concerned with programs aimed at improving undesirable conditions or situations. YDC representatives have, during the past year, worked closely with DPW assistance workers, many of whom are supervising children released from the state schools; with case workers in the Child Welfare Division in mutual planning for children in particular communities; with representatives of the State Health Department because of the recognition that health and delinquency are problems which are often closely interrelated; with members of the staff of the Texas Department of Public Safety through a recognition of responsibility for law enforcement and community protection; with the State Parks Board through mutual concern for expansion of recreation programs; with local workers of the Texas Employment Commission through planning for job placements for Council parolees; with the Texas Good Neighbor Commission in connection with problems relating to delinquencies committed by alien children; with the Board of Hospitals and Special Schools in connection with the needs of the handicapped; with the Texas Education Agency, particularly in relation to the encouragement of visiting teacher services and with the Extension Service and colleges in sponsoring and promoting better recreation facilities through increased lay leadership and participation.

In both formal surveys of community resources and in day-to-day work activities, it has been frequently demonstrated that improved conditions for youth and prevention of delinquency can best result from cooperation between state and local representatives of all agencies concerned.

C. Stimulation of Citizen Action and Organization of Youth Committees and Court Advisory Boards

Organization of Citizen Groups: One of the objectives of the Community Service Division of the Council has been the organization, in each community, of a citizen group which has specific responsibility for stimulation of youth activities. This has, in many instances, taken the form of a youth committee or a juvenile court advisory committee. Experience, however, has shown that many communities already have some organized group which may be operating under the sponsorship of one of the veterans' organizations, civic organizations, the Parent-Teacher Associations or other lay or professional groups. The Council staff has made a practice of working with these existing groups, perhaps suggesting directions for their interest or pointing out problems which are in need of attention. It is well known that citizen action will move only as rapidly as citizen education. All of us sometimes seem to be overburdened with community responsibilities or community requests and to pile committees on top of other committees may defeat the purpose of each. One of the most productive Council activities carried on by the field representative in West

Texas has been the arranging and programming of two meetings primarily intended for juvenile judges and probation officers and law enforcement officers in and around Lubbock. From these meetings has come an increased recognition by juvenile judges of the responsibilities of their position and the limitations of their resources. Four new juvenile court advisory boards have been organized as a result of these meetings, and they are functioning in such a way as to be of real help to the juvenile judge in their counties. These court advisory boards are appointed by the juvenile judge and composed of interested influential citizens from all walks of life in their home counties. Their functions include advice on difficult cases, formulation of court policies, interpretation of juvenile court activities to the public, and bringing the ideas of the public to the court. In this way, better probation services have been considered and provided, and an interpretation of the philosophy of the juvenile court law has been given to the public. The judges have also realized a broader, more wholehearted support of their programs.

Surveys: In addition to stimulation of court advisory boards and youth committees, the Council staff has carried on three full scale surveys of youth facilities and four surveys of recreation facilities. Each of these surveys represents citizen action with Council staff assistance and coordination. The implementation of the recommendations made remains, as it should, the community's responsibility. In addition to these surveys, 23 investigations and appraisals of facilities were made by the recreation consultant with specific recommendations being made as to improvements in program and staffing.

Cooperative Efforts on the Texas-Mexico Border: Judges, probation officers and Child Welfare workers in the Texas communities bordering Mexico have been concerned for some time with the problem of disposition of the Mexican national child who crosses the border illegally and commits delinquencies in the U.S. The treatment of these delinquents has been made difficult by the fact that there was no agency in Mexico to whom these children might be referred following their arrests for such crimes as breaking and entering and stealing. Following the lead of the border consultant of the Child Welfare Division who, through cooperative efforts, was able to arrive at a solution of this problem in Juarez and El Paso, the Youth Council staff has attempted to stimulate community cooperation and action in the Brownsville-Matamoras and Nueva Laredo-Laredo communities so that it will not be necessary to hold these children in the American jails. Meetings have been held in Laredo and in Matamoras to which representatives of courts and health and welfare agencies were invited. Some action has already been begun in Matamoras by a committee of interested local citizens who have recognized that this is a Mexican problem. These meetings have been organized by the South Texas field representative, who has bilingual ability. A similar project is being considered in the Edinburg-McAllen-Reynosa area. It is hoped that eventually a designated person in the U.S. community will turn these children over to a designated representative in the Mexican community where the child will receive adequate treatment and care.

Information Service: One of the most important of the Council's educational activities has been the mimeographed bulletin The Key, prepared and distributed to over 600 people throughout the state. Ten issues were sent out during the year 1951-52 and in accordance with a new editorial plan, several issues were devoted to specific subjects which included detention, recreation, and probation. These special issues had a particularly

enthusiastic reception and many requests were received for additional copies. These had the advantage of being reference and resource material which could be used for an extended period of time both by lay and professional people interested in work with children. Although it is impossible to evaluate the value of such an educational publication, it is believed that many improvements and services to children had direct or indirect connection with the information presented in The Key. A questionnaire sent to readers aimed at evaluating readership resulted in requests for additional copies rather than a decrease in the number prepared and sent out.

Recreation Workshops: Through the efforts of the Council's recreation consultant over 200 public and private leaders from 85 communities interested in recreation workshops participated in 4 sessions throughout the state. These leaders represented education, social and civic clubs, public recreation leaders and members of recreation commission councils and boards. The workshops were held in Tyler, Robstown, Brownwood, and Denton and were primarily, as the name indicates, leadership training sessions in which the participants were taught how to conduct classes in crafts, folk dancing, dramatics, music, and physical education. Although there is no way of telling the number of children reached through the activities of these workshop participants in their home communities, it is estimated that hundreds of children in Texas had a more satisfying recreation experience through the skills presented by the lay leaders who had participated in these workshops.

Work with Organized Groups: The Council has also worked with the League of Women Voters in their program of improving juvenile court standards, with the Federated Women's Clubs with their interest in improved community facilities, and with Parent-Teacher organizations. In several instances enlargement of probation staffs, recreation staffs, or improvement and hiring of better trained personnel has resulted from these activities. Local governmental organizations have been helped to see the need for increased appropriations, brought to their attention by their own taxpayers through the help of Council assistance. This, it is hoped, will contribute directly to the making of communities better places to raise children and indirectly to a decrease in and prevention of juvenile delinquency.

D. Work with Local Probation Departments

Texas has a total of thirty probation departments. On the basis of fairly reliable predictions of delinquency, there should be a probation department in each county with a population of over 20,000. This means that in Texas there are at least 89 counties in which there should be an agent of the court directly concerned with protective services to children. This includes both the delinquent and the neglected and dependent child. The efficiency of the departments in those counties which now have probation officers varies directly with the quality and training of their respective staffs. In the field of education, it has been conclusively demonstrated that educational qualifications are a prerequisite to satisfactory teaching ability. In the realm of individual case work with children, educational qualifications are similarly, if not more, important. The quality of services to children in each county will vary with the person assigned the responsibility for their care. Because of the newness of the field of probation, there is a lack of trained personnel to fill the present or expected vacancies or to replace these untrained persons now holding these positions. Attendance at meetings, institutes, and part-time college

sessions can be partial substitute for the lack of training of many of the present probation officers. The Council staff has participated in in-service training sessions presenting new ideas in the field of probation and parole and has also, through the medium of personal calls, attempted to give help to those persons in the field who will ask for or will accept it. Each member of the Council Community Service staff is qualified both by training and experience to give help to judges and probation departments in case work services with children needing protective care.

One of the responsibilities, not only of the Council, but of local probation departments, is that of collecting statistical information regarding the incidence of delinquency and neglect. Beginning in the spring of 1952, the Statistical Section of the Council embarked on an ambitious program of compiling statistical data for the state's probation departments. This data, in the form of individual cards, is sent to the YDC office and tabulated. Reports are returned to the participating probation departments each six months showing the total number of referrals, the age, sex, source of referral, reason for referral, and disposition made. The type of detention provided is also indicated. In this manner the Council is able to provide participating probation departments with statistical information which they may use in their annual reports and which also can be utilized by them in analyzing their services and recognizing needs for expansion and change. It is hoped that this system, which is patterned on similar systems in other states, will be expanded so that the Council will be able to provide adequate statistical information regarding the occurrence and nature of delinquency for the whole state.

The Council has also compiled information regarding salaries of probation officers throughout the state so that county officials may evaluate the efficiency of their programs and the value which they are receiving in return for expended funds as compared with similar counties.

The Council has also acted as a clearing house for persons desiring to enter the probation field, referring these applicants to various probation departments.

E. Improved Detention Facilities

As local officials have come to recognize the assistance to be rendered by the Council, requests have been made for information concerning the kind and quality of detention shelter provided for children. During the year a survey was completed of detention facilities in 154 of the Texas counties. Unsafe, unsanitary and unwholesome conditions were pointed out to local officials and in many cases these were eliminated. Discussions have been held regarding the possibility of regional facilities in which several counties might apportion the cost and thereby be able to secure more adequate care for the child needing detention. Some children need this facility as a treatment tool and a small group (believed to be about 15% of the total referrals to probation departments) for protection. It is, however, of little use if it results only in a cold storage and may be not only harmful to the child but to his community through the hostility and lack of respect for authority fostered by improper or inadequate detention.

F. More and Better Trained Law Enforcement Officers

Sample studies made by the Council staff and by national agencies reveal the fact that over 70% of the children who reach the probation departments have had their first contact with authority in the person of a police officer. Often this means that the pattern of behavior which the child begins as a result of his contact with the man in the blue suit may well determine his future. If he is treated firmly but kindly, respect for authority may result. If, on the other hand, the child is humiliated, sworn at or pushed around, his attitude may become one of distrust, distaste for and lack of respect for authority, whether it be the police officer, the probation officer, or the official of the correctional institution. Council staff members had over 150 contacts with law enforcement officers during the past year. For the most part, these contacts were attempts to encourage law enforcement officers to improve and modernize their juvenile procedures. Chief L. D. Morrison of the Houston Police Department has indicated that every community with a population of over 25,000 should have officers specially trained and specially assigned as crime prevention or juvenile officers. In cooperation with police officers the Council staff has participated in in-service training programs and is in the process of compiling a handbook for the use of law enforcement officers which will be helpful to them in their work with juveniles. Plans are under way to stimulate participation of Texas law enforcement officers in workshops and training sessions. Sample record keeping procedures have also been encouraged.

G. Better Supervision of Children Discharged from the Training Schools

A study completed in July 1952 by the Youth Council staff of over 1300 children released from the training schools between August 1949 and September 1951 revealed some interesting information concerning the kind and quality of supervision being given these children. The most important finding from this study was the fact that this supervision was often superficial and rather haphazard. Supervision of parolees is provided by local probation departments, DPW and Child Welfare workers, Youth Council field representatives and other interested persons. For the most part only the YDC field representatives have a feeling of direct responsibility for these children. Inadequacies so far as the individual probation departments are concerned are for the most part unintentional, but are due to the fact that these children are often not considered the probation department's legal or primary responsibility. Limited probation staffs with heavy case loads also mean poorer supervision for the parolee. In areas not covered by probation departments, welfare workers are not legally responsible and are also carrying large assistance loads which are their primary responsibility. For the boy who has passed his 17th and the girl her 18th birthday, few probation departments provide supervision. This is in direct contrast to the figures released by the FBI which reveal that more 17 year old boys are arrested for criminal offenses than any other age.

A glance at the table showing the activities of the Youth Council representatives will reveal that the field representative in Galveston has a much smaller territory than the others. This was specifically set up with the purpose of making it a demonstration project in which intensive supervision would be provided by this field representative for each YDC ward returned from the training schools to this area (with the exception of Jefferson County). This project, which has been in operation only six months, is still too new to show any considerable reduction in the amount

of recidivism. It is believed, however, that at the end of a year figures will show that there has been a material reduction. It is evident that the YDC wards in this area are receiving more nearly adequate supervision and that contacts with the children and with their families and relatives have been much more numerous than has been possible in the other areas. It is also evident that community contacts have likewise been much more numerous in this area because of the shorter distances involved in travel. Because of more numerous community contacts, there has been much more interest in delinquency prevention shown by various professional and citizen groups, a great deal of which interest has been stimulated by the field representative.

Objectives and Recommendations

Preliminary figures from spot surveys of delinquency occurring in different areas of the state lead to the conclusion that there will be between 10,000 and 15,000 delinquent children appearing before the Texas juvenile courts during the next year. This presents a very real problem for the communities of Texas, and one which should be of concern to all people of the state. The responsibility for prevention rests not with any one group but should be a joint effort which involves the services of law enforcement officers, probation departments, family case work services, children's services, churches, and all civic and social organizations. A good recreation program is helpful in preventing delinquency; it is, however, only one aspect of prevention and can, like the child's family, do only a portion of the job. The objectives of the Council are to continue to work with all interested parties.

Its objectives and recommendations will be divided in a manner similar to that in which the accomplishments were outlined.

A. Integration of the Council's Total Program

Beginning with a clarification of the mechanical release procedures developed by the institutional division of the Council, the field representatives will attempt to follow up on children released from the training schools. They will be responsible for obtaining supervisory reporting forms and will work closely with supervising agencies to assure as nearly as possible that every child released is working with some responsible individual. Complete coverage of the state cannot be achieved until more field representatives are added to the Council staff.

Requests for recreation services of the Council have been increased considerably since March 1950, which clearly indicates an aroused public interest in recreation. Specifically these increases are as follows:

Investigations	40%
Appraisals	42%
Consultations	49%
Leadership Training Institutes	60%
Units of Technical Service	77%

Only additional recreation consultant personnel will enable the Council to expand its services in keeping with community and state-wide requests. The area of family recreation, particularly in the communities of less than 5,000, is one which has remained almost untouched because of the limited Council staff. Plans are underway to remedy this situation, thereby strengthening the American home through family-centered recreation.

The recreation workshops begun this year were enthusiastically received by all who participated in them. At the present time the Council recreation consultant is working with local sponsoring groups to plan more institutes in more areas of the state in the spring of 1953. To do this job adequately is almost a full-time occupation in itself. These institutes, intended primarily for lay leaders, can do much to spread and make available recreation for all, particularly in the area of summer playground activities. Further expansion can be accomplished only by additional staff.

B. Cooperation with Other State Departments

The Council staff has begun a series of meetings with other state departments in which objectives of improvement in community services will be shared with those other departments. In this way the prevention program aims may be broadened and better services for all children be obtained. Of equal importance is the avoidance of duplication of effort at both the state and local level.

C. Stimulation of Citizen Action and Organization of Youth Committees and Court Advisory Boards

Through the media of such activities as meetings of judges and interested citizens, continued efforts will be made to expand the number of court advisory boards and citizens advisory committees wherever interest is expressed locally in the formulation of such groups. In communities which are too small for a paid probation staff, this is regarded as being very helpful in terms of setting up volunteer probation services. The court advisory boards are equally important in areas where there are existing probation departments in interpreting to the citizens the needs for expanding services. It is recommended that every community with an active juvenile court have at its disposal a citizens advisory committee. It is expected that as more and more communities become aware of the need for service, additional requests for surveys of youth needs will be received. The Council will continue to conduct the surveys when requested, although it is recommended that in communities above 50,000 in population the services of a paid survey specialist be obtained with whom the Council staff might work in order that adequate time be spent and a thorough investigation be made.

At the request of the League of Texas Municipalities, the Council has for the past three years made a study of permissive legislation in recreation. As a result of this study, a bill has been prepared through the cooperation of the Texas Recreation Society, the Legislative Reference Library in Austin, members of recreation boards and lawyers. It is based on laws in other states and is made necessary by the Attorney General's opinions 07183 and 06560, which hold that counties and school districts cannot mutually engage in a recreation program. The act will enable communities to organize and operate recreation systems and to spend funds for public recreation purposes. Studies made by the Council's recreation consultant have indicated that frequently several small communities would like to join in a recreation program which would provide services comparable to those in larger communities, but are not permitted to do so because of restricting legislation. With the enactment of the bill which will be introduced by the League of Texas Municipalities, good recreation services will be available to all instead of to a limited few.

It is hoped that additional requests for assistance will be received from such programs as the Federated Women's Clubs, the League of Women Voters, and other civic and social organizations, and the Council staff will continue to work with these groups in problems concerned with delinquency prevention.

The progress which has been made in working with border communities on the control of delinquencies committed by Mexican national children is only a beginning. As the Mexican communities develop their services, additional consultation and further strengthening of cooperative efforts will be necessary. It is in this area also that cooperation with other state agencies plays an important part.

D. Work with Local Probation Departments

Because of the probation departments' first-hand contact with the delinquent, one of the most important functions of this division will be to work with these departments in improving their procedures and their staffs. It is hoped that with the hiring of probation officers who are trained in schools of social work that several of the departments can become training centers for students in the two Texas Schools of Social Work. This is one of the most important sources of good probation personnel, and a satisfactory solution to the prevention and control of delinquency cannot be arrived at until adequately trained personnel staff the probation departments.

It is hoped that other probation departments will see the value of the reporting system being carried out by the Council's statistical section and that before the end of another year all departments will actively participate so that truly accurate figures regarding the occurrence of delinquency in Texas may be obtained and state-wide planning be carried out.

E. Improved Detention Facilities

Too many children are being detained in improper detention facilities. Citizen interest and citizen action in better detention facilities has been much too slow in developing. Other communities could well follow the example of Dallas with its excellent facilities and set up programs more in keeping with approved standards of adequate detention care. The Council staff will continue to make available its advisory and resource materials to communities considering improving their detention care. Additional efforts will be made to interest local citizenry in taking some action. It is hoped that it will not take the murder of a child in an inadequate jail, as happened in a sister state, to arouse the public to a recognition of their responsibilities.

F. More and Better Trained Law Enforcement Officers

Plans are underway through cooperation with the Texas Probation Association to sponsor a series of meetings to which law enforcement officers will be invited so that techniques in the handling of juveniles by law enforcement officers can be considerably improved. As crime prevention bureaus are set up and as the staffs of those bureaus recognize the value of individualized treatment, more modern methods will become the accepted practices by police officers throughout the state. It is also hoped that some

progress can be made in the setting up of a delinquency control institute, similar to that now operated by the University of Southern California, where police officers attend a school specifically aimed at delinquency prevention.

G. Better Supervision of Children Discharged from the Training Schools

Figures included in the appendix indicate that the majority of children who are returned to the training schools following their release commit the offenses which brought about their return within four to eight months following their release. Experts in the field agree that the best single way to combat this high rate of return is adequate parole supervision, and this can best be accomplished by the establishment of a good relationship on the part of the parolee with the person who has responsibility for his supervision. Unless there is someone on the spot who can work with these children with a sufficiently low case load to permit individual attention, the recidivism rate will not decrease. Present Youth Council field representatives will increase their case loads as far as time and distance permit. Only additional staff either in this or other departments will bring about a satisfactory parole system for the children discharged from the training schools.

"So the wrong-doer cannot do wrong without the hidden will of you all.

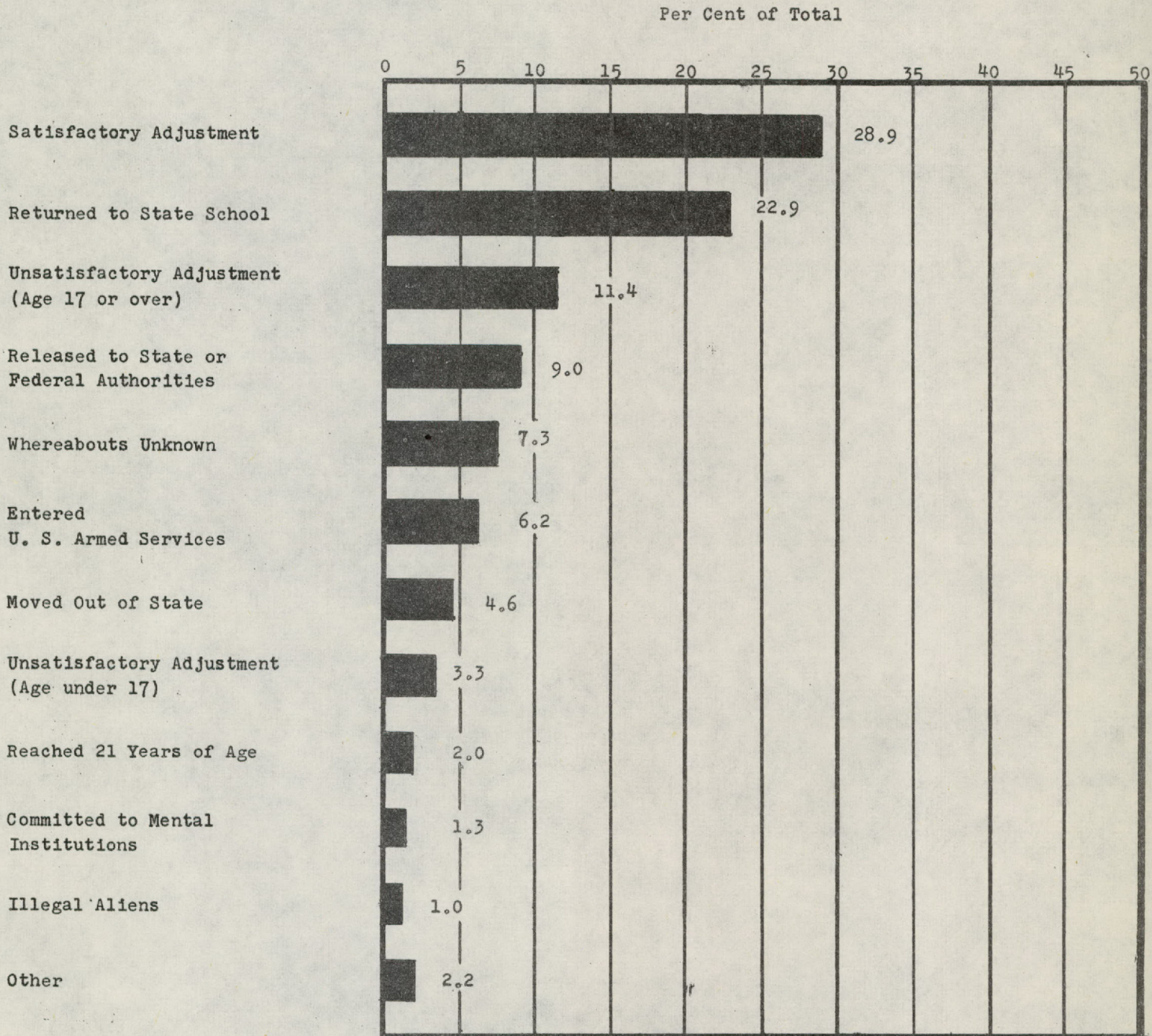
"You are the way and the wayfarers. And when one of you falls down, he falls for those behind him, a caution against the stumbling stone.

"Aye, for he falls for those ahead of him, who are faster and surer of foot, yet removed not the stumbling stone." ¹

¹Khalil Gibran, in "The Prophet", A. A. Knopf Company

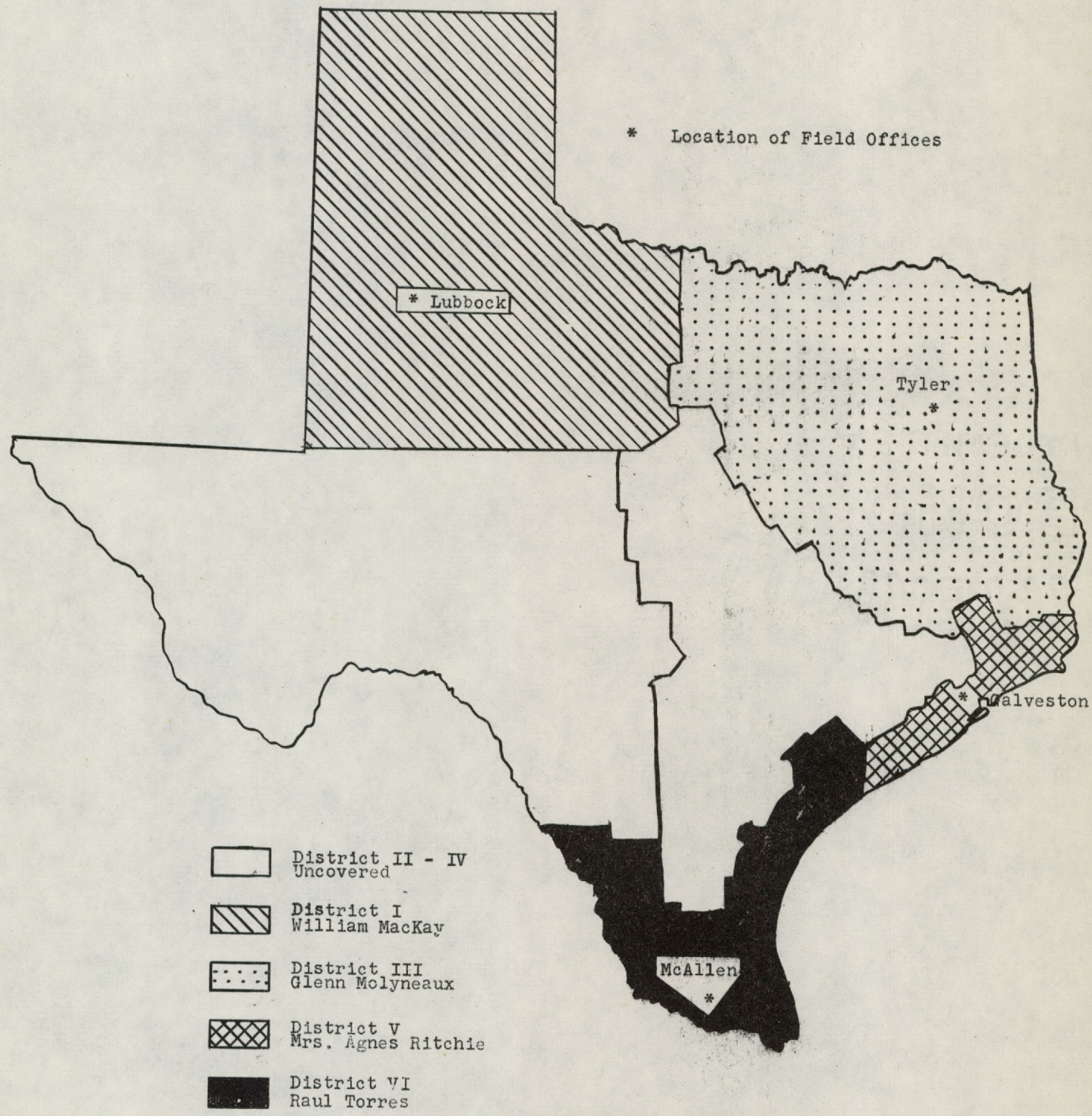
STATUS OF 1341 CHILDREN RELEASED FROM TEXAS STATE TRAINING SCHOOLS
 SEPTEMBER 1949 - AUGUST 1951

(Compiled from best information available July 10, 1952)



STATE YOUTH DEVELOPMENT COUNCIL DISTRICTS AND FIELD OFFICES

SEPTEMBER 1, 1951 - AUGUST 31, 1952



ACTIVITIES OF STATE YOUTH DEVELOPMENT COUNCIL FIELD REPRESENTATIVES

SEPTEMBER 1, 1951 - AUGUST 31, 1952

Description	Total	Field Representatives			
		William MacKay	Glenn Molyneaux	Agnes Ritchie	Raul Torres
Location.....		Lubbock	Tyler	Galveston	McAllen
Time employed during year.		12 mos.	12 mos.	8 mos.	5 mos.
Area in territory in square miles..	145,799	66,121	55,626	6,104	17,948
Counties in territory.....	171	77	70	7	17
Number of miles traveled..	122,945	20,863	13,163	11,142	7,777
<u>Interviews with:</u>					
Children	198	35	41	84	38
Judges.....	238	140	40	33	25
Law enforcement officers.	136	48	62	13	13
Probation officers.....	211	54	22	120	15
School personnel.....	80	16	24	38	2
Clergymen.....	48	5	5	14	24
Parents of children.....	209	32	61	97	19
Relatives of children...	105	12	44	34	15
Others.....	572	253	120	114	85
Total number of interviews	1,797	595	419	547	236

RECREATION SURVEYS, INVESTIGATIONS, APPRAISALS, AND CONSULTATIONS
WHICH WERE COMPLETED, SCHEDULED OR UNDERWAY DURING THE
FISCAL YEAR 1951-52, AND RECAPITULATION OF
RECREATION SERVICES SINCE MARCH 1950.*

Surveys:

Completed.....Waco, Bowie, Grayson County (Comprehensive), LaGrange.
Underway.....Henderson County (Comprehensive), McAllen.

Investigations:

Completed.....Abilene, Gatesville, Fort Worth, Whitney, Weatherford,
Fort Stockton, Waco, Lubbock, Canyon, Victoria, Denton,
College Station, Brenham, Tyler, San Angelo.

Appraisals:

Completed.....Alice, De Leon, Marble Falls, Crockett, Port Arthur,
Snyder, McAllen.
Underway.....Huntsville.

Consultations:

Completed.....Waco, LaGrange, Abilene, Austin, Victoria, Mineral Wells,
Marble Falls, Conroe, Fort Worth, Sherman, Dallas,
Amarillo, Brownwood, El Campo, Denton, Brenham, Robstown,
Killeen, Alice, Athens, Carthage, San Antonio, Sinton.
Underway.....Gatesville, Gainesville, Crockett.
Scheduled.....Brownwood, Denton, Robstown, Columbus, El Paso, Lufkin.

Recapitulation of Recreation Services to Communities Since March, 1950:

Surveys completed, underway and scheduled.....	34
Investigations.....	36
Appraisals, completed, underway and scheduled.....	22
Consultations.....	80
Leadership Training Institutes.....	4
Units of Service to communities and agencies, including personnel and material.....	854

* 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.

PERCENTAGE OF INCREASE IN RECREATION SERVICES DURING PAST TWO FISCAL YEARS

Services Rendered	Number of Times Performed		Percentage Increase
	Fiscal Year 1950-1951	Fiscal Year 1951-1952	
Surveys.....	13	7	-46% *
Investigations.....	12	15	25%
Appraisals.....	5	7	40%
Consultations.....	21	32	52%
Leadership Training Institutes..	4	10	150%
Units of Technical Service.....	298	449	51%
Mileage.....	15,283	20,763	36%

* The report of decrease in the number of surveys is a result of the change of emphasis which the council has made to meet the increased demands from communities requesting on-the-spot consultation services. The change of emphasis also enabled the Recreation Consultant to concentrate on the organization and expansion of Recreation Leadership Training Institutes which are being conducted in four regional areas of the State.

UNITS OF TECHNICAL RECREATION SERVICE PROVIDED ON REQUEST TO GOVERNMENTAL AGENCIES,
ORGANIZATIONS AND INDIVIDUALS BY THE STATE YOUTH DEVELOPMENT COUNCIL*

SEPTEMBER 1, 1951 - AUGUST 31, 1952

Month	Total	Person or Organization							
		City Agency	County Agencies	State Agencies	Voluntary Agencies	Out of State Agencies	School Districts	Universities and Colleges	Individual Inquiry
Total.....	449	194	20	32	46	31	73	31	22
September....	14	5	0	1	2	2	4	0	0
October.....	82	42	2	1	9	2	24	0	2
November.....	18	8	1	0	0	4	4	1	0
December.....	37	23	1	4	3	2	1	3	0
January.....	29	5	3	4	3	8	2	3	1
February.....	25	16	0	2	1	2	2	2	0
March.....	70	45	1	2	3	2	8	9	0
April.....	51	20	6	6	4	2	6	3	4
May.....	30	5	2	1	5	0	9	2	6
June.....	19	2	2	2	3	3	4	0	3
July.....	19	3	0	3	0	3	1	4	5
August.....	55	20	2	6	13	1	8	4	1

* 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; nor does it include services given at the regional recreational workshops.

THE COUNCIL AND THE STATE
TRAINING SCHOOLS

By the end of the fiscal year the Youth Council felt that the training schools under its administration had recovered from many of their "growing pains" and were moving much faster toward attaining the goals we had in mind. Although there were still many things to be corrected, as a whole the picture was much brighter.

An obvious increase in the percentage of highly disturbed youth committed to the State has caused more concern than any other one factor. Old buildings and old methods of operating a training school are not adaptable to present day needs. Such schools are becoming more and more like hospitals and diagnostic and treatment centers, requiring modern facilities and a staff with special skills in case work, psychology, recreation, group therapy, education and vocational programs.

The Council has been more and more impressed with the need for facilities for classifying children into smaller groups, based on age, sophistication, emotional maturity, and past record. Also the serious need for special facilities for separating certain boys and girls from the others who seem unable to live with a group, accept an open setting, or adapt themselves to ordinary institutional life and routines has been more and more obvious.

At least ten per cent of the population fall into this category. They can cause serious administrative problems that affect the entire program and student body. It is expecting too much of any staff to ask them to care for such children along with the others and is not fair to the more conforming students.

The problem will be greatly relieved in the Gatesville School when the new security-treatment unit is completed. However, no such facilities will be available to the Gainesville School in the near future. Even though the population there is much smaller than in Gatesville, a few highly disturbed and difficult girls can upset the entire school and staff to a very serious degree.

During the year the Council adopted a definite policy regarding discipline, around which each school could write a manual as a guide, prescribing in sufficient detail acceptable policies and methods in handling situations of misconduct. Among other things, this abolishes corporal punishment. In the past three years corporal punishment had been used so little as to become an unimportant factor. It was felt that the schools had made enough progress to stop it completely as a means of discipline.

The problem of feeble-minded negro children has continued to be a serious problem to the Gatesville and Crockett Schools, as discussed in previous reports. Such children are not supposed to be committed to the Youth Council nor are the schools supposed to accept them, according to the law. The training schools are not equipped to give them the custodial care and treatment they require, they do not benefit from the experience of being in the schools, and altogether they create a difficult problem.

During the year the Council instructed the staff not to accept any more children who are so dull as to be unable to learn or get along with the other children. It required some time to determine criteria for making such decisions

and to inform all the courts of the Council's action. By September 1st not enough time had elapsed to be able to report any results. The removal of even a small percentage of these children would enable the schools to materially improve their programs and lessen many disciplinary problems.

Because our institutions receive so many children who are unable mentally and emotionally to adjust satisfactorily to group life or learn much in an academic school or benefit from a vocational course or fit into the program in other ways, we are faced with doing one of two things: staffing and equipping the training schools to properly classify them and give them the treatment they need, or placing these children in some other state facilities which should be provided for such types.

Several routine procedures, especially as related to commitments, releases under supervision, and discharges, were greatly improved by determining the exact policies, procedures and methods and proper legal forms for all the schools and the Council to use.

Methods of following-up children released from the institutions were completed and a survey made of all those released since the Council was created. This will be done regularly in the future. The details of this are discussed elsewhere in this report.

The whole problem of what happens to children when released from a training school continues to be one of major concern to the Council. Having no parole staff, this must be done through the help and cooperation of probation departments, courts, the Department of Public Welfare, Child Welfare units, other social agencies and as much service as the Council's four field representatives can give. This part of the work has improved gradually but is still not as good as it should be.

Only through an efficient system of supervision can we hope to make any material improvement in the recidivism rate. While there are many factors involved in making it necessary to return a child to a state school, what happens to him while at home has more to do with it than what happens to him at the school. The child's mental ability and emotional stability, the kind of home he returns to, the quality of supervision he receives, the attitudes of his neighbors and employers and teachers, the length and degree of his delinquency record, and many other things determine whether he gets along all right or gets into trouble again.

Until some of these things are corrected, the recidivism rate may remain about as it is now. The large number of feeble-minded boys in the Gatesville School may be responsible for the rate being higher there than in the Gainesville School.

Continued improvements in the institutional programs and the quality of supervision will help. To have available some good foster homes would help as much as anything else. More and better probation departments, improved social services in the counties and living conditions in the homes, and improved special services in the public schools would also help.

It is traditional in Texas that no parent or guardian is expected to pay, in whole or in part, for the care, treatment and training of his child in a training school. It has been accepted by most parents that they are to supply

clothing and other personal items for a girl in the Gainesville School, but never for a boy in the Gatesville School. An attempt to correct this attitude is being made.

During the year the Council decided to urge the courts to order parents to make payments for food, medical care and other services to the fullest extent of their financial ability. This can be done only by court order, and payments can be enforced only by local courts. Legally the Council cannot do this. For the effect on the child, to encourage continued interest in and feeling of responsibility toward the child by his parents, and to enable the schools to do more for their wards, this is considered a good thing. It is an acceptable custom with local and private agencies, and there is no reason why it should not be done in the State institutions. It is too early to report any results of this decision.

The records of the schools have continued to improve as well as regular reports made to the central office. The Council's statistical data on the schools and the children cared for is now well established and kept up-to-date.

The Council has continued to work closely with the school staffs toward improvement of the physical plants. The plant at Crockett is new and no serious problem has existed there except to make certain additions which were not done by the contractor and general upkeep. The Gatesville School has required considerable attention. By the appropriation of \$400,000 to erect the new security-treatment unit and \$269,000 for improvements in the old plant, the situation will be much better. At Gainesville the completion of a new hospital and an addition to the warehouse have helped the situation. There remains a number of other serious needs, as discussed below.

The Council staff has continued to work closely with the schools toward improvements in personnel and program. Encouraging progress has been made.

Facilities for the care and treatment of children other than the three training schools continue to be a need. We have reference to such things as foster homes for some children who cannot or should not be returned to their own homes or communities, a couple of small forestry or ranch type of camps in a minimum custody setting for certain boys who would benefit more from such an experience than the training school programs, a special center for the diagnosis and treatment of emotionally disturbed children, and intermediate facilities for the custody of older children with long records of delinquency or who have committed very serious offenses or who for other reasons should not be retained in a regular training school setting. We expect our training schools to do too much for children with too many different needs.

The Council has provided aid to the schools through its Director of Institutions and other staff members in the areas of (1) administration and general planning, (2) case work services, intake and placement, (3) recreation, (4) psychological testing and diagnosis, (5) statistics and research, (6) new construction, repairs, inventories, etc., (7) all business matters, expenditures, payrolls and budgets.

In some other areas help is secured from other state agencies, such as the Department of Public Welfare, Texas Education Agency, Livestock Commission, State Health Department, Texas Employment Commission, and others.

Gatesville State School for Boys

In spite of some set-backs, due to administrative changes, the program at the Gatesville State School for Boys moved along very encouragingly. By the end of the year considerable progress had been made toward solving some of the basic problems which have been a serious handicap in the past. This applied to both program and physical plant.

Physical Plant

The physical plant at the Gatesville School has placed several serious limitations on the proper development of the program. Three major projects were either completed or plans for them completed by the end of the year. They will and have already enabled the staff to move out on improving the program and general performance of the School.

(1) The 52nd Legislature appropriated \$400,000 for the erection of a new unit. The Council decided that the function of this unit should be a security-treatment center, for special treatment and close custody of the most disturbed and difficult boys.

The staff and the architect worked closely together on the plans, doing considerable research, in order to get the best possible building for the funds available. Every effort has been made in the plans, and will be made in the staffing and program, to have a unit that will be of the highest benefit to the boys and prevent it from becoming merely a "cold storage" for boys who give trouble in the regular school.

Provisions have been made for each boy to have his own bedroom, as these are boys who cause trouble in the dormitories. Also there will be facilities for consultation, limited medical care, indoor and outdoor recreation, school work, shops, and office space. Provisions are made for 72 boys. It will be a part of and under the administration of the Gatesville School.

At the end of the fiscal year plans and specifications were complete and ready for bids by contractors.

(2) The 52nd Legislature had also appropriated \$269,000 for remodeling and repairing the old plant. Part of this had to be used for routine repairs, but most of it has been and will be used for remedying some very bad conditions in the physical plant.

The School's own maintenance staff, with the help of the boys, began at once to clean up the entire plant and paint all the buildings inside and out, and to repair and replace worn out and broken doors, windows, floors, walks, put in new and safer lighting in the dormitories, and repair staff quarters.

By contract, and with the help of an architect, the following were planned and work was started before the end of the year:

1. Complete renovation of the dining room and kitchen with new equipment.
2. Partial remodeling of the kitchen for Negro boys.

3. Enlargement of laundry and new equipment installed where needed.
4. New floors in several of the dormitories.
5. New detention windows in most of the dormitories.
6. Repairs in the recreation rooms.
7. Toilets and new windows in school building.
8. Complete remodeling of detention dormitory with eight private rooms.
9. Remodeling and repairs of several of the shops, bakery, creamery, meat cutting room, barber shop, canteen, and some other facilities.
10. Complete new refrigeration and cold storage rooms.
11. New plastering inside and out of buildings where needed.

(3) With the appropriation of \$100,000 a new gymnasium was also completed and occupied during this fiscal year. This contains one large, high-ceilinged room for basketball and other games, seats for about 250 spectators, room and equipment for tumbling, weight lifting, wrestling and boxing, gymnastics, rope climbing and other similar activities, space for storage and small offices for the staff, and showers and dressing rooms. This fills a big need with such a large group of active boys.

Plans were also completed for a swimming pool for the boys, to be built by the staff and boys themselves, at very low cost. Due to the pressure of getting other badly needed repairs done, it could not be finished, but will be completed by the summer of 1953. Since these boys do not have access to any other swimming pool near the School, this will be a great help in controlling and treating them.

The new unit and these improvements will enable the staff to do a better job with the boys. Removal of the more difficult boys will enable the other part of the School to relax considerably and eliminate many things now being done in order to maintain control. More attention can be given to program and individualized treatment and less to such negative things as prevention of runs, gang fights, and concern over other disciplinary problems.

General Program

The end of the fiscal year saw the Gatesville School with many aspects of its program improved considerably and many completed plans for further improvements. The School was a busy place with staff and boys working hard and the spirit and morale high.

The high points of the improvements were:

1. Complete overhauling of the methods and policies as related to discipline and the handling of boys whose behavior in the institution required special attention. Pending the erection of the security-treatment unit, a maximum custody group was set up within the present school, so that those boys giving trouble could be taken care of without interfering too much with the other boys. This has enabled the administration to give the other boys more freedom and have a better program.

The boys in the close custody group have a regular daily work program rather than remaining in idle confinement all day. They are also allowed to take their meals in the regular dining hall, assuring good food and a more normal setting. These and other features have provided a much more wholesome setting for these boys and have greatly reduced disciplinary problems within the group itself. It is not ideal but it is much better. Only with the new unit will the School be able to establish a completely satisfactory arrangement and put into practice other plans and ideas now on paper.

The organization of a Discipline Committee, which meets as often as necessary to discuss and make decisions on all disciplinary problems, giving the boy a chance to tell his story, has humanized and individualized all action in this phase of the work. No one staff member is allowed to administer discipline or punishment but must refer it to the Committee. A written report is made on each incident.

2. Additional privileges and more freedom have been given all boys who can accept it. Trips, less regimentation in going and coming on the campus, remaining on the campus grounds longer after supper and increased activities in the dormitories, more and better recreation programs are among the things instituted. The boys have seemed to appreciate these things and have accepted group discipline when violations were discovered. Group pressure for good behavior has gradually taken the place of group pressure for misconduct.
3. Other activities which the boys liked and derived benefit from were: (a) Employment of a singing teacher to teach group singing and organize choral groups; (b) Employment of a gymnasium teacher who teaches classes of boys in the gymnasium all day each day in various gymnastic activities; (c) Reorganization of recreation program with concentration on activities in which all boys participate rather than isolated teams or groups; (d) Increased vocational opportunities as discussed below.
4. A trained and experienced man was employed to serve as Dean of Boys. This, plus other changes in the custodial personnel, has greatly improved the entire picture as related to the housing, control and supervision of the boys.
5. A staff placement committee was organized, which has resulted in improvements in dormitory and job placements.
6. As much as facilities permitted, the orientation of new boys has been improved. Further improvements depend upon better facilities (such as special reception cottage) and additional counsellors.
7. A Planning and Coordinating Committee was organized, wherein the various departmental heads meet weekly to discuss administrative problems that arise, evaluate activities, make future plans and hear complaints.

With the acceptance of a new organization chart and proper delegation of duties, the entire administration has run much smoother.

8. Plans were completed for asking parents to help supply clothing for the boys, which necessitated improving the clothing rooms and building lockers so each boy would have a place to keep his own things.

Personnel

Every effort was made during the year to improve the working conditions of the staff in the School at Gatesville, but only a limited amount could be done due to lack of funds.

In order to give staff members sufficient time off duty, to permit vacations without seriously interrupting schedules, to lower the working week to as much as 60 hours, and to have more choice in the selection of personnel, the School must have additional funds for a few more men and women on the custodial staff and better salaries for them.

The social work staff reorganized its work and further improvement was arranged by the employment of a trained supervisor who was to report for duty on September 1, 1952. Four counsellors or social workers are only half enough to take care of the work in an adequate manner. With a population that ranges upward to 500 and such a high turnover, this School should have at least eight counsellors.

The supervision of the custodial staff, which included handling most disciplinary problems, was greatly improved. A trained, able man was made Dean of Boys. Among the improvements he began regular weekly staff conferences with the attendants to give them some training and keep the work running smoothly.

Progress was made, also, in orienting new staff members to their jobs and to the institutional routine.

Regular staff development or in-service training meetings were started with all groups of the personnel, to discuss problems and plans peculiar to their particular jobs and to give them some training for the work.

After putting into effect the new organization chart, proper delegation of responsibilities, better understanding of the duties of each staff member, and a general tightening of the entire situation as related to personnel, the Superintendent has been able to give more time to over-all problems, public relations, solution of particular problems, general planning, work with the Council, budget making, and to keep in touch with how all parts of the programs are getting along.

A limited amount of planned recreation for the staff was started, people from the local community being invited to participate, which has helped raise staff morale and improve relations with the public.

Vocational Training

The Gatesville School has been faced with several problems relating to the development of an adequate vocational program for its boys: (1) the emotional immaturity of the boys as compared to girls of the same chronological age, (2) the fact that most of the boys are too young when released to secure and hold regular jobs, (3) the short length of time the boys are in the School, and (4) the lack of funds to purchase equipment and employ instructors.

It seemed important to get certain basic problems solved before launching a more adequate program of vocational training. The School is now ready to

begin expanding in that direction. During the year a wood-working shop was equipped and an instructor employed. Also a vocational agriculture teacher was employed to teach the boys and to help plan and develop a sound farming and animal husbandry program.

By the end of the year the institution had plans for developing as rapidly as possible vocational training in tailoring, dry cleaning, and printing. The plans of the security-treatment center provide space for a mattress factory and a shoe repairing shop. When this is completed and a few pieces of better equipment are installed, something valuable can be started. These two shops are in operation now but not as acceptable vocational courses. The planned improvements will enable Gatesville to handle the mattress and shoe repair work of the two girls' schools.

Boys now have opportunities to secure experience in (1) commercial laundry work, (2) painting and carpentry, (3) sheet metal work, (4) plumbing, (5) creamery, (6) automobile mechanics, (7) farming and dairy, (8) a limited amount of animal husbandry, (9) a limited amount of cooking and food service, (10) tailoring, (11) barbering, (12) baking, and a few lesser activities.

In addition to adding some vocational programs to the present set-up, it is the hope and plans of the School to turn some of the above projects into acceptable vocational courses or learning experiences to such an extent that they will be valuable to the boys in securing jobs.

The Gatesville School cannot hope to turn out boys able to hold full-fledged jobs, but it can and should discover and develop whatever skills a boy may have, train him enough to be an apprentice, develop in him interest in a trade, keep him constructively occupied, and teach him work habits. These things are being done now but not to the extent desirable.

By the end of the fiscal year it was planned to reclassify all the boys as they enter the institution, to determine whether they can benefit from a regular academic school course or should have some other program planned for them. It is believed that a good many should take only vocational courses and work assignments. If this proves to be true, the School may be able to re-budget its school funds so as to employ a few vocational teachers without much additional appropriation. Money for equipment and machinery is badly needed.

The administration feels that a large hobby shop, properly supervised and with some instruction, would be highly beneficial to the boys in providing therapy, constructive use of leisure time, and a chance to develop creative talents. It would require a good deal of equipment in the way of hand tools and small power tools and material for wood, leather and metal work. This would be open to any boy when he had some free time and his behavior justified granting this privilege.

Farming Activities

The Gatesville School made definite progress during the year in its agricultural program. The leases on about 2,000 acres of land were not renewed, thus reducing the land cultivated to 750 acres. Such large acreage had become a burden and an expense of doubtful value. Also it required so much of the boys' time that little was left for schooling and vocational training and other things important in the treatment of the boys.

The School was thus able to greatly reduce the number of men employed to work the land, cut down on the purchase and maintenance of machinery, and concentrate on an intensive farming program which, it is hoped, will be more profitable.

A trained agriculture man was employed to give courses in the School and to serve as a consultant to the farmers in planning crops, soil conservation, animal husbandry, etc. A better qualified farm manager was employed and permitted to choose his own staff, which is resulting in a streamlined program and accelerated performance.

Most of the old dairy herd was sold and the School purchased improved stock, increasing the milk supply with fewer cows to feed. The hog farm was also in the process of being improved with better animals and better equipment.

An over-all plan for the farm and its related activities is being put into operation, part of which is mentioned above, and includes pasture improvement, renovation of barns, and soil conservation.

Good records on milk production and cost accounting are being maintained so that an annual evaluation of operations can be made.

The farming operation must always be considered in relationship to its value in the care, treatment and training of boys. It should not become an activity that overshadows other things that are important to the boys, nor to consume so much time as to be detrimental to their education and vocational training. Most of the boys come from cities and are more interested in trades.

Needs

1. Funds for further improvements of the old plant.
2. Better salaries for custodial and maintenance staff in order to continue improvement of quality of staff and lower the turn-over.
3. Additional staff in order to lower the work week and allow for vacations, sick leave and regular holidays.
4. Double the number of counsellors or social workers.
5. A reception cottage.
6. A church or chapel.
7. Additional vocational opportunities for the boys.
8. A full time clinical psychologist and one psychometrist.
9. Funds sufficient to enable the School to offer salaries to professional staff members in line with those paid by other agencies for qualified people.
10. Funds for improving living quarters for staff.
11. A more liberal allowance for health and medical needs.
12. A more liberal allowance for the recreation program and equipment.

Gainesville State School for Girls

While the State School for Girls in Gainesville made satisfactory progress in many areas, there are still some phases of the program needing strengthening in order to meet the needs of so many highly disturbed girls.

The principal weakness of the program now is its lack of personnel to provide (1) adequate counselling and case work services, and (2) diagnostic and treatment services along with facilities for the care of girls whose emotional and mental condition is such as to require temporary removal from the group.

This can be remedied only by the employment of at least four well-qualified counsellors or case workers, by providing more service from a clinical psychologist than has been possible in the past, and by having at least the part time services of a psychiatrist.

The School has not had adequate physical facilities for the confinement of girls whose behavior and emotional disturbance is so severe as to require separation from the group temporarily, accompanied by adequate and continuous counselling, diagnosis and treatment.

Part of the same problem is recreation and group therapy. While the School has had a good athletic and entertainment program, the area of recreation and activities of a group therapy nature are lacking. The School needs badly at least one full time, trained recreation person to plan and promote such a program.

A great deal is expected of all staff members in a school of this nature. A cottage mother, for example, working with 25 or 30 problem girls every day, needs much more than a good heart and the willingness to work hard. She needs intelligence, objectivity, and the ability to learn. Salaries have not been adequate enough, nor the work week short enough, nor the living conditions attractive enough to secure and hold many women with such qualifications. It is rather accidental when such people are found and persuaded to undertake such a task and continue when the going gets tough and the pressures great.

The compensation and working conditions should be such as to enable the School to have more choice in the selection of personnel. Turn-over in personnel is expensive, is hard on the students, and creates many administrative problems. It is not economical in the long run.

Program

Many things enter into an institutional program other than classes, work, entertainment and the daily routine. Many things are required to create a relaxed institutional climate, to meet the needs of individual students, to take care of many little emergencies inherent in a setting of this sort, to prevent tensions and crises, and to do a good job. Not only must the administration think of the girl while at the School but also of how the girl is received at the School and what happens to her when she leaves.

During the year the following accomplishments were noted in the program of the Gainesville School:

1. The intake and orientation phase of the program was improved when the new hospital was completed, which provided a wing for new students. Each new girl has a small but attractive bedroom and access to a living room. Further improvement in the reception process requires additional social workers.
2. Continued improvement has been made in planning a girl's release from the School through the joint efforts of the School and the Youth Council. Statistical forms, supervision while on parole, better planning for a girl's future, preparation of a girl for release through a series of interviews, all have been improved.
3. Periodic furloughs were established as a permanent part of the program.
4. The School has continued to encourage and increase intramural sports with off-campus participation as being an important part of the students' development and treatment. Many basketball and softball games were held with other schools in that part of the state at the institution and in other towns.
5. Organization of a Planning and Coordination Committee to discuss general problems, keep department heads understanding all phases of the program, and make future plans.
6. Organization of an Adjustment Committee to deal with behavior problems of students.
7. Re-organization and re-evaluation of methods of handling students whose behavior becomes a serious problem. Experiences have again pointed up the need of additional counsellors and social workers and better facilities for detention. Because of the advancement made in general, corporal punishment was discontinued as a means of discipline. It had been used less and less, so it was discontinued completely in the latter part of 1951.
8. The School has continued to provide as many off-campus activities for the girls as is feasible and as the time of the personnel would permit. Trips were made to Gainesville, Fort Worth, Dallas and other towns for athletic participation, style shows, health exhibits and lectures, movies and circuses, various things designed to improve the education of the girls and to provide wholesome recreation.

Physical Plant

The most outstanding improvement made in the physical plant at the Gainesville School was the erection of a new hospital from an appropriation of \$140,000 made by the Legislature especially for this purpose. In this new building facilities were made available for the care of the sick, care of new girls when first admitted, a nurses' training class, living quarters for the hospital staff, examination and treatment rooms, dining room and kitchen, and some office space. Also some badly needed new equipment was installed. This new hospital took the place of an old, two-story frame building which was not only inadequate but was unsafe.

There was also appropriated \$12,000 for a badly needed addition to the warehouse, which was completed. This permitted the School to stop using the basement of a dormitory building for the storage of part of its supplies,

which was not only unsuited for a warehouse but was badly needed for other purposes.

Mostly by the School's own staff, and with the help of the students, Henry Cottage, which had not been used for a few years, was repaired, repainted and put into livable shape. It has supplied 30 additional bedrooms which the School needed due to the increase in population since 1949.

Some other improvements in the physical plant were:

1. Ventilation equipment for the cottages
2. Several pieces of new equipment installed in the laundry
3. Erection of new garbage houses
4. Repaired greenhouse
5. Repaired water well and opened a new well
6. Some new equipment for kitchens
7. General repairs and repainting of parts of all buildings

Vocational

The School at Gainesville has made a great deal of progress since 1949 in developing a vocational program and providing vocational opportunities for its students. There was little more the School could do this year without additional funds for facilities and personnel.

1. The new hospital building has enabled the School to enlarge and improve its vocational nurses class, which has already proved its value. Twelve girls were "capped" during the year.
2. The commercial course was offered to a larger group by the addition of new typewriters and some other equipment.
3. Some better equipment in the homemaking unit has stepped up the efficiency of that department. 14 girls were graduated.
4. The School is constantly in the process of re-evaluating its vocational program in the light of what it means to the students and how they can use it when released, and of exploring new opportunities. It is now, for example, looking into the possibility of a "P.B.X. Operator-training" course. Space and facilities in order to train more students are the most serious needs at this time.

The School offers a number of good vocational courses and has had very encouraging results. At least 90% of the students completing definite courses have been able to secure jobs. Ten students took the State Board examination, nine passed and eight had jobs at once.

It must be borne in mind that all girls committed to the Gainesville School are not able to take or complete a vocational course due to mental dullness, age, physical handicaps, complete lack of interest, and lack of educational background.

The School attempts to give all girls something that will be of value later on. Training in housework, gardens, laundry, sewing, care of clothing and good grooming, cooking and serving meals, refinishing furniture and painting walls and woodwork, etc., are all done in such a way as to be a learning experience as well as keeping the work of the institution done. Each girl must take her turn at working in the laundry, the dairy, the creamery, the kitchens, etc.

No one girl is required to remain in such a job so long as to become a burden to her, nor to any extent that it would interfere with her education, religious training and recreation.

A girl's work in the cottage kitchen, for example, enables her to put into practice what she has learned in the homemaking department. If she does not take the homemaking course, she is still able to learn the more basic aspects of cooking and serving meals. The same applies to sewing and some other activities. Courses offered by the School in homemaking and clothing, for example, are similar to the same sort of courses offered in most high schools.

Of course, each girl attends regular academic classes unless there is a very good reason why she should not do so.

Health

The health and medical program of the Gainesville School has assumed more significance as the students committed have apparently had more physical and emotional problems and as we have come to recognize the close relationship of health and emotional stability. The need for glasses, repair of teeth, plastic surgery to remove something disfiguring on the face or hands, and a number of serious operations have all been considerable this year and require more funds than the School had in its budget.

The School is not equipped to perform operations or take care of seriously ill girls at the institution but sends them to a regular hospital and pays for the services. An attempt is made in all cases to have the parents pay for glasses, but if they cannot or will not, the School must do it. Fifty girls were provided with glasses during the year. Other resources are used whenever possible. For example, six girls were referred to the Crippled Children's Clinic, and all students and staff were given chest X-rays.

Prior to the completion of the new hospital the School did not have a completely equipped room for routine examinations and treatments, which has been corrected.

Routine examinations, regular health services, blood tests and smears, immunizations, routine personal hygiene, care of the sick and daily instruction to girls regarding health and hygiene, all require a lot of work on the part of the medical staff, in addition to the unusual things that arise from time to time. There were 7,486 minor treatments administered, 164 physical examinations given, 266 dental treatments, 850 tests and 311 immunizations during the year.

When it comes to health and medical needs, an institution should have sufficient funds to do whatever is required to keep the students health, to buy any medicines the physicians feel are necessary, and to correct any physical defects of body, eyes and teeth as indicated. The staff should never be in the difficult position of having to withhold treatments or appliances or medications.

Personnel

Nothing is so important in an institutional program as the people who do the work. While some improvements were made during the year within the limitations of available funds, the School still had the problem of a working week far above 48 hours, salaries too low to secure and hold the kind of staff members needed, and not enough personnel to do all the work necessary.

The School should have at least four counsellors or social workers, but it has had money for only two. One of these two positions has been vacant most of the time due to the School's inability to employ a qualified person on the salary available.

The School needs a full time, well-trained recreation leader but has not had the money.

Additional housemothers have been needed in order to lower the working week and allow time off for sick leave, holidays, vacations, etc.

Staff members with special qualifications have been needed to supervise the more difficult and emotionally upset girls and those on discipline. To take care of such girls along with the others or by staff members with other duties has not been feasible nor practicable.

Farming Activities

The operation of a farm in connection with an institution was at one time considered a necessity and taken for granted. In recent years and with cost accounting records we have begun to question, or at least re-evaluate, the various agricultural projects. This may be particularly true of a girls' school where the inmate population may derive a doubtful benefit from the work involved and is limited in what it can do.

During the year the Gainesville School has kept records on its dairy, creamery, chickens, hogs and gardens, with the idea of deciding which of these projects should be continued. They have value in providing work projects for the girls and are a convenient way of providing good milk, butter, eggs and some other items. If the School does not lose money on them, they may be worth keeping. Continued dry weather increased the cost of keeping cows and caused the gardens to produce very little. In the next fiscal year decisions will be made on all phases of the agricultural program.

Community Relations

The community near an institution may derive some financial benefits from the payroll and purchases made by the institution and individual staff members, but it also has an opportunity for service and a responsibility.

The relationship of the Girls' School and the City of Gainesville has been good and a great benefit to the School. An institution completely isolated from the community cannot do as good a job as one which can participate in community activities and receives some help and moral support from organizations and private citizens.

The people of Gainesville have donated bulbs, shrubs and plants to improve the campus, donated tickets for the girls to attend concerts, shows and ball games, donated money and gifts for Christmas, contributed magazines and books, donated shoes and clothing, and helped with parties and other functions at the School.

The School's Guitar Band, Drum and Bugle Corps, and Glee Club have participated in local functions and celebrations. The local swimming pool and skating rink have been made available to the students on regular days. Bibles

have been supplied by the Gideon Society. Businessmen have aided students in finding jobs. Other schools have offered to accept girls for studies not available at the State institution. One girl received her high school diploma from another school and enrolled in a school for nurses.

Clubs and universities have visited the School for the purpose of learning about its program and offering help. A small educational fund has been started by the donation of money from individuals in Amarillo, San Angelo and Whitesboro.

The program of the Gainesville School has been enriched by these and other interests. The institutional staff and the Youth Development Council hereby express their appreciation to these individuals and organizations.

Needs

1. The more important needs in the physical plant are:
 - a. Better living quarters for the staff
 - b. Repairs on most of the girls' bedrooms, especially better and safer lighting arrangements
 - c. New furniture for girls' bedrooms
 - d. Automatic central locking system for the girls' rooms so that all rooms could be unlocked instantly in case of fire
 - e. Enlarged classroom facilities for cosmetology department in order to train more students at a time
 - f. Additional space in academic school to provide a library, elementary "home room", etc.
 - g. New auditorium
 - h. A chapel for religious training and services
 - i. More suitable detention facilities
2. The employment of additional counsellors so that the necessary counselling and case work may be adequately provided.
3. The employment of additional people working directly with the girls in order to lower the hours on duty and allow reasonable time off duty.
4. More adequate salaries so that better qualified people may be secured and held.
5. More adequate psychological and diagnostic program.
6. Better treatment facilities at the School, or somewhere else in the State, for the highly disturbed students.
7. At least one full time recreation director.
8. A more adequate fund for the health and medical needs.
9. More adequate space and facilities for vocational courses in order to accommodate more girls.
10. The academic school needs additional space in order to meet the growing demands of teaching and training and to provide a good library for the students. A new auditorium would help provide additional space.

Crockett State School for Negro Girls

The State School for Negro Girls moved into a new plant at Crockett in December, 1950, but it was well into 1951 before the buildings were completed and the School settled into a peaceful routine. Due to the limitations of funds, it was necessary for the School's own staff to do many things which are ordinarily left to a contractor. Some of these were: sidewalks, driveways, cabinets and shelves in all the buildings, floor coverings, gradings and landscaping, and installation of equipment in the laundry.

Under the best of circumstances it takes some months for a staff and inmate population to settle into a satisfactory and economical routine in a new plant in a new location. This was more difficult in the Crockett School than usual due to the unfinished condition of the plant and the lack of funds for capital expenditures and plant improvements.

However, this period was passed during the year, and for the first time in its history the State School for Negro Girls is running as it should and as we desired and have been working toward. The per capita costs are now in line with other similar operations.

Funds for food, clothing, personnel, etc., have not been sufficient to operate at full capacity. The School has four dormitory buildings, enough sleeping space to house 100 girls, but only three cottages could be opened. The fourth has been used for storage and sewing room space. This condition will likely continue until the end of the biennium, at which time it is hoped that enough money will be made available to give care to at least 100 girls.

The administration has taken advantage of all available facilities and money to develop a program of training and treatment but this has been necessarily limited. Funds have not been available, for example, to start any appreciable farming activities. When the School is able to have a population of 100, some additional activities, such as hog and chicken raising, more gardens and a fruit orchard, will be important.

1. The Cosmetology course continues to be the most outstanding vocational course offered. During the year 11 girls took and passed the State Board examination. Such girls have no trouble finding jobs.
2. In order to derive more value from the cosmetology teacher and the equipment, an arrangement was made to hold regular cosmetology classes only a half day each day, the other half being used for classes to teach all the girls "good grooming", i.e. how to dress well, take care of their hands, hair and faces, in order to make a better presentation in securing and holding jobs, etc.
Also, a course in Janitorial Work is held for certain girls to enable them to secure jobs. Such practical things as: how to wax a floor, clean a rug, operate vacuum cleaners and how to use the various detergents and disinfectants are taught.
3. The laundry has been equipped with both home and commercial types of units. While doing their own and the institutional laundry, the girls learn how laundry is done in a private

home and in a commercial laundry. It will help them get jobs in private homes, take care of their own homes, and secure jobs in commercial laundries.

A Planning and Coordinating Committee was organized of the top staff members, which meets regularly to discuss general and administrative problems and to maintain the necessary understanding and cooperation between different parts of the program.

No money was provided in the appropriation for the employment of a chaplain and the School does not have a chapel or auditorium, but arrangements have been made for a fairly satisfactory religious program, including regular services, study courses, Sunday School and religious training. Local churches and schools have been cooperative and helpful.

The educational program was revised on the basis of the size of the population, to cut down on the cost and to better fit the needs of the students. Some girls were relieved of attending regular classes due to low mentality, and a different sort of program arranged for them. In addition to regular classroom work the academic school provides courses in elementary sewing and dress making, some handicraft work, homemaking, child care, housekeeping, cooking and serving meals, and the cosmetology course discussed above.

The academic teachers of the Crockett School have participated in an in-service training program with local teachers, which proved to be beneficial to them and to the institution. The teachers have also cooperated in helping with the institutional program, such as chaperoning groups on trips, sponsoring clubs and projects, and otherwise fitting into the general program.

A Classification Committee was organized to discuss the progress of students and help with plans for release and placement.

A limited amount of staff training has been done with discussions and lectures. The School has no social worker, so this phase of the work must be done by the Superintendent with the help of the Council.

The general personnel situation at the School has been improved during the year, but the hours of work and the time off duty are still undesirable.

Public Relations

It will be remembered that the land on which the Crockett School is located was donated by the people of Crockett, the Chamber of Commerce taking the lead in raising the money. The cooperation of local citizens and organizations has continued to be good and encouraging to those of us with the direct responsibility.

Local city and county officials, churches and schools have been helpful and cooperative. The students participated in the Houston County Fair, having a float in the parade and a booth at the Fair. They have been given tickets to local ball games and other community events. A vocational class of high school boys helped build some of the walks on the institution's campus.

Many groups, clubs and classes from different parts of the state visited the School to study the program. The radio and newspapers have presented favorable programs and articles about the School.

The School staff and the Council appreciate this interest and moral support.

Future Plans and Needs

1. The greatest need of the School at Crockett is sufficient funds to operate at full capacity: to be able to open and staff the fourth cottage and accept up to 100 girls.
2. Employment of at least one case worker or counsellor so that the intake and placement phase of the program can be improved, as well as work with the girls while in the School.
3. Money for getting a few agricultural projects started, especially chickens, hogs, gardens and fruit trees, is needed.
4. More money for maintenance of the plant so that it will not become run-down, and for such things as curbing the driveways to keep the surface from being washed away, ventilation in the laundry, enclosure of the porches on the cottages to provide living room space, ventilation in the cottages, some additional landscaping, some additional recreation facilities, some additional outdoor lights on the campus, complete the laying of sidewalks, and more adequate fire prevention measures.

Money has not been available to erect a cottage for the Superintendent, and this should be done when possible. Eventually a chapel and/or auditorium will be needed, as the School has no room large enough to seat the student body and staff for religious services, meetings, entertainments and picture shows. Such a facility is an important part of any institutional program where the student body is limited in its participation of community activities.

DIAGNOSTIC SERVICES

The Act creating the Youth Development Council says, in part: "When a child has been committed to the Council, it shall, under rules established by it, forthwith examine and study it and investigate all pertinent circumstances of his life and behavior."

To carry out the intentions expressed here requires: (1) an accurate knowledge of the child's physical condition, which must be obtained from a thorough examination by a physician and additional information about his health and childhood development obtained from the family and social history; (2) adequate information of his life, home conditions, parents, and circumstances leading up to his delinquency; and (3) full knowledge of his mental and emotional abilities and weaknesses.

To secure this information requires the work of social workers, teachers, doctors, and the clinical psychologist, each contributing and cooperating. It requires the help and cooperation of probation officers, judges, schools and social agencies in the child's home county. Psychological tests alone are not enough, but they are an important part of the total picture. Only with the total information are we in a position to help the child.

Information gained through the social history, the physical examination and the psychological diagnoses is of considerable value in deciding (1) placement in the academic school, (2) vocational placement, (3) job assignments, (4) ability to get along in a group setting, (5) the reasons back of misbehavior in the institution, (6) future plans and possibilities for rehabilitation, (7) the need for special treatment and help to adjust to institutional life, and (8) the need for special treatment away from the institution.

Without a centrally located reception center, children cannot be examined and tested prior to placement in an institution. The Council must try to accomplish this after the boy or girl has been admitted to a school. Inadequate facilities for reception and orientation, lack of adequate case work staffs, and having only one clinical psychologist for all three schools have formed definite limitations on what could be accomplished.

The one clinical psychologist employed by the Council could not give all the routine tests to all children which is considered desirable and helpful, and no psychometrists could be employed to do this. The clinical psychologist gave as many group and individual tests as time allowed, gave special attention to individual children who showed signs of being highly disturbed, and gave some time to aiding the institutional staffs. Some additional help was received from the psychologist in the Child Welfare Division of the State Welfare Department and a few other minor sources.

The number of children who obviously need psychiatric help has been large, but such service is not available to us. An occasional conference with a psychiatrist for diagnostic purposes only is all that we can afford. This is done when the clinical psychologist is convinced that a boy or girl has symptoms of psychosis, or his or her unusual behavior creates such a serious problem to the administration as to be a danger to the child and/or the group.

At all times the work of the clinical psychologist has been in close cooperation with the teachers, social workers and other staff members of the state schools, under the guidance and with the help of the Council staff in the central office. The diagnostic services have not been an isolated activity, unrelated to the realities of every-day problems. The psychologist has participated in staff development meetings to help all staff members understand the purpose and value of this part of the work.

Psychological Diagnosis in the State Schools

It is important that the intelligence of each child committed to the Council be determined. It is difficult to proceed with any plans for a student until we know his intellectual ability. This has been decided by the tests, plus his social history, observation of his behavior and ability to relate to the group, and many other factors.

No decision is made on the basis of one test; no test is considered valid if the child was frightened or sick. Tests considered valid for an English-speaking boy may not be valid for a Spanish-speaking boy. Neither may be valid for a Negro boy. A test for a boy who can read well is not valid for a boy who cannot read. In other words, the cultural, social and language differences must be taken into account.

Since the verbal parts of the Intelligence Quotient test depend a great deal on language, education and cultural backgrounds, the resulting I.Q. is not always valid because some of the boys and girls are handicapped in these areas. They do their best work sometimes on Performance Sub-tests which attempt to eliminate these factors. The Performance I.Q. is the one best estimate that we have of the innate intelligence of the students in the schools.

About ten per cent of the boys at the Gatesville State School for Boys fall in the mentally defective classification.

Mental deficiency may be defined as a 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 Intelligence Quotient. Persons with an I.Q. below 65 or 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 his I.Q. but also in terms of the individual's ability to adjust adequately to his environment.

The average I.Q. of the Spanish-speaking boys is 82.7. The percentage of Spanish-speaking boys falling in the mentally defective classification is 31.7. The validity of many I.Q.'s is questionable. Many 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. There can be a difference in mental retardation with social incompetence and mental retardation without social incompetence.

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

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

There is a 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 under reasonably favorable circumstances.

The average I.Q.'s of the boys and girls committed to the Council are as follows:

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

A number of special tests were given to the girls in the Gainesville School to help the School make decisions as to vocational placements. For example, the Bennett Stenographic Aptitude Test was used in selecting the girls for the commercial class at the School. This test is designated to predict capacity for learning shorthand and typing. Also, the Interest-Preference Test for Prospective Nurses was used in selecting the girls for the Vocational Nursing Class at the Gainesville State School. This test is designed to select those girls who by interest and ability would make good nurses with the proper training.

During the year 39 girls in the School at Crockett were given individual tests, for various reasons. Due to the average low mental capacity of these girls and their particular racial background, a good deal of experimentation has been done to find the tests 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.

In order to plan more intelligently for the academic school program, all the Negro girls suspected of being too low mentally to do ordinary classroom work were retested and examined during the summer of 1952. This information was then used to classify the girls for the academic program. Due to their inability to benefit from ordinary classroom work, it was planned not to require some girls to attend but to provide other activities and work for them.

Adjustment Tests

The Bell Adjustment Inventory provides four separate measures of personal and social adjustment:

1. Home Adjustment--individuals scoring high tend to be unsatisfactorily adjusted to their home surroundings; low scores indicate satisfactory home adjustment.

2. Health Adjustment--high scores indicate unsatisfactory health adjustment; low scores, satisfactory adjustment.
3. Social Adjustment--individuals scoring high tend to be submissive and retiring in their social contacts; those with low scores are aggressive in social contacts.
4. Emotional Adjustment--individuals with high scores tend to be unstable emotionally; persons with low scores tend to be emotionally stable.

RESULTS OF THE BELL ADJUSTMENT INVENTORY OF 48 BOYS AT THE GATESVILLE STATE SCHOOL:

<u>Adjustment Area</u>	<u>Number</u>	<u>Per Cent</u>	<u>Category</u>
Home	1	2	Excellent
	1	2	Good
	10	20	Average
	14	28	Unsatisfactory
	22	44	Very Unsatisfactory
Health	0	0	Excellent
	2	4	Good
	10	20	Average
	16	32	Unsatisfactory
	20	40	Very Unsatisfactory
Social	1	2	Very Aggressive
	1	2	Aggressive
	20	40	Average
	21	42	Retiring
	5	10	Very Retiring
Emotional	0	0	Excellent
	1	2	Good
	13	26	Average
	17	34	Unsatisfactory
	17	34	Very Unsatisfactory
Total Score	0	0	Excellent
	2	4	Good
	8	16	Average
	8	16	Unsatisfactory
	30	60	Very Unsatisfactory

The social histories of these boys, which reveal their home conditions and relationships with and attitudes toward their own parents and society, confirm these findings and indicate the emotional disturbance and unhappiness which these boys have.

The fact that the total score of more than 3 out of each 4 (or 76%) places them in the Unsatisfactory or Very Unsatisfactory categories clearly indicates the problems faced by the staff in trying to help these boys make a satisfactory adjustment to the institution and to community life when released.

Forty-eight boys were given the Mooney Problem Check List. These boys checked more problems in the areas of Self-centered Concerns and Money, Work and the Future than in any other, indicating the need for (1) vocational training while in the institution, and (2) more adequate placement facilities after leaving the institution.

Tests of Concept Formation and Projective Techniques

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 hysteria.

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

Rorschach	12
Thematic Apperception Test	6
Goldstein-Sheerer Tests of Abstract and Concrete Thinking	7
Draw-A-Man and Draw-A-Person Tests	252
Bender Visual Motor Gestalt Test	3

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 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 419 boys and girls at the State Schools. Of those tested by the "sweep check" methods, 9% failed. On a careful retest using the methods of limits, it was found that fewer than 5% had defective hearing in either ear. Those with serious loss of hearing were referred to the school physician for further examination and treatment if warranted. Hearing aids were recommended for a few.

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 slowly over a period of time. Defects in hearing are primarily a medical problem for diagnosis, prognosis and treatment. However, the psychologist is in a better position to screen the students, using the best scientific instruments. Then those suspected of having a defect are sent to the physician for further handling.

Recapitulation of Tests Administered

Individually administered intelligence tests:	
Same form of the Wechsler scales	80
Arthur Point Scale of Performance Test	127
Form L or Form M of the Stanford-Binet	40
Draw-A-Person and Draw-A-Man Tests	257

Recapitulation of Tests Administered (continued)

Ohio Literacy Test	3
Gray-Votaw-Rogers General Achievement Tests	254
Bennett Stenographic Aptitude Test	20
Interest-Preference Test for Prospective Nurses	21
Otis Tests of Mental Ability	91
Rorschach Ink Blot Test	13
Thematic Apperception Test	15
Audiometer Test	419
Color Vision Test	194
Bell Adjustment Inventory for Students	48
Bell Adjustment Inventory for Prospective Employees	12
Mooney Problem Check List	48
Bender Visual Motor Gestalt Test	4
Kuder Preference Record	1
Goldstein-Sheerer Tests of Abstract and Concrete Thinking	7
Sentence Completion Test	7
Word Association Test	2

Service to Counties

With the discontinuance of the Mobile Diagnostic Clinic and no funds available for a Diagnostic Center, the Council was unable this year to render much service to counties in the area of testing and diagnosis. When requests came from judges, every effort was made to help them. The largest portion of such service is described in this report in the Community Service section.

Through the services of the clinical psychologist, 43 boys and girls were interviewed and tested in 16 different counties. The requests were made by local courts, probation officers, and other agencies and officials, with a desire to make the most intelligent plans possible for a child in trouble and not arbitrarily commit him to the State unless it seemed necessary. In these particular cases the mental or emotional problems presented seemed to be of primary concern.

Feeble-minded Children

According to the law, courts are not supposed to commit children to the Youth Council who are insane, epileptic or feeble-minded. This has not been an insurmountable problem to the training schools except in the case of feeble-minded Negro children. Principally because of the lack of state facilities for such children, many feeble-minded Negro boys and girls have been committed to the Council.

This has formed a serious problem for the schools because they are prepared neither with physical facilities, personnel nor program to take care of them and train them as they should be trained. Such children cannot adapt themselves to a program and routine designed for normal youngsters. Their mental condition is of more importance than any acts of delinquency they may have committed. They are usually no better off when they leave the school and usually

get in trouble again. They need long-time custodial care of an entirely different sort.

The Council has not taken a strong attitude about this matter because of the difficulty it might cause communities, but this year it felt that something should be done. In its meeting in June, 1952, the Council instructed the staff to accept no more feeble-minded children, these being considered under the law as ineligible for admission.

During the remaining two months of the fiscal year the Council and school staffs worked on methods by which this could be done, formulated a workable definition of feeble-mindedness, and informed all courts and probation departments of future plans regarding feeble-minded, epileptic and insane children.

Future Plans and Recommendations

Plans for the testing program for the next fiscal year have been completed, the details of which are too long to be included here. The time of our psychologist has to be carefully planned because he cannot do everything. Generally, group testing will be employed, individual testing applied only in special cases and when the group tests indicate the need for individual attention. It is necessary that the psychologist give some time to staff conferences and with boys and girls needing special help.

The School for Boys at Gatesville should have its own full time clinical psychologist and a full time psychometrist. The latter could take care of routine testing and be able to give individual intelligence tests to all new boys, which are more valuable than group tests. The clinical psychologist would then have the time to test and give psychological interviews to all boys requiring special attention or whose behavior or emotional condition is serious. He could also devote time to working with the staff on plans for treatment and therapy, and could make a valuable contribution to new boys who are upset and frightened and to boys on special discipline because of misconduct.

When the new Security-Treatment Center is completed for the most disturbed and difficult, the services of a clinical psychologist will be required if that unit conducts a good program.

A full time clinical psychologist for the Gatesville School has been requested in the 1954-1955 budget. If granted, this will enable the psychologist now employed by the Council to more adequately take care of the two girls' schools and to be of more service to counties requesting help with young people who get in trouble. The Gainesville School should have a psychometrist to do the routine testing, who could probably give some time to counselling, also.

As has been developed in other states and as provided for in our own Act, the need for a Diagnostic-Center not connected with any of the schools is still a service the Council feels would be of considerable value to the children committed to the State and to those counties without any sort of psychological or diagnostic services.

The Mobile Diagnostic Clinic, operated by the Council last year, rendered a valuable service to local communities and agencies with delinquent, pre-delinquent and problem children. Due to lack of funds, this had to be discontinued. (See Second Annual Report of the Youth Development Council)

Due to the increased percentage of young people with serious emotional and mental problems committed to the State, the need for adequate psychiatric services becomes more and more significant. Training schools in other states are feeling keenly the same need, and some of them have employed full time psychiatrists and have found them well worth the expense.

At least ten per cent of the population of the State Training Schools are boys and girls who are too disturbed and difficult to adapt themselves to group living or accept an open setting. It is expecting too much of the schools to require them to handle these young people in an ordinary institutional program. Special diagnostic and treatment services are badly needed.

The building of the new Security-Treatment unit at Gatesville will greatly relieve the situation there, but there is still a critical situation at the Gainesville School. In addition to improving facilities and services at the schools, the State should consider establishing an intermediate reformatory for youths who cannot benefit from a training school and at the same time should not be sentenced to the State penitentiary.

STATISTICAL SECTION

A STATISTICAL ANALYSIS OF THE JUVENILES COMMITTED TO
THE STATE YOUTH DEVELOPMENT COUNCIL
AND ADMITTED TO THE THREE STATE
SCHOOLS FOR DELINQUENT
CHILDREN

FISCAL YEAR 1951 - 1952

FIGURE 1

WARDS OF THE STATE YOUTH DEVELOPMENT COUNCIL
 SEPTEMBER 1, 1949 - AUGUST 31, 1952

Case Movement	Number of Children			
	Total	Gatesville State School For Boys	Gainesville State School For Girls	Crockett State School For Negro Girls
State wards, September 1, 1949.....	620	400	136	84
Total new admissions to YDC.....	1967	1472	385	110
Fiscal years 1950 and 1951.....	1349	1034	250	65
Fiscal year 1952.....	618	438	135	45
Total state wards since beginning of YDC.....	2587	1872	521	194
Total discharges.....	476	386	61	29
Fiscal years 1950 and 1951.....	118	90	26	2
Fiscal year 1952.....	358	296	35	27
State wards, August 31, 1952.....	2111	1486	460	165
Attached to schools.....	774	481	222	71
Outside of state schools under supervision*	1337	1005	238	94

OVER 2,000 CHILDREN ARE WARDS

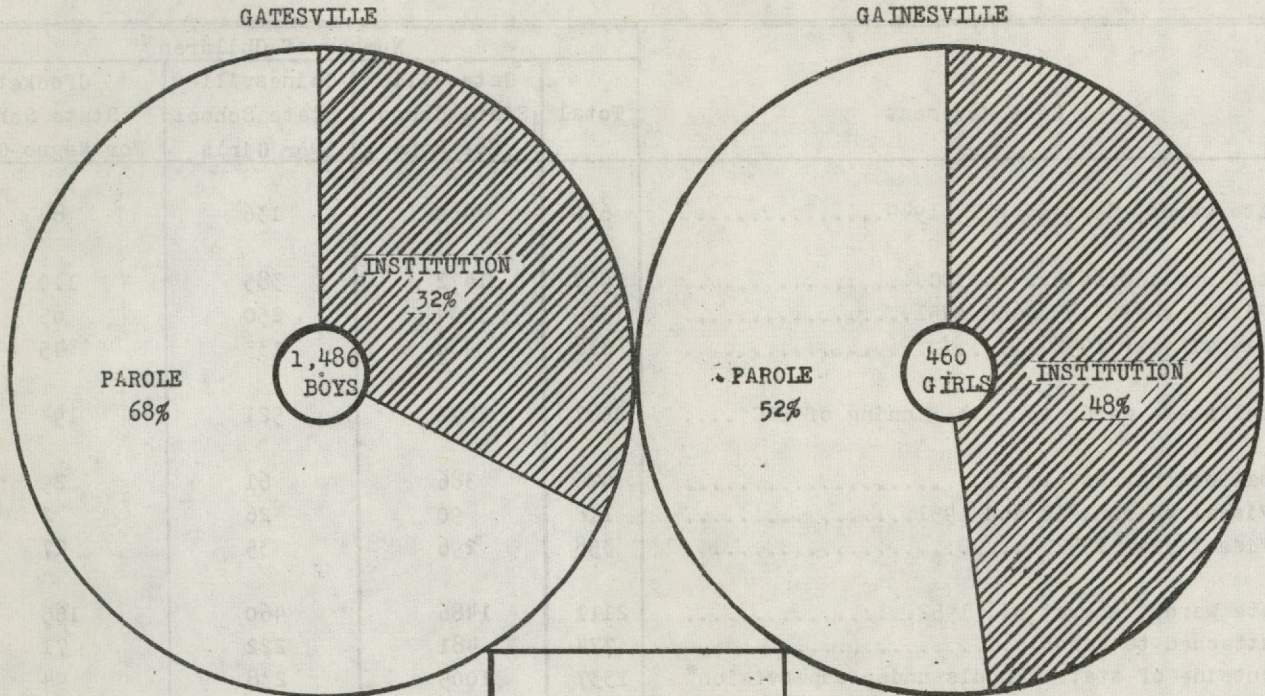
At the beginning of the fiscal year, September 1, 1949, when the Council assumed responsibility for the State Schools for delinquent children, there was a total enrollment of 620 children; 400 in the Gatesville School, 136 in the Gainesville School and 84 in the Crockett School.

Since that time a total of 1,967 children have been accepted by the Youth Council, making a total of 2,587 wards of the Council since its beginning. These wards were under care in the three facilities as follows: Gatesville State School for Boys - 1,872, Gainesville State School for Girls - 521, and Crockett State School for Negro Girls - 194.

There has been a total of 476 children discharged from the custody of the State Youth Development Council since its beginning, leaving 2,111 children still under the custody of the Council at the end of the fiscal year 1951-52. Of these 2,111 children, 1,337 have been released from the state facilities under the supervision of social workers in their home communities. *On the whole, because of limited Youth Council staff, the majority of these social workers are employees of local probation departments, State Department of Public Welfare, and other social agencies. The number of children under supervision by facility is as follows: Gatesville State School for Boys - 1,005, Gainesville State School for Girls - 238, and Crockett State School for Negro Girls - 94.

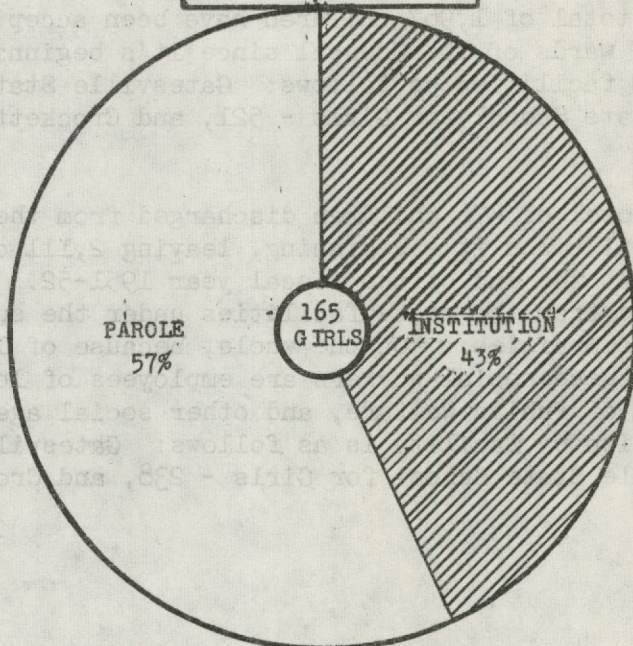
FIGURE 2

STATUS OF WARDS OF THE STATE YOUTH DEVELOPMENT COUNCIL ON AUGUST 31, 1952



Approximately 3 out of every 1,000 boys in Texas, 10 through 17 years of age, are wards of the State Youth Development Council.

Approximately 1 out of every 1,000 girls in Texas, 10 through 17 years of age, are wards of the State Youth Development Council.



CROCKETT

FIGURE 3

WARDS OF THE STATE YOUTH DEVELOPMENT COUNCIL
 SEPTEMBER 1, 1951 - AUGUST 31, 1952

Case Movement	Number of Children			
	Total	Gatesville State School For Boys	Gainesville State School For Girls	Crockett State School For Negro Girls
Children attached to school beginning of year	687	413	217	57
Present in school.....	607	384	167	56
On absences (furlough, transfer, or escape)	80	29	50	1
Total admissions.....	875 ^a	669	158	48
First admissions.....	616	435	136	45
Returns from release.....	259	234	22	3
Total releases.....	788 ^b	601	153	34
Discharges.....	34	25	9	0
Releases under supervision.....	754	576	144	34
Children attached at end of the year.....	774	481	222	71
Present in schools.....	651	428	162	61
Absent on furlough, transfer, or escape.....	123	53	60	10
Absences beginning during current year.....	90	41	39	10
Absences beginning during prior year.....	33	12	21	0

a - Includes 875 admissions of 865 children. Ten boys were admitted to Gatesville twice during the year.

b - Includes 788 releases of 774 children. Fourteen boys were released from Gatesville twice during the year.

ADMISSIONS TO GIRLS' SCHOOLS INCREASE

At the beginning of the fiscal year, September 1, 1951, there was a total of 687 children attached to the three State Schools, including 80 who were on furlough, transfer or escape. There were 607 present in the schools; 384 in the Gatesville School, 167 in the Gainesville School, and 56 in the Crockett School.

At the end of the fiscal year there were 774 children attached to the three schools, including 123 who were on furlough, transfer or escape. There were 651 present in the schools; 428 in the Gatesville School, 162 in the Gainesville School, and 61 in the Crockett School.

During the year there were 875 admissions to the three schools, as compared to 848 the previous year. There were 669 admissions to Gatesville, a decrease of 2.5 per cent; 158 admissions to the Gainesville School, an increase of 21.5 per cent; 48 admissions to the Crockett School, an increase of 50 per cent.

The 669 admissions to the School at Gatesville represents 659 boys, since 10 boys were admitted twice during the year. This means that an average of 56 boys arrived at the school each month or almost two per day.

Gatesville was the only one of the three schools which had a decrease in admissions, the two schools for girls each having a rather large increase. The Crockett school had an increase of 50 per cent in admissions as compared to the previous year. This is probably due to the move the school made from Brady to Crockett. The Council requested the counties not to send any new girls until after the move. Now the school is well settled at Crockett and new commitments there have risen during the year.

The increase in commitments to the Gainesville School can possibly be explained by the attitude of the various county officials toward the school. It is felt that in prior years their attitude was that little or nothing could be gained by sending a girl to Gainesville. A much better program, however, has brought about the feeling among the county officials that a girl would derive much benefit at Gainesville, and consequently the commitments there are on the increase.

The decrease in commitments to the Gatesville School is so slight that it holds little or no significance.

RELEASES UP AT GAINESVILLE - DOWN AT GATESVILLE AND CROCKETT

Excluding absences (furloughs, transfers and escapes), there were 788 releases from the three schools during the year, as compared to 846 the previous year. There were 601 releases from the Gatesville School, a decrease of 13.9 per cent; 153 releases from the Gainesville School, an increase of 59.4 per cent; 34 releases from the Crockett School, a decrease of 34.6 per cent.

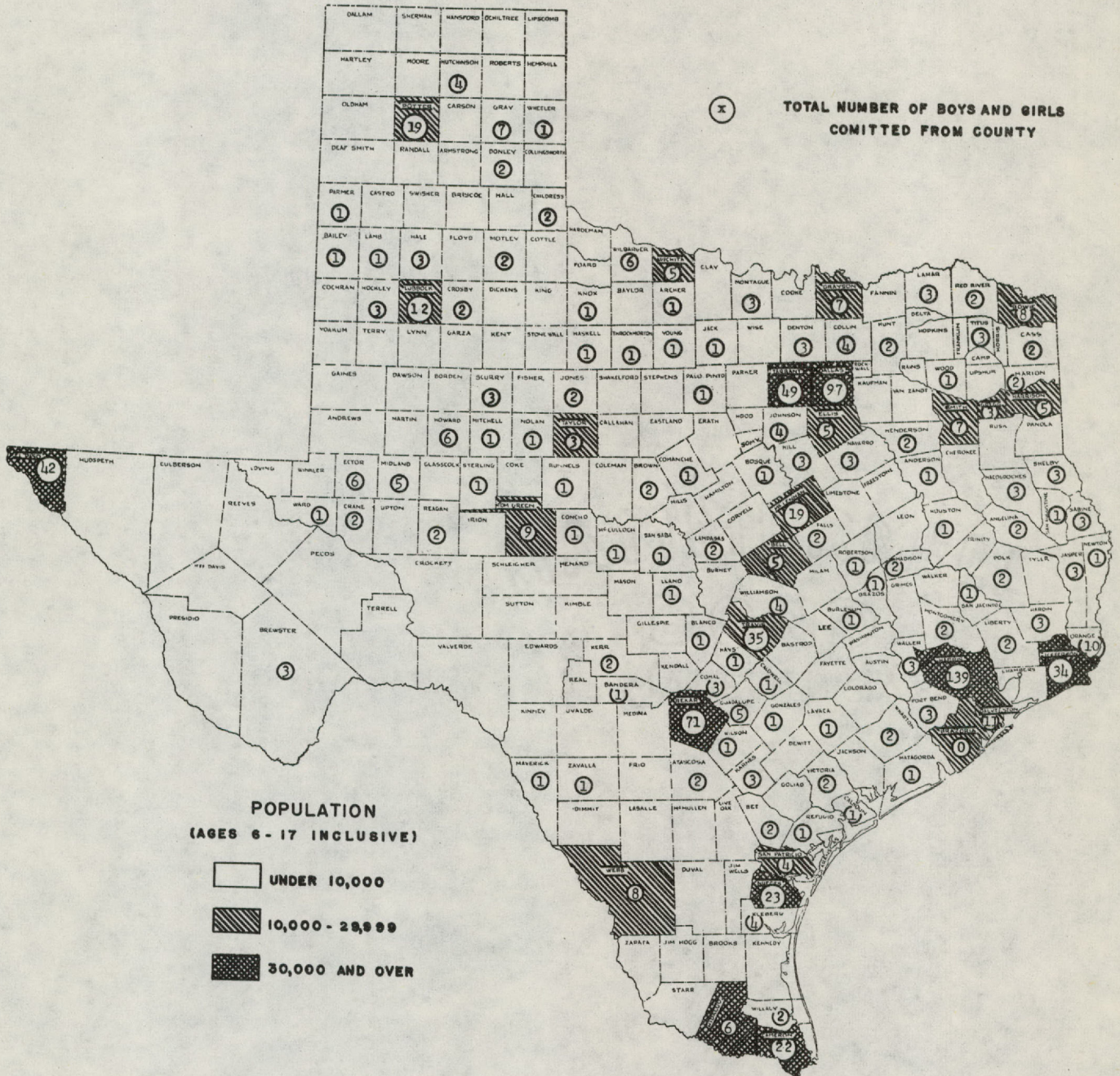
In the case of Gatesville, the release actions involved only 587 boys, since 14 boys were released from the school twice during the year. All of these 14 boys were released first from an admission which began during the past year. After returning to the school during the current year, they were released for a second time after remaining in the school for several months.

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, 754 were releases of this type.

The remaining 34 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 children were discharged after they had been on escape for a period of one year and had not been apprehended.

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 fourteen and one-half months.

FIGURE 4
COUNTIES FROM WHICH COMMITMENTS WERE MADE
SEPTEMBER 1, 1951 - AUGUST 31, 1952



OVER HALF THE CHILDREN COME FROM NINE COUNTIES

The map shows that children were received from 126 of the state's 254 counties.

All but one of the 27 counties in the state with a child population* over 10,000, committed children to the council. Children were committed from 99 of the counties with a child population under 10,000, while none were committed from the other 128 counties.

Admissions, of course, are greatest from the larger counties. The state's nine largest counties, over 30,000 in child population, represent 38 per cent of the total child population, but committed 56 per cent of the children. The 18 counties with a child population over 10,000 and under 30,000 contain 17 per cent of the total child population, and committed 19 per cent of the children. The other 227 counties have 43 per cent of the state's child population, but committed only 25 per cent of the children.

Expressed in terms of population, the admission rate is higher in the larger counties and tends to increase more rapidly than does the population. The nine counties over 30,000 child population committed 8 children for each 10,000 children residing within these counties. The 18 counties over 10,000 and under 30,000 committed 6 children for each 10,000 children in residence, and the remaining 227 counties (under 10,000 children) requested admission for 3 children per 10,000.

For an individual county count of admissions by schools see Figure 19.

* Child population data in this report was taken from the Texas School Census for the school year 1951-52 and includes all school age children in the state (ages 6-17 inclusive).

FIGURE 5

REASON FOR REFERRAL OF CHILDREN ADMITTED TO STATE SCHOOLS
 SEPTEMBER 1, 1951 - AUGUST 31, 1952

Offense	Per Cent of Total	Number of Children			
		Total	Gatesville State School For Boys	Gainesville State School For Girls	Crockett State School For Negro Girls
Total.....	100.0%	865	659	158	48
Stealing.....	58.8	509	490	13	6
Auto theft.....	14.8	128	125	3	0
Burglary.....	24.4	211	209	2	0
Robbery.....	2.8	24	23	1	0
Forgery.....	1.7	15	10	5	0
Other theft.....	15.1	131	123	2	6
Disobedience.....	13.9	120	44	53	23
School truancy.....	1.5	13	10	3	0
Running away.....	8.2	71	24	36	11
Being ungovernable.....	4.2	36	10	14	12
Immoral conduct.....	9.5	82	26	48	8
Vagrancy.....	0.9	8	2	6	0
Sex offense.....	8.6	74	24	42	8
Violence.....	3.2	28	26	0	2
Homicide or attempt.....	2.5	22	21	0	1
Injury to person.....	0.7	6	5	0	1
Other.....	6.0	52	42	8	2
Carelessness and mischief.....	2.9	25	20	4	1
Liquor or drugs.....	2.3	20	18	2	0
Other delinquent behavior.....	0.6	5	3	2	0
Dependency or neglect.....	0.2	2	1	0	1
Not reported.....	8.6	74	31	36	7

LIQUOR AND DRUGS COMPARATIVELY SMALL PROBLEM

Approximately 59 per cent of the children admitted during the fiscal year 1951-52 were sent because of some form of stealing. The largest percentage of the boys were in this group. On the other hand, the majority of the girls were sent because of running away, being ungovernable, or being sexually delinquent.

Twenty-six boys were sent because of homicide, attempted homicide, or injury to other person.

The use of liquor or drugs was responsible for a comparatively small percentage of the commitments. Eighteen boys were sent to the Gatesville School for Boys and two girls were sent to the Gainesville School for Girls for using liquor or drugs.

The other delinquent behavior figure includes 2 boys committed for arson, 1 boy committed for a traffic violation and 2 girls committed for behavior not classified.

FIGURE 6

SOURCE OF REFERRAL OF CHILDREN ADMITTED TO STATE SCHOOLS
 SEPTEMBER 1, 1951 - AUGUST 31, 1952

Source	Per Cent of Total	Number of Children			
		Total	Gatesville State School For Boys	Gainesville State School For Girls	Crockett State School For Negro Girls
Total.....	100.0%	865	659	158	48
Law enforcement officer.....	47.2	408	360	36	12
Probation officer.....	33.3	288	249	31	8
Parents and relatives.....	5.5	48	6	26	16
Individual.....	2.8	24	19	4	1
School.....	0.6	5	2	3	0
Local public welfare agency.....	0.6	5	0	4	1
Other court.....	0.3	3	2	0	1
Health department.....	0.3	3	0	1	2
State department of public welfare.	0.1	1	0	0	1
Other.....	2.3	20	7	13	0
Unknown!.....	6.9	60	14	40	6

REFERRALS FROM PROBATION OFFICERS HIGH

Almost half of the children who were admitted during the fiscal year 1951-52 were referred to the local probation departments by law enforcement officers. It is felt that this figure is low and that a great number of the 288 children shown as referred by probation officers were referred by law enforcement officers or others. The person filing the delinquency petition should ordinarily not be reported as the source of referral, but since these figures are taken from social histories submitted by the probation departments, it is sometimes difficult to ascertain which person or agency originally referred the child. There is sometimes a tendency to assume that the probation officer who wrote the social history was also the source of referral.

A recent study of children referred to fourteen probation departments in Texas showed that almost 71 per cent of the children were referred by local law enforcement 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.

FIGURE 7

SEX OF CHILDREN ADMITTED TO THE STATE YOUTH DEVELOPMENT COUNCIL FACILITIES
 SEPTEMBER 1, 1951 - AUGUST 31, 1952

Sex	Per Cent of Total	Number of Children			
		Total	Gatesville State School For Boys	Gainesville State School For Girls	Crockett State School For Negro Girls
Total.....	100.0%	865	659	158	48
Boys.....	76.2	659	659	0	0
Girls.....	23.8	206	0	158	48

MORE BOYS THAN GIRLS

The sex ratio of approximately 76 per cent boys and 24 per cent girls compares with 65.5 per cent boys and 34.5 per cent girls admitted to institutions for delinquent children in Michigan in 1951.

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 action in a situation where he is not directly concerned.

FIGURE 8

BOYS vs GIRLS

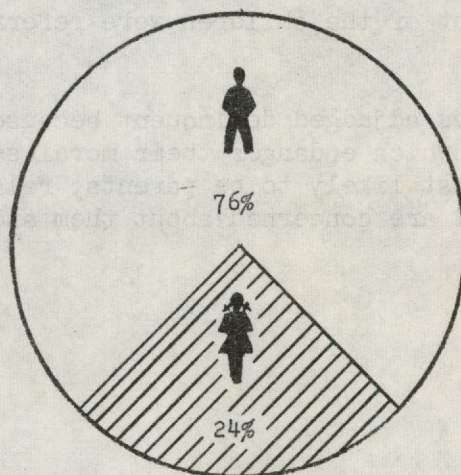


FIGURE 9

RACE OF CHILDREN ADMITTED TO THE STATE YOUTH DEVELOPMENT COUNCIL FACILITIES
 SEPTEMBER 1, 1951 - AUGUST 31, 1952

Race	Per Cent of Total	Number of Children			
		Total	Gatesville State School For Boys	Gainesville State School For Girls	Crockett State School For Negro Girls
Total.....	100.0%	865	659	158	48
White.....	75.3	651	493	158	0
English speaking.....	49.3	426	309	117	0
Spanish speaking.....	26.0	225	184	41	0
Negro.....	24.7	214	166	0	48

THREE-FOURTHS ARE WHITE CHILDREN

The Texas School Census for the school year 1951-52 shows the white population for the age range 6-17 to be 86.2 per cent of the total scholastic population. The Negro population for the same age range is 13.8 per cent of the total.

These percentage figures compare with 75.3 per cent white children admitted during the fiscal year and 24.7 per cent for the Negro group. The rate per 10,000 white scholastic population is 4.7, and the rate per 10,000 Negro scholastic population is 9.7 indicating a much higher rate of commitment among the Negro children than the white.

FIGURE 10

RACIAL DISTRIBUTION OF CHILDREN ADMITTED

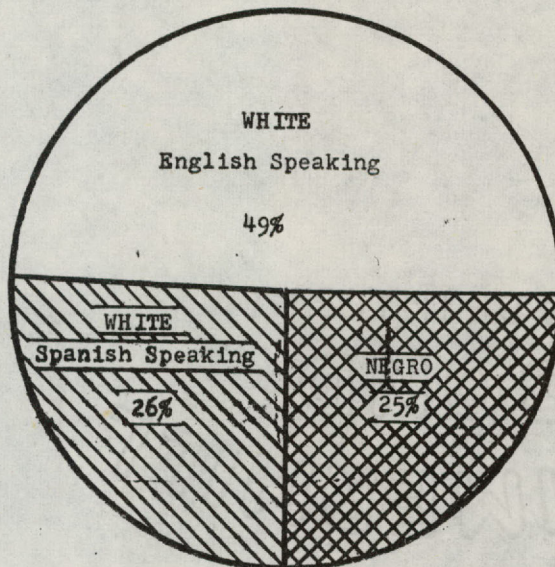


FIGURE 11

AGE OF CHILDREN ADMITTED TO STATE SCHOOLS
 SEPTEMBER 1, 1951 - AUGUST 31, 1952

Age in Years	Per Cent of Total	Number of Children			
		Total	Gatesville State School For Boys	Gainesville State School For Girls	Crockett State School For Negro Girls
Total.....	100.0%	865	659	158	48
10	0.9	8	7	1	0
11	1.3	11	9	0	2
12	4.9	42	30	6	6
13	9.4	81	61	12	8
14	18.3	158	115	31	12
15	27.4	237	192	37	8
16	32.1	278	233	34	11
17	5.2	45	11	33	1
18	0.3	3	0	3	0
19	0.2	2	1	1	0

CHILDREN 14-16 YEARS PREDOMINATE

The ages of the children admitted to the State Youth Development Council facilities in the fiscal year 1951-52 ranged from ten to nineteen years old.

The median age was 15.4 indicating that half the children were from ten to fifteen years old and the other half from fifteen to nineteen years old.

FIGURE 12

MARITAL STATUS OF PARENTS OF CHILDREN ADMITTED TO STATE SCHOOLS
 SEPTEMBER 1, 1951 - AUGUST 31, 1952

Status	Per Cent of Total	Number of Children			
		Total	Gatesville State School For Boys	Gainesville State School For Girls	Crockett State School For Negro Girls
Total.....	100.0%	865	659	158	48
Unmarried.....	4.6	40	30	2	8
Married, living together.....	34.0	294	236	48	10
Marriage intact, not living together.....	2.2	19	10	4	5
Divorced, separated or deserted.....	32.7	283	209	58	16
Father dead.....	12.9	112	86	21	5
Mother dead.....	8.8	76	59	15	2
Both parents dead.....	2.1	18	9	8	1
Unknown.....	2.7	23	20	2	1

ONE-THIRD OF PARENTS ARE MARRIED AND LIVING TOGETHER

Approximately one-third of the parents of children admitted to the facilities of the State Youth Development Council during the fiscal year were married, living together, and maintaining some semblance of a home and family for their children. Another 2 per cent maintained an intact marriage, but for reason of employment, military service etc., were not living continuously in the same home.

The mere fact that a child's parents are still living together after fifteen or more years of marriage, however, does not of itself serve as a preventative to delinquency, nor does it guarantee that a child has been reared in an atmosphere conducive to his good adjustment and behavior. On the other hand, the fact that children become delinquent should not give us the right to pour out our wrath on the parents of these children. Failure lies with the children, with their parents, and with the society which has either fostered their problems or permitted them to develop. To try to lay all of the blame at the door of any of the three would be ill-advised and pharisaical.

FIGURE 13

RELATIONSHIP OF PERSONS WITH WHOM CHILD WAS LIVING PRIOR TO ADMISSION
 TO THE STATE YOUTH DEVELOPMENT COUNCIL FACILITIES
 SEPTEMBER 1, 1951 - AUGUST 31, 1952

Child Living With	Per Cent of Total	Number of Children			
		Total	Gatesville State School For Boys	Gainesville State School For Girls	Crockett State School For Negro Girls
Total.....	100.0%	865	659	158	48
Two parents.....	50.3	435	357	60	18
Both natural parents.....	30.2	261	222	32	7
Mother and stepfather.....	15.5	134	102	25	7
Father and stepmother.....	3.9	34	28	2	4
Adoptive parents.....	0.7	6	5	1	0
One parent.....	25.2	218	163	39	16
Mother only.....	21.7	187	139	35	13
Father only.....	3.6	31	24	4	3
Grandparents or other relatives....	13.5	117	87	21	9
Grandparents.....	6.9	60	50	6	4
Relatives.....	6.6	57	37	15	5
Non-relatives.....	10.8	93	51	37	5
Independent arrangement.....	4.2	36	25	10	1
Foster family.....	2.5	22	12	9	1
Child care institution.....	2.0	17	10	7	0
Elsewhere.....	2.1	18	4	11	3
Unknown.....	0.2	2	1	1	0

NATURAL PARENTS IN 30 PER CENT OF HOMES

Half of the children admitted during the fiscal year, came from homes in which there were two parents present: In 30 per cent of the homes, both natural parents were present and in the remaining 20 per cent there was a mother and a stepfather, a father and a stepmother, or both adoptive parents.

About 25 per cent of the children were living in homes with one parent present and the remaining 25 per cent were living with neither parent.

FIGURE 14

RECORD OF SCHOOL ATTENDANCE OF CHILDREN PRIOR TO ADMISSION
TO THE STATE YOUTH DEVELOPMENT COUNCIL FACILITIES
SEPTEMBER 1, 1951 - AUGUST 31, 1952

School Attendance	Per Cent of Total	Number of Children			
		Total	Gatesville State School For Boys	Gainesville State School For Girls	Crockett State School For Negro Girls
Total.....	100.0%	865	659	158	48
Regular attendance.....	28.3	245	198	31	16
Irregular attendance.....	66.0	571	419	122	30
No interest.....	49.9	432	317	90	25
Necessary to work.....	8.2	71	66	4	1
Marriage or pregnancy.....	1.6	14	2	9	3
Expelled.....	1.5	13	11	1	1
Physical handicap or health.....	0.6	5	3	2	0
Travel of parents.....	0.5	4	2	2	0
Other.....	3.7	32	18	14	0
Unknown.....	5.7	49	42	5	2

TWO-THIRDS OF THE CHILDREN DID NOT ATTEND SCHOOL REGULARLY

Half of the children admitted during the fiscal year 1951-52 were not interested in attending school, and their parents were apparently not interested in sending them; therefore, they did not attend school regularly prior to their admission to the schools. Another 16 per cent did not attend regularly because of other reasons.

Only about 28 per cent of these children attended school regularly. The results of this record of school attendance is reflected in the following table of grades for the same children.

FIGURE 15

GRADE IN SCHOOL OF CHILDREN PRIOR TO ADMISSION TO STATE SCHOOLS
 SEPTEMBER 1, 1951 - AUGUST 31, 1952

Grade	Per Cent of Total	Number of Children			
		Total	Gatesville State School For Boys	Gainesville State School For Girls	Crockett State School For Negro Girls
Total.....	100.0%	865	659	158	48
1st.....	1.6	14	12	1	1
2nd.....	3.1	27	25	2	0
3rd.....	5.0	43	39	1	3
4th.....	9.0	78	65	10	3
5th.....	10.5	91	78	11	2
6th.....	20.0	173	144	22	7
7th.....	20.8	180	123	37	20
8th.....	15.0	130	94	32	4
9th.....	8.3	72	47	22	3
10th.....	2.1	18	11	3	4
11th.....	1.2	10	5	5	0
Unknown.....	3.4	29	16	12	1

CHILDREN FOUR SCHOOL GRADES RETARDED

The school grades completed by children prior to admission to the State Youth Development Council facilities in the fiscal year 1951-52 ranged from the first to the eleventh grade. The youngest of the children were 10 years old and normally should be in either the fourth or the fifth grade, yet approximately 10 per cent of the children were in the first, second, or third grade. The median grade for all the children was the sixth. The figures indicate that the median grade for the boys is somewhat less than that for the girls.

A comparison of the median age (15.4) and the median grade (6) shows that the average child in the institutions is in a grade considerably lower than is normal for his age. A child of the median age would normally be in the tenth grade, or four grades higher than the median grade.

FIGURE 16

COURT HISTORY OF CHILDREN ADMITTED TO STATE SCHOOLS
 SEPTEMBER 1, 1951 - AUGUST 31, 1952

Court History	Per Cent of Total	Number of Children			
		Total	Gatesville State School For Boys	Gainesville State School For Girls	Crockett State School For Negro Girls
Total.....	100.0%	865	659	158	48
Previous court history.....	78.0	675	534	101	40
No previous court history.....	9.6	83	50	26	7
Unknown.....	12.4	107	75	31	1

MAJORITY OF CHILDREN REFERRED TO AUTHORITIES MORE THAN ONCE

Over three-fourths of the children admitted to the State Youth Development Council facilities during the fiscal year 1951-52 had previous experience with juvenile authorities prior to the referral which resulted in commitment. This brings out the thought that most of the children who are committed to the State Youth Development Council are recidivists in the local probation departments, that the individual counties are attempting to help the children adjust to their community, and that they are committing these children to the State Youth Development Council only as a last resort.

This plan of working intensively with children in their own homes before they are committed to an institution is more economical both in terms of actual monetary expense to the state and of quicker and more normal rehabilitation of children. A good probation officer, who can carry a caseload of some forty or fifty children per month, can be hired for \$3,600.00 to \$4,200.00 per year. The cost of keeping one child in an institution for a year costs about \$1,200.00

FIGURE 17

LENGTH OF TIME UNDER CARE OF CHILDREN RELEASED FROM
THE STATE YOUTH DEVELOPMENT COUNCIL FACILITIES
SEPTEMBER 1, 1951 - AUGUST 31, 1952

Months in School	Per Cent of Total	Number of Children Released			
		Total	Gatesville State School For Boys	Gainesville State School For Girls	Crockett State School For Negro Girls
Total.....	100.0%	774	587	153	34
Under 1 month.....	0.5	4	4	0	0
1 - 3 months.....	2.7	21	21	0	0
4 - 6 "	23.9	185	171	10	4
7 - 9 "	43.0	333	314	19	0
10 - 12 "	11.8	91	59	31	1
13 - 15 "	5.8	45	9	35	1
16 - 18 "	4.1	32	1	26	5
19 - 21 "	3.4	26	3	16	7
22 - 24 "	2.2	17	3	8	6
25 - 27 "	1.3	10	2	3	5
28 - 30 "	0.1	1	0	1	0
31 - 33 "	0.3	2	0	1	1
Over 33 months.....	0.9	7	0	3	4

TIME IN STATE FACILITIES VARY

Seventy per cent of all the children released during the fiscal year 1951-52 were under care nine months or less. The high population at the Gatesville State School for Boys makes it impossible to keep the boys under care for long periods of time. This Gatesville group, most of whom are under care less than nine months, causes the large percentage figure above.

When the three schools are studied on an individual basis, we find a much longer time under care in the girls' institutions than at Gatesville. The average length of time under care for the three schools together with the average monthly population for the year is as follows:

	Average Monthly Population	Average Length of Time Under Care
Gatesville State School for Boys	416	7.5 months
Gainesville State School for Girls	165	14.5 "
Crockett State School for Negro Girls	66	21.1 "

In comparison to last fiscal year, the average length of time under care in the three schools is very near the same.

FIGURE 18

TIME LAPSE BETWEEN RELEASE AND RETURN OF RECIDIVISTS
TO THE STATE YOUTH DEVELOPMENT COUNCIL FACILITIES

SEPTEMBER 1, 1951 - AUGUST 31, 1952

Months Out of School	Per Cent of Total	Number of Children Returned			
		Total	Gatesville State School For Boys	Gainesville State School For Girls	Crockett State School For Negro Girls
Total.....	100.0%	249	224	22	3
0 - 4 months.....	41.8	104	90	13	1
5 - 8 "	25.3	63	61	2	0
9 - 12 "	16.1	40	37	2	1
13 - 16 "	7.2	18	15	3	0
17 - 20 "	4.0	10	9	1	0
21 - 24 "	2.0	5	3	1	1
25 - 28 "	1.2	3	3	0	0
over 28 months.....	2.4	6	6	0	0

MOST RECIDIVISTS RETURN WITHIN ONE YEAR

Almost 42 per cent of the returnees during the fiscal year 1951-52 were returned to the state school during the first four months after their release. Eighty-three per cent of those children were returned during the first year.

This tends to indicate that if a child is going to adjust in a community, he will do so during the early part of the release period. Skilled supervision, by an experienced social worker, is essential to the rehabilitation of these children, especially during the first few months of the release period.

There has been a 32 per cent return of children to the three state schools over the three year period of the Youth Council operation. That is, 32 of every 100 children released under supervision from the schools have been returned.

At the Gatesville School, the rate of recidivism for the three year period is much higher than at the two girls' schools. The rate at Gatesville has been 36 per cent while at Gainesville and Crockett, the rates have been 19 per cent and 6 per cent respectively.

FIGURE 19

NUMBER OF CHILDREN ADMITTED TO STATE SCHOOLS FROM EACH COUNTY
 SEPTEMBER 1, 1951 - AUGUST 31, 1952

County	Scholastic Population (School Census) 1951 - 1952	Number of Children			
		Total	Gatesville State School For Boys	Gainesville State School For Girls	Crockett State School For Negro Girls
Total.....	1,603,044	65	659	158	48
Per Cent....		0%	76.0	18.0	6.0
Anderson.....	7,278	1	1	0	0
Andrews.....	1,210	0	0	0	0
Angelina.....	8,003	2	1	1	0
Aransas.....	794	0	0	0	0
Archer.....	1,544	1	1	0	0
Armstrong.....	460	0	0	0	0
Atascosa.....	5,271	2	2	0	0
Austin.....	2,641	0	0	0	0
Bailey.....	1,995	1	1	0	0
Bandera.....	775	1	1	0	0
Bastrop.....	4,181	0	0	0	0
Baylor.....	1,445	0	0	0	0
Bee.....	4,443	2	2	0	0
Bell.....	12,357	5	4	0	1
Bexar.....	95,198	71	47	24	0
Blanco.....	867	1	1	0	0
Borden.....	179	0	0	0	0
Bosque.....	2,599	1	1	0	0
Bowie.....	13,885	8	5	3	0
Brazoria.....	11,495	0	0	0	0
Brazos.....	6,656	1	1	0	0
Brewster.....	1,494	3	3	0	0
Briscoe.....	851	0	0	0	0
Brooks.....	2,453	0	0	0	0
Brown.....	5,646	2	2	0	0
Burleson.....	2,926	1	1	0	0
Burnet.....	2,089	0	0	0	0
Caldwell.....	4,357	1	1	0	0
Calhoun.....	2,041	1	1	0	0
Callahan.....	1,896	0	0	0	0
Cameron.....	31,362	22	16	6	0
Camp.....	1,959	0	0	0	0
Carson.....	1,552	0	0	0	0
Cass.....	6,703	2	2	0	0
Castro.....	1,151	0	0	0	0

FIGURE 19 (Continued)

County	Scholastic Population (School Census) 1951 - 1952	Number of Children			
		Total	Gatesville State School For Boys	Gainesville State School For Girls	Crockett State School For Negro Girls
Chambers.....	1,802	0	0	0	0
Cherokee.....	7,301	0	0	0	0
Childress.....	2,289	2	2	0	0
Clay.....	2,005	0	0	0	0
Cockran.....	1,569	0	0	0	0
Coke.....	845	0	0	0	0
Coleman.....	3,189	0	0	0	0
Collin.....	8,531	4	2	2	0
Collingsworth..	2,244	0	0	0	0
Colorado.....	3,849	0	0	0	0
Comal.....	3,465	3	1	2	0
Comanche.....	2,771	1	1	0	0
Concho.....	1,024	1	1	0	0
Cooke.....	4,491	0	0	0	0
Coryell.....	3,602	0	0	0	0
Cottle.....	1,296	0	0	0	0
Crane.....	936	2	2	0	0
Crockett.....	835	0	0	0	0
Crosby.....	2,302	2	2	0	0
Culberson.....	410	0	0	0	0
Dallam.....	1,765	0	0	0	0
Dallas.....	107,892	97	69	20	8
Dawson.....	5,310	0	0	0	0
Deaf Smith.....	2,095	0	0	0	0
Delta.....	1,939	0	0	0	0
Denton.....	7,299	3	3	0	0
De Witt.....	5,722	0	0	0	0
Dickens.....	1,728	0	0	0	0
Dimmit.....	3,474	0	0	0	0
Donley.....	1,292	2	2	0	0
Duval.....	5,030	0	0	0	0
Eastland.....	4,518	0	0	0	0
Ector.....	9,644	6	6	0	0
Edwards.....	592	0	0	0	0
Ellis.....	10,008	5	5	0	0
El Paso.....	41,388	42	38	3	1
Erath.....	3,156	0	0	0	0
Falls.....	5,685	2	1	1	0
Fannin.....	5,904	0	0	0	0
Fayette.....	4,669	0	0	0	0
Fisher.....	2,363	0	0	0	0
Floyd.....	2,262	0	0	0	0
Foard.....	950	0	0	0	0
Fort Bend.....	7,393	3	3	0	0
Franklin.....	1,043	0	0	0	0

FIGURE 19 (Continued)

County	Scholastic Population (School Census) 1951 - 1952	Number of Children			
		Total	Gatesville State School For Boys	Gainesville State School For Girls	Crockett State School For Negro Girls
Freestone.....	3,955	0	0	0	0
Frio.....	2,693	0	0	0	0
Gaines.....	2,684	0	0	0	0
Galveston.....	21,780	11	9	1	1
Garza.....	1,616	0	0	0	0
Gillespie.....	2,172	0	0	0	0
Glasscock.....	255	0	0	0	0
Goliad.....	1,458	0	0	0	0
Gonzales.....	4,592	1	1	0	0
Gray.....	5,454	7	5	2	0
Grayson.....	13,223	7	5	2	0
Gregg.....	13,899	3	3	0	0
Grimes.....	3,229	0	0	0	0
Guadalupe.....	5,584	5	5	0	0
Hale.....	6,359	3	3	0	0
Hall.....	2,326	0	0	0	0
Hamilton.....	1,992	0	0	0	0
Hansford.....	955	0	0	0	0
Hardeman.....	2,168	0	0	0	0
Hardin.....	4,609	3	2	1	0
Harris.....	148,194	139	110	11	18
Harrison.....	10,975	5	5	0	0
Hartley.....	229	0	0	0	0
Haskell.....	3,098	1	1	0	0
Hays.....	4,134	1	1	0	0
Hemphill.....	822	0	0	0	0
Henderson.....	5,173	2	2	0	0
Midalgo.....	43,268	6	6	0	0
Hill.....	6,743	3	3	0	0
Hockley.....	5,652	3	3	0	0
Hood.....	1,103	0	0	0	0
Hopkins.....	4,757	0	0	0	0
Houston.....	5,178	1	1	0	0
Howard.....	6,262	6	4	2	0
Hudspeth.....	1,035	0	0	0	0
Hunt.....	7,848	2	2	0	0
Hutchinson.....	7,352	4	0	4	0
Irion.....	379	0	0	0	0
Jack.....	1,549	1	1	0	0
Jackson.....	3,174	0	0	0	0
Jasper.....	5,451	3	3	0	0
Jeff Davis.....	464	0	0	0	0
Jefferson.....	38,823	34	26	5	3
Jim Hogg.....	1,388	0	0	0	0
Jim Wells.....	7,218	0	0	0	0

FIGURE 19 (Continued)

County	Scholastic Population (School Census) 1951 - 1952	Number of Children			
		Total	Gatesville State School For Boys	Gainesville State School For Girls	Crockett State School For Negro Girls
Johnson.....	6,702	4	2	2	0
Jones.....	4,976	2	2	0	0
Karnes.....	3,805	3	3	0	0
Kaufman.....	6,494	0	0	0	0
Kendall.....	1,223	0	0	0	0
Kenedy.....	175	0	0	0	0
Kent.....	543	0	0	0	0
Kerr.....	2,671	2	2	0	0
Kimble.....	1,008	0	0	0	0
King.....	249	0	0	0	0
Kinney.....	580	0	0	0	0
Kleberg.....	4,839	4	3	1	0
Knox.....	2,498	1	0	0	1
Lamar.....	9,233	3	3	0	0
Lamb.....	4,842	1	1	0	0
Lampasas.....	1,934	2	2	0	0
La Salle.....	2,776	0	0	0	0
Lavaca.....	3,961	1	1	0	0
Lee.....	2,380	0	0	0	0
Leon.....	3,115	0	0	0	0
Liberty.....	6,393	2	2	0	0
Limestone.....	5,116	0	0	0	0
Lipscomb.....	797	0	0	0	0
Live Oak.....	2,354	0	0	0	0
Llano.....	881	1	1	0	0
Loving.....	37	0	0	0	0
Lubbock.....	20,046	12	11	1	0
Lynn.....	2,969	0	0	0	0
Madison.....	1,891	2	2	0	0
Marion.....	2,353	2	2	0	0
Martin.....	1,274	0	0	0	0
Mason.....	911	0	0	0	0
Matagorda.....	4,979	1	0	1	0
Maverick.....	3,027	1	1	0	0
McCullough.....	2,368	1	1	0	0
McLennan.....	24,329	19	12	5	2
McMullen.....	218	0	0	0	0
Medina.....	4,530	0	0	0	0
Menard.....	766	0	0	0	0
Midland.....	6,496	5	3	2	0
Milam.....	5,058	0	0	0	0
Mills.....	1,146	0	0	0	0
Mitchell.....	3,253	1	1	0	0
Montague.....	3,554	3	1	2	0
Montgomery.....	5,893	2	1	0	1

FIGURE 19 (Continued)

County	Scholastic Population (School Census) 1951 - 1952	Number of Children			
		Total	Gatesville State School For Boys	Gainesville State School For Girls	Crockett State School For Negro Girls
Moore.....	3,092	0	0	0	0
Morris.....	2,635	0	0	0	0
Motley.....	860	2	2	0	0
Nacogdoches....	6,926	3	3	0	0
Navarro.....	8,993	3	2	1	0
Newton.....	2,668	1	1	0	0
Nolan.....	4,624	1	1	0	0
Nueces.....	36,606	23	17	6	0
Ochiltree.....	1,135	0	0	0	0
Oldham.....	575	0	0	0	0
Orange.....	9,628	10	5	3	2
Palo Pinto.....	3,428	1	1	0	0
Panola.....	4,684	0	0	0	0
Parker.....	4,683	0	0	0	0
Parmer.....	1,415	1	1	0	0
Pecos.....	2,414	0	0	0	0
Polk.....	3,855	2	2	0	0
Potter.....	15,743	19	10	8	1
Presidio.....	1,628	0	0	0	0
Rains.....	927	0	0	0	0
Randall.....	1,206	0	0	0	0
Reagan.....	619	2	2	0	0
Real.....	497	0	0	0	0
Red River.....	4,830	2	2	0	0
Reeves.....	2,870	0	0	0	0
Refugio.....	2,385	1	1	0	0
Roberts.....	201	0	0	0	0
Robertson.....	4,868	1	1	0	0
Rockwall.....	1,527	0	0	0	0
Runnels.....	3,720	1	1	0	0
Rusk.....	9,597	0	0	0	0
Sabine.....	2,096	3	3	0	0
San Augustine..	2,207	1	1	0	0
San Jacinto....	1,783	1	0	1	0
San Patricio...	10,263	4	4	0	0
San Saba.....	1,874	1	1	0	0
Schleicher.....	708	0	0	0	0
Scurry.....	4,623	3	3	0	0
Shackelford....	946	0	0	0	0
Shelby.....	5,663	3	3	0	0
Sherman.....	561	0	0	0	0
Smith.....	16,192	7	5	2	0
Somervell.....	521	0	0	0	0
Starr.....	4,627	0	0	0	0
Stephens.....	1,813	0	0	0	0

FIGURE 19 (Continued)

County	Scholastic Population (School Census) 1951 - 1952	Number of Children			
		Total	Gatesville State School For Boys	Gainesville State School For Girls	Crockett State School For Negro Girls
Sterling.....	276	1	1	0	0
Stonewall.....	768	0	0	0	0
Sutton.....	898	0	0	0	0
Swisher.....	2,153	0	0	0	0
Tarrant.....	65,851	49	35	12	2
Taylor.....	12,080	3	1	1	1
Terrell.....	704	0	0	0	0
Terry.....	3,569	0	0	0	0
Throckmorton...	780	1	1	0	0
Titus.....	3,853	3	3	0	0
Tom Green.....	11,099	9	8	1	0
Travis.....	26,933	35	22	9	4
Trinity.....	2,508	0	0	0	0
Tyler.....	3,048	0	0	0	0
Upshur.....	4,806	0	0	0	0
Upton.....	1,181	0	0	0	0
Uvalde.....	3,821	0	0	0	0
Val Verde.....	4,074	0	0	0	0
Van Zandt.....	4,944	0	0	0	0
Victoria.....	7,032	2	2	0	0
Walker.....	3,914	0	0	0	0
Waller.....	2,439	3	3	0	0
Ward.....	3,191	1	1	0	0
Washington.....	4,400	0	0	0	0
Webb.....	14,917	8	7	1	0
Wharton.....	9,034	2	1	1	0
Wheeler.....	2,379	1	0	1	0
Wichita.....	15,653	5	3	2	0
Wilbarger.....	4,348	6	2	3	1
Willacy.....	5,580	2	1	1	0
Williamson.....	8,211	4	3	0	1
Wilson.....	3,572	1	1	0	0
Winkler.....	2,249	0	0	0	0
Wise.....	3,116	0	0	0	0
Wood.....	4,947	1	0	1	0
Yoakum.....	996	0	0	0	0
Young.....	3,348	1	1	0	0
Zapata.....	970	0	0	0	0
Zavala.....	3,138	1	1	0	0

School Name	Year of Children		Total	Total (to book)	Total (to book) (to 1917)
	Boys	Girls			
1	1	0	1	1	1
2	0	0	0	0	0
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
13	0	0	0	0	0
14	0	0	0	0	0
15	0	0	0	0	0
16	0	0	0	0	0
17	0	0	0	0	0
18	0	0	0	0	0
19	0	0	0	0	0
20	0	0	0	0	0
21	0	0	0	0	0
22	0	0	0	0	0
23	0	0	0	0	0
24	0	0	0	0	0
25	0	0	0	0	0
26	0	0	0	0	0
27	0	0	0	0	0
28	0	0	0	0	0
29	0	0	0	0	0
30	0	0	0	0	0
31	0	0	0	0	0
32	0	0	0	0	0
33	0	0	0	0	0
34	0	0	0	0	0
35	0	0	0	0	0
36	0	0	0	0	0
37	0	0	0	0	0
38	0	0	0	0	0
39	0	0	0	0	0
40	0	0	0	0	0
41	0	0	0	0	0
42	0	0	0	0	0
43	0	0	0	0	0
44	0	0	0	0	0
45	0	0	0	0	0
46	0	0	0	0	0
47	0	0	0	0	0
48	0	0	0	0	0
49	0	0	0	0	0
50	0	0	0	0	0
51	0	0	0	0	0
52	0	0	0	0	0
53	0	0	0	0	0
54	0	0	0	0	0
55	0	0	0	0	0
56	0	0	0	0	0
57	0	0	0	0	0
58	0	0	0	0	0
59	0	0	0	0	0
60	0	0	0	0	0
61	0	0	0	0	0
62	0	0	0	0	0
63	0	0	0	0	0
64	0	0	0	0	0
65	0	0	0	0	0
66	0	0	0	0	0
67	0	0	0	0	0
68	0	0	0	0	0
69	0	0	0	0	0
70	0	0	0	0	0
71	0	0	0	0	0
72	0	0	0	0	0
73	0	0	0	0	0
74	0	0	0	0	0
75	0	0	0	0	0
76	0	0	0	0	0
77	0	0	0	0	0
78	0	0	0	0	0
79	0	0	0	0	0
80	0	0	0	0	0
81	0	0	0	0	0
82	0	0	0	0	0
83	0	0	0	0	0
84	0	0	0	0	0
85	0	0	0	0	0
86	0	0	0	0	0
87	0	0	0	0	0
88	0	0	0	0	0
89	0	0	0	0	0
90	0	0	0	0	0
91	0	0	0	0	0
92	0	0	0	0	0
93	0	0	0	0	0
94	0	0	0	0	0
95	0	0	0	0	0
96	0	0	0	0	0
97	0	0	0	0	0
98	0	0	0	0	0
99	0	0	0	0	0
100	0	0	0	0	0

MADE IN U.S.A.

MADE IN U.S.A.

SCHEDULE 1

STATE YOUTH DEVELOPMENT COUNCIL
RECEIPTS, EXPENDITURES AND BALANCES
FISCAL YEAR ENDED AUGUST 31, 1952

RECEIPTS

Balance at September 1, 1951	\$	97,022.89	
Legislative Appropriation - Regular		98,754.00	
Legislative Appropriation - Special Reserve		50,000.00	
Legislative Appropriation - Teachers' Salaries		99,240.00	
Sale of Automobiles		<u>4,800.86</u>	
Total Receipts			\$ 349,817.75

EXPENDITURES

Personal Services:			
Salaries		75,845.69	
Per Diem		850.00	
Current Charges:			
Rent on Office Equipment		154.44	
Bond Premiums		27.55	
Postage		20.00	
Telephone and Telegraph		1,591.47	
Miscellaneous Charges		47.33	
Travel Expense:			
Fares		737.14	
Personal Car Allowance		7,178.18	
Hotel and Room Rent		1,525.39	
Meals		2,610.17	
Other Travel Expense		13.15	
Supplies and Miscellaneous:			
Stationery and Printing		604.20	
Printed Reports for Distribution		95.79	
Reference Books		142.78	
Office and Miscellaneous Supplies		252.06	
Gasoline, Oil and Grease		345.69	
Other Auto Expense		3.75	
Repairs:			
Repairs to Office Equipment		287.85	
Repairs to Automobiles		162.74	
Capital Outlay:			
Office Equipment		<u>1,139.79</u>	
Total Expenditures			93,635.16

TRANSFERS

Gatesville State School - Teachers Salaries		42,000.00	
Gainesville State School - Teachers Salaries		39,150.00	
Crockett State School - Teachers Salaries		<u>18,090.00</u>	
Total Transfers			99,240.00

REVERSION TO GENERAL REVENUE

68,899.43

BALANCE

88,043.16

SCHEDULE 2

STATE YOUTH DEVELOPMENT COUNCIL
INVENTORY OF CONSUMABLE SUPPLIES AND FIXED ASSETS
AT AUGUST 31, 1952

<u>Location</u>	<u>Consumable Supplies & Postage</u>	<u>Equipment and Fixed Assets</u>
Central Office	\$ 3,517.85	\$ 12,071.98
Gatesville State School for Boys	68,360.29	1,216,058.89
Gainesville State School for Girls	33,184.11	427,729.76
Crockett State School for Negro Girls	<u>22,702.85</u>	<u>400,228.20</u>
Total	<u>\$ 127,765.10</u>	<u>\$ 2,056,088.83</u>

FINANCIAL SCHEDULES OF
GATESVILLE STATE SCHOOL FOR BOYS
FISCAL YEAR ENDED AUGUST 31, 1952

SCHEDULE 1

GATESVILLE STATE SCHOOL FOR BOYS
AVAILABLE FUNDS, EXPENDITURES AND BALANCES
FISCAL YEAR ENDED AUGUST 31, 1952

<u>Available Funds</u>	<u>Amount</u>	<u>Expended</u>	<u>Balance</u>
	\$	\$	\$
Legislative Appropriations	1,294,800.36	612,944.35	681,856.01
Institutional Local Funds	48,487.07	31,494.66	16,992.41
Independent School District Funds	40,505.88	27,393.79	13,112.09
<u>Total Available Funds</u>	<u>1,383,793.31</u>	<u>671,832.80</u>	<u>711,960.51</u>
<u>Operating Expense</u>			
Salaries and Wages		319,189.12	
Travel Expense		3,334.88	
Professional Services and Fees		2,935.55	
Telephone, Telegraph and Postage		3,348.46	
Utilities		27,379.06	
Groceries, Fresh Meats and Perishables		104,610.49	
Dry Goods, Linens and Notions		25,800.27	
Stationery, School and Office Supplies		4,055.46	
Hardware and Miscellaneous		6,819.39	
Drugs and Hospital Supplies		3,026.83	
Petroleum Products		3,693.17	
Feed and Farm Supplies		5,442.60	
Rent		3,141.00	
Repairs, Lumber and Building Supplies		15,329.76	
Temporary Labor		3,887.00	
Recreation and Amusement		4,556.04	
Discharge and Transportation		5,923.70	
General Supplies and Other Expense		13,692.71	
Merchandise for Resale		9,523.92	
Total Operating Expense			565,689.41
<u>Capital Expense</u>			
Buildings and Improvements		92,842.80	
Equipment and Furniture		9,097.00	
Livestock		12,215.00	
Total Capital Expense			<u>114,154.80</u>
Total Operating and Capital Expense			679,844.21
Less: Adjustments by Accounts Payable			<u>8,011.41</u>
Total Expenditures			<u>671,832.80</u>

SCHEDULE 2

GATESVILLE STATE SCHOOL FOR BOYS
RECEIPTS, EXPENDITURES AND BALANCES
APPROPRIATED FUNDS
FISCAL YEAR ENDED AUGUST 31, 1952

Receipts

Legislative Appropriation	\$ 448,272.00	
Legislative Appropriation Construction & Repairs	669,000.00	
Transfers From Council - Teachers Salaries	42,000.00	
Employees Emoluments	8,604.22	
Miscellaneous	474.42	
Transfers From Deposited Local	5,402.04	
Total Receipts		\$ 1,173,752.68

Operating Expense

Salaries and Wages	296,402.09	
Travel Expense	3,217.76	
Professional Services and Fees	2,879.75	
Telephone, Telegraph and Postage	3,348.46	
Utilities	27,379.06	
Groceries, Fresh Meats and Perishables	104,520.59	
Dry Goods, Linens and Notions	25,695.56	
Stationery, School and Office Supplies	4,055.46	
Hardware and Miscellaneous	6,423.57	
Drugs and Hospital Supplies	3,026.83	
Petroleum Products	3,693.17	
Feed and Farm Supplies	4,784.63	
Rent	68.49	
Repairs - Lumber and Building Supplies	14,951.19	
Temporary Labor	3,887.00	
Recreation and Amusement	4,556.04	
Discharge and Transportation	5,923.70	
General Supplies and Other Expense	7,799.36	
Total Operating Expense		522,612.71

Capital Expense

Buildings and Improvements	92,165.10	
Equipment and Furniture	6,177.95	
Total Capital Expense		98,343.05

Less: Adjustments by Accounts Payable 8,011.41

Net Expenditures 612,944.35

Excess Receipts Over Expenditures 560,808.33

Balance at September 1, 1951 121,329.40

Less: Reversion to General Revenue 281.72

Balance at August 31, 1952 681,856.01

SCHEDULE 3

GATESVILLE STATE SCHOOL FOR BOYS
RECEIPTS, EXPENDITURES AND BALANCES
LOCAL FUNDS
FISCAL YEAR ENDED AUGUST 31, 1952

Receipts

Canteen Sales	\$ 11,769.09	
Livestock Sales	15,379.97	
Hide Sales	334.11	
Production Sales	7,414.33	
Miscellaneous	1,504.20	
Refunds	4.00	
Rent Received	208.00	
Equipment Sales	1,746.36	
Total Receipts	\$ 38,360.06	
Less: Transfers to Appropriated Funds		5,402.04
Net Receipts		32,958.02

Operating Expenditures

Salaries	1,370.21	
Professional Services	55.80	
Travel Expense	117.12	
Groceries	36.00	
Fresh Meats and Perishables	53.90	
Dry Goods and Clothing	62.21	
Hardware and Miscellaneous	232.79	
Feed and Farm Supplies	657.97	
Rent	3,072.51	
Lumber and Building Supplies	48.25	
Merchandise for Resale	9,523.92	
General Supplies	375.45	
Other Expense	1,741.78	
Total Operating Expense	17,347.91	

Capital Expenditures

Livestock	12,215.00	
Equipment	1,254.05	
Roads and Grounds	677.70	
Total Capital Expenditures	14,146.75	

Total Expenditures 31,494.66

Excess Receipts Over Expenditures 1,463.36

Balance at September 1, 1951 15,529.05

Balance at August 31, 1952 16,992.41

SCHEDULE 4

GATESVILLE STATE SCHOOL FOR BOYS
RECEIPTS, EXPENDITURES AND BALANCES
INDEPENDENT SCHOOL DISTRICT FUNDS
FISCAL YEAR ENDED AUGUST 31, 1952

Receipts

State Apportionment	\$ 25,970.70	
County Aid	138.57	
Miscellaneous Receipts	<u>30.00</u>	
Total Receipts		\$ 26,139.27

Operating Expenditures

Salaries	21,416.82	
Dry Goods and Notions	42.50	
Hardware and Miscellaneous	163.03	
Repairs	330.32	
General Supplies	3,484.09	
Other Expense	<u>292.03</u>	
Total Operating Expense		25,728.79

Capital Expenditures

Equipment		<u>1,665.00</u>
Total Expenditures		27,393.79

Excess Expenditures Over Receipts		1,254.52
Balance at September 1, 1951		<u>14,366.61</u>
Balance at August 31, 1952		<u><u>13,112.09</u></u>

SCHEDULE 5

GATESVILLE STATE SCHOOL FOR BOYS
ANALYSIS OF OPERATING EXPENSE BY ACTIVITIES
FISCAL YEAR ENDED AUGUST 31, 1952

General Administration

(Superintendent, Business Manager, Social Services, Housing, Accounting and Stores)

Salaries	\$ 42,838.72	
Employees Maintenance	10,541.78	
Executive Grocery Allowance	3,055.52	
Gasoline, Oil and Grease	1,046.75	
General Supplies	2,608.60	
Linens and Bedding	142.94	
Telephone, Telegraph and Postage	3,361.18	
Travel Expense	1,377.21	
Transportation of Students	2,591.50	
Repairs	3,677.30	
Other Expense	275.40	
Spillage and Breakage	151.88	
Inventory Over or Short	311.84	
Discharge Allowance	<u>3,325.65</u>	
Gross Expense		\$ 75,306.27
Less: Service to Employees - Charged to Depts.	13,950.00	
Less: Service to Employees - Cash Collected	<u>269.50</u>	<u>14,219.50</u>
Net Expense - General Administration		<u>61,086.77</u>

Physical Plant

(General Plant, Buildings, Roads and Grounds)

Salaries	32,016.11	
Employees Maintenance	8,345.00	
Gasoline, Oil and Grease	461.37	
General Supplies	21,734.41	
Utilities	28,843.01	
Repairs	10,265.53	
Other Expense	<u>830.93</u>	
Gross Expense		102,496.36
Less: Value of Production - Charged to Depts.	12,101.17	
Less: Value of Production - Capitalized	<u>4,789.19</u>	<u>16,890.36</u>
Net Expense - Physical Plant		<u>85,606.00</u>

Service Industries

(Laundry, Shoe Shop and Mattress Factory)

Salaries	4,659.83	
Employees Maintenance	1,756.45	
Laundry and General Supplies	2,322.63	
Repairs	358.54	
Other Expense	<u>11.28</u>	
Gross Expense		9,108.73
Less: Service to Employees - Charged to Depts.	4,300.00	
Less: Service to Employees - Cash Collected	872.73	
Less: Value of Production - Charged to Depts.	<u>1,483.25</u>	<u>6,655.98</u>
Net Expense - Service Industries		<u>2,452.75</u>

SCHEDULE 5 (Continued)

GATESVILLE STATE SCHOOL FOR BOYS
ANALYSIS OF OPERATING EXPENSE BY ACTIVITIES
FISCAL YEAR ENDED AUGUST 31, 1952

Food Services

Salaries	\$ 15,437.88	
Employees Maintenance	5,416.66	
Fresh Meats and Perishables	126,961.79	
Groceries	36,225.36	
General Supplies	3,328.70	
Linens	120.09	
Repairs	1,374.92	
Other Expense	2,006.34	
Gross Expense		\$ 190,871.74
Less: Service to Employees - Charged to Depts.	24,750.00	
Less: Service to Employees - Cash Collected	7,461.99	32,211.99
Net Expense - Food Services		158,659.75

Religious, Recreational and Educational

Salaries	71,453.35	
Employees Maintenance	2,050.00	
Materials and Supplies	7,542.44	
Repairs	548.41	
Other Expense	1,554.63	
Net Expense - Religious, Recreational and Educational		83,148.83

Medical, Housing, Care and Maintenance of Students

Salaries	95,188.92	
Employees Maintenance	35,325.71	
Drugs and Hospital Supplies	2,333.52	
General Supplies	5,498.16	
Clothing and Personal Supplies	28,880.52	
Linens and Bedding	1,836.36	
Professional Services and Medical Treatment	1,864.35	
Repairs	1,888.83	
Other Expense	491.36	
Net Expense - Medical, Housing, Care and Maintenance of Students		173,307.73

Auxiliary Enterprises (Canteen)

Cash Sales	11,769.09	
Sales Charged to Departments	18.70	
Total Sales		11,787.79
Cost of Merchandise	9,523.92	
Inventory Variance	23.99	9,547.91
Gross Profit		2,239.88
Salaries	1,650.00	
Employees Maintenance	600.00	
General Supplies	1.60	
Repairs	3.60	2,255.20
Net Loss - Auxiliary Enterprises		15.32

SCHEDULE 5 (Continued)

GATESVILLE STATE SCHOOL FOR BOYS
ANALYSIS OF OPERATING EXPENSE BY ACTIVITIES
FISCAL YEAR ENDED AUGUST 31, 1952

Productive Industries

(Bakery, Creamery, Garment
 Factory and Cannery)

Salaries	\$ 4,984.85	
Employees Maintenance	1,900.00	
Cost of Raw Materials	46,552.02	
General Supplies	746.36	
Repairs	291.73	
Other Expense	7.81	
Gross Expense - Productive Industries		\$ 54,482.77
Less: Value of Production - Credited to Depts.		61,147.17
Net Profit - Productive Industries		(6,664.40)

Agricultural Activities

(General Farm, Hog Farm,
 Dairy Farm and Garden)

Inventory Variance	2,723.17	
Salaries	18,484.27	
Employees Maintenance	6,609.64	
Feed and Seed	19,464.63	
Gasoline, Oil and Grease	2,199.75	
General Supplies	1,152.18	
Professional Services	232.15	
Repairs	2,168.95	
Rent	4,318.36	
Other Expense	1,335.21	
Gross Expense - Agricultural Activities		58,688.31
Less: Value of Production - Credited to Depts.	54,657.68	
Less: Cash Sales of Production	23,128.41	
Net Profit - Agricultural Activities		77,786.09 (19,097.78)

SUMMARY OF OPERATING EXPENSES

General Administration	61,086.77	
Physical Plant	85,606.00	
Service Industries	2,452.75	
Food Services	158,659.75	
Religious, Recreational and Educational	83,148.83	
Medical, Housing, Care and Maintenance of Students	173,307.73	
Auxiliary Enterprises	15.32	
Productive Industries	(6,664.40)	
Agricultural Activities	(19,097.78)	
Total Net Operating Expense		538,514.97

Average Monthly Population - 416

Annual Operating Cost Per Capita - \$1,294.51

SCHEDULE 6

GATESVILLE STATE SCHOOL FOR BOYS
RECONCILIATION OF EXPENSE AND OPERATING SCHEDULES
FISCAL YEAR ENDED AUGUST 31, 1952

Operating Expense - Schedule 1	\$ 565,689.41
Gifts and Grants	1,280.91
Inventory of Consumable Supplies-September 1, 1951	79,720.81
Less: Inventory of Consumable Supplies - August 31, 1952	68,208.23
Less: Inventory Adjustments May 31, 1952	<u>3,446.11</u>
	<u>\$ 575,036.79</u>
Net Operating Expense - Schedule 5	538,514.97
Service to Employees - Cash Collected	8,604.22
Sale of Production	23,128.41
Capitalized Production	<u>4,789.19</u>
	<u>575,036.79</u>

SUMMARY OF OPERATING EXPENSES

82,088.77	General Administration
82,000.00	Physical Plant
2,142.75	Service Industries
153,889.75	Food Services
53,148.83	Recreation, Developmental and Educational
173,307.43	Medical, Nursing, Care and Maintenance of Children
12,782	Auxiliary Industries
(6,000.00)	Productive Industries
<u>(1,007.78)</u>	Agricultural Activities
580,211.97	Total Net Operating Expenses

FINANCIAL SCHEDULES OF
GAINESVILLE STATE SCHOOL FOR GIRLS
FISCAL YEAR ENDED AUGUST 31, 1952

THE UNIVERSITY OF MICHIGAN
LIBRARY
ANN ARBOR, MICHIGAN

SCHEDULE 1

GAINESVILLE STATE SCHOOL FOR GIRLS
AVAILABLE FUNDS, EXPENDITURES AND BALANCES
FISCAL YEAR ENDED AUGUST 31, 1952

<u>Available Funds</u>	<u>Amount</u>	<u>Expended</u>	<u>Balances</u>
	\$	\$	\$
Legislative Appropriations	417,763.54	391,101.06	26,662.48
Institutional Local Funds	10,359.81	2,782.90	7,576.91
Independent School District Funds	<u>10,369.97</u>	<u>6,091.06</u>	<u>4,278.91</u>
Total Available Funds	<u>438,493.32</u>	<u>399,975.02</u>	<u>38,518.30</u>
 <u>Operating Expense</u>			
Bond Premium		\$ 82.55	
Discharge and Transportation		1,134.99	
Drugs and Hospital Supplies		855.38	
Dry Goods and Notions		3,004.92	
Feed, Seed and Farm Supplies		15,234.31	
Groceries, Fresh Meats and Perishables		27,624.33	
Hardware and Miscellaneous		6,194.43	
Lumber and Building Supplies		786.06	
Merchandise for Resale		1,546.33	
Petroleum Products		1,063.64	
Postage		300.00	
Professional Services and Medical		2,137.06	
Recreation and Amusement		1,171.17	
Repairs		11,771.30	
Salaries		142,210.03	
Stationery, School and Office Supplies		2,421.64	
Telephone and Telegraph		1,299.28	
Travel Expense		1,081.48	
Utilities		11,558.81	
Miscellaneous Supplies		<u>1,632.01</u>	
Total Operating Expense			\$ 233,109.72
 <u>Capital Expense</u>			
Buildings and Improvements		138,116.50	
Equipment and Furniture		29,857.50	
Livestock		<u>36.00</u>	
Total Capital Expense			<u>168,010.00</u>
Total Operating and Capital Expense			401,119.72
Less: Adjustments by Accounts Payable			<u>1,144.70</u>
Total Expenditures			<u>399,975.02</u>

SCHEDULE 2

GAINESVILLE STATE SCHOOL FOR GIRLS
RECEIPTS, EXPENDITURES AND BALANCES
APPROPRIATED FUNDS
FISCAL YEAR ENDED AUGUST 31, 1952

Receipts

Legislative Appropriation	\$ 193,321.00	
Transfer from Council - Teachers Salaries	39,150.00	
Employees Emoluments	3,043.00	
Sale of Automobiles	1,096.86	
Miscellaneous and Refund	109.40	
Total Receipts		\$ 236,720.26

Operating Expense

Bond Premiums	82.55	
Discharge and Transportation	1,134.99	
Drugs and Hospital Supplies	855.38	
Dry Goods and Notions	3,004.92	
Feed, Seed and Farm Supplies	15,234.31	
Groceries, Fresh Meats, and Perishables	27,624.33	
Hardware and Miscellaneous	6,194.43	
Lumber and Building Supplies	786.06	
Petroleum Products	1,063.64	
Postage	300.00	
Professional Services and Medical	2,137.06	
Recreation and Amusement	1,171.17	
Repairs	11,702.39	
Salaries	136,497.45	
Stationery, School and Office Supplies	2,421.64	
Telephone and Telegraph	1,299.28	
Travel Expense	1,054.34	
Utilities	11,558.81	
Miscellaneous Supplies	1,079.11	
Total Operating Expense		225,201.86

Capital Expense

Buildings and Improvements	138,116.50	
Equipment and Furniture	28,822.90	
Livestock	36.00	
Total Capital Expense		<u>166,975.40</u>

Total Operating and Capital Expense 392,177.26

Less: Adjustment by Accounts Payable 1,076.20

Net Expenditures 391,101.06

Excess Expenditures Over Receipts 154,380.80

Balance at September 1, 1951 181,080.64

Less: Reversion to General Revenue 37.36

Balance at August 31, 1952 26,662.48

SCHEDULE 3

GAINESVILLE STATE SCHOOL FOR GIRLS
RECEIPTS, EXPENDITURES AND BALANCES
LOCAL FUNDS
FISCAL YEAR ENDED AUGUST 31, 1952

<u>Receipts</u>		
Livestock Sales	\$ 3,335.17	
Canteen Sales	1,936.98	
Vocational Training Sales	1,080.30	
Miscellaneous	<u>73.03</u>	
Total Receipts		\$ 6,425.48
<u>Operating Expenditures</u>		
Merchandise for Resale	1,546.33	
Repairs	12.68	
Salaries	243.08	
Miscellaneous	<u>160.61</u>	
Total Operating Expense		1,962.70
<u>Capital Expenditures</u>		
Equipment and Furniture	<u>888.70</u>	
Total Capital Expense		<u>888.70</u>
Total Expenditures		2,851.40
Less: Adjustment by Accounts Payable		<u>68.50</u>
Net Expenditures		2,782.90
Excess Receipts Over Expenditures		3,642.58
Balance at September 1, 1951		4,061.26
Less: Reversion to General Revenue		<u>126.93</u>
Balance at August 31, 1952		<u><u>7,576.91</u></u>

SCHEDULE 4

GAINESVILLE STATE SCHOOL FOR GIRLS
RECEIPTS, EXPENDITURES AND BALANCES
INDEPENDENT SCHOOL DISTRICT FUNDS
FISCAL YEAR ENDED AUGUST 31, 1952

<u>Receipts</u>		
State Apportionment	\$ 7,860.60	
County Aid	36.96	
Total Receipts		\$ 7,897.56
<u>Operating Expenditures</u>		
Salaries	5,469.50	
Travel Expense	27.14	
Repairs	56.23	
Supplies and Miscellaneous	392.29	
Total Operating Expenditures		5,945.16
<u>Capital Expenditures</u>		
Equipment	145.90	
Total Capital Expenditures		145.90
Total Expenditures		6,091.06
Excess Receipts Over Expenditures		1,806.50
Balance at September 1, 1951		2,472.41
Balance at August 31, 1952		<u>4,278.91</u>

SCHEDULE 5

GAINESVILLE STATE SCHOOL FOR GIRLS
 ANALYSIS OF OPERATING EXPENSE BY ACTIVITIES
 FISCAL YEAR ENDED AUGUST 31, 1952

General Administration

(Superintendent, Business Manager, Social Services, Housing, Accounting and Stores)

Salaries	\$ 26,574.37	
Employees Maintenance	6,752.99	
Executive Grocery Allowance	2,024.57	
Gasoline, Oil and Grease	454.93	
General Supplies	761.52	
Telephone, Telegraph and Postage	1,693.60	
Travel Expense	1,122.32	
Transportation of Students	660.28	
Repairs	803.14	
Other Expense	148.25	
Spoilage and Breakage	79.77	
Inventory Over or Short	1,385.69	
Discharge Allowance	496.05	
Gross Expense		\$ 42,957.48
Less: Service to Employees - Charged to Depts.	6,112.74	
Less: Service to Employees - Cash Collected	375.00	6,487.74
Net Expense - General Administration		36,469.74

Physical Plant

(General Plant, Equipment, Buildings, Roads and Grounds Maintenance)

Salaries	11,723.70	
Employees Maintenance	4,384.17	
Gasoline, Oil and Grease	401.17	
General Supplies	1,947.72	
Utilities	11,215.23	
Repairs	9,797.36	
Other Expense	839.55	
Gross Expense		40,308.90
Less: Value of Production - Charged to Depts.		4,845.02
Net Expense - Physical Plant		35,463.88

Service Industries

(Laundry)

Salaries	2,970.00	
Employees Maintenance	1,125.02	
Laundry and General Supplies	531.83	
Repairs	4,567.45	
Gross Expense		9,194.30
Less: Service to Employees - Charged to Depts.	1,797.46	
Less: Service to Employees - Cash Collected	283.75	2,081.21
Net Expense - Service Industries		7,113.09

SCHEDULE 5 (Continued)

GAINESVILLE STATE SCHOOL FOR GIRLS
ANALYSIS OF OPERATING EXPENSE BY ACTIVITIES
FISCAL YEAR ENDED AUGUST 31, 1952

Food Services

Salaries	\$ 10,651.23	
Employees Maintenance	4,082.51	
Fresh Meats and Perishables	39,379.84	
Groceries	13,186.86	
General Supplies	909.88	
Linens	99.50	
Repairs	695.97	
Gross Expense		\$ 69,005.79
Less: Service to Employees - Charged to Depts.	9,653.04	
Less: Service to Employees - Cash Collected	2,384.25	12,037.29
Net Expense - Food Services		56,968.50

Religious, Recreational and Educational

Salaries	45,796.59	
Materials and Supplies	3,937.16	
Repairs	656.77	
Other Expense	721.16	
Gross Expense		51,111.68
Less: Sales from Vocational Training		1,080.30
Net Expense - Religious, Recreational and Educational		50,031.38

Medical, Housing, Care and Maintenance of Students

Salaries	23,179.91	
Employees Maintenance	7,417.05	
Drugs and Hospital Supplies	690.13	
General Supplies	2,912.21	
Clothing and Personal Supplies	2,683.51	
Linens and Bedding	2,127.41	
Professional Services and Medical Treatment	1,908.16	
Repairs	2,369.06	
Other Expense	356.95	
Net Expense - Medical, Housing, Care and Maintenance of Students		43,644.39

Auxiliary Enterprises

(Vending Machines)		
Sales		1,936.98
Cost of Merchandise	1,546.33	
Inventory Variance	(43.98)	1,502.35
Gross Profit		434.63
Repairs	4.28	
Net Profit - Auxiliary Enterprises		(430.35)

SCHEDULE 5 (Continued)

GAINESVILLE STATE SCHOOL FOR GIRLS
ANALYSIS OF OPERATING EXPENSE BY ACTIVITIES
FISCAL YEAR ENDED AUGUST 31, 1952

Productive Industries

(Creamery and Garment Factory)

Salaries	\$ 4,683.82	
Employees Maintenance	1,651.83	
Cost of Raw Materials	16,694.80	
General Supplies	372.14	
Repairs	37.03	
Other Expense	3.90	
Gross Expense		\$ 23,443.52
Less: Value of Production - Credited to Depts.		22,819.59
Net Loss - Productive Industries		623.93

Agricultural Activities

(Hog Farm, Dairy Farm, Poultry Farm, Garden)

Inventory Variance	945.50	
Salaries	6,500.08	
Employees Maintenance	2,280.00	
Feed and Seed	15,746.33	
Gasoline, Oil and Grease	255.77	
General Supplies	283.20	
Professional Services	307.00	
Repairs	160.57	
Gross Expense		26,478.45
Less: Value of Production - Credited to Depts.	24,126.24	
Less: Cash Sales of Production	3,335.17	
Net Profit - Agricultural Activities		27,461.41 (982.96)

SUMMARY OF OPERATING EXPENSES

General Administration	36,469.74	
Physical Plant	35,463.88	
Service Industries	7,113.09	
Food Services	56,968.50	
Religious, Recreational and Educational	50,031.38	
Medical, Housing, Care and Maintenance of Students	43,644.39	
Auxiliary Enterprises	(430.35)	
Productive Industries	623.93	
Agricultural Activities	(982.96)	
Total Net Operating Expense		228,901.60

Average Monthly Population - 165

Annual Operating Cost Per Capita - \$1,387.28

Schedule 6 - Gainesville State School for Girls

Reconciliation of Expense and Operating Schedules was not furnished by the Gainesville School.

FINANCIAL SCHEDULES OF
CROCKETT STATE SCHOOL FOR NEGRO GIRLS
FISCAL YEAR ENDED AUGUST 31, 1952

SCHEDULE 1

CROCKETT STATE SCHOOL FOR NEGRO GIRLS
AVAILABLE FUNDS, EXPENDITURES AND BALANCES
FISCAL YEAR ENDED AUGUST 31, 1952

<u>Available Funds</u>	<u>Amount</u>	<u>Expended</u>	<u>Balance</u>
	\$	\$	\$
Legislative Appropriations	156,043.65	136,817.39	19,226.26
Institutional Local Funds	2,903.70	132.68	2,771.02
Independent School District Funds	<u>2,445.51</u>	<u>498.33</u>	<u>1,947.18</u>
 Total Available Funds	 <u>161,392.86</u>	 <u>137,448.40</u>	 <u>23,944.46</u>
 <u>Operating Expense</u>			
Bond Premium		\$ 73.76	
Discharge and Transportation		326.38	
Drugs and Hospital Supplies		1,469.65	
Dry Goods and Notions		3,696.20	
Farm Seed and Supplies		57.85	
Groceries, Fresh Meats and Perishables		15,822.56	
Hardware and Miscellaneous		2,061.31	
Laundry and Dry Cleaning		189.51	
Lumber and Building Supplies		401.53	
Petroleum Products		374.42	
Postage		225.26	
Professional Services		387.00	
Recreation and Amusement		646.64	
Repairs		279.27	
Salaries		58,762.10	
Stationery, School and Office Supplies		521.33	
Storage		108.57	
Telephone and Telegraph		515.71	
Travel Expense		303.51	
Utilities		4,395.37	
Miscellaneous and General Supplies		<u>107.83</u>	
Total Operating Expense			\$ 90,725.76
 <u>Capital Expense</u>			
Buildings and Improvements		35,854.85	
Equipment		<u>7,361.37</u>	
Total Capital Expense			<u>43,216.22</u>
 Total Operating and Capital Expense			 133,941.98
 Plus: Adjustments by Accounts Payable			 <u>3,506.42</u>
 Total Expenditures			 <u>137,448.40</u>

SCHEDULE 2

CROCKETT STATE SCHOOL FOR NEGRO GIRLS
RECEIPTS, EXPENDITURES AND BALANCES
APPROPRIATED FUNDS
FISCAL YEAR ENDED AUGUST 31, 1952

Receipts

Legislative Appropriation	\$ 84,139.00	
Transferred from Youth Development Council	18,090.00	
Employees Emoluments	290.75	
Miscellaneous	1,101.98	
Total Receipts		\$ 103,621.73

Operating Expense

Bond Premiums	70.76	
Discharge and Transportation	326.38	
Drugs and Hospital Supplies	1,469.65	
Dry Goods and Notions	3,696.20	
Farm Seed and Supplies	57.85	
Groceries, Fresh Meats and Perishables	15,820.16	
Hardware and Miscellaneous	2,061.31	
Laundry and Dry Cleaning	189.51	
Lumber and Building Supplies	401.53	
Petroleum Products	374.42	
Postage	215.88	
Professional Services	387.00	
Recreation and Amusement	567.66	
Repairs	277.77	
Salaries	58,680.85	
Stationery and School Supplies	305.33	
Storage	108.57	
Telephone and Telegraph	515.71	
Travel Expense	287.35	
Utilities	4,395.37	
Miscellaneous and General Supplies	103.43	
Total Operating Expense		90,312.69

Capital Expense

Buildings and Improvements	35,698.46	
Equipment	7,299.82	
Total Capital Expense		42,998.28
Total Operating and Capital Expense		133,310.97
Plus: Adjustments by Accounts Payable		3,506.42
Net Expenditures		136,817.39
Excess Expenditures Over Receipts		33,195.66
Balance at September 1, 1951		52,421.92 *
Balance at August 31, 1952		19,226.26 *

*Balances include appropriation to Council for construction at Crockett.

SCHEDULE 3

CROCKETT STATE SCHOOL FOR NEGRO GIRLS
RECEIPTS, EXPENDITURES AND BALANCES
LOCAL FUNDS
FISCAL YEAR ENDED AUGUST 31, 1952

<u>Receipts</u>		
Surplus Sales	\$ 509.70	
Miscellaneous	<u>2.21</u>	
Total Receipts		\$ 511.91
<u>Operating Expenditures</u>		
Groceries, Fresh Meats and Perishables	2.40	
Postage	9.38	
Rental	4.40	
Wages	<u>81.25</u>	
Total Operating Expense		97.43
<u>Capital Expenditures</u>		
Improvements		<u>35.25</u>
Total Expenditures		132.68
Excess Receipts Over Expenditures		379.23
Balance at September 1, 1951		<u>2,391.79</u>
Balance at August 31, 1952		<u>2,771.02</u>

SCHEDULE 4

CROCKETT STATE SCHOOL FOR NEGRO GIRLS
RECEIPTS, EXPENDITURES AND BALANCES
INDEPENDENT SCHOOL DISTRICT FUNDS
FISCAL YEAR ENDED AUGUST 31, 1952

<u>Receipts</u>		
State Apportionment	\$ 2,127.60	
Total Receipts		\$ 2,127.60
<u>Operating Expenditures</u>		
Bond Premiums	3.00	
Recreation and Amusement	78.98	
Repairs	1.50	
Travel	16.16	
School Supplies and Miscellaneous Expense	216.00	
Total Operating Expenditures		315.64
<u>Capital Expenditures</u>		
Equipment	61.55	
Improvements	121.14	
Total Capital Expenditures		182.69
Total Expenditures		498.33
Excess Receipts Over Expenditures		1,629.27
Balance at September 1, 1951		317.91
Balance at August 31, 1952		<u>1,947.18</u>

SCHEDULE 5

CROCKETT STATE SCHOOL FOR NEGRO GIRLS
ANALYSIS OF OPERATING EXPENSE BY ACTIVITIES
FISCAL YEAR ENDED AUGUST 31, 1952

General Administration

(Superintendent, Business Manager,
Housing, Accounting and Stores)

Salaries	\$ 14,453.99	
Employees Maintenance	3,250.59	
Executive Grocery Allowance	2,257.47	
Gasoline, Oil and Grease	265.41	
General Supplies	375.63	
Linens and Bedding	104.57	
Telephone, Telegraph and Postage	755.30	
Travel Expense	222.87	
Transportation of Students	169.93	
Repairs	83.86	
Other Expense	383.71	
Spoilage and Breakage	160.48	
Inventory Over or Short	824.14	
Discharge Allowance	130.00	
Gross Expense	\$ 23,437.95	
Less: Service to Employees - Charged to Depts.	3,507.74	
Less: Service to Employees - Cash Collected	75.00	
Net Expense - General Administration	19,855.21	

Physical Plant

(General Plant, Buildings,
Roads and Grounds)

Salaries	7,800.47	
Employees Maintenance	2,707.42	
Gas, Oil and Grease	102.63	
General Supplies	826.22	
Utilities	4,626.51	
Repairs	379.48	
Other Expense	140.81	
Gross Expense	16,583.54	
Less: Value of Production - Charged to Depts.	750.29	
Less: Value of Production - Capitalized	2,000.08	
Net Expense - Physical Plant	13,833.17	

Service Industries

(Laundry and Sewing Room)

Salaries	3,200.47	
Employees Maintenance	1,263.87	
Cost of Material (Sewing Room)	202.53	
Laundry and General Supplies	287.04	
Repairs	45.57	
Other Expense	20.42	
Gross Expense	5,019.90	
Less: Service to Employees - Charged to Depts.	1,098.68	
Less: Service to Employees - Cash Collected	25.00	
Less: Value of Production (Sewing Room)	629.27	
Net Expense - Service Industries	3,266.95	

SCHEDULE 5 (Continued)

CROCKETT STATE SCHOOL FOR NEGRO GIRLS
ANALYSIS OF OPERATING EXPENSE BY ACTIVITIES
FISCAL YEAR ENDED AUGUST 31, 1952

Food Services

Salaries	\$ 2,945.09	
Employees Maintenance	1,231.19	
Fresh Meats and Perishables	11,771.61	
Groceries	7,425.86	
Supplies	326.98	
Linens	63.30	
Repairs	56.99	
Other Expense	122.92	
Gross Expense		\$ 23,943.94
Less: Service to Employees - Charged to Depts.	4,959.38	
Less: Service to Employees - Cash Collected	190.75	5,150.13
Net Expense - Food Services		18,793.81

Religious, Recreational and Educational

Salaries	16,485.25	
Materials and Supplies	877.41	
Travel	44.39	
Repairs	65.86	
Other Expense	297.69	
Net Expense - Religious, Recreational and Educational		17,770.60

Medical, Housing, Care and Maintenance of Students

Salaries	11,195.07	
Employees Maintenance	3,820.74	
Drugs and Hospital Supplies	4.25	
General Supplies	1,467.73	
Clothing and Personal Supplies	3,192.14	
Linens	67.62	
Professional Services	282.00	
Repairs	136.40	
Other Expense	31.24	
Net Expense - Medical, Housing, Care and Maintenance of Students		20,197.19

Agricultural Activities

(Garden)		
Seed	54.56	
General Supplies	5.35	
Repairs	6.30	
Gross Expense		66.21
Less: Value of Production		159.02
Net Profit - Agricultural Activities		(92.81)

SCHEDULE 5 (Continued)

CROCKETT STATE SCHOOL FOR NEGRO GIRLS
ANALYSIS OF OPERATING EXPENSE BY ACTIVITIES
FISCAL YEAR ENDED AUGUST 31, 1952

SUMMARY OF OPERATING EXPENSES

General Administration	\$ 19,855.21	
Physical Plant	13,833.17	
Service Industries	3,266.95	
Food Services	18,793.81	
Religious, Recreational and Educational	17,770.60	
Medical, Housing, Care and Maintenance of Students	20,197.19	
Agricultural Activities	(92.81)	
Net Operating Expense		<u>\$ 93,624.12</u>

Average Monthly Population - 65.58

Annual Operating Cost Per Capita - \$1,427.63

SCHEDULE 6

CROCKETT STATE SCHOOL FOR NEGRO GIRLS
RECONCILIATION OF EXPENSE AND OPERATING SCHEDULES
FISCAL YEAR ENDED AUGUST 31, 1952

Operating Expense - Schedule 1	\$ 90,725.76	
Gifts and Grants	171.90	
Inventory Consumable Supplies - September 1, 1951	27,587.14	
Less: Inventory of Consumable Supplies - August 31, 1952	<u>22,569.85</u>	
		<u>\$ 95,914.95</u>
Net Operating Expense - Schedule 5	93,624.12	
Service to Employees - Cash Collected	290.75	
Capitalized Production	<u>2,000.08</u>	
		<u>95,914.95</u>

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General Information
This book is a
comprehensive
reference work
covering the
history of the
United States
from 1776 to
1900. It is
written in a
clear and
concise style
and is
suitable for
use in schools
and libraries.

THE HISTORY OF THE UNITED STATES
FROM 1776 TO 1900

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HAMMILL
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HAMMERMILL
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MADE IN U.S.A.

CERTIFICATE AND STATEMENTS CONTAINING
PERSONNEL DATA REQUIRED BY GENERAL PRO-
VISIONS, HOUSE BILL 426, 52ND LEGISLATURE,
REGULAR SESSION.

HAMMERMILL
BOND

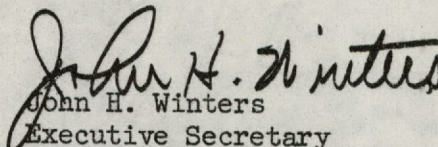
CERTIFICATE

PERSONNEL COMPLIANCE WITH REQUIREMENTS OF
GENERAL PROVISIONS OF APPROPRIATION BILL

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 all employees, including those in the three schools, have executed the loyalty oath required by House Bill 426, 52nd Legislature, Regular Session.

Signed at Austin, Texas, this 10th day of November A.D. 1952.


John H. Winters
Executive Secretary

STATEMENT 1

BONDED EMPLOYEES
STATE YOUTH DEVELOPMENT COUNCIL
FISCAL YEAR ENDED AUGUST 31, 1952

<u>Facility</u>	<u>Position</u>	<u>Amount</u>	<u>Surety</u>
Central Office	All Positions	\$ 2,500 *	Fidelity & Deposit Company of Maryland
Gatesville School	Superintendent	10,000	Fidelity & Deposit Company of Maryland
	Business Manager	15,000	Fidelity & Deposit Company of Maryland
	All Others	2,500 *	Fidelity & Deposit Company of Maryland
Gainesville School	Superintendent	10,000	Fidelity & Deposit Company of Maryland
	Business Manager	15,000	Fidelity & Deposit Company of Maryland
	All Others	2,500 *	Fidelity & Deposit Company of Maryland
Crockett School	Superintendent	10,000	Fidelity & Deposit Company of Maryland
	Business Manager	10,000	Fidelity & Deposit Company of Maryland
	All Others	2,500 *	Fidelity & Deposit Company of Maryland

*Blanket Indemnity Bond

STATEMENT 2

STATE YOUTH DEVELOPMENT COUNCIL
STATEMENT OF ABSENCES AND ACCUMULATED ANNUAL LEAVE
FISCAL YEAR ENDED AUGUST 31, 1952

	<u>Period of Service</u>		<u>Number of Days Absent</u>			<u>Annual Leave</u>	<u>Annual Leave</u>
			<u>Sick Leave</u>	<u>Annual Leave</u>			
	<u>From</u>	<u>To</u>		<u>(Hrs-Min)</u>	<u>Earned Prior Year</u>	<u>Earned Current Year</u>	<u>Accumulated 8-31-52</u>
Present Employees:							
Beggs, Katherine (part-time)	6- 6-52	8-31-52	0	0	0	0	0
Cain, William C.	8-21-52		0	0	0	0	0
Carson, David C.	7-14-52		0	0	0	14:40	0
Carter, Robert (part-time)	9-15-52		0	0	18:20	0	0
Dabney, Jane	9- 1-51		123:12	4	44:00	7:20	0
Darby, Louise	9- 1-51		22:00	9½	0	88:00	0
Gillett, Mettie	3-10-51		13:12	0	0	51:20	0
Gregg, Margaret	9- 1-51		48:24	4½	50:24	37:36	0
Irwin, James William	4- 1-52		0	0	0	36:40	0
MacKay, William	9- 1-51		0	0	88:00	0	0
Marrs, Jimmie	9- 1-51		70:24	1	88:00	0	0
Matthews, Harold J.	9- 1-51		0	8	0	88:00	0
Meadows, Earle	9- 1-51		0	10	0	88:00	0
Molyneaux, Glenn	9- 1-51		0	8	17:36	70:24	0
Rhea, Boyd	9- 1-51		0	0	0	88:00	0
Ritchie, Agnes	9- 1-51		0	0	0	88:00	0
Shandera, Juanita	8- 1-52		0	0	0	7:20	0
Shirley, Dorothy	5-15-52		26:24	0	0	22:00	0
Smith, Stewart C.	12-14-51		0	0	0	66:00	0
Stubbs, Mary Ann	9- 1-51		17:36	2	39:36	48:24	0
Torres, Raul	4- 1-52		8:48	0	17:36	26:24	0
Williams, Dorothy	7- 1-52		0	0	0	0	0
Yznaga, Eva G. (part-time)	8- 1-52		0	0	0	0	0
Employees Terminated:							
Atlee, James B.	9- 1-51	9- 6-51	0	0	0	0	0
Coffee, Shirley (part-time)	6- 1-52	8-31-52	0	0	0	0	0
Collier, Louise	9- 1-51	2- 4-52	4:24	0	36:40	0	0
Davis, Barbara (temporary)	2- 1-52	3- 7-52	0	0	0	0	0
DuShane, Rose (part-time)	1-10-52	5-31-52	22:00	0	0	0	0
Fletcher, Joanne (part-time)	2- 1-52	5-30-52	0	0	0	0	0
Fuchs, Margaret	9- 1-51	8-14-52	44:00	0	88:00	0	0
Kennedy, Alvin [†] C.	6- 9-52	8-31-52	8:48	0	0	22:00*	0
Moursund, John	9- 1-51	3-25-52	17:36	9½	52:48	0	0
Ratliff, Hubert	7-14-52	8-31-52	0	0	0	0	0
Ratliff, Robert (part-time)	9- 1-51	6-10-52	8:48	2	30:48	0	0
Row, Charles	9- 1-51	8-31-52	39:36	0	88:00	0	0
Sapier, Herman	9- 1-51	6-30-52	0	6	35:12	38:08*	0
Small, Jo Ann	9- 1-51	9-31-51	0	0	0	0	0
Turnage, Leon	9- 1-51	2-11-52	0	12	39:36	0	0
Wells, Ann (part-time)	2-18-52	5-21-52	0	0	0	0	0

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

STATEMENT 3

GATESVILLE STATE SCHOOL FOR BOYS
STATEMENT OF ABSENCES AND ACCUMULATED ANNUAL LEAVE
FISCAL YEAR ENDED AUGUST 31, 1952

	<u>Period of Service</u>		<u>Number of Days Asent</u>				<u>Annual</u>
	<u>From</u>	<u>To</u>	<u>Leave</u>	<u>Sick</u>	<u>Annual Leave</u>		<u>Leave</u>
					<u>of Ab-</u>	<u>Earned</u>	
			<u>sence</u>	<u>Leave</u>	<u>Prior</u>	<u>Current</u>	<u>Accumu-</u>
					<u>Year</u>	<u>Year</u>	<u>lated</u>
							<u>8-31-52</u>
Present Employees:							
Alford, Jim	9- 1-51	8-31-52	0	5	0	12	0
Ament, Kay	9- 1-51		0	1½	8½	6	6
Anderson, Raymond	9- 1-51		0	0	2	9	3
Anderson, Seth	9- 1-51		0	0	0	3	9
Bartlett, Claud W.	9- 1-51		0	0	2	4	8
Bartlett, Gladys	9- 1-51		0	0	0	12	0
Bartlett, Charles	9- 1-51		0	0	1	10	2
Bates, John G.	9- 1-51		0	2	8½	0	12
Blanchard, Lorena	9- 1-51		0	5½	0	12	0
Blanchard, Tom	9- 1-51		0	0	1	11	1
Broussard, Othon	6-26-52		0	0	0	0	2
Broussard, Virginia	9- 1-51		0	2	0	0	12
Buckner, Ernest	4-29-52		0	2	0	0	4
Burkhalter, Harry	9- 1-51		0	1	0	10	2
Buster, Cecil C.	3-28-52		0	0	0	0	5
Collins, Ella L.	3- 1-52		0	0	0	0	6
Carroll, Herman R.	2- 1-52		0	1	0	0	7
Campbell, Lucille	9- 1-51		0	0	1	12	0
Campbell, Robert L.	9- 1-51		0	0	½	12	0
Carroll, Wilburn E.	9- 1-51		0	0	8	0	12
Carroll, W. J.	9- 1-51		0	1	6	0	12
Chambers, Frankie Lou	6- 1-52		0	0	0	0	3
Colley, E. M.	5- 1-52		0	0	0	0	4
Collins, Dean L.	9- 1-51		0	0	0	6	6
Curry, Bailey	9- 1-51		0	0	9½	10½	1½
Davis, O. K.	10-18-51		0	5	0	7	3½
Dempster, J. B.	4- 5-52		0	0	0	0	5
Diserns, Walter	9- 1-51		0	7½	5½	5	7
DuBose, Irene W.	6-25-52		0	0	0	0	2
DuBose, Robert C.	6-25-52		0	0	0	0	2
Easter, Christopher	9- 1-51		0	0	0	12	0
Edwards, Carl A.	9- 1-51		0	4	0	12	0
Edwards, John B.	9- 1-51		0	4½	½	0	12
Edwards, Lota	9- 1-51		0	13½	0	0	12
Etchison, Carl	2- 1-52		0	0	0	0	7
Etchison, Opal	2- 4-52		0	3	0	0	12*
Everett, Wilson H.	9- 1-51		0	0	0	6	6
Franks, Alvin	9- 1-51		0	7½	1	8½	3½
Franks, Henry I.	9- 1-51		0	1	12	12	0
Fields, Willie M.	7- 1-52		0	1	0	0	2
Garmon, Dorothy	9- 1-51		0	3	0	5	7

*Earned 5 days while employed at Waco State Home.

	<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>Accumulated 8-31-52</u>
					<u>Earned Prior Year</u>	<u>Earned Current Year</u>	
Present Employees:							
(Continued)							
Garmon, Giles W.	9- 1-51	8-31-52	0	1½	5	0	12
Gaskamp, Walter F.	7-16-52		0	0	0	0	1½
Glaze, Joseph J.	9- 1-51		0	4	0	6	6
Hall, Tilman G.	9- 1-51		0	1	1	5	7
Herring, Gene	7-16-52		0	0	0	0	1½
Herring, John T.	9- 1-51		0	9	0	7	5
Hight, Geo. A.	9- 1-51		0	1	3	0	12
Hodges, Grace M.	9- 1-51		0	2	1	2½	9½
Hodges, Vernon	9- 1-51		0	2½	12	0	12
Hodnett, John T.	9- 1-51		0	0	4	2	10
Hollingsworth, Ben R.	9- 1-51		0	0	10	0	12
Holt, Waymon A.	9- 1-51		0	0	2½	9½	2½
Huggins, Verna N.	9- 1-51		0	0	11	½	11½
Huggins, Willie C.	9- 1-51		0	7	9	4½	7½
Jayroe, R. W.	9- 1-51		0	2½	3	11	1
Kindrick, Miller B.	9- 1-51		0	0	11	0	12
Kirby, Carlos L.	9- 1-51		0	0	8½	3	9
Kirby, Clara	9-17-51		0	0	0	11½	0
Kitchens, Irvin F.	3- 6-52		0	1½	0	0	6
Lack, Thomas L.	9- 1-51		0	3	4	2	10
Lee, Homer I.	9- 1-51		0	1	0	12	0
Lee, La Rue	6- 1-52		0	0	0	0	3
Lewis, Allen D.	7- 1-52		0	0	0	0	2
Lofland, Jim	9- 1-51		0	3½	1	11½	½
Lovejoy, Knox	9- 1-51		0	0	½	0	12
McBride, Dempsey, J.	9- 1-51		0	0	½	11½	½
McCoy, J. A.	9- 1-51		0	0	0	0	12
Martin, E. C.	5- 4-52		0	1	0	1	3
Martin, R. L.	12- 1-51		0	2½	0	9	0
Manning, M. M.	9- 1-51		0	0	3	3	9
Merritt, I. S.	9- 1-51		0	1½	8½	0	12
Maxwell, Therman	5-16-52		0	0	0	0	3½
Maxwell, Verda	5-16-52		0	0	0	0	3½
Moorehead, Newton	8-15-52		0	0	0	0	0
Nicholson, John O.	9- 1-51		0	3	0	7	4
Owens, Barney	10- 2-51		0	0	0	5	6
Painter, Arthur	9- 1-51		0	0	2	10	2
Painter, Elsie G.	9- 1-51		0	3	6½	0	12
Painter, Jim	9- 1-51		0	6	12	4	8
Painter, Otha A.	7-10-52		0	0	0	0	2
Painter, Winnie	7-10-52		0	0	0	0	2
Ray, Curtis F.	8-11-52		0	0	0	0	1
Roberts, Ben H.	9- 1-51		0	1	6½	1½	10½
Roberts, J. F.	9- 1-51		0	1	0	6	6
Roberts, Minnie F.	9- 1-51		0	3	6	6	6
Sanford, Laura	9- 1-51		0	13	2	12	0

	<u>Period of Service</u>		<u>Number of Days Absent</u>				<u>Annual</u>
	<u>From</u>	<u>To</u>	<u>Leave of Ab- sence</u>	<u>Sick Leave</u>	<u>Annual Leave</u>		<u>Leave Accumu- lated 8-31-52</u>
					<u>Earned Prior Year</u>	<u>Earned Current Year</u>	
Present Employees:							
(Continued)							
Sanford, N. C.	10- 1-51	8-31-52	0	5½	2	0	12
Sapier, Herman	7- 1-52		0	0	0	0	2
Sellers, J. B.	9- 1-51		0	1	8	7½	4½
Sanders, Francis E.	9- 1-51		0	0	5	7	5
Sheppard, Arven	4-19-52		0	0	0	0	4½
Sherwood, H. W.	9- 1-51		0	6	1	11	1
Smith, Bertie C.	1-21-52		0	2½	0	0	7
Smith, Essie S.	9- 1-51		0	0	4	8	4
Spiller, A. L.	5-15-52		0	0	0	0	3½
Standard, Byron L.	7- 1-52		0	0	0	0	2
Strickland, W. D.	7-11-52		0	0	0	0	2
Swift, W. Elmer	9- 1-51		0	2	½	12	0
Tharp, Isaac D.	9- 1-51		0	1½	5½	5	7
Trammell, Bailey	9- 1-51		0	2½	1½	3½	8½
Trammell, W. W.	6-22-52		0	0	0	0	2
Turner, Willie L.	9- 1-51		0	3	½	11	1
Walsh, Sybil	9- 1-51		0	5	1	12	0
Webster, Lois H.	9- 1-51		0	5½	3	1½	10½
White, Tommie S.	9- 1-51		0	0	0	9	3
Wilie, Lorene W.	9- 1-51		0	2	0	12	0
Wilie, Walter D.	9- 1-51		0	16½	5	11	1
Williams, Charles	9- 1-51		0	0	2	10	2
Williams, Lloyd	9- 1-51		0	1	½	5½	6½
Wills, Keith C.	9- 1-51		0	3½	4	8	4
Wilson, Willie B.	9- 1-51		0	4	0	7	5
Wright, Jasper	3-13-52		0	0	0	3	3
Wright, Rcland V.	7-16-52		0	0	0	0	1½
Employees Terminated:							
Anderson, Mavis	9- 1-51	9-30-51	0	2	6	1	0
Beeman, Rcsc W.	9- 1-51	3-31-52	0	0	2	7	0
Browning, Jesse	10- 2-51	12-10-51	0	0	0	0	0
Carpenter, Paul	10- 1-51	2-29-52	0	0	0	0	0
Carson, Minnie G.	9- 1-51	9-30-51	0	0	4	1	0
Cathey, William A.	9- 1-51	8-27-52	0	8½	3½	10½	0
Coward, Jim L.	9- 1-51	3-21-52	0	0	0	6	0
Coward, W. B.	12-11-51	6-25-52	0	2½	0	6	0
Crow, William	4- 1-52	4-17-52	0	0	0	0	0
Davis, Bryce	9- 1-51	11-30-51	0	1	0	3	0
Davis, Goffrey	9- 1-51	1-31-52	0	0	1½	5	0
Donaldson, Juel	9- 1-51	8-31-52	0	13	0	12	0
Esparza, Lupe	6-16-52	7-15-52	0	0	0	0	0
Etchison, H. E.	4- 5-52	7- 5-52	0	0	0	0	0
Fields, Willie M.	11- 6-51	4-30-52	0	2½	0	6	0
Franks, Lillian	9- 1-51	9-16-51	0	0	2	0	0
Gonzales, Sam	1-14-52	5-31-52	0	1	0	0	0
Grafe, Ralph Lee	9- 1-51	3- 8-52	0	0	1	6	0

	<u>Period of Service</u>		<u>Number of Days Absent</u>				<u>Annual</u>
	<u>From</u>	<u>To</u>	<u>Leave</u>	<u>Sick</u>	<u>Annual Leave</u>		<u>Leave</u>
					<u>of Ab-</u>	<u>Earned</u>	
			<u>sence</u>	<u>Leave</u>	<u>Prior</u>	<u>Current</u>	<u>Accumu-</u>
					<u>Year</u>	<u>Year</u>	<u>lated</u>
							<u>8-31-52</u>
Employees Terminated:							
(Continued)							
Hampton, Daisy	9- 1-51	6-30-52	0	5	3	10	0
Herring, Henry	9- 1-51	8-31-52	0	4	1	11½	0
Hopkins, Dudley	9-11-51	12-31-51	0	0	0	0	0
Johnson, Robert A.	9- 1-51	4-30-52	0	7	1	8	0
Jolly, Christeen	9-19-51	1- 8-52	0	1	0	4	0
Jolly, Jack	9- 1-51	1- 8-52	0	0	0	4	0
Lackey, R. W.	12-30-51	4-15-52	0	1	0	0	0
Lee, Rae Juan	6- 9-52	8-31-52	0	1½	0	0	0
Lofland, Callie F.	9- 1-51	1-24-52	0	0	1½	4	0
Lyon, Bettye C.	9- 1-51	1-22-52	0	4	0	4	0
McBride, Sara	9- 1-51	2-29-52	0	4½	1	6	0
McCallister, Garnett	1-18-52	5-31-52	0	0	0	0	0
Marshall, Roy T.	1- 9-51	7-15-52	0	0	0	10	0
Martin, Bobby D.	9- 1-51	4-15-52	0	2	3	7	0
Martin, Bruns E.	9- 1-51	4-10-52	0	0	1½	7	0
Martin, Orville	10- 1-51	4- 9-52	0	0	0	6	0
Massinglll, D. C.	9-28-51	4-17-52	0	1½	0	6	0
Mayberry, Fred	9- 1-51	6-30-52	0	0	1	9	0
Moore, William M.	9- 1-51	3-19-52	0	1½	12	7	0
Morgan, E. C.	9- 1-51	2-18-52	0	1	5	6	0
Nelson, Valerie	2- 4-52	5-31-52	0	0	0	0	0
Nabors, Mary	9- 1-51	7- 6-52	0	1	2	10	0
Nabors, Robert L.	9- 1-51	7- 5-52	0	6½	12	10	0
Newton, Eloise T.	9- 1-51	6-17-52	0	4½	1½	8	0
Nicholson, Anne	9- 1-51	12-23-51	0	4	0	4	0
Ochoa, Alex	12-21-51	5-31-52	0	2	0	0	0
Parrish, R. E.	5-19-52	8-31-52	0	1	0	0	0
Phillips, Roy M.	9- 1-51	9-27-51	0	½	12	1	0
Ray, Charlie E.	9-15-51	9-26-51	0	0	0	0	0
Russell, Wanda Ruth	6-18-52	8-31-52	0	½	0	0	0
Scott, Robert T.	9- 1-51	12-20-51	0	0	2	3	0
Shoaf, Robert R.	9- 1-51	10-14-51	0	0	0	0	0
Sims, Ira Yett	9- 1-51	2- 7-52	0	3	1	5	0
Smith, Bertha	9- 1-51	9-26-51	0	0	0	0	0
Stonum, Nolza	9- 1-51	11- 2-51	0	0	0	0	0
Thetford, Lee	10- 8-51	8- 5-52	0	0	0	10	0
Wagnon, Bob	9- 1-51	3-31-52	0	0	1	6	0
Walsh, Charlie W.	9- 1-51	8-31-52	0	½	4	12	0
Walsh, James D.	9- 1-51	4-30-52	0	1	½	8	0
Walters, M. C.	4-21-52	7- 6-52	0	0	0	0	0
Wendeborn, R. H.	9- 1-51	3-12-52	0	1	5	6	0
White, Glenn E.	9- 1-51	3-31-52	0	2	1	7	0
Williams, Floyd H.	9- 1-51	9-2 -51	0	0	0	0	0
Williams, Ted F.	9- 1-51	10- 4-51	0	0	0	0	0
Williams, Tenie R.	9- 1-51	1- 7-52	0	0	0	0	0
Wolf, Simon A.	9- 1-51	5- 7-52	0	9	0	0	0
Wolf, Vera F.	9- 1-51	5- 7-52	0	0	½	0	0
Wright, Beryl	9- 1-51	8-31-52	210	½	3	5	0

	<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>Earned</u> <u>Prior</u> <u>Year</u>	<u>Earned</u> <u>Current</u> <u>Year</u>	<u>Accumu-</u> <u>lated</u> <u>8-31-52</u>
Teaching Staff:							
Anderson, Inez	9- 1-51	7-31-52	0	0	0	0	0
Bradshaw, Clara	9- 1-51	7-31-52	0	4	0	0	0
Carroll, Lalla D.	9- 1-51	7-31-52	0	1	0	0	0
Carson, Kit	9- 1-51	7-31-52	0	0	0	0	0
Cashaw, Irene V.	9- 1-51	7-31-52	0	7	0	0	0
Cashaw, Leon E.	9- 1-51	7-31-52	0	0	0	0	0
Hitchcock, John H.	2- 1-52	8-31-52	0	0	0	0	6
Jones, Virgil C.	1-21-52	7-31-52	0	0	0	0	0
Lyon, L. B. Jr.	9- 1-51	1-19-52	0	0	0	0	0
Nelson, Fred	2- 1-52	5-31-52	0	0	0	0	0
Norris, Howard B.	9- 1-51	7-31-52	0	3	0	0	0
Post, Genella M.	9- 1-51	7-31-52	0	2	0	0	0
Reeve, Charles A.	9- 1-51	8-31-52	0	0	6	8½	3½
Rolan, Ed L.	9- 1-51	7-31-52	0	0	0	0	0
Sawyer, Allie B.	9- 1-51	7-31-52	0	6	0	0	0
Siddle, Bernie	9- 1-51	7-31-52	0	0	0	0	0
Siddle, Owen L.	9- 1-51	7-31-52	0	0	0	0	0
Swift, Gladys B.	9- 1-51	7-31-52	0	3	0	0	0
Walls, Willie H.	9- 1-51	8-31-52	0	3½	0	0	0

STATEMENT 4

GAINESVILLE STATE SCHOOL FOR GIRLS
STATEMENT OF ABSENCES AND ACCUMULATED ANNUAL LEAVE
FISCAL YEAR ENDED AUGUST 31, 1952

	<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>8-31-52</u>
Present Employees:							
Allen, Linda	9- 1-51	8-31-52	0	0	0	9	3
Allen, Morris	9- 1-51		0	0	0	9	3
Bennett, Louise	12- 1-51		0	0	0	0	9
Bryant, Graden	6-16-52		0	0	0	0	2½
Buerger, Kate	9- 1-51		0	0	0	12	0
Burlingham, Maxine	9- 1-51		0	0	12	0	12
Cagle, Eula	9- 1-51		0	0	1	11	1
Caldwell, Carolyn	4-26-52		0	0	0	0	4½
Cammer, Bettie	9- 1-51		0	6	1	11	1
Cotton, Zula	9-21-51		0	0	0	10	1½
Crow, Phoebe	5-16-52		0	0	0	0	3½
Farquhar, J. A.	9- 1-51		0	0	4	0	12
Fields, Louise	11- 1-51		0	0	0	9	1
Gunter, Ada	3-20-52		0	0	0	0	5½
Gunter, George	9- 4-51		0	0	0	0	12
Hammer, Lu	8- 1-52		0	0	0	0	1
Hooper, Roy	9- 1-51		0	0	½	5	7
Hooper, Thelma	9- 1-51		50	7	0	12	0
Hudgins, Jenne	9- 1-51		15	10	0	12	0
Johnson, Elmer	9- 1-51		0	0	5½	0	12
Johnson, Ethel	9- 1-51		4	0	2	10	2
Johnson, Frances	4- 1-52		0	0	0	0	5
Jones, Leslie D.	4- 1-52		0	0	0	0	5
Joynes, Nita	9- 1-51		0	7	0	12	0
Kirk, Woodrow	9- 1-51		0	2	0	12	0
Lockard, Mavis	9- 1-51		0	9	0	12	0
Lockard, Roy	9- 1-51		0	3	0	12	0
Lyons, Cora L.	4- 1-52		0	0	0	0	5
Menzie, Nina	9- 1-51		8	10	12	0	12
Miller, Dosia H.	9- 1-51		1	3	0	12	0
McCarty, Lillie	8- 1-52		0	0	0	0	1
McCollum, Lucile	9- 1-51		0	3	0	12	0
McMillen, Ira W.	9- 1-51		0	0	0	12	0
Newman, Nora	9- 1-51		0	0	0	12	0
Osburn, Carrie	9- 1-51		0	0	0	12	0
Orsburn, Garland	9- 1-51		0	0	0	12	0
Richey, Barbara	9- 1-51		0	0	0	4	8
Robertson, Emma J.	9- 1-51		0	1	2	12	0
Russell, Robert	4-14-52		0	0	0	0	5
Smith, Aline	9- 1-51		0	10	0	4	8
Stalcup, Eva	9- 1-51		0	0	12	0	12

	<u>Period of Service</u>		<u>Number of Days Absent</u>				<u>Annual Leave Accumulated 8-31-52</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:							
(Continued)							
Stewart, Lucile	9- 1-51	8-31-52	0	0	0	12	0
Street, May Belle	9- 1-51		44	0	0	12	0
Thomas, Doris	5- 1-52		0	0	0	0	4
Townsley, Eva G.	9- 1-51		0	0	0	12	0
Winfrey, H. L.	6-16-52		0	0	0	0	2½
Employees Terminated:							
Bickham, Frances	6- 3-52	8-31-52	0	0	0	0	0
Boyd, Lita	7- 1-52	7-15-52	0	0	0	0	0
Brock, Leta	9- 1-51	12-29-51	0	0	0	0	0
Carlson, Adele	5- 6-52	7-17-52	0	0	0	0	0
Courtney, Selma	5-10-52	7- 6-52	0	0	0	0	0
Downing, Ben H.	9- 1-51	4-11-52	0	10	0	7½	0
Forgy, Ora Mae	12-10-51	3-31-52	0	0	0	0	0
Hames, Anna	8-11-52	8-18-52	0	0	0	0	0
Helm, Ruby J.	9- 1-51	5- 9-52	0	1	2	7	0
Hensley, Mary Ella	10-24-51	3-30-52	0	0	0	0	0
Hodge, Ruby	2-19-52	3-26-52	0	0	0	0	0
Hogge, Alice	7-17-52	8- 1-52	0	0	0	0	0
Holleman, Byron H.	9- 1-51	6-15-52	0	1	0	10½	0
Holleman, Vera H.	9- 1-51	6-15-52	0	0	0	10½	0
Hooper, Jewel K.	6- 1-52	8-15-52	0	0	0	0	0
House, Alice	7-17-52	8-31-52	0	0	0	0	0
House, J. Leon	8- 1-52	8-31-52	0	0	0	0	0
King, Irene	9- 8-51	9-30-51	0	0	0	0	0
Morton, Robbie	9- 1-51	2-18-52	0	0	0	6	0
McCollum, Si A.	9- 1-51	11-23-51	0	0	0	2	0
McCollum, Wanda	12-10-51	8-31-52	0	3½	0	9	0
McKenzie, Mayre	9- 1-51	2-18-52	0	0	0	6	0
Norman, Elizabeth	9- 1-51	10-31-51	0	0	0	0	0
Ritchie, Jessie	3- 6-52	4-16-52	0	0	0	0	0
Schmidt, Edna	9- 1-51	6-30-52	0	0	0	10	0
Sherer, Edra	9- 1-51	9-30-51	0	0	0	0	0
Skaggs, Ralph L.	12- 6-51	6-15-52	0	1	0	6	0
Tarlton, Verna	9- 1-51	7- 6-52	0	10	0	10	0
Tune, Nellie	9- 1-51	9-12-51	0	0	0	0	0
Wallace, Mamie	10-15-51	2-29-52	0	0	0	4½	0
Wilson, Gordon	10-29-51	2-16-52	0	1	0	0	0
Woodruff, Leola	9- 1-51	4-30-52	0	0	4	8	0
Teaching Staff:							
Blandford, Frances	9- 1-51	8-31-52	0	1½	0	0	0
Broome, Ruth	9- 1-51	8-31-52	0	2	0	0	0
Coney, Esther G.	9- 1-51	8-31-52	0	3	0	0	0
Estes, Norma J.	10- 2-51	8-31-52	0	2½	0	0	0
Everett, Sol	6- 1-52	8-31-52	0	0	0	0	0

	<u>Period of Service</u>		<u>Number of Days Absent</u>				<u>Annual</u>
	<u>From</u>	<u>To</u>	<u>Leave</u>	<u>Sick</u>	<u>Annual Leave</u>		<u>Leave</u>
					<u>of Ab-</u>	<u>Leave</u>	<u>Earned</u>
			<u>sence</u>		<u>Year</u>	<u>Year</u>	<u>lated</u>
							<u>8-31-52</u>
Teaching Staff:							
(Continued)							
Harmon, Ola	9- 1-51	11-30-51	0	2	0	4	0
Hooper, Jewel	9- 1-51	5-31-52	0	2	0	0	0
Jones, Allegra	12-13-51	8-31-52	0	1	0	9	0
Lewis, Virginia	6- 1-52	8-31-52	0	$\frac{1}{2}$	0	0	0
McCain, Mary	9- 1-51	5-31-52	0	2	0	0	0
McNamara, Janetta	6- 3-52	8-31-52	0	0	0	0	0
Miller, Earldine	6- 3-52	8-31-52	0	0	0	0	0
Mizel, Margie	9- 1-51	8-31-52	11	1	0	0	0
Renfro, Dorothy D.	9- 1-51	5-31-52	3	5	0	0	0
Romberger, Susan	9- 1-51	12-12-51	1	3	0	0	0
Taylor, Thelma	9-17-51	8-31-52	0	6	0	12	0
Vincent, Walter G.	9- 1-51	5-31-52	0	0	0	4	0
Wagoner, Mildred	9-1 -51	5-31-52	0	0	0	0	0
Wright, Dale W.	9- 1-51	5-31-52	0	4	0	0	0

STATEMENT 5

CROCKETT STATE SCHOOL FOR NEGRO GIRLS
STATEMENT OF ABSENCES AND ACCUMULATED ANNUAL LEAVE
FISCAL YEAR ENDED AUGUST 31, 1952

	<u>Period of Service</u>		<u>Number of Days Absent</u>				<u>Annual Leave Accumulated 8-31-52</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:							
Anderson, M. D.	9- 1-51	8-31-52	0	1	1	0	12
Bilger, August	9- 1-51		0	0	4	8	4
Cook, Inez	9- 1-51		0	0	5	5	7
Fuller, Trudie	7-10-52		0	0	0	0	2
Harrell, Emma G.	9- 1-51		0	8½	4	0	12
Hopkins, Mildred	7-16-52		0	0	0	0	1½
Johnson, Tom H.	2- 1-52		0	0	0	7	0
Jones, E. G.	9- 1-51		0	0	4	10	2
Jones, G. L.	9- 1-51		0	0	8	1	11
Mathis, LaRuth	10- 1-51		0	0	0	10	1
Moore, Jessie Lee	5- 1-52		0	0	0	0	4
Owens, Minnie	6-25-52		0	0	0	0	2
Reed, Annette	5-12-52		0	0	0	0	4
Shaw, Harvey	9- 1-51		0	1	4½	7	5
Simon, George	9- 1-51		0	0	1	4½	7½
Stewart, Ray A.	9- 1-51		0	0	8	1½	10½
Thompson, E. S.	10- 1-51		0	2	0	10	1
Truss, Corrie	9- 1-51		24	0	2½	6½	5½
Walker, Lynn	9- 1-51		0	1½	5	4	8
Williams, Alfred	9- 1-51		0	0	0	1½	10½
Williams, Gracie	9- 1-51		0	15	0	1½	10½
Employees Terminated:							
Anderson, J. H.	9- 1-51	5-31-52	0	0	0	9	0
Benns, C. M.	9- 1-51	10- 1-51	0	0	0	1	0
Burks, Richard	9- 1-51	10-24-51	0	0	8½	2	0
Fobbs, Robbie Nell	1- 7-52	6-24-52	0	1	0	0	0
Fuller, Trudie	9- 1-51	10- 1-51	0	0	1	1	0
Gibson, Olivia	6- 1-52	7-14-52	0	0	0	0	0
Murray, Mattie L.	9- 3-51	12-15-51	0	0	0	0	0
Page, Jeff	11- 1-51	1-24-52	0	0	0	0	0
Parnell, Gladys	9- 1-51	10- 1-51	0	0	0	0	0
Pearson, Lillie H.	1- 7-52	6-30-52	0	0	0	6	0
Thompson, Annie B.	10- 1-51	7-17-52	0	14	0	9½	0
Wright, Helen	9- 1-51	5-10-52	0	0	1	8	0
Youngblood, Marie	9- 1-51	4-30-52	0	7	5½	8	0
Teaching Staff:							
Carrington, Dorothy	9- 1-51	5-31-52	0	8	0	0	0
Gibson, Olivia	9- 1-51	5-31-52	0	1 ¾	0	0	0
Harrell, Pete	9- 1-51	8-31-52	0	0	7½	0	12
Herron, Katherine	9- 1-51	5-31-52	0	3	0	0	0
Lark, Virginia	9- 1-51	8-31-52	0	0	0	12	0
Mills, Iantha J.	10- 1-51	5-31-52	0	2½	0	0	0