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THIRTY - EIGHTH  
**Biennial Report**

1955-1957  
Including Fiscal Year 1957-58



Colorado State Industrial School  
Golden, Colorado

Printed by the Printing Class  
of  
**THE COLORADO STATE INDUSTRIAL SCHOOL**  
**FOR BOYS**  
Golden, Colorado  
W. W. Hirsch, Instructor

THIRTY - EIGHTH

# Biennial Report

1955-1957  
Including Fiscal Year 1957-58



Colorado State Industrial School  
Golden, Colorado



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STATE OF COLORADO  
STEPHEN L. R. McNICHOLS  
GOVERNOR

Herbert E. Allen, Director  
Department of Public Institutions



STATE INDUSTRIAL SCHOOL FOR BOYS  
Golden, Colorado  
1958

G. F. SOELBERG  
Superintendent

Rena Mary Taylor  
Frank Dillon  
Joseph C. Weber  
Institutions Board



NEW COTTAGES

November 10, 1958

Honorable Stephen L. R. McNichols  
Governor of Colorado  
State Capitol  
Denver, Colorado

Dear Governor McNichols:

We herewith submit the 38th Biennial Report for the State Industrial School covering the years 1955-57, together with a report for the fiscal year 1957-58. A financial statement is given for each of the three years. Statistics submitted vary in total figures, depending on type and purpose of studies made.

The accomplishments of this period are outstanding in two fields—building construction and therapeutic counselling.

With a new Admissions building, school building, and four new cottages, we are beginning to look like a modern institution. With the addition to our staff of a Clinical Psychologist with a PhD degree and a Rehabilitation Counsellor with a Master's degree and trained in Sociology and client-centered counselling, there has been measurable progress in effective treatment of disturbed delinquents.

A classification committee meets each week to discuss and assign the incoming boys and to review the progress of all boys periodically.

Programs with the University of Colorado and Regis College have been instituted that have had far-reaching effects with hundreds of college students majoring in allied fields, as well as with hundreds of boys who have benefited by these contacts.

In addition to the four one-story cottages, the new administration building with two special treatment wings, and the one-story school and auditorium, together with a \$38,000 electrical utilities remodelling project and a \$20,000 steam heating remodelling project, it is now important that groundwork already laid be brought to a successful completion with four more of the modern type cottages (in order to allow us to abandon at least two of the obsolete three-story barracks) and that, through a remodelling program of other buildings, apartment housing be provided on a rental basis for personnel whose presence on the grounds would be advantageous to the program.

An additional project worthy of consideration would be installation of a deep well to provide an independent source of water.

Consideration might also be given to the possibility of converting some of our non-irrigated farm lands to profit through sale or lease for housing or industrial development.

I call to your attention the fact that our dairy operations have been extremely profitable, providing a nice surplus of cash.

thus reducing our appropriation request, but part of which is necessary to subsidize the operation of the dry-land crop program. While the institution owns approximately 753 acres, only about 40 acres of irrigated farm land shows a profit, in addition to our dairy operation.

With our growth in population, added cottages and facilities and added services, the number of employees has been increased from 58 to 88 in this period. However, we still have only two case workers for an average of 244 boys in the school and only two parole officers for more than 400 boys on parole.

The average Training School of our size in the United States employs at least 100 staff members and spends \$2000 per year per capita; progressive western states, north-central, and northwestern states spend an average per capita of \$2300; and a few extremely progressive institutions provide from \$3500 to \$4000 per year per boy.

We are grateful for the continuous assistance, support, and advice of the Department of Public Institutions. Mr. H. E. Allen, Director, visits the School frequently. We maintain close contact with his office.

Our thanks go to the thousand or more individuals, churches, organizations, and business firms that contributed to the building of the Chapel; to those organizations which, throughout the year, provided parties, entertainment, and various outings for our boys, including the American Legion Salute to America, the El Jebel Shrine Circus, the young America Football Circus, and Babe Ruth Night; to cottage sponsoring organizations, including the Woman's Club of Denver and the Lakewood Woman's Club; to the Knights of Columbus and Regis College for contributing to the Catholic religious training program; and to the Lakewood Rotary Club, now in its twelfth year of sponsorship of our Boy Scout Troops.

Sincerely yours  
G. F. Soelberg  
Superintendent



## THE STATE INDUSTRIAL SCHOOL

### Organization

The State Industrial School was established in 1881 by legislative act. It is tax supported through legislative appropriation.

The State Institutions Board consisting of three members appointed by the Governor, with a Director of Institutions also appointed by the Governor, was created by legislative act in 1951.

The Superintendent is the administrative head of the institution and is appointed by the Governor as a result of Civil Service merit examinations.

All employees of the School are appointed under regulations of the State Civil Service Commission, which has established qualifications and standards which must be met before the applicant may be appointed. Employees in institutions work an eight-hour day and a forty-hour week.

### Administration

Gunnar F. Soelberg, Superintendent

W. H. Hatcher, Assistant Superintendent

Mary L. Mohler	Administrative Assistant
Philip K. Perry	Administrative Assistant
Rudolph Carlson	Business Manager
George H. Matthews	Parole Officer
Ray Harry	Parole Officer
John S. Richards	School Principal
Tom L. More	Farm Supervisor
Jessie Thomas	Foods Supervisor
Frank Zimmer	Cottage Supervisor
Dr. William B. Morgan	Physician
Dr. James R. Stith	Dentist

### Psychological and Psychiatric Counselling

William T. Adams

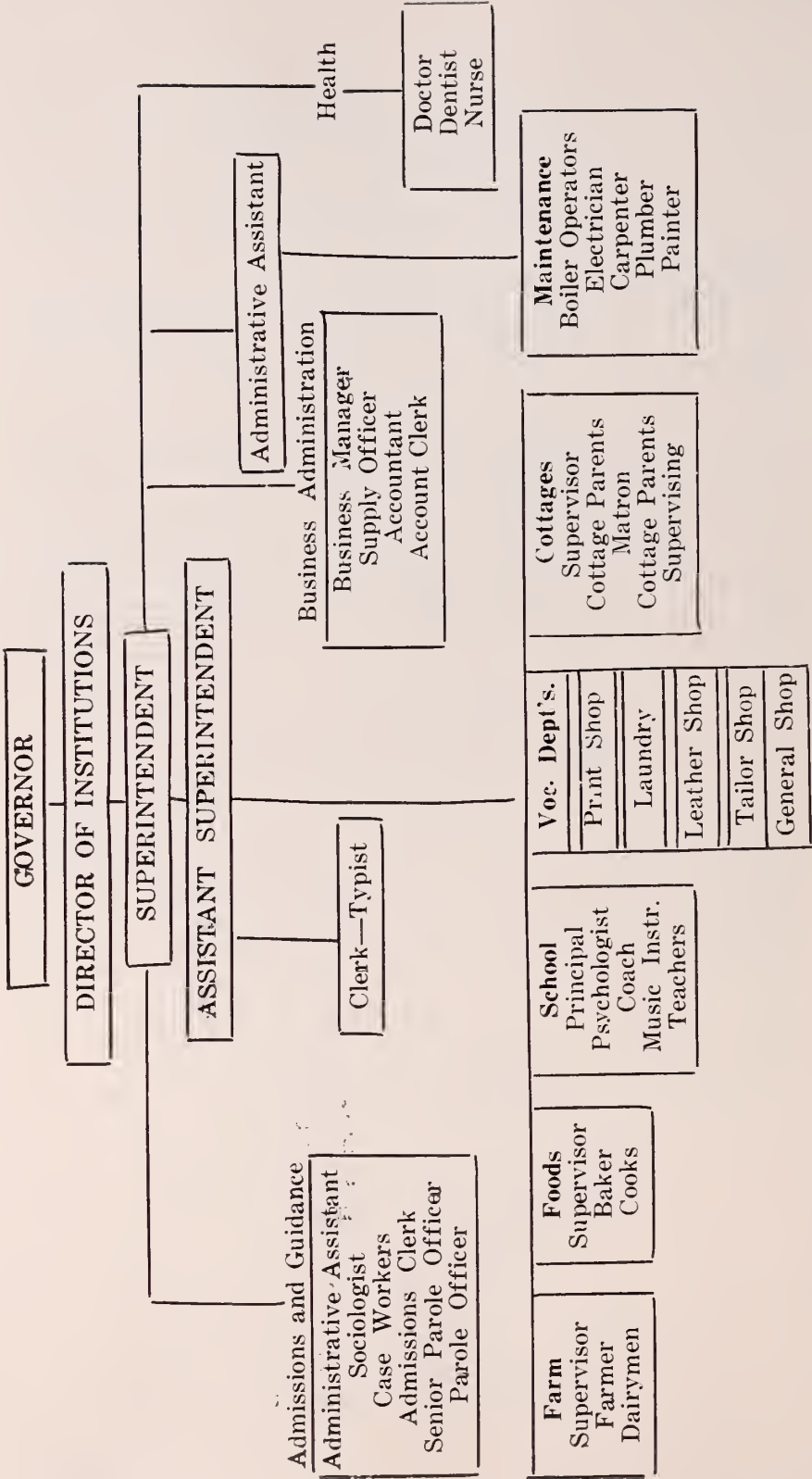
Dr. Harold J. Monroe

Charline Schreiber

### Chaplains

Reverend Emil T. Pietz

Father Andrew Warwick



GOVERNOR

DIRECTOR OF INSTITUTIONS

SUPERINTENDENT

ASSISTANT SUPERINTENDENT

Admissions and Guidance

Administrative Assistant  
Sociologist  
Case Workers  
Admissions Clerk  
Senior Parole Officer  
Parole Officer

Clerk—Typist

Business Administration

Business Manager  
Supply Officer  
Accountant  
Account Clerk

Health

Doctor  
Dentist  
Nurse

Maintenance

Boiler Operators  
Electrician  
Carpenter  
Plumber  
Painter

Cottages

Supervisor  
Cottage Parents  
Matron  
Cottage Parents  
Supervising

Voc. Dept's.

Print Shop  
Laundry  
Leather Shop  
Tailor Shop  
General Shop

School

Principal  
Psychologist  
Coach  
Music Instr.  
Teachers

Farm

Supervisor  
Farmer  
Dairymen

Foods

Supervisor  
Baker  
Cooks

## STAFF

Position	Number of Employees
Accountant	1
Account Clerk	1
Administrative Assistant	2
Assistant Superintendent	1
Baker	1
Carpenter	1
Case Worker	1
Chaplain	1
Clerk Typist	2
Cook	5
Cottage Parent	17
Cottage Parent, Supervising	15
Cottage Counsellor, Supervising	1
Dairyman	2
Dentist	1
Doctor	1
Electrician	1
Farmer	1
Farm and Dairy Manager	1
Fiscal Officer	1
Food Supervisor	1
Janitor	1
Juvenile Parole Agent, Senior	1
Juvenile Parole Agent	1
Laundry Foreman	1
Matron	1
Nurse	2
Painter	1
Plumber	1
Principal, School	1
Psychologist, Clinical	1
Seamstress	1
Sociologist	1
Stationary Fireman	3
Storekeeper	1
Superintendent	1
Teacher	9
Vocational Instructor	3
Total	88



Administration Building with two special treatment wings

Biennial Report

FINANCIAL STATEMENT  
July 1, 1955 to June 30, 1956

	Appropriation Fund	Cash Fund (Institutional Earnings)	
Income	\$325,581.00	\$2,706.29 <u>5,384.41</u>	(Bal. Fwd)
		<u>8,090.70</u>	
Expenditures <sup>1</sup>			
Personal Services	217,630.37		
Maintenance Operations	94,108.91	2,800.07	
Capital Outlay	1,579.43	772.30	
State's Share to Retirement Fund	10,534.12		
Workman's Compensation	531.00		
Travel Expense	1,143.38		
Total Expenditures	<u>325,577.21</u>	<u>3,572.37</u>	
Balance	3.79	4,518.33	
Average Population	1955-1956		229 boys
Per Capita Annual Cost	1,405.80		

Fiscal Year 1956-1957

	Appropriation Fund	Cash Balance	
Income	391,448.01	4,518.33 <u>5,706.36</u>	
		<u>10,224.69</u>	
Expenditures			
Personal Services	271,547.18	3,726.25	
Maintenance & Operations	104,815.48	1,794.60	
Travel Expense	602.70		
Capital Outlay	1,622.92		
State Share to Retirement Fund	12,857.55	12.30	
	<u>391,445.83</u>	<u>5,533.15</u>	
Balance	2.18	4,691.54	
Average Population	1956-1957		217 boys
Per Capita Annual Cost	1,806.43		

Fiscal Year 1957-1958

	Appropriation Fund	Cash Fund	
Income	472,735.88	Bal. 4,691.54 Rec. 14,711.16 <u>19,402.70</u>	
Expenditures			
Personal Services	332,687.88	2,660.27	
Maintenance & Operations	116,151.85	16,445.77	
Travel Expenses	960.28		
Capital Outlay	3,500.00		
State Share to Retirement Fund	13,427.75		
	<u>472,727.76</u>	<u>19,106.04</u>	
Balance	8.12	296.66	
Average Population	1957-1958		244 boys
Per Capita Annual Cost	1,899.96		

## REPORT OF FARM-DAIRY DEPARTMENT

Tom More, Supervisor

The following report is respectively submitted to cover activities of the Farm and Dairy from July 1, 1956 to June 30, 1958. At present we have:

- 2 Work horses
- 1 Saddle mare
- 1 Shetland pony
- 27 Registered Holstein milk cows
- 9 Two-year-old replacement heifers
- 2 Herd bulls
- 8 Calves
- 5 Brood sows
- 1 Boar
- 31 Feeder pigs

Following is the report of production for the above dates:

Sale of cattle .....	\$5,371.51
Sale of hogs and hogs slaughtered for School .....	6,681.22
Cash sales of grain .....	3,451.13
Cash sales of cream .....	2,611.13
Cash sales of one horse .....	35.00
Whole milk delivered to School Kitchen	
59,874 gal. @ 72 cents.....	43,109.28
Cream to kitchen 1,449 quarts .....	1,043.28
Garden produce .....	632.00
Ensilage, 433 tons @ \$10.00 .....	4,330.00
Baled straw, 20 tons @ \$7.00 .....	140.00
Hay, 73 tons @ \$15.00 .....	1,095.00
	\$68,548.55





**FARM AND DAIRY COST**

by Tom More

July 1, 1955—June 30, 1956

**Income or Value****Sales**

Cream	\$1,535.82		
Livestock	1,303.01		
Hogs	750.22		
Milk & cream (to employes)	201.45	3,790.50	
Used by Foods Department			
Milk	23,412.06		
Cream	418.72		
Butter	46.20		
Vegetables	409.00		
Hogs (processed for use)	977.22	25,263.20	29,053.70

**Expense**

Salaries (4 men)	\$15,574.00		
Stock feed purchased	7,598.78		
Seed, etc	1,209.86		
Repairs & Tires	80.22		
Gasoline & Oil	402.55		
Processing meat	315.03		
Veterinarian, testing, registry, etc	428.44	25,608.88	25,608.88
Profit in Dollars & Cents .....			\$3,444.82

—Above figures are based on prices we would have recieved for products.

Grown on farm and fed on farm were barley, oats, hay and ensilage ..... \$4,290.60

From dairy and fed to hogs — skim milk ..... 2,347.40

Our Inventory shows 7 head more Reg. Holstein cattle than last year of approximately the same age range.

No machinery has been replaced so there is slight depreciation there.

July 1st '55 .... 6 Sows & 37 pigs valued \$800.00

July 1st '56 .... 6 Sows 1 Boar 8 Pigs 645.00

## PRESENT BUILDINGS

Building	Built	Remodelled	Total Cost
Officers Quarters .....	1881	1937	\$10,000
Lincoln Cottage .....	1922	no	12,500
Infirmary (now used as officers quarters)	1893	1922	
Mathews Cottage .....	1893	no	11,000
Old Administration .....	1894	no	15,000
Gymnasium .....	1900	1933	25,000
Dining Hall .....	1904	1950	98,000
Paddleford Cottage .....	1907	no	20,000
Farm Buildings .....	1910	1949	16,200
Schoech Cottage .....	1909	no	25,000
Old School Building .....	1923	no	40,000
(to be remodelled for two cottage units)			
Laundry .....	1927	no	15,000
Heating Plant .....	1929	1957	24,514
Paint Shop .....	1931	no	500
Plumbing Shop .....	1932	no	1,000
Superintendent's Home .....	1932	no	12,000
Vocational Shops—Garage .....	1932	no	40,000
Creamery (former firehouse) .....	1933	1958	2,475
Library .....	1934	no	2,000
Store House .....	1939	no	35,297
Admissions-Guidance .....	1955		236,000
Cottage 1 .....	1956		112,500
Cottage 2 .....	1957		112,500
Cottage 3 .....	1958		116,500
Cottage 4 .....	1958		116,500
School and Auditorium .....	1958		266,000
Chapel (donations) Given to state June 6, 1958, valuation			\$40,000



**GENERAL RENOVATING AND REPAIR OF INSTITUTION**

Phillip K. Perry, Administrative Assistant

1. Planted new lawns at new school and Chapel.
2. Lowered lawns by Flag Pole, by excavating, and replaced sod.
3. Excavated for parking lot in front of new school building.
4. Tore down old pasteurizing plant, following removal of operation to other quarters.
5. Tore down old shelter house at foot of hill.
6. Replaced water line to farm tank with new pipe.
7. Revised and enlarged old paint shop to house school bus.
8. Constructed new office for Farm Dept. in old horse barn.
9. Built sidewalk from new office to new school building.
10. Leveled and cleared off new playground area in front of C Co. and behind old school.
11. Repaired root-clogged sewer lines in several places.
12. Installed new private entrance to Print Shop.
13. Removed large cottonwood tree near old office.
14. Remodeled upstairs old office for apartment dwelling.
15. Dormitories and recreation rooms repaired and repainted in older companies.
16. New playground equipment installed on grounds.
17. Repaired leaks in warehouse roof.
18. Work begun on tearing down old farm dwelling.

**STATISTICS ON PUPIL PERSONNAL  
MOVEMENT OF POPULATION**

July 1, 1955--June 30, 1957

Number of boys June 30, 1955 .....	213
Received during biennium	
New .....	429
Re-committed after discharge .....	11
Returned from parole .....	<u>187</u>
	627
Total number cared for .....	<u>840</u>
Released during biennium	
Deceased .....	0
Discharged .....	80
Paroled .....	500
AWOL .....	<u>6</u>
	586
Remaining in School June 30, 1957 .....	<u>254</u>
Number on parole June 30, 1957 .....	350
Average population biennium .....	223
Maximum daily resident population .....	250

Fiscal Year 1957-58

Number of boys June 30, 1957 .....	254
Received 1957-58	
New .....	255
Re-committed after discharge .....	5
Returned from parole .....	132
Returned from AWOL .....	<u>7</u>
	399
Total number cared for 1957-58 .....	<u>653</u>
Released 1957-58	
Deceased .....	0
Discharged .....	49
Paroled .....	350
AWOL .....	<u>4</u>
	403
Remaining in School June 30, 1958 .....	<u>250</u>
Number on parole June 30, 1958 .....	419
Average population year 1957-58 .....	244
Maximum daily resident population .....	280

**POPULATION STUDIES**

Biennium	38-40	40-42	42-44	44-46	46-48	48-49	49-51	51-53	53-55	55-57	57-58
Biennium						1Yr.					1Yr.
Received	128	130	174	209	243	104	319	331	414	429	257
New	431	453	537	541	163	61	113	203	172	198	132
Returned					406	165	432	534	586	627	389
Total	223	190	174	197							
In school end of Biennium	303	323	363	332	141	151	199	185	213	254	250
Average for	186	186	186	191	150	154	162	168	204	223	244

## NEW ADMISSIONS BY COUNTY

The first column is for the two-year period 1955-57; the second column for one-year period 1957-58.

Adams	13	9	El Paso	17	13	Montrose	4	5
Alamosa	15	7	Fremont	8	4	Morgan	2	3
Arapahoe	4	7	Grand	1	0	Otero	5	2
Archuleta	1	0	Huerfano	5	2	Ouray	0	1
Bent	3	0	Jefferson	3	4	Park	1	0
Boulder	12	5	Lake	5	0	Prowers	1	0
Chaffee	0	1	La Plata	6	3	Pueblo	35	19
Clear Creek	1	1	Larimer	6	8	Rio Gande	3	5
Conejos	2	4	Las Animas	4	1	Routt	1	1
Costilla	1	0	Logan	8	1	Saguache	5	3
Delta	3	3	Mesa	23	10	Sedgwick	2	0
Denver	212	123	Moffat	0	3	Weld	12	3
Douglas	2	0	Montezuma	3	4			

## AGES AT TIME OF COMMITMENT

The minimum age for commitment is 10. The maximum is 16. All boys are committed to age 18, or until discharged.

Ages	10	11	12	13	14	15
Number of boys 1955-57 (2 years)	5	19	32	88	124	161
Number of boys 1957-58 (1 year)	7	15	18	33	80	101

The age at which a boy commits a delinquent act for the first time and the age at which he is sentenced to an Industrial School is different in most cases. The tables indicate that the majority of boys are committed at fourteen and fifteen. Actually the case histories of delinquent youths point to the fact that many boys are as young as six or seven when they first violate the law. The boys who are committed at the age ten and eleven are frequently serious offenders who have failed to benefit by foster home or other institutional placement than a training school. The boys who are sent to training schools usually have persistent records of delinquent behavior over a long period of time. Most have been on probation at one time or another.

The delinquent boy is usually one who has trouble in many phases of his social and personal life. He can often be detected when he is less than ten years of age.

His problem areas are usually revealed to some public agency while he is in the first few grades in public school.

The indications that a child may become delinquent are often noticeable by people who have been expertly trained to work with disturbed children and by teachers who notice behavior patterns among boys who later become delinquent. A number of studies have been made recently with the purpose of setting up predictive instruments for the detection of traits and events in the lives of children that make them prone to future delinquent behavior. To date these studies are still exploratory for the most part.

### DELINQUENT ACTS

The table applies to those boys received for the first time in the biennial period. All boys are committed for juvenile delinquency. Sometimes incorrigibility is given as the cause for commitment, but this is a general term. The acts listed are one or several appearing on the record of each boy. In addition about one-third have been truant to a considerable extent. Truancy seldom appears alone as cause nor does "curfew."

Burglary .....	178
Stealing .....	130
Car Theft .....	108
Running Away .....	58
Property Damage .....	39
Assault and Personal Injury .....	35
Carrying Weapons .....	26
Fighting and Disturbance .....	23
Drinking .....	20
Bicycle Theft .....	16
Sex .....	13
Curfew .....	13
Traffic Violation .....	12
Arson .....	10
Robbery .....	7
Forgery .....	6
Threat .....	6
Purse Snatch .....	4
False Fire Alarm .....	4
Horse Theft .....	1

Burglary and theft head the list of law violations that are most often committed by delinquent youngsters. Recently car theft has been considered a more serious and prevalent act than before by authorities. Vandalism has increased recently, particularly vandalism against automobiles.

The delinquent boy has frequently committed a variety of delinquent acts during his career of law violation. He has been charged with burglary, assault, truancy and running away from home over a long period of time in many cases.

The emotional tone of the delinquent act is described as one of anger and retaliation, excitement and thrill-making stimulation of feelings due to boredom, threat and fear of being ridiculed by the group, or exploitation of others due to a need to have something that would lead to satisfaction, "kicks", or real physical need.

Sometimes the delinquent act itself is indicative of a very basic problem for the youth. Confusion and maladjustment in sexual matters are easy to spot in the history of delinquent behavior for a boy. Feeling of cynicism and deep hostility are expressed through vandalism. Feeling of emotional or economic deprivation are found in many thefts. The delinquent act itself is very important in understanding the boy as an individual,

## SCHOOL STATISTICS

Most delinquent boys have found the public school situation one in which their adjustment has been difficult. There is a high rate of school retardation and a frequent school record of misbehavior. The delinquent boys are usually those who have behavior problems in their very first few grades. Excessive restlessness, tardiness, hostility toward other children, withdrawal and fantasy making, and other traits can be detected quite early in the life history. The problem of truancy occurs usually in the fifth or sixth grades. Truancy represents a removal from the control system of the school. The boy is adrift in his community. A large number of delinquent boys become serious behavior problems in the school during the seventh, eighth and ninth grades. Vandalism of property, stealing, incorrigibility in the classroom, aggression against school mates, poor academic rating accompanied by trouble-making in the school are types of serious behavior problems that are characteristic of delinquent boys. The drop-out rate reaches its highest peak at grades nine and ten. Most delinquent boys never complete high school.

The attitude toward the school situation is usually one of distaste and indifference. The boys have failed to become integrated into the school, either socially, academically or vocationally. These boys have failed to equip themselves with the social and educational skills that are possible in the school. The delinquent boy is usually the one who is the nonparticipant in all school life experiences.

## Grade Level By Achievement Test At Time Of Admission

Grade	12	11	10	9	8	7	6	5	4	3
Number	3	1	10	23	45	76	109	107	40	15

## Dis'ribution Of I. Q.s According To Tests At Time Of Admission

Over	125	6
	116—125	13
	110—115	16
	90—109	137
	80— 89	100
	70— 79	85
	50— 69	72



## MOBILITY

Recently the rates of mobility among delinquent boys has been increasing rapidly. Many boys have experienced extreme mobility prior to age six. This mobility is characterized by movement of the family from community to community and state to state. The boy is unable to establish ties with the people and objects around him. He fails to experience a sense of involvement with the social groups and the meaningful aspects of the community. The law and standards of the community are far removed from a person who does not feel a sense of identity with his immediate social world. The boys lack an ability to predict important relationships and events in their world. They have little or no information about their community as a meaningful organization of people and their history. Their moves have often brought them from one temporary and transitional zone of the town to another.

Accompanying the frequent moving about over the countryside is the constant change in role personnel in the families of the delinquent boys. Not only is there a problem of involvement and predictability about the community setting, but there is the added trauma of shifts in authority and parent figures in the family. The boy often fails to have a consistent person with whom he can identify and learn about his world. The social world is viewed as threatening, illusory and ephemeral to the delinquent boy. He lacks the ability to integrate the value systems of the community into his internal frame of reference by which he lives in his world. His mobility is not accompanied by strong parent figures who can help him experience the newness of his surrounding and thus he finds the constant shifts in homes anxiety-producing and is apt to create a cynical feeling toward community spirit.

Birthplace	
Born in Colorado	319
Born out of the State	110

There is an increase of those born out of the state over previous biennial periods.

## GROUP AND INDIVIDUAL DELINQUENCY

By far the greater number of delinquent acts are committed group-wise than as individual violations of law. The average number of boys involved is three. Some boys are delinquent only when they are with other boys. These tend to be the situational delinquents who feel the pressure of the group and break down in terms of their inner controls. They usually conform to the expectations and demands of their culture but display non-conformist behavior when the group situation is such that the boy is concerned with his status in the group and feels that to be "bad" is the only way to be accepted and liked by his peers. Other group delinquencies are expressions of gang or sub-cultural groups that are operating against the dominant society's laws due to their basic status discontent. They are retaliating against a society which they feel has been unfair and does not accept them.

In the sub-cultural delinquent acts, these boys are expressing their need to retaliate against the dominant culture and also their need to gain status in their group because of the inability to feel a part of the status system in the dominant culture.

The individual delinquent who commits his acts of delinquency in isolation is frequently a boy who has a self-concept of worthlessness and "badness". He does not need the group pressure or group influence to motivate him toward law violations. He acts on his self-concept and fulfills his self-image of worthlessness and delinquency.

Of 429 boys

Alone in delinquency ..... 81

With other boys ..... 348

**PAROLE DEPARTMENT**

There are two Parole Officers—one handling Denver cases and the other working out in the state. The determination of time of release is made on the basis of resolving problems and periodic review of a boy's adjustment. The Parole Officers know the boys in the institution and thus are prepared with this background to handle problems that may arise later in the communities. Case Workers and Counsellors work with the boy and his family while he is in the School. The whole program is geared to bringing about readiness for parole since institutional commitment is not terminal. Instructions to parents and boys have been given in monthly pre-parole meetings at the institution, which parents from Denver have attended close to 100%. (This instruction series was instituted by Mr. Ray Harry, Parole Officer.) There has been close cooperation with the Denver Schools in providing the Administration with information prior to a boy's release. Sociologist's termination reports with information and recommendations have been provided in many cases to community people where they would be helpful.

Boys on parole a year's time or longer may not need supervision contacts as during the first months of parole. The two Parole Officers still have well over 400 cases.

Three additional Parole Officers are needed. As it is, the work could not be done without the cooperation of local agencies and officials who are interested in the boy's return to the community. Probation Officers from certain of the County Courts have called at the School for boys from their Counties going on parole to take them to their homes and to resume cooperative supervision.

Number on parole June 30, 1957 .....	350
Paroled during Fiscal Year 1957-58 .....	350
	700
Discharged from parole .....	281
Remaining on parole June 30, 1958 .....	419
Where placed (Paroled 350—Discharged 49)	

County	Number	County	Number
Adams	12	Las Animas	1
Alamosa	6	Logan	4
Arapahoe	4	Mesa	19
Bent	2	Moffat	2
Boulder	6	Montezuma	3
Chaffee	1	Montrose	3
Conejos	5	Otero	6
Delta	1	Ouray	1
Denver	224	Prowers	1
El Paso	17	Pueblo	33
Fremont	5	Rio Grande	6
Huerfano	3	Routt	1
Jefferson	2	Saguache	1
Lake	7	Sedgwick	1
La Plata	5	Weld	4
Larimer	8	Out of State	5



## TREATMENT PHILOSOPHY

Mrs. Mary Mohler, Administrative Assistant

### Need for Common Philosophy

The point of view of the administration must be clear to all personnel. A common philosophy makes a more effective program, just as parental accord makes more effective family management. A common philosophy also presents a harmonious unified program to the public, makes our work understandable and enlists confidence and approval. The employee who does not identify himself with the institution philosophy and seek to advance it is not discharging his duties on the highest level.

A common philosophy sets up training objectives, governs attitudes, and action, and indicates lines of discussion. The new employee should govern his approach to problems in accordance with administration policy, rather than stray views, and administrative policy and philosophy should coordinate the stray views.

### The point of view.

We do not look at the boy or approach his problems accusingly, threateningly, critically. We receive him with friendliness and understanding, acquaint ourselves intelligently with his make-up and problems, explain to him his problems and goals. He is a human being for whom we are to provide normal activities to develop in him normal responses. We do not become excited nor discouraged with failures. It is a work that demands the highest degree of optimism, kindness, and self control.

### Objectives.

To promote home and community activities designed for normal wholesome living for all boys legally committed as juvenile delinquents; to provide adequate, comfortable and cheerful housing, conducive to good morale and control; to provide appetizing and nourishing food and attractive comfortable clothing; to keep before the boy standards of good behavior and to make him aware of the degree of his success in meeting them; to determine the boy's educational level and to work with him intensively on that level; to remedy defects and disabilities and bring him as near as possible to his normal level; to teach constructive and profitable use of time; to give every boy an opportunity to participate in games; to develop enjoyment in wholesome recreational activities; to foster a desire for cooperative activities and thus overcome antisocial attitudes; to develop good habits of personal cleanliness and hygiene; to correct physical defects when possible; to lead the boy to understanding his own problems; to work with him in various ways to overcome disturbances, frustrations, inadequacies, and hostility; to prepare him for satisfactory return to normal life of home and community.

### CHILDREN'S DIAGNOSTIC CENTER

The Diagnostic Center was established by the Colorado Legislature for referrals of children by County Courts and Institutions of the State for diagnosis and recommendations.

Following are figures for three years ending June 30, 1958.

Number of boys in the institution referred to

Diagnostic Center by Counties before committment..... 17

Adams .....	6
Alamosa .....	1
Arapahoe .....	2
Boulder .....	1
El Paso .....	1
Fremont .....	1
Jefferson .....	2
Park .....	1
Pueblo .....	1
Routt .....	1

Number referred by the State Industrial School

after commitment ..... 55

Denver .....	29
Adams .....	2
Alamosa .....	3
Arapahoe .....	2
Bent .....	1
Boulder .....	2
Delta .....	1
El Paso .....	4
Fremont .....	4
Lake .....	1
La Plata .....	2
Logan .....	1
Montrose .....	1
Otero .....	1
Pueblo .....	1

Transfers as result of Diagnostic Center recommendations

To State Home and Training School, Wheat Ridge	4
To State Home and training School, Grand Junction	3
To State Hospital	4

A large number required facilities which the State does not have and a large number was referred back to the State Industrial School for therapeutic counselling provided by this institution in its psychological and sociological services with successful results in many cases.

## IN-SERVICE TRAINING

### General Statement

Because of the close association between children and staff in an institution and the vital importance of example and indirect leadership, it is necessary to choose, train and evaluate personnel carefully, with the aim to maintain a staff of employees who are of good moral character, healthy, emotionally stable, possessed of genuine interest in boys, capable of winning confidence and respect and giving guidance and counsel, and trained in their particular jobs.

#### The Superintendent or Assistant

discusses with each new employee the general program, the objectives, the policy and philosophy, and certain regulations and practices.

#### The Business Manager or Assistant

discusses with each new employee personnel forms, Civil Service regulations, hours of work, vacation and sick leave, deductions, insurance plans, various procedures relating to this department.

#### The Department Supervisor

discusses with each new employee in his department his schedule his duties, policies and general regulations.

The new employee spends the first week in observation and supervised work.

#### The Individual.

Each new employee is assigned to a supervisor or designated person for orientation clearance on policies, regulations, and procedures.

#### Meetings

Each branch shall have at least one meeting each month for discussion of department problems.

General staff meetings are held at least once in three months for

General discussion of problems

Administrative information

Talks from outsiders

Committee meetings are held when called following the noon meal period.

#### Reading

A list of professional reading is posted and articles and books are circulated. There shall be a minimum requirement for such reading.

The Superintendent issues regularly a "Keeping Posted" bulletin for general information, reminders, acknowledgements, etc.

An office bulletin board is maintained with the weekly program of all activities, group and individual, and special instructions.

## THE TREATMENT TEAM

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### 1. New Boy's Unit

Receives all new boys for a period of three or four weeks, retaining up to a maximum of fifteen boys.

Guides the orientation series of individual and group discussions to give the boy insight, understanding and willingness to accept the institution program and experiences.

Provides hobby work to interest and stabilize boys and as a means of self revelation.

Makes recommendations for placement.

### The new boy needs

To accept his situation and become stabilized.

### 2. Social Service

Worker interviews the boy on admittance.

Brings out his problems.

Follows up on progress and adjustment.

Receives individual boys at any time on their request for interviews.

Interviews parents on their first "invitation" visit to the School at which time they tour the institution with their own boy and are introduced by him.

Participates in parole committee meetings and parole matters.

### The boy needs

To have an outlet free of restrictions, and interpretation of his apprehensions, disturbances and behavior.

Interpretation of family situation and his own place there.

Interpretation of group experiences.

### 3. Chaplains

provide stable religious programs suited to the needs of boys, free from emotionalism.

There are two services each week—one Catholic and one Protestant

In addition to the Chaplains conducting weekly services, a Protestant Religious Counselor spends three days a week at the School on individual conferences.

Regis students conduct catechism classes on Sunday morning.

Sisters from the Holy Ghost Center conduct weekly classes.

With the new Chapel, the boys have the experience of "going to church" every week.

### The boy needs

Development of feeling for religion.

Development of a personal philosophy of life.

Meaningful guides for living.

Development of aesthetic appreciation.

**4. Physician and Nurses.**

A visiting Doctor comes regularly to the hospital. Two nurses with others assigned to Guidance Building provide a twenty-four hour hospital care.

There is a thorough examination at entrance with laboratory tests.

Referral is made when necessary to Colorado General Hospital, Colorado Psychopathic Hospital, Denver General Hospital, Children's Clinic, and other clinics.

**The boy needs**

Correction of defects.

Care for illness and injury.

Wholesome attitude on problems of health.

Information concerning his body and functions.

**5. Psychiatrist-psychologist.**

During orientation period tests are given by psychologist.

Achievement tests are given again before parole.

Referral is made to the Diagnostic Center when needed.

Assignments of individuals are made to the Sociologist and Psychologist for therapeutic counseling.

(Because of location, use can be made of State clinic and of graduate students in classes.)

A visiting Psychiatrist comes to the School twice each month.

**The boy needs**

Appraisal of abilities and aptitudes.

Placement according to ability and interests.

**6. Departments and service.**

Lay out work plans.

Instruct the boy in simple operations and progressively to more complex.

Provide incentives.

Provide in conversation and instruction a broad view of work program.

Provide in example, instruction, and conversation incentives for character goals.

Cooperate in case conference studies, reports on boys' rating, and in carrying out aims of programs.

**The boy needs**

To develop work skills and habits.

To learn constructive and profitable use of time,

To develop awareness and interest in the possibilities of future occupation.

To find satisfaction in work accomplishment.

To understand the necessity of contributing to group productivity.

**7. Classification.**

Boys are placed in cottage according to:

Age.

Physical development.

Maturity.

Kind of supervision needed.

Degree of responsibility.

Boys are placed in school grade following

Achievement test.

Boys are placed in departments on basis of

Interests and abilities noted in orientation period.

Test results.

Summary of characteristics and qualities.

Placements are subject to trial and change.

The classification committee meets each week,

**The boy needs**

Cottage, school, and department placements in accordance with his abilities and development in a congenial, satisfactory atmosphere.

To learn to stay with a task and experience results.

**8. Placement.**

Upon reaching the parole area on progress chart, plans are made for the boys' release in individual conferences and parole committee meetings

He is followed in his adjustment by the Parole Agent who has known him in the institution and is familiar with his needs.

**The boy needs**

Guidance and assurance in returning to home community.

A job if old enough.

Acceptance and adjustment in public school.

Gradually diminishing outside control and restraints.



As we see the boy going home on parole we are prompted to speculate what he may be thinking. Certainly of home, of future plans—we hope productive of good results from the period of instruction here at the Industrial School in the academic and vocational departments, religious associations, sympathetic counselling, lively participation in sports, health check-ups, clean wearing apparel, cheerful sleeping quarters. These are factors in giving the boy a better outlook on life and an ability to meet the vicissitudes of life with a confidence that he did not possess when he came to the school.



## THE DELINQUENT AND THE FAMILY

William T. Adams, Sociologist

During the month of January, 1958, the entire population in the school (250 boys) was studied in regard to their family organization. The boys' case histories were studied thoroughly with the purpose of discovering the nature of the family in which the child lived and the effects of the family living on the boy. Most children who are institutionalized in training schools come from broken home situations. The following chart indicates the type of home from which these boys came prior to their commitment to the School.

### Family Organization of the Institutionalized Boy

Family Organization	Number of Boys
Living in Complete Home .....	82
Living with Mother only .....	78
Living with father and step-mother .....	6
Living with mother and step-father .....	39
Living with female relatives only .....	16
Living with male and female relatives .....	11
Living with fathers only .....	9
Living in institution prior to Commitment .....	9
	Total 250

The figures clearly indicate that the family organization is generally a distorted one. The important factor that occurs throughout these situations is the fact that the father figure is persistently the one who has deserted the family, either physically or psychologically. Since there were a number of indications in the study which pointed to the boy-father relationship as a key factor in the lives of so many of the children, deep analysis was made of the father in the home setting. The occupational status, the incidence of personal disorganization, the factor of relationship with the boy, and the frequency of welfare agency contact were studied in relation to the male figure in the home.

The occupations of all but a few of the fathers tended to be low status ones. They were usually in the field of vehicle operators, building trades, unskilled workers, etc. In a large number of the cases the fathers were unemployed, had records of chronic unemployment, or were physically or emotionally disabled. Over one third of the boys in the study did not have any idea what their father's occupation was or might have been. Since occupation determines the status of the entire family the fathers tended to have little strength in this area. Also the boys were often deprived of an opportunity to develop stronger male role requirements through their failure to have the father as a strong male role model in this respect,



The problem of personal disorganization within the father's own life was a very important area in the study. The points of interest seem to lie in the fact that the father was often weakened in his position as dominant leader of the family through certain problems in his own personal life. The following table indicates the extent of this condition.

#### Incidence of Personal Disorganization in Father

Type of Disorganization	Number
Excessive Drinking .....	95
Chronic illness or accident with disability.....	20
Imprisonment .....	25
Mental illness .....	2
Chronic gambling .....	3
	Total 145

There were other indications in the court reports and records which tended to picture the fathers as persons with problem areas. Some were listed as chronically unemployed, unfaithful in their marriages, frequently married and divorced.

The feelings the boys had toward their fathers were difficult to assess, but frequently in the folders there were remarks made by either the boy or some official who had worked with him and knew the home situation. The children were often asked to talk about their feelings in the interviews and disclosed their attitudes at that time. The really striking finding in this study about attitudes was that seventy-two boys did not know their fathers as distinct personalities. They had had little contact with their natural fathers and knew nothing about them except what had been told them by other persons. Many of the boys felt some strong resentment and fear of their fathers. Others perceived their fathers as inadequate and unsuccessful persons. Some did feel a warmth and acceptance of their dads.

In those cases in which the boy was living with the natural mother and the step-father, there were some findings which tended to indicate that the boys did not accept their substitute parent figure. In only two cases out of thirty-nine, the boys expressed a feeling of acceptance and support toward their step-fathers. In eleven cases, the step-fathers were listed as being either excessive drinkers or chronically unemployed or non-supporting persons.

The following table depicts the number of families that were receiving welfare assistance.

#### Welfare Assistance

Welfare Received	Number of Boys
Broken Home situation .....	95
Complete Home with father .....	25
Home with step-father and natural mother .....	22
	Total 142

The number of cases in which the family received welfare assistance is far over one-half of those studied. The usual type was Aid to Dependent Children. The fact that the father was unable to support the family again was a factor of weakness in his role.

In conclusion, several important findings have resulted from this extensive study. The boys frequently come from disturbed home settings. Even those who are listed as having come from complete homes are exposed to some dynamics in the structure which create problems and threats for them. The frequent change of parent figures and the extensive mobility of the family tended to give the child very little stability in his early period of socialization. Most of the disruption of the home setting occurred when the boy was still below six years of age. He was unable to establish a deep sense of involvement in his home setting and an emotional attachment with his father figure in many cases and his mother in others. He was frequently left with little predictability of the future in terms of whether his family would be intact or not. Some of the children had been institutionalized so much of their lives that they had never known the experience of being in a family setting. They missed the identification with and learning from the parent figures in the intimate and intense family setting. The role model who tended to be the weakest one in the family was most frequently the father. This finding is very important in the implications for understanding and treatment of the delinquent boys in the institution and in placement problems when they leave. The understanding of the family setting is indeed vital in effective work with and programming for the delinquent boy.

## HEALTH REPORT

The Infirmary is located in the New Boys wing of the Administration Building. It includes six rooms, a Nurse's office and a large combination examining and recreation room. A Registered Nurse is on duty five days a week and a part-time Registered Nurse is on duty additional time. Our staff Doctor from a nearby Clinic makes a daily call and is available twenty-four hours a day.

A new boy, upon admission to the School, receives immunization shots consisting of DPT (Diphtheria-Tetanus-Whooping Cough), smallpox vaccination, T. B. patch test, urinalysis and blood test. His vision is checked. A medical history is taken listing any previous illness or any other medical information. A health questionnaire is sent to the parents and medical history is requested from other hospital or Doctor if there is such history. The boy undergoes a complete physical examination by our staff Doctor. At any time necessary he may be referred to the Colorado General Hospital clinics or other special clinics. Many cases requiring special facilities that we do not have can be quickly handled in our own Staff Doctor's clinic.

A dental check-up follows the physical examination. The staff Dentist makes weekly visits to the School.

A daily sick call is held at the infirmary, with anywhere from ten to twenty-five boys reporting. Some of these may be in need only of reassurance rather than medical attention. The sick line total adds up to 3000 or more, counting repeated visits, in a year's time, and is an important part of the daily program. A boy is either hospitalized or placed on Out-Patient treatment, depending on the nature of his illness. The largest number of boys hospitalized at any given time was 9, excepting during the flu epidemic in October 1957.

A yearly chest X-ray is taken of every boy at the School by the State Health Department and polio shots are given to the eligible boys.

Following is a review of cases which required hospitalization:

<b>MEDICAL</b>		<b>ORTHOPEDIC</b>	
Pneumonia	6	Fractured ribs	1
Bronchitis	5	Fractured nose	2
Asthma	4	Fractured arm	5
Sore Throat	86	Dislocated shoulder	1
Rheumatic Fever	6	Bursitis	1
Flu	40	Dislocated knee	1
Miscellaneous	80	<b>ISOLATION</b>	
<b>SURGICAL</b>		Mumps	3
Hernia repair	1	Chicken pox	1
Tonsillectomy	6	Impetigo	1
Circumcision	4	Measles	2



This new cottage with cottage parents makes a real home

**REPORT ON COTTAGES****By Frank Zimmer, Supervisor**

The following cottages with capacity as follows are in operation:

A	52 boys.
B	50 boys.
C	36 boys.
D	52 boys.
C1	24 boys.
C2	24 boys.
E	19 boys
F	19 boys

Two additional cottages with a capacity of 24 boys each are in the process of completion. Bids have been let for two group units with a capacity of 21 boys each in the remodeling of the old school building.

Each cottage is equipped with a recreation room. All cottages except Cottage E. (Disciplinary Cottage) are equipped with Television Sets. Cottage E. is equipped with a Radio Set.

Cottages A, B, C, D, C1, C2 are equipped with tennis tables.

All cottages are furnished with games and reading material.

All cottages participate in supervised athletic programs. During the summer months outside facilities are utilized. During winter months a well equipped gymnasium having a basketball court and a swimming pool is used.

In the cottage recreation rooms various programs are carried out. Inter-company games of various kinds are included in these programs.

During the college year students from Colorado University and Regis College visit to carry out various programs in the cottages. These include art classes, dancing classes, games of various kinds, and athletics.

All boys are supervised at all times by Cottage Counselors. Thirty-eight employees are engaged in cottage work.

The most important part of treatment in any group setting lies in the daily group living situation. The trend in institutions is toward smaller groups. Our new one-story cottages housing 24 boys are so designed that supervision can be given in all directions to a variety of activities in several quarters. Standards for group living, activities, and care can be met more readily. The cottage design is entirely original and new. The long-range plan calls for eight of these new cottages and three remodelled buildings.





NEW SCHOOL BUILDING AND AUDITORIUM

## THE EDUCATIONAL DEPARTMENT

J. S. Richards, Principal

The staff of the academic department consists of the principal, a coach, a music teacher, and seven class-room instructors. Each holds a certificate issued by the State Superintendent of Public Instruction.

We are in our first year in our new, beautiful, completely modern academic building. A short patriotic program, every boy and staff member attending, is conducted in the auditorium of the School at beginning of each school day.

The school day extends from 8:00 A. M. to 4:00 P. M.

Academic classes are conducted in all grades through the eleventh, Monday through Saturday, through the calendar year.

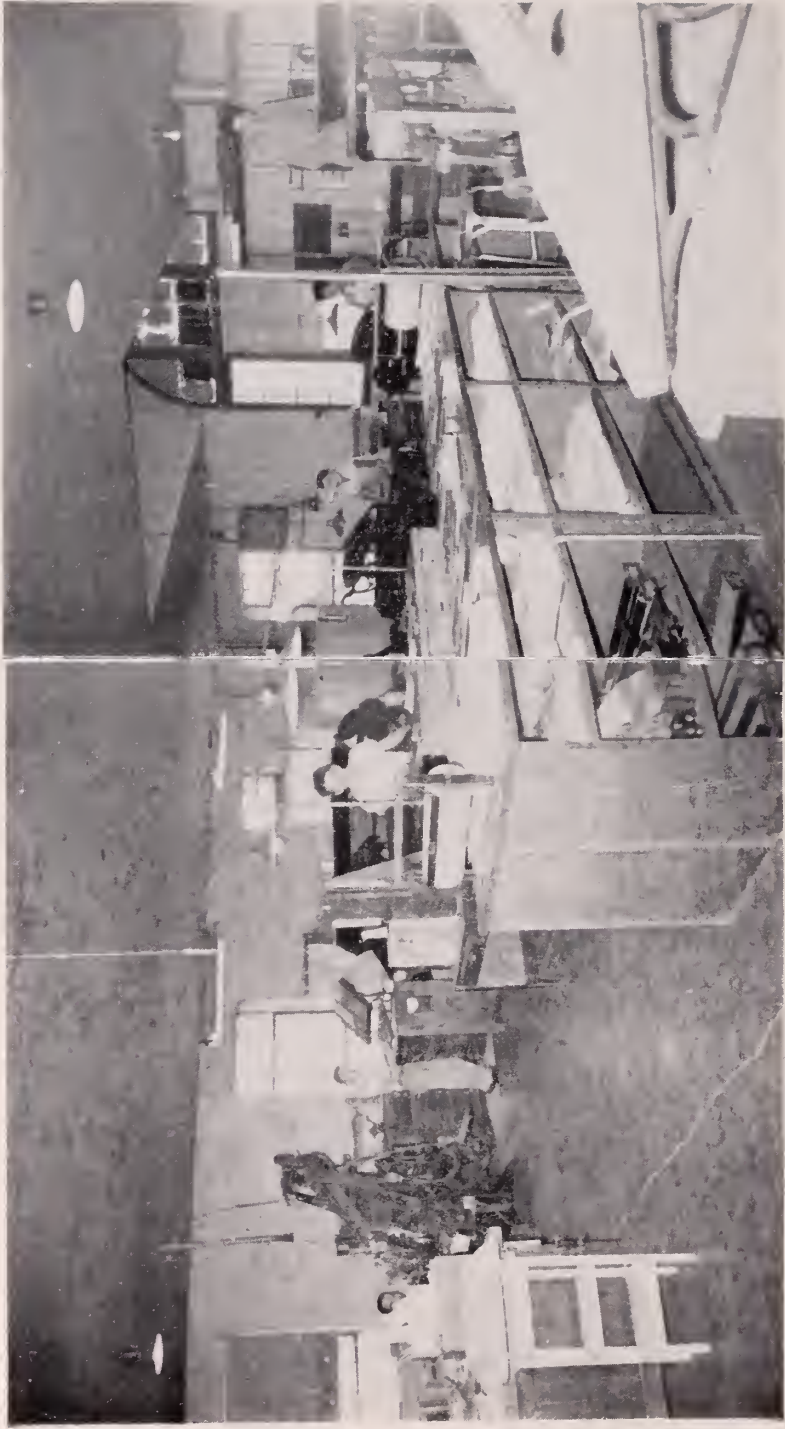
Courses and curricular content are as prescribed by the State Department of Education in the Colorado State Course of Study.

Every boy attends school at least a half day each day. The youngest boys go to school all day. Boys over fourteen and a half years of age go to school half days and receive pre-vocational instruction in departments of their choice the other half of the day.

When a boy is released through parole, state leave, or discharge and enrolls in another school, or the one from which he came to us, our grades and recommendations are accepted and he is placed in the proper grade level, usually a promotion of one or two grades.

Favorable comments, tendered by educators, parents, and visiting personnel, during the biennium, substantiate our belief that a marked improvement has been achieved, in our formal education program.

We close this Biennial period with a feeling of gratification and accomplishment, convinced that our contribution toward the educational, moral and social adjustment of each boy is no small factor in his successful rehabilitation.



BOYS GAIN VALUABLE INSTRUCTION IN THE PRINT SHOP



## PRE-VOCATIONAL

William H. Hatcher, Assistant Superintendent

Per-vocational training is offered to 14 to 16 year old boys in the areas of Clothing repair, Dairying, Food Service General Shop, Laundry, Leather Shop and Printing. Boys are assigned to these pre-vocational training classes by the Staffing Committee composed of the Assistant Superintendent, Psychologist, Sociologist, Case worker, Cottage Supervisor, School Principal and the Nurse. Assignments are made on the basis of interests, capabilities and past experiences. We attempt to consider the therapeutic value of the particular training course in relation to the apparent problems and difficulties affecting the boys' behavior patterns.

Each of the pre-vocational areas have two class periods daily of four hours each. Approximately one hour to each period is spent in study and class discussion on the fundamentals and basic topics of the course. Three hours of each class period is spent in actual participation by the boys in the work area on individual and group projects. Provision is made for all boys of various capabilities and interests, beginners and the more advanced alike. All projects present learning situations as practical as possible which aid the boy pre-vocationally, socially and educationally.

Our instructors are trained and experienced in the fields to which they are assigned and also possess the essential personality and social poise necessary to work with and teach problem boys.

### CLOTHING REPAIR

Opportunities are offered to boys in this pre-vocational area to learn to sew, patch, sort, and fit all types of institution clothing. Clothing repair also makes articles for other departments of the institution such as sheets, pillow cases, table cloths, aprons, laundry bags, tea towels, roller towels, and other special items when needed.

This department processes on the average of 14,000 items each month, approximately 10% of which need repair of some type.

About 15 boys receive training in the department daily.

### DAIRYING

The institution dairy herd numbers 35 head of dairy cows. All milk from our herd is used at the institution. The milk is pasteurized and delivered to the foods department where it is used in baking, various types of food preparation, and for the boys beverage three times daily.

Boys working in the area learn the fundamentals of the modern dairy, including sanitation, and have opportunities to learn to operate milking machines, milk storage cooler and

### GENERAL SHOP

Our training in this area consists of woodworking, metal work and elementary electricity and radio. Hand tool and power tool instruction is given. This training course is similar in every respect to courses offered in most of our Junior and Senior High Schools. One hour of each class period is spent on study and discussion with the instructor and 3 hours is spent on project work. Many fine wood projects are completed by our boys. We have two classes daily with 20 to 25 boys assigned.

### LAUNDRY

The laundry provides training daily for boys in washer operation, spin and fluff dry operations, mangle operation, press operation of all kinds and maintenance. All laundry of the institution is washed twice each week and some departments receive laundry service each day. Our laundry provides work and instruction for 20 to 28 boys each day. Approximately 12,000 items are washed each month, 1,444,000 each year.

### LEATHER SHOP

Our leather shop serves two functions. All shoe repairing necessary for our boys is taken care of in this department. In addition to the shoe repair work leather craft instruction is given and our boys make belts, bill folds and many other leather craft articles for themselves, other boys in the institution, or for their parents or friends. Approximately 50 pair of shoes receive repair weekly, 2600 pair yearly.

### PRINT SHOP

Our printing department does all the printing for the institution which includes, letterheads, all forms, cards, and many other record sheets necessary for the institution. In addition a school paper is published by the class each month. The department and class provide opportunities for the boys to study and practice the basic fundamentals of the printing trade. There are 20 to 25 boys receiving instruction in this department.

pasteurizer. Instruction also is given in feeding dairy cattle, care and handling of calves, maintenance of barns, sheds, corrals, lots, dairy equipment and pasture land.

The dairy provides approximately 120 gallons of milk daily, 30,000 gallons yearly.

Work and instruction in this area is provided for from 7 to 10 boys daily, 365 days each year.

### FOOD SERVICE

The food service area provides pre-vocational training for boys in three departments, namely bakery, food preparation, bus boy and waiter service. The bakery provides all the bake goods for the institution. Pies, cobblers, cakes, sweet rolls, bread, rolls and other pastry are prepared and baked in this department. Three boys receive training in this area under our experienced baker. Bake goods are provided for 250 boys 365 days per year, 3 meals per day. About 40 employees eat the noon meal at the institution and from 10 to 15 are served breakfast and supper. The employees are charged 30 cents a meal. Our food cost totals 31 cents per meal including charge for salaries, maintenance and school produced milk and vegetables.

Food preparation and service provide training for from 28 to 35 boys each day, 365 days per year. Our basic training in this area centers on kitchen work and training, with special emphasis on bus boy and waiter training.

650 meals approximately are served daily, 21,000 monthly, 7,665,000 yearly.





CENTRAL DINING ROOM, KITCHEN AND BAKERY



## RECREATION AND LEISURE TIME ACTIVITIES

Arthur Irlando, Coach

The effective programming of recreation and the use of leisure time are important aspects of a Training School. Recreation serves two very vital functions: pleasant and healthful living and an adjunct to the program of therapy and rehabilitation. Quite often a child finds an opportunity to express himself in physical education and play activities when he cannot in other areas. Recreation must provide means to release energy in both channelled activities and spontaneous play. The State Industrial School has enlarged its recreation program in the past few years and provides many activities for the boys.

All boys participate in intramural sports which include basketball, baseball, boxing, dodgeball, football, swimming, softball, soccer, volleyball and wrestling. There are both playground facilities and an indoor gymnasium which are in use constantly in the recreation program.

The leading boys in the various sports are selected for varsity competition. There are teams which represent the school informally in basketball, boxing, softball and swimming. During the 1957-58 year, the basketball team won over half their games in competition with various groups in the Denver area. They traveled to other recreation centers to play and were hosts at games played at the State Industrial School. In boxing two boys from the State Industrial School advanced to the finals of the annual Footprinters State Tournament. The swimming team is now in its second year of action and a number of swimming meets have been arranged both in Denver and at the school.

The use of volunteers from the University of Colorado has been extensive in the recreation and leisure time activities. Many young students from the University come to the school to assist in the direction of these various teams in swimming, gymnastics, and others. Frequently the boys are taken to work out in the gym at the University and they also have a coordinated program in operation with the Twentieth Street Recreation Center in Denver. Many of the competitive events have been hosted by the Twentieth Street Center and in the current year at least one day a week a number of boys are being able to use the Center in some type of informal or formal recreation program.

Many of the boys have been attending the Denver-Chicago Truckers Home Games as guests of the Truckers. They have also been able to attend the football and basketball games at the University of Colorado. On some occasions as many as twenty boys have been able to go to Folsom Field in Boulder to see Big Eight Football.

During the year there are many events which are presented for the boys in an effort to make their leisure time eventful.

There are two motion pictures a week which all the boys attend. These films are supplied by the Denver Film Companies. Once each month there is a birthday party for the boys who are enjoying birthdays during that month. On some Sunday afternoons in the summer there are track and field days in which the boys are able to compete in many different games and track events.

The recreation and leisure time activities are a very vital part of the rehabilitation program for the boys. There has been a growing diversity in the program for the past two years and many of the needs of the boys are met through the total planning at the State Industrial School.





INDOOR GYM AND SWIMMING POOL ARE USED THE YEAR ROUND



## AN EXPERIMENT IN REHABILITATION

In cooperation with the University of Colorado, the Boys Industrial School launched a program in which a number of projects are now utilized. The efforts are directed toward the rehabilitation of the boys. Students from the University of Colorado are supervised by Dr. Gordon Barker, Professor of Sociology; Dr. Dorothy Sherman, Professor of Education; and William T. Adams, Sociologist at the State Industrial School. In the past year there have been more than two hundred students involved in this program.

An internship in client-centered counselling is directed by Dorothy Sherman in which students come to the Industrial School and work in therapy with the disturbed youngster. At times the internship has been expanded to include group therapy. Students from the Criminology classes have worked with the boys during their first three weeks at the School in therapeutic group work sessions to help the children get adjusted to being in an institutional setting. Other group work has included a community re-evaluation and re-integration study directed by a University student in which he works with several boys from the same community in an effort to help them understand their past problems in the community and eventual ones upon return from the School. A cottage group work program has been applied in which a number of students regularly attend to the boys in their small cottage living quarters. These students go to the cottage in the evening and direct games, talk with the boys, set up play activities, and work in music, art, and dramatic skills with the boys. These students from the Criminology classes are directed by Gordon Barker and William T. Adams.

The program has been expanded to include other features which have been used on an experimental basis. Students assist in areas such as automobile mechanics and dramatic group work.

In the area of recreation and physical education, the University students have set up swimming teams in which there are competitive meets in Denver, gymnastic teams in which there are work-outs at the University, assistance to the Coach in his basketball and track and field events, and some projects in wrestling. The use of the students in the areas of physical education is partially directed toward group work situations rather than strictly competitive athletic teams.

A number of research workers have come to the School to work with the school officials in compilation of statistics and information about the institutionalized delinquent boys,

Some of these studies have been written up for periodicals. The research has been made in order to discover details about the child in the institution.

A program of sponsorship has been established at both the University of Colorado and Regis Collage in Denver. The aim here is to give the boy an individual relationship with a young male student who can become a new role model for the boy.

The impetus behind this extensive program is to develop two basic needs of the child in treatment: on the one hand to give him a sense of social relatedness in group experiences and on the other to provide opportunities for his establishing an individual identity. The program is undergoing formalization and expansion.

### STATE VOCATIONAL REHABILITATION

The State Industrial School for Boys has developed a program with the State Vocational Rehabilitation Office in which boys who are physically or emotionally handicapped are referred to the State Vocational Counselors for the purpose of planning a program of education, both academic and vocational, for the boy when he leaves the school. The boy is required to be sixteen years or more of age before he is eligible. He is then referred to the State Medical Board for approval and then the program planning begins at both ends from the State Vocational office and at the State Industrial School. In the past year, six boys have been referred and approved in the program. The success in the program has been good with one half of the clients making an adjustment in some type of work and school program. One boy is attending the grill and fountain school and remedial reading classes; one is working in a gift shop in a neighboring town; one is working for a kennels. The other three have not been able to participate adequately. More referrals will be made. The boys also receive counselors while they are on the job. While they are at the State Industrial School they are worked with in therapeutic counseling and some are placed in work situations outside the school to test their adjustments in an occupational arrangement.

### THE CHAPEL

Our Interdenominational Chapel for boys of all faiths was dedicated June 6, 1958, and presented to the State of Colorado. No State Funds were used in its construction. Its value is estimated at \$40,000.

Donated money .....	\$14,000
Accumulated Trust Savings .....	16,000
Donated labor .....	5,000
Donated equipment .....	5,000

It stands at the entrance to the School grounds, the first building to see on arrival and the last to look upon or enter on departure, its large picture window framing the mountains to the west, giving an inspiring view.

More than 1000 individuals and organizations throughout the State of Colorado, including boys at the School, contributed because of their interest and desire to participate in this spiritual experience in providing a place of worship at the Industrial School. The School previously had no building nor room exclusively for spiritual purposes and the value of a dedicated building and religious atmosphere was considered essential in developing religious response in youth.

The idea of a Chapel in this inspiring location was in the minds of many people through the years. It began to take definite shape when in 1952 the Superintendent discussed site and architectural plans with Rev. Henry G. Hartner and Mr. Ralph Peterson, Architect, who drew the plans. Later a planning committee was formed and in 1955 the Colorado Probation and Parole Association voted to sponsor a Chapel Fund Drive. Churches, Sunday Schools, women's and men's organizations, and youth groups responded generously. Several organizations also conducted their own drives. The building was constructed by Newstrom-Davis and Company at minimum cost. Interior finishing, furnishings, and equipment were donated. This is the first Chapel of its kind in Colorado.

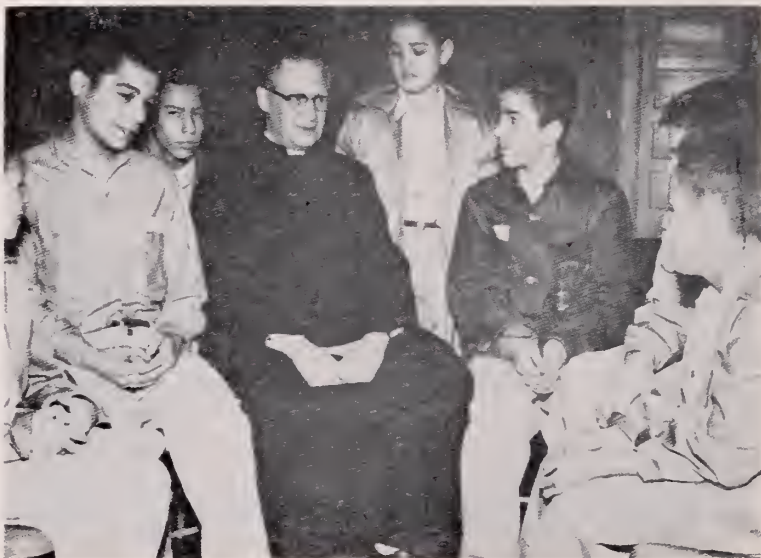




Chapel Ground-breaking ceremony April 1957

Reading from right: Governor Stephen L. R. McNichols, who turned the first spadeful of dirt; James Eakins (with spade), Chairman of the Chapel Fund Drive for the Colorado Probation and Parole Association; Herbert E. Allen (back of Mr. Eakins), Director, Department of Public Institutions; Ralph Peterson, Architect; Paul Newstrom of Newstrom-Davis & Company, Contractors; and, in the center, walking, Ray S. Harry, Parole Officer at the Industrial School, who dedicated himself to the Chapel program and the welfare of boys.





Father Andrew E. Warwick of St Joseph's Church in Golden talks with our boys.

### PROTESTANT SERVICE

The Organ Prelude  
 Rev. Emil T. Pietz, Chaplain  
 Mrs. Edith Reese, Organist

#### THE CALL TO WORSHIP

The Organ Prelude  
 Candlelighting  
 The Call to Prayer  
 Arise, shine for thy light is  
 come, and the glory of the  
 Lord is risen upon thee.  
 The Opening Hymn  
 The Invocation Prayer in  
 Unison  
 The Lord's Prayer  
 The Scripture Reading  
 The Sermon  
 A Moment of Silent Prayer  
 The Closing Hymn  
 Benediction  
 The Organ Postlude

### CATHOLIC SERVICE

Father Andrew Warwick,  
 Chaplain

Morning Prayers

Confession

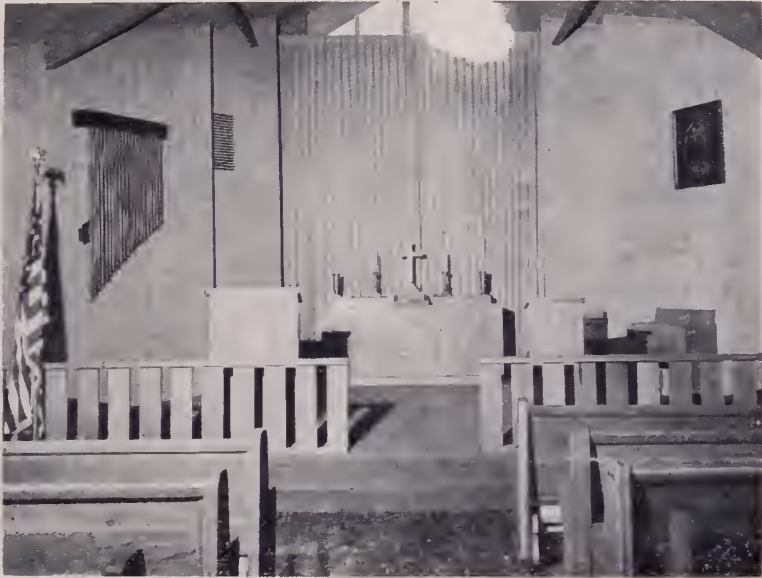
Rosary

Mass

Sermon

Holy Communion

Thanksgiving



Chapel Interior

Altar—donated in memory of Mrs. Wilhelmina Schaaf

Cross and Candlesticks, Vases, and Lectern donated by United Christian Youth and Young Adults of the Denver Council of Churches.

Flags donated by District No. 6, American Legion Auxiliary.

Chimes donated by the Golden Optimist Club.

Pulpit and Chairs donated by Employees of the State Industrial School in honor of G. F. Soelberg, Superintendent.

Pews donated in part by the Golden Kiwanis Club, Mrs. Ruth Magnusson, Mariner's Club of the First Presbyterian Church in Golden, the Naval Marine Post No. 101 and Auxiliary of the American Legion, Golden Chapter O of PEO, Mr. and Mrs. Phillip K. Perry, Mrs. Zillah Walker in memory of Homer Bair, and Beatrice Lewis in memory of Susan Hubbard Martin.

This is a part of many donations. The names of all donors will be inscribed on a Chapel scroll.



## BUILDINGS AND LAND

The original five-acre tract east of Golden purchased for the State Industrial School was occupied first in 1869 by an Episcopalian school for young men. Jarvis Hall was completed in 1871. The School of Mines Building was erected in 1872. A third building, Mathews Hall, was built as a theological school in 1873. Fire in 1879 destroyed Jarvis and Mathews Halls. The Episcopal school moved to Denver. The School of Mines came under State control and moved into the heart of Golden. The State Industrial School increased the 5 acres to 900 acres and in 1958 shows ownership of 753 acres after sale of some land to the pressing surrounding community. Of 753 acres, 419 acres are in pasture, 230 acres in dry farm, 30 acres in irrigated land 83 acres in buildings, campus and recreation grounds.

The Industrial School was co-educational until 1892 when a separate school for girls was established. During a period from 1925 until 1936, the School also housed youthful federal offenders, and again has been asked to do so. Otherwise, it has been used exclusively for the reformation of young Colorado boys, age 10 through 16.

The old Administration Building was constructed in 1884, built on the fire-scarred ruins of old Jarvis Hall and in part from salvage brick from Jarvis and Mathews. Most other major buildings were erected between 1890 and 1910.

From 1939 until 1950 there was no building project. Then the dining hall was remodelled, and in 1955 the new administration building was completed. Most of the buildings prior to 1950 were built by institution employees and inmates. The present Superintendent began plans for a long-range building program in 1946. The Legislature appropriated \$750,000 in 1955 for a five-year program. This was a little over one-half of the estimated requirements for the ten-year plan. In addition to the buildings, it allowed for remodelling the electrical and heating systems and remodelling in the dairy department. Other remodelling is planned. "A good building plan is the first step on the way to a good program."



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