

# A REPORT

*of the*

ARIZONA CHILDREN'S COLONY BOARD

Coolidge, Arizona

*to*

THE GOVERNOR

for the year ending June 30, 1952

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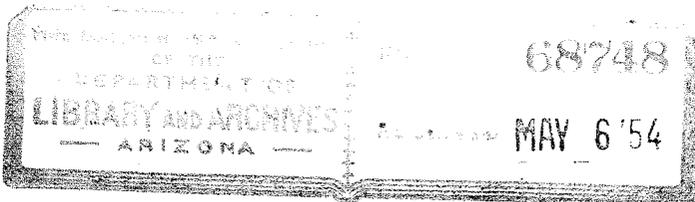
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To: His Excellency, the Governor and to the  
Members of the State Legislature:

Pursuant to statute, and in keeping with our desire to keep you well informed on the progress of the work which the State has entrusted to us, I herewith transmit on behalf of the Arizona Children's Colony Board, its Report for the year ended June 30, 1952.

Respectfully submitted,

Anne Dew, Chairman  
Arizona Children's Colony Board



Arizona Children's Colony  
Coolidge, Arizona

MEMBERS OF THE BOARD

Mrs. Jack Drew, Chairman.....	Prescott
Mrs. Joseph Madison Greer.....	Phoenix
Buel Hutchinson.....	Patagonia
Mrs. Kenneth H. Lapham.....	Morenci
Harvey L. Taylor.....	Mesa

ADMINISTRATIVE STAFF

J. Thomas McIntire.....	Superintendent
Joseph R. Deacon.....	Cottage Life
G. W. Walker, M. D.....	Health
C. R. Law, M. D.....	Health
Joseph S. Lerner.....	Training
Frank Custer.....	Business
H. Robert LaGrange.....	Plant

Report of the Superintendent of the Arizona Children's Colony  
to the Arizona Children's Colony Board  
for the year ending June 30, 1952

To the Arizona Children's Colony Board:

In accordance with regulations, I submit herewith report of the Superintendent on the activities, progress and status of the Arizona Children's Colony for the year ending June 30, 1952.

IN RETROSPECT

In view of the newness and importance of the Arizona Children's Colony to the people of the State it seems only proper that as an introduction to this year's report a brief summary be made of the Board's activities during the six years of its existence.

1945-46. The Board began to function immediately following its appointment and organization meeting, which was held in the office of Governor Sidney P. Osborn on January 19, 1946. The remainder of the fiscal year was one of intensive and extensive study of the problem of mental deficiency with special emphasis on the residential care and training of this group of children and the determination of the basic principles to be followed in creating the project.

1946-47. The study and investigations of the previous year crystallized to form a definite policy and plan. The Board determined that the Colony should be an educational institution, of a cottage type, built on a community plan. That the initial plant should accommodate 300 children with plans for expansion to a population of 1,000. That a superintendent be appointed to act as professional adviser to the Board in the planning of the entire building layout and in establishing the necessary procedure incident to organizing and administering such a new and large project.

These, plus supporting data, were presented to the Eighteenth Legislature with the results that an appropriation of \$32,860 was made available to employ a superintendent to act as an adviser and to conduct a survey of the State. The Board was also authorized to employ an architect to prepare preliminary sketches of the Colony.

1947-48. This was a year of surveying and planning. The writer was employed and he began a survey of the State to determine the nature and the extent of the problem of mental deficiency and to assist in the preliminary planning of a resident school to meet the needs of the State.

The architectural firm of Lescher and Mahoney was engaged to prepare a drawing of the plot plan and sketches of the various buildings.

An extensive and intensive study was made of the residential care of the mental deficient in every State of the country; advice was sought of the superintendents and governing boards; building plans of state schools were studied; many institutions were visited by members of the Board and the Superintendent, in fact every avenue that might contribute something in the way of knowledge that would assist in the planning of the institution was traveled.

1948-49. The efforts of previous years were brought to fruition during this period.

The survey resulted in the registration of over twenty-five hundred mentally deficient children many of whom were obviously in need of the type of care and training the Colony would provide. Among other things the survey data showed that Arizona was paying for the cost of a colony without receiving the benefits that a colony would provide, over twenty-five percent of the children registered were being either partially or totally supported by tax dollars.



The preliminary plans consisting of a plot plan of an institution that would accommodate a population of one thousand children, with sketches of floor plans and elevations of the buildings of the plant were completed.

The program of public education was intensified and by mid-year there were over 135,000 citizens of the State who had endorsed the project either as individuals or as members of supporting organizations.

Facts, plans and recommendations were submitted to the Nineteenth Legislature. An enabling act, and appropriation, of \$497,000, was passed by the Legislature and signed by the Governor as the initial step towards the construction of the Colony, to be located on State-owned property five miles south of Coolidge.

1949-50. This was a very busy year with detailed planning and construction as the main concerns. Many conferences were held with the architect in the preparation of the Colony site and working up the plans and specifications of the children's cottages. The first contract called for the construction of six cottages.

Ground breaking ceremonies with Governor Dan E. Garvey as the principal speaker were held in January 1950. The foundations for the first of the buildings were laid immediately afterwards.

The Legislature in special session made an appropriation of an additional \$200,000 for Colony construction. This, plus the money remaining from the original appropriation, enabled the Board to plan for the outside utilities, the school and laundry buildings and the Superintendent's residence.

1950-51. Contracts for the above construction were let during this year. Attention was given to the purchase of furnishings and equipment. Many needed items were obtained through war surplus at a saving of thousands of dollars to the State. Other items were purchased on bid. The wholesalers and jobbers of the State caught the spirit of the project and most items were offered at a very low mark-up.

## 1951-52 — CURRENT YEAR

The Twentieth Legislature in regular session appropriated \$500,000 for the construction of an administration-personnel building, commissary and maintenance shops. The contract for the construction of these buildings was let March 30. The low bid was considerably less than the architects' estimate and less than the cost of comparable buildings in this vicinity. This was not a new experience, indeed it has been true of all contracts at the Colony. It was thought that sufficient capital money was left to build a small infirmary and two staff houses, however, this was not to be the case as later events proved.



The prayers and efforts of literally hundreds of Arizona citizens were to be answered during the fiscal year with the opening of the Colony. Since the teen years of the century there have been those who have made an effort to establish the Colony, parents who felt a personal need for a training school for mentally deficient children, as well as public and socially minded citizens who recognized the secondary impact and effects of the problem.

The early part of the year saw activities similar to those of the preceding two years, planning of buildings, construction and the purchase of furnishings and equipment. However, as the construction neared completion, admission policies and procedure, staffing, stocking of supplies, etc., became the principal concerns followed by the actual admission of the children and the operation of the Colony.



## ADMISSION LAW AND POLICY

*Eligibility for Admission.* According to law, any child who is mentally deficient, under twenty-one years of age, whose parent or guardian has been a resident of the State for three years prior to the date of application is eligible for admission. It is estimated that there are 8,000 mentally deficient individuals in Arizona, approximately one-half of these are now listed on the survey register. The American Association on Mental Deficiency, in their report on minimum standard for a state program for mental deficient states that residential schools such as the Colony, should provide care for one-tenth of one percent of the total population. In terms of our population that means that the Colony should be sufficiently large to house 750 to 800 children. This, plus the fact that well over 500 parents had expressed interest in placing their child at the Colony, forced the Board to establish an admission policy since the initial population at the Colony is limited to 252 children.

Admissions to the Colony were to be according to their need for the type of training and care the Colony would provide. This would be measured by the child's personal need for training and care, the family's need for his being removed from the family group and the community's need for having him placed, either because of its inability to provide proper training or to be relieved of the "nuisance" that he might be creating.

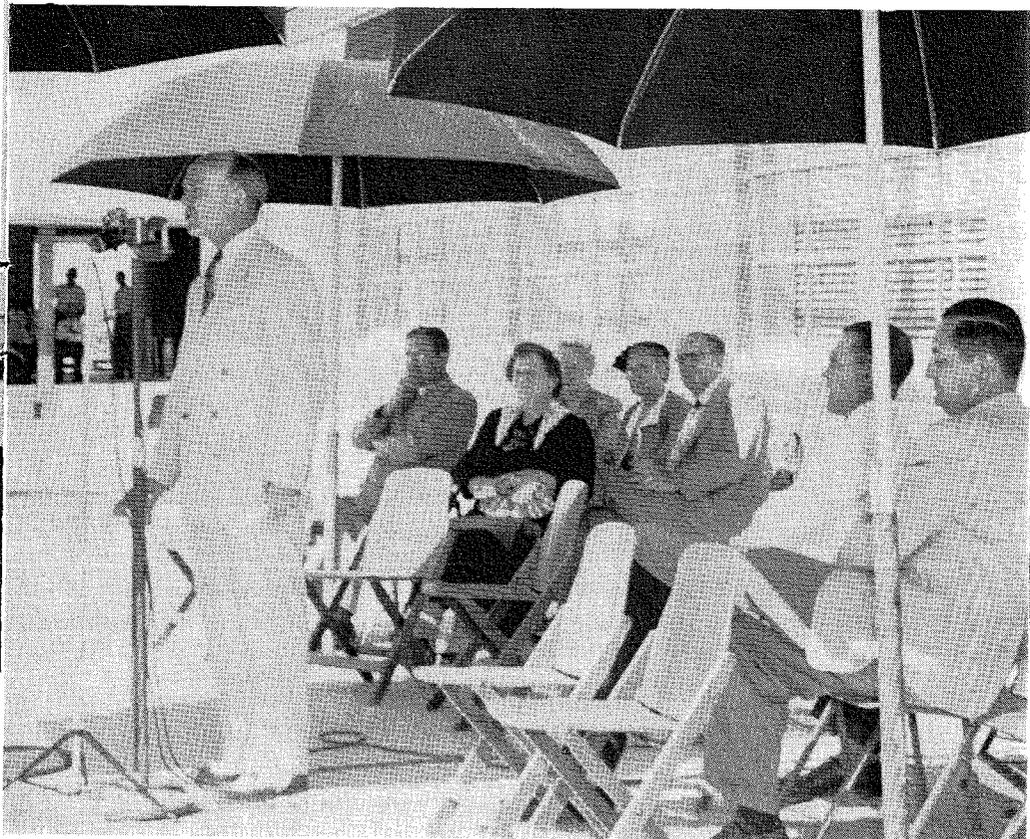
It was further determined that the mentally deficient children being cared for at the State Hospital should be given early consideration for transfer to the Colony.

Finally it was felt that those children whose parents had registered them for admission, some as early as four years ago, must be given special consideration.

Since the demands for admission to the Colony would quickly outnumber the capacity of the institution, it was deemed desirable to set up county quotas based on the population of each county. This procedure has been established and should rule out any claim of favoritism.

### ADMISSIONS

The first children, 12 in number, were received at the Colony on March 19. Each succeeding week saw an increase in population. Admissions were regulated in order that each child would have an opportunity of becoming acquainted and to permit us to know them. At the end of the year, 156 were enrolled, 89 of these were boys and 67 girls. These children were received from nine of the fourteen counties of the State. Four counties have not participated because of budget limitations, however, children from these counties will be sent to us at the beginning of the new fiscal year. A majority of the children came to us direct from their homes, the others were transferred to us from foster homes, the State Hospital and the Home of the Good Shepherd. No county has filled its quota to date, however, a waiting list in at least four counties will certainly be established in the next two to three months.



#### DEDICATION

The dedication of the Colony took place on Friday, April 18. Over 900 visitors were in attendance, including parents, State governmental officials, educators and many interested citizens from all parts of the State. The exercises were simple and brief. The principal address was by Governor Howard Pyle. An opportunity was given the guests to visit all parts of the Colony.



### OUR AIMS AND PHILOSOPHY

The purpose of the Colony is to develop each child to the fullest, making him as independent and self-sustaining as his limited capacities will permit. Mental deficiency is now recognized as primarily an educational and social problem, since a cure of the condition is unknown. It is well-established that the effects of mental deficiency can be ameliorated by special training and care, this is our task.

The principal guide in the training of each child is to give him "those things that he can make use of when he becomes a man or woman in years." This entails an individual approach and means not only meeting his immediate needs but an anticipation of those of the future.

To accomplish this, we believe that first of all a child must be happy. One school for the mentally retarded has as its motto, "Happiness First — All Else Follows." Besides making for receptivity happiness is therapeutic in itself. One way of accomplishing this is by giving the child a sense of "Belonging." The majority of us are belongers — we like to be affiliated with groups and organizations. The mentally deficient child is denied this privilege because of the nature of his handicap. For instance, he may be a member of a given class in school for one year, the class passes on to a higher grade but he must remain behind because of a lack of accomplishment. At the Colony, it is possible that for the first time in his life he will have the opportunity of belonging because the Colony has been built and is operated for him.

At the Colony we are placing "Accent on Assets." The mentally deficient child, under ordinary circumstances, is recognized and identified by those things he cannot do. It is his failures that sets him apart from others. Too often these failures so overwhelm us that we fail to see the things he can do. We are prone to give all of our attention to his disabilities and neglect his abilities. By reversing the order and giving special emphasis to abilities we often find that many of his disabilities will take care of themselves. What is more important is that he develops a feeling of success. In the case of many of these children, who have consistently been unable to meet the demands of competitive existence with others, success can transform personalities. Feelings of true success can cause within a child fundamental changes of attitude which transcend all other methods of improving thinking.

## STAFF

At this point I wish to express my appreciation to those people who are concerned with the operation of the Colony and who are largely responsible for its initial success. Without exception the Heads of Departments and those in supervisory capacities are well-trained and well fitted to carry out their assignments. This is reflected in the excellent way in which each division is functioning. For those people who are working closely with the children in the cottages, at school and on the job, I have only praise. Many of them have had little training and no experience in the field. However, the majority have a sincere interest in the children and a willingness to learn and are now making their contribution to the success of the Colony.

## STAFF REPORTS

Much of the detail of the operation of the Colony for the year is covered in the departmental reports. These have been prepared by the specialists in charge of the divisions of Cottage Life, Education and Training, Business Management and are to be considered a part of the total report.

Arizona Children's Colony  
Report of the Director of Cottage Life  
Year ending June 30, 1952

To: J. Thomas McIntire, Superintendent

## ADMISSION AND POPULATION ANALYSIS

In anticipation of the opening of the Colony, over 300 Personal and Family History Blanks were processed; 200 of these went to petition, and admission orders were written on 125 by the middle of February. This gave us a working admission list and the first children coming to the Colony were set up in bi-weekly admission groups for the first six weeks. The first children were admitted on March 19. Children were called for admission on the basis of their apparent classification in an attempt to build up the enrollment of the six units as equally as possible. In the first two months we exhausted the list of higher grade girls and boys who were under admission orders. There was a continuing demand for placement in the nursery and younger and lower grade boys and girls groups.

At the end of the fiscal year, 167 had been admitted, 125 of whom came directly from home, 42 on transfer from other institutions (Arizona State Hospital and Home of the Good Shepherd). We exercised a liberal policy initially in respect to dismissal requests. Ten discharges had been approved. One death occurred — a microcephalic baby girl died early in her residence as a result of respiratory complications. Our in residence population at the end of the year was 156 (89 boys and 67 girls).

## CHILDREN'S RESIDENCES

The children's residences are the children's homes in the institution. As individual units they provide living, dining, and sleeping accommodations on a home living basis in strong contrast to ward housing. Housefathers, housemothers and their assistants comprise the cottage staff and carry the daytime responsibility of the unit. Similarly an assistant is on duty with the children through the night. The houseparents also live in the unit and supervise all aspects of the child's program in the cottage and the routines of daily home management. The leisure time and recreational activities are under the direction of the cottage and are carried on either in the playroom or on the ample playground space adjacent to the cottage.



The total adequacies of the children's units have not been proven in all particulars. As planned for the higher grade child they seem to be serving well the classification of children residing in 4, 5 and 14, 15. Considerable improvising and adapting of the built-in facilities in 3 and 13 have been necessary. The nursery group has been established in Cottage 3. Cottage 13 population is similarly split with attempts for different provisions being made for more severely handicapped boys in that unit.

*Cottage 3.* Enrollment 36 (7 boys). Our nursery was established in Cottage 3 for children of both sexes requiring infant care. The unit also houses the younger girls.

*Cottage 4.* Enrollment 27. Middle grade girls unit, life age 8 to middle teens. Exceptions to the general classification are individual girls of higher intelligence who were placed in the unit for management purposes and as helpers and also individual teen age girls.

*Cottage 5.* Enrollment 21. Senior girls of upper intelligence classification representing potentially the vocational and industrial trainable group. Exceptions to this classification are senior age girls of lower functional level who can be absorbed in the senior group.

*Cottage 13.* Enrollment 32. Junior boys group.

*Cottage 14.* Enrollment 20. Middle grade boys group, life age 10 to middle teens.

*Cottage 15.* Enrollment 23. High grade senior age boys group composed of potential industrial and vocational trainable boys and several lower grade older boys whose management lends itself to inclusion in this group.

## CHILD WELFARE

*Health.* Supervision of children's health is under the direction of Dr. Law and Dr. Walker on alternating visitation service. In residence are two registered nurses who hold daily clinics. Clinic rooms were set up in Cottages 3 and 13 for girls and boys respectively. Medical and health problems seem to be in excess of what was anticipated and indicate the need for the establishment of an infirmary with the anticipated further growth of the institution.

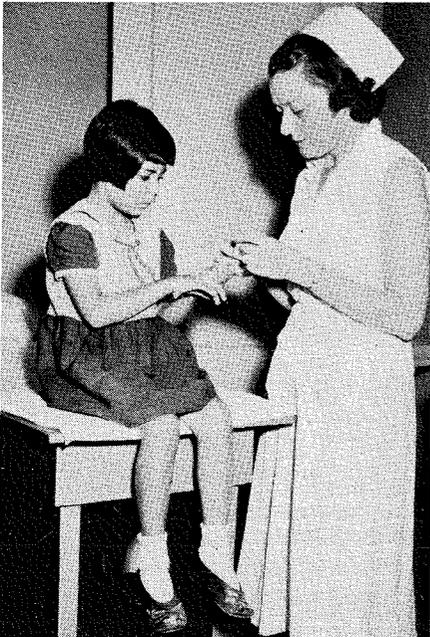
*Dietetics.* The diet of the children has been amply adequate in terms of variety and quality of food served. Individual exceptions to this have been reported and corrected. Special diets have been provided when recommended by the physician. Waste in food preparation in terms of non-usable left-overs is practically non-existent.

*Activities and Programs.* Moving pictures are held weekly on Wednesday night. Non-sectarian church services are held at 9:15 Sunday morning conducted by local church representatives. Catholic services are held on Wednesday afternoon at 4 o'clock.

With the improvement of the grounds adjacent to the cottages, playground areas are being made. Two enclosed play areas, 40'x90', have been set up at Cottages 3 and 13. It is probable that these should be enlarged. A set of four swings has been placed at each cottage and additional playground equipment is planned.

Televisions have been donated for five of the six children's units.

*Miscellaneous.* Assignment of children to school and vocational



schedules has been set up as the regular function of the Children's Committee which meets weekly. Emergency and temporary assignment of children is done by the Director of Cottage Life and the Department Head concerned and confirmed at the next Children's Meeting.

*Hair Cutting.* This is provided on a monthly basis. All hair cutting necessary at present can be done in the afternoon hours over a two week period.

*Clothing.* Most of the children have come well supplied with an adequate clothing allowance. Some purchasing has been necessary. Continued donations of clothing have supplied about 35 children with required items.

## PERSONNEL

Prior to opening, applications for employment in the Cottage Division were solicited and the applicants interviewed. A full quota of 32 houseparents was selected and employed for the opening of the Colony. The personnel situation has been a most fluid one in terms of replacements. Seventeen of the original 32 continued in our employment as of June 30. In the remaining 15 positions there has been a turnover of 28 persons.

In recognition of the care and responsibilities to be carried by Cottages 3 and 13, an additional person is required in each unit for both day and night supervision. This would increase the personnel allowance for the existing six cottages to 36 which is requested.

In the supervision of the Department's responsibilities it is apparent that the allowance of a supervisor in the personnel quota would serve a real need in several areas. It is requested that allowance for such a position be made in future budgets.

The health and medical requirements of the children demand further nursing service and the allowance of an additional nurse would be a proper provision to serve the present population. This request would be altered in the light of the establishment of an infirmary. It is suggested that four registered nurses and a supervisory nurse would then be required.

It is difficult to estimate personnel needs for additional children's units. In view of the expected classification of the children, and the physical plans of the cottages, a minimum of six attendants for each unit is suggested to provide day and night and relief staff.

Respectfully submitted,

Joseph R. Deacon  
Director of Cottage Life

Arizona Children's Colony  
Report of the Director of Training  
Year ending June 30, 1952

The first children to attend school at the Arizona Children's Colony started one day after arriving at the Colony. School began with three girls on March 20, 1952.

Each week as new children were admitted to the Colony they were screened as to educability and then placed on the school program as soon as it was feasible. Screening was done on the basis of data available at the time of entry and the personal observation of the staff in the first few weeks of school attendance.

*Enrollment.* As the Colony population increased the school program was enlarged. By June 30, 1952, the following classes and enrollments were in operation.



<i>Class</i>	<i>All day</i>	<i>Half day</i>	<i>Total</i>
I Older boys	14	6	20
II Older girls	15	5	20
III Intermediate boys	11		11
IV Intermediate girls	17		17
V Primary		14	14
VI Kindergarten		18	18
	57	43	100

The total number of children attending school on a full time basis was 57. Those attending on a half-day basis totaled 43. The total number of children attending school was 100. This represents approximately 63% of the total colony child population of 156.

*School Staff.* The school staff consisted of six teachers during this period. Three teachers worked in the academic area, providing on an individual basis, the learning experiences best suited to the various levels of ability of the children. Each class, to a limited extent, resembled a one-room school with a grade level range of as much as four grades.

*Activities in the Academic Area.* Activities in the classrooms included basic drill in the tool subjects of reading, arithmetic and written language. Where possible activities in social studies and letter writing were included. Music and group play activities were a part of every group's experience.

*Activities in the Occupational Area.* The remaining three teachers worked in the occupational area providing sewing experience for girls, wood shop experience for boys and crafts experience for girls and boys.

Activities in sewing and wood shop centered around learning to use tools and in the development of skills in their use. Those girls who showed ability in sewing soon were working on articles of clothing such as skirts, blouses and dresses. Within three weeks of the beginning of the school program, the older girls sewing group presented a fashion show at which the articles they made were modeled.

Boys have made such articles as small toys, doorstops, name plates and simple playground equipment.

The crafts classes were of two types. The more limited children were aided in developing basic skills such as handling crayons, identifying colors, developing muscular and eye-hand coordination to the extent that they could follow a line or color an area. Wherever creative ability was found it was encouraged. The various media used included crayons, water colors, paste and paper, simple sewing with yarns and some simple weaving.

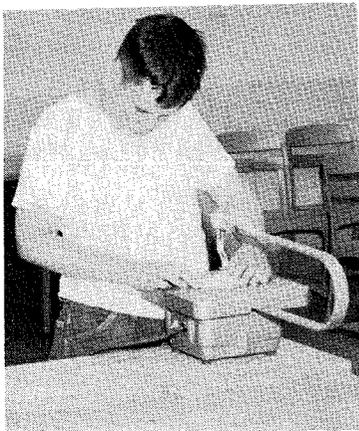


With the more capable children, additional activities included simple shell jewelry making, casting of plaster of paris figurines, weaving of hot pads, bead work and simple loom weaving.

*Typical School Program.* Every child on a full day program spent one-half day in academic work, one-quarter day in crafts and one-quarter day in shop or sewing.

Primary and kindergarten classes which attended school for half a day spent one-quarter day in crafts and one-quarter day in various group activities aimed at developing attitudes of working together, of sharing and of enjoying music and story hours.

Older children attending school for half a day totaled 11. These boys and girls have been placed on a part-time vocational training program and are gaining apprentice experience in such activities as carpentry, plumbing, painting, kitchen help, landscaping and assisting in the cottages. The time spent in school was devoted entirely to the academic subjects.



In addition to the above mentioned activities all children have had group singing activities for two one-half hour periods each week, and until hot weather prevented it, they enjoyed a fifteen or twenty minute play period once a day out of doors. The older boys and girls were offered a library period once each week.



*School Plant.* The school plant is particularly well suited to the kind of program we offer the retarded child. Each room has individual sanitary facilities which eliminates the need for children to leave the room for unsupervised periods. The rooms were planned smaller than regular sized classrooms but they offer adequate space for small classes of 14 to 16 children. The most modern equipment available to schools is found in the glare free chalkboards, frosted window panes, and movable desks and chairs, which facilitate any type of grouping.

*Conclusion.* With the growth of the school population to capacity we hope to be able to stabilize the program, offering more vocational experience to the children, as well as a well-balanced program of education to prepare them for their place in our complex life, whether it be in their home community or in the colony community in which they now live.

Respectfully submitted,

Joseph S. Lerner  
Director of Training



## CONSTRUCTION

At the beginning of the fiscal year a major portion of the physical plant was still under construction. The children's cottages were completed. Shortly after the beginning of the year the school, laundry and superintendent's residence were made available for use. The administrative and personnel building, the commissary and maintenance shops were made available in late winter.

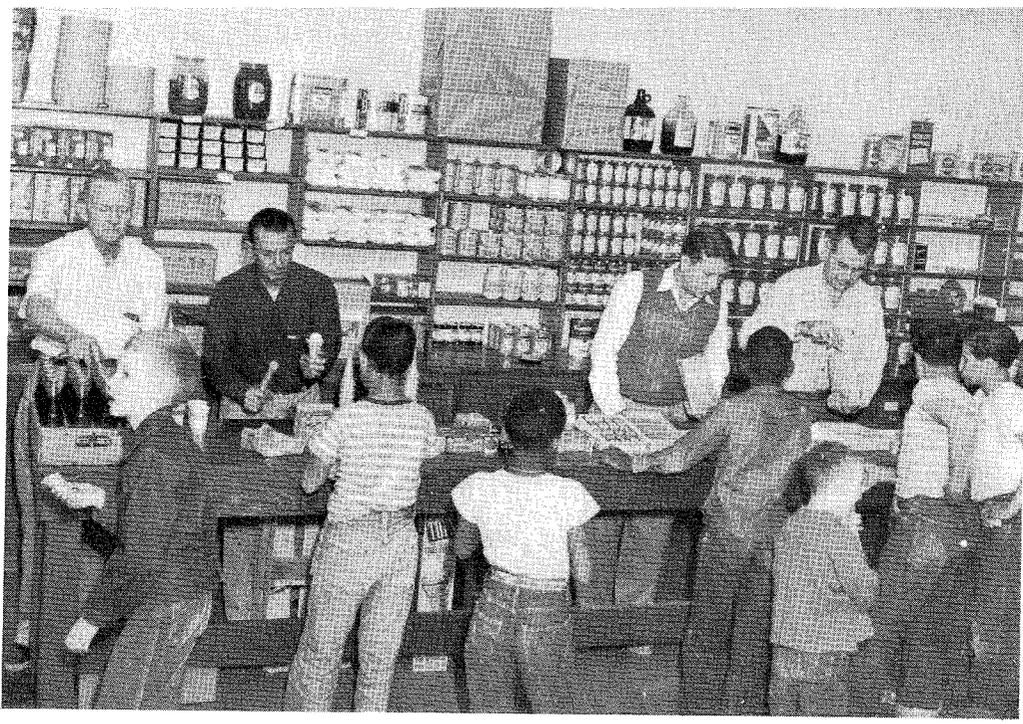
During the summer, on two occasions, bids were called, for the construction of the infirmary and two staff houses, but in both instances the price asked was higher than the architects' estimate and out of line with the cost of the rest of our construction. Later bids were called for on three staff houses that were approximately of the same size as those considered originally. These three houses have been constructed for seven thousand dollars less than was asked for the building of the two houses in the original bid.

During the fall our roads, driveways and sidewalks were graded and surfaced.

Our own maintenance department has undertaken the sizable job of grading of the lawns and the landscaping of the grounds. Shrubbery and grass are now in the process of being planted.

Late this year bids were called for the setting up of the laundry. The low bid was \$18,250 which was considered excessive. This work is now under way on a subcontract and force account basis and will be accomplished for a bit over half of the bid price.

In this day of high building cost we are gratified and proud of what has been accomplished here. Our construction is good throughout. In no instance have we sacrificed quality for the sake of economy. However, we have been ever watchful to avoid frills and expensive architectural features. The average per square foot cost of all of our construction was \$9.37. If the total cost of the institution, including architects' fees, preparation of grounds, utility distribution systems, buildings, equipment and furnishings were evenly distributed among all the people of the State, each individual's share would be less than the price of one carton of cigarettes.



Arizona Children's Colony  
Report of the Business Manager  
Year ending June 30, 1952

During the year, the Business Office, in compliance with Chapter 30, Laws 1949, established the following:

1. Set up operating accounting procedures and the following controls:
  - A. Books of original entry
  - B. Food Inventory Controls
  - C. Supplies Inventory Controls
  - D. Asset Inventory Control and Record
  - E. Personnel Employment and Earning Records
  - F. Cash Control Records
  - G. Accounts Receivable Control and Subsidiary ledger
2. Supervised the purchasing of foods and supplies.
3. Acted as Secretary to the Arizona Children's Colony Board.

In addition to the statutory provisions for the activities of the Business Office, the children's store has been established, in cooperation with the Cottage Life and Training Departments. Funds for the children's store are furnished by parents and interested groups so that all children can participate in the Store Day each Friday. At the store, the children may purchase candy, ice cream, pop and drug sundries. It is not in the province of the Business Department to dwell on the notable training values of such activities as the store, but all employees of the Business Department are grateful for the opportunity to be in direct contact with the children.



As a brief resume of the financial activities of the Business Office, attached hereto are Schedules I and II which set forth the source and application of appropriated funds for the fiscal year ended June 30, 1952

In addition, the following summary shows the year's collection of revenue and disposition of these funds:

Cash on hand July 1, 1951

*Receipts — July 1, 1951 to June 30, 1952*

Federal Aid (Soil Conservation)	\$ 2,000.00
Tuition	9,863.47
Refunds — —Prior Year	6.47
Reimbursements — Current Year	29.90
Rentals — 1951	1,626.50
Rentals — 1952	1,664.40

Total — Available 15,190.74

*Disposition*

To State Treasurer (General Fund) 13,291.21

Cash on Hand — June 30, 1952 1,899.53

The balance of Cash on Hand was paid to the State Treasurer subsequent to June 30, 1952 by Pay In Vouchers Nos 35789, 35790 and 35794.

In closing, the Business Office acknowledges, with deep thanks, the patience and guidance of the Superintendent, and the cooperation of all Department Heads and employees.

Respectfully submitted,

Frank Custer  
Business Manager

### PUBLIC RELATIONS

It is our firm belief that any public institution, such as the Colony, that is dependent upon public support for its existence and maintenance, must gain public appreciation if it hopes to survive and function properly. We believe that to establish and maintain public appreciation it is necessary that the people know all phases of the Colony operation. They must know our successes and our failures, the opportunities we offer and the limitations of our program, the financial aspects of the operation and whether we are conducting our affairs in the businesslike manner they should expect.

To this end the Colony is an open institution. We not only welcome visitors but actually solicit visitations. We are grateful to the hundreds of citizens who have visited us during the past year. Among our visitors have been public officials, student groups from the University of Arizona, the State College at Tempe and one high school class, the members of the Arizona Psychological Association and the Phoenix and Tucson Chapters of the International Council of Exceptional Children that on separate occasions held meetings here, several service organizations and clubs from nearby communities and many smaller groups and individuals.

For those who have not been able to visit, we have attempted to keep them informed through magazine stories, newspaper articles, radio reports and public talks. It is our sincere wish that the people know the facts concerning the Colony and we welcome their suggestions and constructive criticism.

In addition to our local visitors we have had professional people visit from several States and three foreign countries — Germany, Egypt, and India.

During the past several years we have solicited information from other States on institutional planning and operation. This year the process has been reversed and we have provided data for three States and have sent Colony plans as far as Johannesburg, South Africa.

## RECOMMENDATIONS

The next six months will see the Colony filled to capacity with a sizable waiting list. Indeed at least four counties will have filled their quota within the next sixty days. This is not unanticipated. We have predicted that with a capacity of 252 children we could serve only one of every three children who should have Colony type training and care. Our experience is simply substantiating that belief.

There have been no cures at the Colony. In view of our present state of knowledge there will be none. However, in the short time we have been in operation it is evident that the effects of mental deficiency can and are being ameliorated. Each day brings new evidence of the worth-whileness of the project and justification of its existence.

Our principal need is the construction of an infirmary and four children's cottages. An infirmary would complete our immediate service needs. It is now necessary to care for sick children in the cottages which presents serious complications in the case of contagious or infectious diseases. Four additional cottages would double our present capacity and would permit us to accept two of every three children who should be here. The additional cottages would enable us to do a better job of classification and thus improve the general functioning of the Colony

Respectfully submitted,

J. Thomas McIntire  
Superintendent

Schedule I

SUMMARY — RECEIPTS — (Expendable) AND DISBURSEMENTS

July 1, 1951 to June 30, 1952

<i>Appropriation</i>	<i>Authority</i>	<i>Balance 7/1/52</i>	<i>Receipts 1951-52</i>	<i>1951-52 Expenditures</i>	<i>Balance 6/30/52</i>
<b>CAPITAL INVESTMENT FUNDS</b>					
Capital Outlay — Buildings	Ch. 47 1SS Laws '50	5,194.60		5,194.60	
Capital Outlay — Construction	Ch. 37 1SS Laws '50	24,236.19		24,003.81	232.38
Capital Outlay — Bldgs. & Equip.	Ch. 79 Laws '51	389,571.94		381,473.85	8,098.09
Capital Investment Fund	Ch. 60 1SS Laws '50	23,479.18	27,800.00	35,662.52	15,616.66
Contributions	Ch. 30 Laws '49	4,000.00	3,282.13	6,099.15	1,182.98
<i>Total — Capital Investment Funds</i>		446,481.91	31,082.13	452,433.93	25,130.11
<b>CURRENT EXPENDITURE FUNDS</b>					
Relief — Simon Wanza	Ch. 86 Laws '52		1,160.00	1,160.00	
Lump Sum	Ch. 1 Sub 1SS L '51	100,000.00		100,000.00	
Lump Sum	Ch. 134 Laws '52		16,000.00	562.87	15,437.13
<i>Total — Current Expenditure Funds</i>		100,000.00	17,160.00	101,722.87	15,437.13
<b>GRAND TOTAL</b>		546,481.91	48,242.13	554,156.80	40,567.24
Less: Lump Sum Reverting June 30, 1952					15,437.13
<i>Capital Funds Available June 30, 1952</i>					25,130.14
Encumbrances Canceled 6/30/52 to be Re-encumbered 7/1/52					5,638.14
<b>NET AVAILABLE</b>					19,492.00

Schedule II  
EXPENDITURES

July 1, 1951 — June 30, 1952

<i>Acct Item</i>	<i>Amount</i>
<b>CURRENT EXPENDITURES</b>	
Personal Services	\$50,989.21
110 Salaries	<hr/>
Contractual Services	\$ 285.54
211 Postage	472.51
212 Telephone and Telegraph	2,866.59
215 Heat, Light and Power	660.44
220 Travel — State	499.93
230 Travel — Out of State	22.00
240 Professional Fees	900.67
260 Maintenance — Buildings and Equipment	55.10
270 Care of Institutional Wards and Pioneers	934.82
290 Other Contractual Services	<hr/>
Total — Contractual Services	\$6,697.60
Supplies and Parts	\$16,150.52
321 Food	17,880.33
380 Supplies and Parts	<hr/>
Total — Supplies and Parts	\$34,030.85
Fixed Charges	\$ 260.87
417 Other Rent	25.00
421 Bonds of Officials and Employees	3.15
430 Subscriptions and Dues	1,160.00
490 Other Fixed Charges	<hr/>
Total — Fixed Charges	\$1,449.02
<b>TOTAL — CURRENT EXPENDITURES</b>	<hr/> <b>\$93,166.68</b> <hr/>
<b>CAPITAL OUTLAY</b>	
600 Equipment (Movable)	\$ 59,020.46
720 Buildings and Improvements	401,969.66
Total — Capital Outlay	<hr/> 460,990.12 <hr/>
<b>GRAND TOTAL</b>	<hr/> <b>\$554,156.80</b> <hr/>