ARIZONA.
STATE INDUSTRIAL SCHOOL, FORT GRANT.

AND

GOOD SHEPHERD SCHOOL FOR GIRLS
PHOENIX, ARIZ.

PROGRESS REPORT

1964

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PROGRESS REPORT

ARIZONA STATE INDUSTRIAL SCHOOL

Fort Grant, Arizona

And

THE GOOD SHEPHERD SCHOOL FOR GIRLS

Phoenix, Arizona

Arizona State Industrial School, Fort Grant

Board of Directors of State Institutions for Juveniles

Robert S. Tullar, Vice-President
LaVor B. Reed, Secretary

T. D. Romero, Member
Dr. Virgil W. Gillenwater, Member

William P. Reilly, President

January 3, 1964

The Honorable Paul Fannin
Governor of Arizona
State Capitol Building
Phoenix, Arizona

Dear Governor Fannin:

In 1958 a report of a survey conducted by the National Probation and Parole Association of correctional services in Arizona contained certain critical findings and recommendations concerning correctional services for juveniles.

The 1958 report was widely distributed and became a source of factual quotations by people interested in juvenile delinquency, as well as source material for certain legislative acts. In fact, despite many costly changes in programs and facilities since 1958, the 1958 report is still widely quoted but is no longer totally factual. Our conditions and problems are changing quite as fast as our economics and population changes occur.

Therefore, our Board has requested the Superintendent of the Arizona State Industrial School and the President of the Good Shepherd School for Girls to prepare reports of progress made since 1958 so that all who are interested in juvenile problems may have up-to-date information as to current programs and facilities. Thus, when planning for future as well as present unmet needs, they may have new starting points and perhaps get new horizons.

I am enclosing a copy of these reports. You will note much progress but also much, perhaps almost too much, work yet to be done.

Very truly yours,

W. P. Reilly, President

WPR:mft

Enclosures

cc: Board Members
Steve Vukcevich
Al Larson

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ARIZONA STATE INDUSTRIAL SCHOOL

BOYS

SECTION I

COMMENTS BY MR. VUKCEVICH

Mr. William P. Reilly
President
Board of Directors of State Institutions for Juveniles
Phoenix, Arizona

Dear Mr. Reilly:

As an administrative public servant, I am aware of the need for periodic re-examination of our progress, as well as the need for continuing appraisal of our future goals.

Our goal has remained constant in terms of wanting to give the boys entrusted to our care the best rehabilitation program possible. We have not always been successful, however we have been faithful in our efforts. We fully intend to continue to strive for better services, better personnel and more progressive methods.

It is with this in mind that we present this report in an effort to make current the information available about our school.

Sincerely,

THE ARIZONA STATE INDUSTRIAL SCHOOL

Steve Vukcevich
Superintendent

SV/ed

TEN YEARS OF PROGRESS

The past ten years have been, as the Dictionary defines progress, "a moving forward or onward; as a forward course; toward perfection or to a higher state". Just how and why has the Arizona State Industrial School been in a state of progress for the last ten years?

We are all aware of the scandal that took place ten years ago regarding the School. It was widely publicized in newspapers and magazines across the country. The need for change was evident and obvious. The first step was the hiring of a completely new administration.

Since it would not be possible to run any institution or organization effectively without good, dependable and qualified personnel, this was the next step.

Those selected were required to have a genuine interest in human problems and unquestionable integrity, along with sound judgment and a capacity and willingness for hard work. Other qualifications were general ability, character, personality, educational standards of training and experience -- and above all good moral standards.

The Arizona State Industrial School, once one of the worst juvenile rehabilitation schools is now one of the best in the country and has well earned its reputation. At the time Steve Vukcevich accepted the position as Superintendent of the School, the institution was at its lowest ebb. The morale of both the boys and the staff was not conducive to rehabilitation.

Another handicap was the attitude of the officers towards the students and, in truth the attitude of the administration was one that was not consistent with modern "treatment".

There was an immediate effort on the part of the administration to recruit personnel that, while perhaps lacking the professional background desired, did fall into a more workable and treatment orientated philosophy. There has been a consistent effort to improve the caliber of men working directly with the boys. We have at this time more professional men with formal educations than ever before.

In 1952 the ratio of officers to boys was 1 to 2. This would seem to be sufficient and is certainly a better ratio than we have today. However, with an average daily attendance of 62 boys

there were 122 runaways in that year, with some of the students running away as many as 8 times.

Today at the School, we have a ratio of 1 officer to every 3 boys. Because of the better relations between the students and personnel and because of the caliber of men employed, last year we had 22 run away from the school. This is despite the fact that there are less restrictions on the boys and discipline is far less severe.

Having successfully initiated a new personnel program, the Superintendent proceeded to set up a more effective rehabilitation program for the boys. The program as it now stands is divided into five categories. The five department are: The Department of Education and Rehabilitation; the Department of Supervision; the Department of Administrative Services; the Department of Special Services; and the Department of Placement and Parole.

Previously there had been no stable rehabilitation program and it was necessary to plan and institute one. The only truly vocational shops consisted of an outdated print shop, a shoe shop and a wood shop. They were housed in whatever facilities could be found. There were also a few maintenance crews such as carpentry and plumbing. But that was the extent of the vocational program.

The academic program ten years ago consisted of three classrooms on the second floor of the office building. There were 40 students officially enrolled in school, and this is a remarkably good percentage of 62 boys. Unfortunately attendance was sporatic, both by students and the teachers. Teachers tenure was uncertain, many of them quitting in the middle of the semester, and they were not replaced for weeks, sometimes for months.

Today we have 280 boys enrolled in the academic school. They attend class every weekday. All academic courses are of one hour duration. The curriculum is set up utilizing the 8 hour day. The boys enrolled in school attend classes on half-day sessions. They are enrolled in academic classes for four hours and in vocational education for four hours. The academic curriculum consists of basic requirements for high school graduation. These are the same basic subjects taught in all public schools in Arizona.

There are seven teachers in the high school, all certified for high school teaching by the State Department of Education, and all are teaching in their major field of preparation. Elementary education begins on the third-grade level and has self-contained classrooms. There are three elementary teachers, certified to teach in Elementary schools in accordance with State Education requirements.

Special Remedial Classes are divided into two sections. These are students who cannot read or write and are taught by an instructor who is a certified Special Education teacher.

In addition to the regular academic studies, the boys may participate in extra-curricular activities such as physical education, band, leathercraft and art.

If it is determined that a boy would fit into a vocational type program and his personal needs would best be met in this manner, the classification officer and the boy work together to set up this program for him. Most of our boys are in a combination academic - vocational program. Should they decide on a vocational program, they would have the following from which to choose; Auto mechanics, carpentry, electrical and projection operation, electronics, machine shop, photography, printing, welding, woodwork, sheet-metal, sewing, and mechanical arts. Other vocations supervised by qualified personnel are: culinary arts such as cooking and baking, painting, landscaping, agriculture, dairying, masonry, musical instrument repair, clerical work and office practice, plumbing, shoe repair, laundry, storekeeping and janitorial services. As is evident, the vocational program offers many and varied opportunities for a boy to learn or become acquainted with a vocation.

The environment in which all vocational classes are held is one entirely different than that of a decade or so ago. All vocational classes are held in well-equipped buildings which house the modern up-to-date equipment necessary to instruct all vocations advantageously.

Classes are planned to acquaint each boy with the fundamentals of the trade, and work is done in both the shop and the field in order to give first hand experience to the boys. All vocational teachers have been certified to teach in their field of experience, meeting all State requirements.

In addition to the previously mentioned vocations there is another phase of the vocational program which has been started in the past ten years. This is called the work placement program. Under this program the boy leaves the school and is sent elsewhere, either to a ranch or nearby community, where he is under the direct supervision of his employer who provides room and board. The resident placement officer, one who works from and lives at the school, is responsible for providing the boy with clothing and other necessities, and he also checks to see that all conditions on placement are conducive to the boy's rehabilitative progress.

Another phase of our program that is quite new is the testing program. The Sequential Test of Education Progress has been given to 98% of students enrolled in the Education Department. The shocking results show that 70% of our students are educationally retarded. The results reflect that there is such a range of retardation that the teachers and the counsellors have a major job cut out for them. We have not, of course, solved these problems, program-wise however, we are becoming acquainted with our problem. It is only through knowing, well, what your problem is and being able to see it from all angles, that you can effectively work with that problem.

The present administration was aware ten years ago and is still aware of the intense need for a counselling and guidance program at the school. In the 1954-55 Annual Report of the institution, the Superintendent said, "The School cannot, as matters now stand, effectively treat mental defectives, psychotics or sexual deviates. We must however, accept these types if they are committed to our care. They are in alarming numbers". Since this was, and is the case, it has been necessary to deal with these disturbed individuals with the facilities we have.

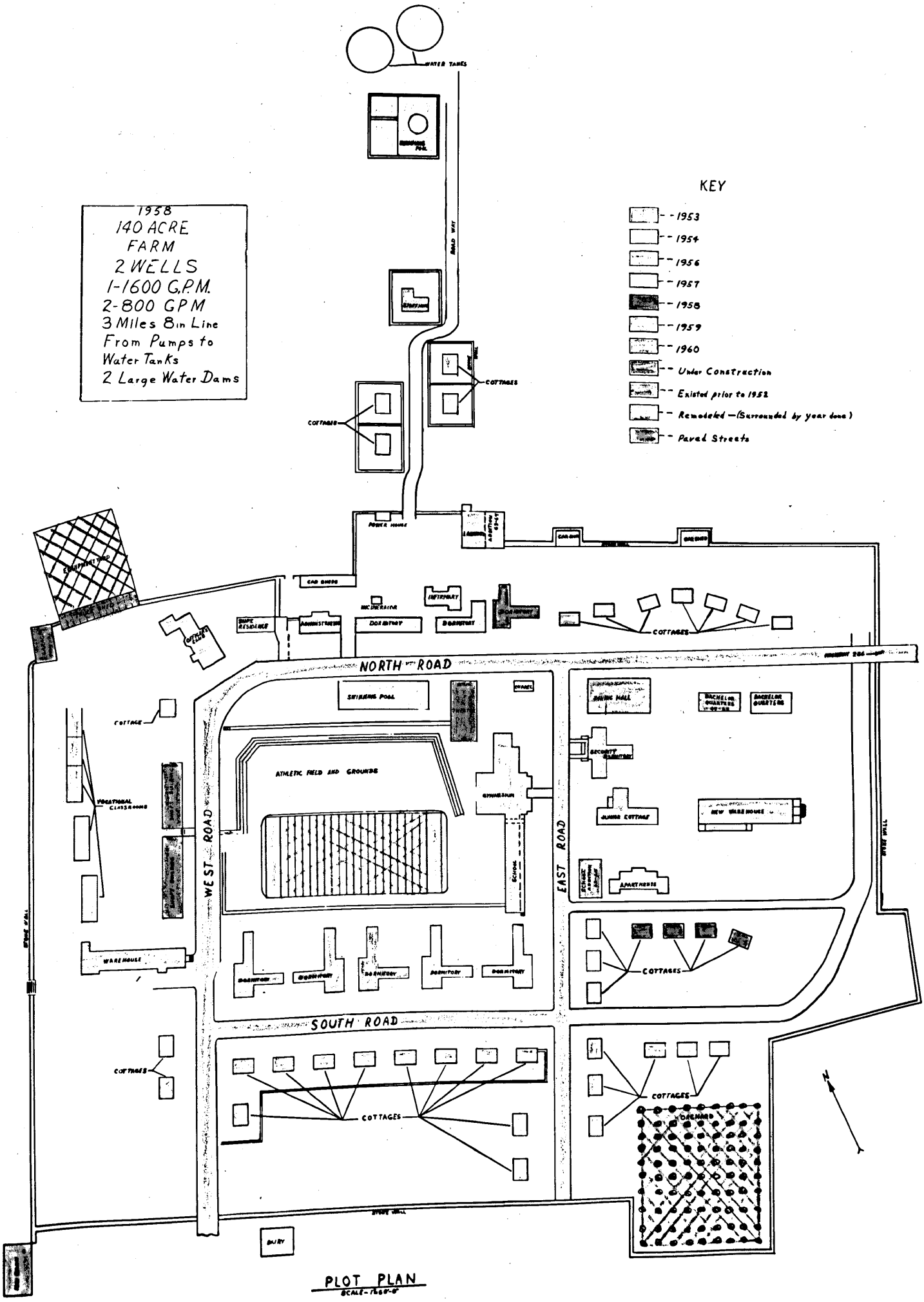
It is to the credit of the administration that with no funds available for counsellors or social case workers, there are two on our staff, working at regular supervisor's wages. These men have to put in long hours to accomplish the minimum amount necessary to maintain our counselling and guidance program.

The system has progressed from the early years of informal on the spot counselling by men who were not trained for the job, to the present day system. Today we are sincere in our feelings that we are headed in the right direction.

We cannot today, anymore than we could in the past, meet the needs of the severely disturbed, the psychotics or the sexual deviates. Nor would we like to see our facilities expanded to meet the needs of these individuals.

We can however, work with the maladjusted boy, who with counselling and guidance, can be helped. We forsee that this is the beginning, the nucleus on which we will build. Our hopes are for a greatly expanded counselling program that will allow us to help more of the boys entrusted to our care.

The past ten years have been an honorable record one we can point to with pride. We do not plan to rest on our past record. We hope that with the cooperation of the legislature and you the Governor, we can continue to grown along with the state, the country and the world.



PLOT PLAN
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MOVEMENT OF POPULATION:
Arizona State Industrial School

	1952-53	1953-54	1954-55
Enrollment, July 1	63	79	102
Received during Fiscal Year	134	157	252
Released during Fiscal Year	119	134	211
Enrollment, June 30	78	102	143
Average daily attendance for Fiscal year	62	86	133
Yearly Increase	15	23	59
Recidivists	18	41	63
% Recidivists to average daily attendance	14%	18%	26%

CLASSIFICATION ACCORDING TO NATIVITY

Alabama	0	0	0
Alaska	0	0	0
Arizona	81	93	143
Arkansas	4	5	3
California	5	9	9
Colorado	1	0	7
Connecticut	0	0	0
Delaware	0	0	0
Florida	0	0	0
Georgia	0	0	0
Hawaii	0	0	0
Idaho	0	0	0
Illinois	4	3	4
Indiana	1	0	4
Iowa	0	0	1
Kansas	0	0	3
Kentucky	2	1	1
Louisiana	0	1	1
Maine	1	0	0
Maryland	0	0	0
Massachusetts	0	1	1
Michigan	2	2	4
Minnesota	1	0	0
Mississippi	0	3	0
Missouri	3	2	5
Montana	0	0	0
Nebraska	0	1	0
Nevada	0	0	0
New Hampshire	0	0	0

1955-56	1956-57	1957-58	1958-59	1959-60	1960-61	1961-62
143	209	235	277	279	336	356
325	376	418	435	462	524	497
259	350	376	433	405	504	482
209	235	277	279	336	356	371
174	215	261	305	321	358	352
56	26	42	2	57	20	105
27	77	110	101	103	77	15
8%	20%	26%	23%	22%	15%	21%
0	0	0	1	3	3	3
0	0	0	0	0	0	0
186	225	232	252	241	293	281
6	4	9	9	7	5	10
12	15	21	22	26	37	32
0	5	4	5	3	1	1
3	1	1	0	1	0	0
0	0	0	0	0	0	0
0	2	1	1	2	3	5
0	1	2	0	0	0	4
1	0	1	0	0	0	0
0	0	0	0	0	0	4
7	8	13	12	10	19	7
2	3	9	12	13	12	13
2	4	3	4	5	4	6
3	3	3	3	1	3	3
4	7	5	4	5	2	3
2	4	5	3	7	6	4
0	0	0	1	1	0	0
0	2	2	0	0	1	1
0	3	3	3	3	2	2
1	3	6	4	7	16	12
0	1	3	3	2	5	0
1	0	0	1	0	2	0
8	0	5	10	5	2	6
1	2	0	0	2	3	1
1	1	2	1	2	1	2
0	0	0	0	2	1	2
0	0	1	0	2	0	1

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CLASSIFICATION ACCORDING TO NATIVITY

	1952-53	1953-54	1954-55
New Jersey	0	1	1
New Mexico	5	5	14
New York	3	2	3
North Carolina	0	0	0
North Dakota	0	0	0
Ohio	2	3	4
Oklahoma	5	7	16
Oregon	0	0	0
Pennsylvania	0	2	3
Rhode Island	0	0	0
South Carolina	0	0	0
South Dakota	0	0	0
Tennessee	1	0	2
Texas	9	6	17
Utah	0	1	0
Vermont	0	0	0
Virginia	1	0	1
Washington	0	0	3
West Virginia	0	0	0
Wisconsin	1	0	0
Wyoming	0	0	0
Canada	0	0	0
District of Columbia	0	0	0
Mexico	2	9	2
Total	134	157	252

CLASSIFICATION ACCORDING TO RACE

Anglo-American	54	54	114
Spanish-American	58	80	100
Negro	14	11	28
Indian	10	12	10
Other	0	0	0

1955-56	1956-57	1957-58	1958-59	1959-60	1960-61	1960-62
1	1	2	0	3	0	3
12	5	10	11	22	16	12
6	2	11	3	7	0	9
0	0	2	0	0	2	0
0	0	0	1	1	1	0
11	17	8	8	9	11	7
16	18	16	19	16	15	10
3	2	2	2	2	0	1
1	1	3	3	5	4	5
0	0	0	0	0	0	1
0	0	1	0	1	0	0
0	0	0	0	1	0	0
0	2	1	5	6	2	3
16	21	19	23	23	31	23
0	1	3	1	1	4	1
0	0	0	0	0	0	0
0	2	0	1	2	1	1
0	2	0	2	1	3	3
2	4	1	1	3	2	0
2	1	2	1	3	3	5
2	0	0	0	1	0	1
0	0	1	0	0	0	4
0	0	0	0	0	0	0
13	4	5	3	5	8	8
325	376	418	435	462	524	497

139	148	187	196	227	241	203
129	146	147	153	150	185	190
40	43	49	47	44	55	68
17	39	34	39	41	43	36
0	0	1	0	0	0	0

CLASSIFICATION ACCORDING TO RELIGION	1952-53	1953-54	1954-55
Catholic	74	93	128
Protestant	54	49	106
Mormon (L.D.S.)	5	14	17
Other	1	1	1
CLASSIFICATION ACCORDING TO AGE			
8 Years Old	0	0	1
9 Years Old	2	1	2
10 Years Old	3	1	1
11 Years Old	7	1	7
12 Years Old	4	6	12
13 Years Old	16	10	18
14 Years Old	29	26	28
15 Years Old	28	42	73
16 Years Old	32	49	74
17 Years Old	17	20	36
CLASSIFICATION ACCORDING TO PARENTAL STATUS			
One Parent Living	40	32	52
Both Parents Living	88	119	190
Neither Parent Living	6	6	10
OF BOTH PARENTS LIVING			
Deserted	1	3	3
Separated	7	9	34
Divorced	34	48	43
Normal	46	59	110

1955-56	1956-57	1957-58	1958-59	1959-60	1960-61	1961-62
160	193	201	208	220	250	228
155	165	204	213	225	250	249
9	16	13	14	17	24	16
0	2	0	0	0	0	4
0	0	0	0	0	0	0
2	0	0	0	1	0	1
0	0	1	1	0	2	0
5	1	6	4	5	5	7
14	8	9	6	14	14	17
29	35	42	39	37	42	45
47	73	64	69	77	73	91
96	111	111	122	99	138	119
97	107	119	126	150	165	145
35	41	66	68	79	85	72
59	71	56	69	58	79	92
257	298	353	362	404	440	397
9	7	9	4	10	5	8
4	7	6	7	12	20	33
65	66	50	37	49	67	85
27	54	102	95	89	84	58
161	171	195	223	254	269	221
325	376	418	435	462	524	397

RECOMMENDATIONS FROM REPORT AND SURVEY CONDUCTED AT THE ARIZONA STATE INDUSTRIAL SCHOOL BY THE NATIONAL PROBATION AND PAROLE ASSOCIATION, 1958.

1. Hold Fort Grant at present size. (With the exception of building an additional cottage within which the more aggressive Fort Grant boys can be treated the institution's capacity should not be built beyond its present size.)

   Changed — Because of the increasing demands made upon the institution by continued commitments, the legislature appropriated monies and we were forced to expand.

   (Completely) Miles Hall was constructed for aggressive and emotionally disturbed boys. This dormitory has a capacity of 26 students.

2. Develop the institution's casework, clinical and child care staff.

   A. Social worker for every 30 boys.

      Partially — Presently we have two on the staff (recommendation would call for 13).

   B. A clinical psychologist for every 150 boys.

      Changed — We asked for one psychologist last year and will again this year. Problem has been met in the past by using consulting professional people from Tucson and Phoenix.

   C. Sufficient dormitory superivisor (child care personnel) to make the life of the institution more cottage or dormitory centered.

      Partially — We have sufficient personnel to allow 2 shifts per dormitory. Two social workers visit the dorms on a rotating basis for group therapy and counselling sessions.

3. Strengthen the parole services through providing additional parole agents. The school should have one parole agent for approximately every 50 boys on parole.

Completely We presently have 760 boys on active parole and 19 agents. This is approximately 40 boys per agent.

4. Once substantial improvements have been made in developing casework, clinical and child care staff at the institution an additional cottage should be built to segregate and program the school's most aggressive and destructive boys.

Completely Miles Hall was constructed in 1961.

A. Sufficient cottage supervisors to provide 24-hour a day supervision.

Partially The boys have two shifts on during the evening and supervisors and counsellors check them throughout the day.

B. A commitment of time from the institution's recreational staff.

Abandoned There is not time during the day, nor staff. During the evenings the boys participate with the other boys in all activities.

C. A work supervisor - this function might be tied in with the cottage supervisor's job.

Abandoned Again this is not feasible.

D. A commitment of time from the institution's social work and psychological staff.

Partially The counsellor's office devotes part of every week day to these boys. We do not have a psychological staff.

E. An education plan to keep the boys education current.

Completed The boys attend the regular school.

5. Staff homes must be provided and be located off the grounds.

   Partially Homes were constructed, but on the grounds.

RECOMMENDATIONS THAT INVOLVE SHORT RANGE GOALS.

1. Three social workers
   Partially We added two.

2. One clinical psychologist.
   Partially We have asked for one.

3. Adequate cottage staff to have a full cottage program.
   Partially We have increased the size of our cottage staff, but still is not adequate for full cottage program.

4. Relieve teachers and others from cottage duty.
   Completely

5. Work a 40-hour week.
   Partially Teachers work a 40-hour week, supervisors a 48-hour week.

6. Two parole officers.
   On schedule

WITHIN THE INSTITUTION ITSELF

1. Establish a case or classification committee under the supervision of the assistant superintendent in charge of program.
   Completely

2. Continue the development of the psychological testing program.
   Partially We do a great deal of aptitude and I.Q. testing, but very little psychological testing.

3. Make a boy's length of stay more appropriate to his needs.
   Partially There is more individual casework done on each boy. The school semester does however, prove to be a factor in length of stay and release.

4. Elimination of corporal punishment.
   Changed Counselling is used to a greater degree than ever before. We find that due to the small staff, we are still forced to use corporal punishment to some extent.

5. More frequent meetings for the staff who have direct contact with the boys.
   Completely

6. Determine if the job fulfills the job descriptions of the staff.
   Completely

7. Continue to work with courts to have forward case material.
   Completely

8. Review the practice of having all boys participate in close order drill.
   Completely The practice was reviewed, but it was found that because of our large population, it was necessary.

ARIZONA STATE INDUSTRIAL SCHOOL

BOYS

SECTION II

REPORT PREPARED BY RUBEN NUNEZ

This report contains the findings of a survey of the Arizona State Industrial School at Fort Grant. The survey was made during the period of September 19 through September 26, 1963 at the request of the Board of Directors of State Institutions for Juveniles.

A previous survey of the institution was conducted by a professional consultant of the United States Children's Bureau during the period of September 5 through September 11, 1958. The standards contained in the Children's Bureau publication, Institutions Serving Delinquent Children - Guides and Goals, were used in the 1958 survey as criterion for evaluation of the institution.

The results of that study are part of a total survey project of five separate studies of statewide correctional services published as Correctional Services in Arizona - 1958 - Report of a Survey.

The present survey of the Industrial School is a follow-up of the 1958 study with similarity in use of method and approach, i.e., observation and interview.

The purpose of this survey is to study and report on the extent of progress, changes, and developments made at the institution since 1958, and to present an up-to-date descriptive report of conditions at the Arizona State Industrial School.

Gratitude is expressed to the Superintendent and the staff for the full co-operation rendered this survey. Credit must be extended to the Administration for the acknowledgement of the need and value of such a survey in revealing the need of modification and redefinition of programs.

The Arizona State Industrial School is located on the lower slope of Mt. Graham in Graham County. It is 35 miles north of Willcox and 40 miles southeast of Safford. From the major cities, it is 210 miles southeast from Phoenix and 132 miles northeast of Tucson.

The school may be reached by car along the paved scenic highway, Rt. 666. Arrival of single engine aircraft is possible by use of an airstrip in the immediate vicinity of the School.

The old military post adobe buildings of yesteryears have been replaced by new construction begun in 1953. The major components of the physical plant consist of an administration building, ten dormitories, a school and gymnasium building, 14

vocational training shops, an industrial arts building, a chapel, infirmary, theatre, warehouse, laundry, a garage and maintainance building, a dairy and barn, staff homes, a bachelor officer quarters, and an officer's recreation building.

The Arizona State Industrial School is the only institution of its type in the state. Normally, boys ranging in age from 12 to 18 are received from the fourteen counties of the state upon commitment by the juvenile court. A delinquent boy under the age of 12 may not be committed to the institution unless, after the care given to the boy by probation, the court finds no alternative to commitment in the interests of the child and the welfare of the community. A variety of services are provided by the school in its objectives of "detention, education, employment and reformation of male juvenile offenders".

The Industrial School is governed by the Board of Directors of State Institutions for Juveniles. Board membership is composed of five appointments made by the Governor for staggered five year terms. All appointments are made by and with the consent of the Senate. The Board selects among its membership a President, Vice President, and a Secretary.

The Superintendent of the Industrial School is appointed by the Board, and may be removed only after a hearing before the Board upon written charges. The superintendent is directly responsible for the institution, its functions and activities, and serves at the pleasure of the Board.

The school is staffed by 119 persons whose average age is 40. The educational background of the staff includes 10 with postgraduate training, 29 with baccalaureate degrees, 33 with junior college training, 35 with high school education, and 8 with junior high school education. In most cases former institutional experience supplements academic backgrounds.

Personnel records defining the background and qualifications of employees are kept by the administration. All new employees are given a period of work-orientation before assuming charge of assigned responsibilities. A handbook defining the policies and procedures of the institution is available to all new employees.

Three major classifications of personnel include administrative, Academic, and Supervisory positions. Control and communication follow the pattern of the institution's organizational, and program structure.

Acadmic personnel are employed on a 40 hour week basis. Supervisory personnel work on a shift basis.

Personnel has increased from 61 employees reported in the 1958 survey to the present total of 119. Additional personnel has eliminated the use of teachers in "fill-in" assignments in addition to teaching duties as a standard practice described in the 1958 report survey. However, unrelated tasks are often assigned to other administrative personnel.

THE CLIMATE OF THE INSTITUTION

As previously stated, the Industrial School continues to be the only institution of its type serving the needs of socially disoriented boys in the state. As a "catch-all" institution, the implementation of program improvements has been inhibited. However, recognition of this impending condition has resulted in noted changes in attitudes among the staff as a whole. Evidence found was indicative of the development of refined concepts in understanding and working with delinquent boys.

Routine and regimentation is still present in some aspects of institutional life, but not as prevalent as before. En mass formation of boys was not evident during the time this survey was made. Boys march to and from meals in an orderly fashion, but the increase in personnel has made possible the assignment of smaller groups to the supervisors.

The heavy stress on custody and security noted by the 1958 survey was not found to be emphasized beyond its normal need in a correctional setting. Restrictions of the boys' movements showed elasticity. The use of the "pass system" permits a boy to walk from one place to another without direct and immediate supervision. The system has demonstrated value in teaching responsibility and trustworthiness to boys. It has been successfully used since shortly after the 1958 survey was made.

Collectively, the rules and regulations continue to be firm, but the rigidity and inflexibility which aptly described them before was not evident.

The relative absence of a repressive climate and the staff's interest in attempts to assist a boy through understanding was reflected in an aura of respectful informality, high morale, and well being of the boys.

A friendly atmosphere is created by the staff's policy of never ignoring or rejecting a boy's request for counsel.

THE SCHOOL'S AIMS AND METHODS

The object of the school is to train, re-educate, and rehabilitate delinquently inclined boys in their charge, and to enable them to return to home life as constructive members of their community. Academic and vocational education, spiritual guidance, recreational facilities, medical and dental attention are provided by the school. Psychiatric and extensive psychological services are available where the need is indicated.

Counselling assistance is in part provided by the newly established office of Social Service. This counselling is supplemented by an "open door" policy of the staff to be available at any time the boys may deisre to talk to them about their problems. The motto of the institution is "fair, firm, and friendly".

RECEPTION, ASSIGNMENT, DAILY ROUTE AND CONTROL

Boys committed to the Industrial School are usually brought to the institution by law enforcement officers, probation officers, and sometimes by juvenile parole agents.

All boys are received at the school in the office of the Dean of Boys, from whom the transporting officer receives a receipt for the boy, subsequent to a review of the papers accompanying the boy. A commitment order, a summary of the court's information about the boy, and a medical examination report must accompany each boy at admittance.

Boys are referred by the Dean of Boys to the Intake Officer for the purpose of obtaining information and data which is recorded in each boy's individual case file. All boys are then sent to the barber shop for a haircut. The boy is given a toothbrush and he receives a change of clothing. After being photographed, the boy will be returned to the office of the Dean of Boys. At this time, the boy will be interviewed by the Dean of Boys and the policies, procedures, decisions, and philosophies will be explained to him. Every effort is made to help the boy understand why he is at the school, what is expected of him during his stay, and what help and assistance are offered to him in the re-educative process.

From this point, there was some inconsistency in what was described as standard procedure and what was observed. Boys

reportedly are referred to the classification officer, who interviews the newly committed boy for the purpose of obtaining personal information which may be significant in the formulation of a program tailored to the needs of a boy as closely as possible.

The procedure does not apply equally to all boys. Efforts are made to interview the boy as soon as possible after his admittance, but in some cases a boy will have been at the institution a few days before the contact is made. In other cases where a boy was attending school prior to his commitment, he will be immediately assigned to the academic program directly from the Dean of Boys' office. In such cases, the period of time between his admittance to the institution and the interview with the classification officer will be longer.

At the present, there was no evidence of the use of a case conference committee for the purpose of placement and classification.

The daily schedule:

5:30	Boys detailed to kitchen, dining room, and dairy report to work.
6:00	All boys rise. Beds are made and dormitory swept.
7:00	Flag raising and breakfast.
7:45	Boys detailed to assignments.
10:00	Recess
10:30	Return to assignments.
12:00	Lunch
1:00	Afternoon assignments are detailed out.
3:00	Recess
3:30	Assigned program resumes
5:00	Flag lowering and supper
5:45	Boys return to dormitory.

A supervisor is assigned to each dormitory between the hours of 4:00 p.m. to 12:00 p.m., and is replaced by another who supervises the boys from 12:00 p.m. to 6:00 a.m. Periodic security checks are made during the night. The supervisor's alertness to the physical condition and well being of each boy is mandatory. Supervisor's are responsible for maintaining order in the assigned dormitory.

VISITING

All boys are permitted visiting privileges once a month after being at the institution for a period of one month. Although no parent is denied permission to visit their boy any day they come to the institution, all parents are requested to plan their visit on weekends. Alternate dates may be arranged if justifiable reasons preventing a parent's visit on suggested days are made known to the administration.

FURLOUGH VISITS

Boys are generally not permitted to leave the institution for visitation purposes. However, in cases where the boy's presence at home is an urgent necessity, the boy may be permitted to visit at the home for a brief period.

PLANNING THE BOY'S TRAINING

The need to provide a stable and satisfying milieu in which a boy learns to form constructive and wholesome relationships was described to be the underlying basis on which the placement of a boy to any assignment is made. Attempts are made to place a boy according to his level of ability in an area of his interest. Chronological development as well as emotional maturity, interest and abilities, personality make-up, and background are a few of the factors considered in classification and placement.

A psychometric testing program is an integral part of the total rehabilitative program of the institution. The tests currently being used are: The Sequential Test of Educational Process, which determines the academic achievement of a student, and the Pintner General Ability Test - Non Language Series, which determines the capacities of an individual with difficulty in reading and understanding the English language.

Tests are reviewed to determine the realignment of a boy's program when needed. A boy's program may be changed only after thorough exploration of the nature and reasons for the request. A boy's program may not be changed without the approval of the Superintendent or the Dean of Boys.

County co-operation in submitting the necessary data and information about a boy has improved much since the 1958 survey was made. This may be due to a statewide effort by all juvenile probation authorities to achieve coordination and uniformity of methods and procedures.

Although the findings and results of psychometric testing are made known to the school principal, there was no apparent coordination of contributions or knowledge about a boy among the School Principal, the Assistant Superintendents, the Dean of Boys, the Intake Officer, and the Classification Officer. The planning of programs was not a collective product in all cases, and the scheduling of case conferences for program planning was not being done.

COTTAGE LIFE PROGRAM

Five classifications are used for dormitory placement: Junior, Pre-intermediate, Intermediate, Senior, and Maximum Treatment.

Chronological age was found to be a major but not the sole determinent of dormitory placement. Classification by age grouping was found to be as follows: boys under 13 were grouped as Juniors, except where maturity of a boy made placement in another dormitory inadvisable. Generally, the 14 to 15½ years of age includes the Pre-intermediate group, and the 15 to 16½ age group was the Intermediate. The Senior group is composed of boys 16½ to 18 years of age.

HEALTH AND MEDICAL SERVICES

The committing county is required to provide the institution a record of the medical examination given each boy prior to his commitment. The record includes an x-ray of the lungs and a blood test for syphillis. If further medical examination is needed, it will be made by one of the two physicians who provide medical attention for the institution and are on 24-hour call.

Complete hospitalization facilities are available in the near-by town of Safford. Hospitals in the Phoenix and Tucson area are used by the institution. All cases in need of medical attention are immediately referred to the school's physicians. Office-calls are scheduled every Monday, Wednesday and Saturday. Periodic visits are also made to the institution by the attending physicians.

A full time registered nurse resides at the institution and provides emergency services and routine non-surgical attention. Sick call is held daily after breakfast, but all emergencies and illnesses are referred immediately to the nurse at the time they they are reported.

HEALTH AND MEDICAL SERVICES

At the time this survey was made, there were no permanent accommodations for infirmary patients. A temporary 14 bed infirmary was set up in the lower part of the Senior Dormitory (Grant Hall) where accommodations are comfortable and neatly kept.

The shortage of housing facilities for staff members has necessitated the use of the permanent infirmary as living quarters for some of the personnel.

CASEWORK AND CLINICAL SERVICE

The findings of this survey correlated with those of the 1958 report. Here again the most predominant deficit of the institution was found to be the lack of counselling assistance provided by professionally trained correctional caseworkers.

Psychological services, although strengthened in some respects, are still limited. The use of some tests previously used has been discontinued. Test of general aptitude and those of personality inventory are available but not in use at the present time.

The Social Service Department at present shows promising potential, but its development has been slow and it exists only in rudimentary form.

Case conference committees are no longer in operation as before to evaluate the institutional progress of a boy or assist in determining his eligibility for placement or advance in program phases requiring greater responsibility and initiative.

A pre-parole counselling program directly aimed at preparing a boy for return to home life was inactive. The use of cumulative records is limited.

RELIGIOUS SERVICES

Religious needs of all boys are attended to by school chaplins of Protestant and Catholic denominations who come to the institution weekly. The Willcox Ministerial Association provides chaplins who conduct church services on Sunday mornings for approximately 200 protestant boys. Arrangements are also made on a rotating basis for the Protestant churches of Willcox to conduct Wednesday evening services.

A Catholic priest celebrates Mass on Monday afternoons. Confessions are heard once a month prior to the celebration of Mass.

Both Catholic and Protestant services are held in the Fort Grant theatre. The Catholic chapel on the campus cannot be used for the celebration of Mass because its size cannot accommodate the large number of Catholic boys who attend. The chapel is presently being used as an 8th grade classroom.

RECREATION AND LEISURE-TIME ACTIVITIES

Recreation and leisure-time activities play an important part in the over-all program of the school. The activities include competitive sports on a "varsity" level: football, basketball, softball, and boxing. These sports are highly developed and the boys are scheduled to compete with public school teams throughout the state.

Intramural sports along the lines of the varsity sports are organized at the institution for those boys who cannot compet on a highly competive level.

Swimming is a popular activity for all the boys in the summer months. Swimming and water safety are taught to the non-swimmers.

Other recreational activities are utilized by the boys, though they are not as highly organized: horseshoe pitching and marbles and in the dormitories quiet-type activities such as cards, dominoes and chess. The boys are allowed radios and record players in the dormitories. All dormitories are equipped with television sets.

Band activities are a part of the school's extra-curricular program but they will be discussed here because of its broad function. At least fifty boys participate in the band. Along with the regular band, a junior band has been organized and in the past several years a swing band has been developed. These bands are taken with the athletic teams and participate in community affairs throughout the state.

Outside groups, such as high schools, civic and religious groups bring some entertainment into the school in the form of music groups, skits and plays, movies and travelogs.

EDUCATION PROGRAM

The educational program plays a vital role in the rehabilitation of delinquent boys. The dichotomy of the program includes academic and vocational training.

The academic objective is two-fold: to instruct those who wish to improve their knowledge, and to keep students abreast with school systems in the community.

The vocational objective is to assist those who are not adaptable to an academic pursuit by equipping a boy with the fundamentals for earning a livelihood in skilled and semi-skilled labor.

Both fields are patterned on recommendations of the State Department of Public Instruction.

In terms of program improvement, the educational program has clearly made the most progress since the 1958 survey was made. A totally reorganized system has been introduced. Self contained classes are provided from the third grade through the eighth grade and formal subject classes are taught from the ninth grade through the eleventh grade.

All high school courses are solids, i.e., basic requirements for graduation. A minimum of four solids is required, and classes are offered on a half-day basis.

Whereas elementary and junior high students attend school all day the high school students attend academic instruction for four hours, either in the morning or afternoon, and four hours of class instruction in vocational training according to the schedule requirements of the individual student. Twelve different vocational subjects are offered. Credit for academic work completed is accepted in high schools throughout the state.

All boys under the age of 16 who have not completed the eighth grade are required to attend school. All boys are encouraged to continue their education to the extent of their abilities. Formal class work is also provided in special education classes for boys of limited intellectual ability.

The academic department includes 12 certified teachers. Each teaches the specialty for which he was trained. (If the teacher is qualified to teach English his teaching assignment will be only English.)

Vocational training instructors teach the specialty of the field for which they are certified under an organized teaching program. The instruction is thoroughly vocational and not part of the institutional maintenance program. The average class enrollment is 23 students.

An average of 14 students are enrolled in vocational classes.

Accreditation by the North Central Association is a major goal yet to be accomplished.

The use of the library has been discontinued. The majority of books, all of which were donated several years ago, are no longer in usable condition. Books in better condition are placed in each dormitory for the use of the boys.

RANCH AND FARM PLACEMENT

Boys who are over the mandatory school age and are physically mature, who have been at the institution several months and who have demonstrated themselves to be quite stable and trustworthy may, if they are interested, be considered for placement on privately owned ranches or farms. The boys care for cattle and do general farm work. They are paid $2.00 per day plus room and board. The salary is paid to the boy's account in the business office at the institution and the school in turn gives him spending money from this account. The homes are studied and screened by the resident placement supervisor prior to their being used. Follow-up supervision is done by this staff member.

AFTERCARE SERVICES

The authority to release or to place and supervise a boy in a home is vested in the Board of Directors of State Institutions for Juveniles. The placement of a boy in a home is known as a Home Placement Authorization, and the discharge of a boy from the control of the Board is known as a Release. The latter is commonly referred to as an "Absolute Release" and the former as a "Conditional Home Placement" or Conditional Release. The exclusive control acquired by the Board upon admittance of a boy to the Industrial School is not terminated by the issuance of a Home Placement Authorization.

The authority to release a boy is discretionary at any time the Board finds reasonable probability that while at liberty a boy will conduct himself in an acceptable and law conforming manner, and that the boy's release will not be otherwise incompatible with the welfare of society or detrimental to the boy's welfare. The Industrial School serves as the releasing agent for the Board.

All boys are "discharged" when they reach their 18th birthday. Notice of a boy's release is made to the committing court. Home Placements of boys are made upon consultation with the committing

court.

Aftercare services are provided by the school through its division of Field Service and Parole. This division is composed of a Coordinator and 19 Parole Agents.

Evaluations of home and environment as well as recommendations are made to the school for consideration before a boy is authorized a placement. Follow-up services and supervision are provided for boys on placement.

DISCIPLINE

Discipline means different things to different people. In a sense it may be interpreted as conformity to established rules of conduct by means of order and control.

In any conduct restricting situation, human behavior may deviate from imposed limitations in varying degrees. In such a prestructured setting as that of an institution, a system which compels compliance to rules and regulations which have been made for the welfare of all must be maintained.

The degree of discipline varies from monitory counselling to loss of privileges, depending on the nature and seriousness of the offense as well as with the individual. Denial of movie privileges, use of radios, record players, trips to town, and other privileges and the use of a leather strap are used as punishment.

No staff member may punish a boy without the delegated authority of the Superintendent. Unauthorized punishment of boys may result in immediate dismissal, or consequences of a serious nature.

The use of isolation has changed. Boys in isolation receive counselling three times daily, and no boy may be denied assistance at any time he feels the need for help from either the Dean of Boys or Classification Officer.

STAFF DEVELOPMENT

In-service training programs have been formulated for personnel who work directly with the boys. Night dormitory supervisors attend briefing sessions. Mimeographed work guides and instructions are distributed for training purposes. The Assistant Superintendent in charge of personnel conducts the briefings and group discussions. Briefings are followed by a question and answer period. Personnel in the Education department also hold

weekly conferences. However, not all levels of institutional work are provided with in-service training. Graduate and undergraduate credit courses in the field of human behavior and in the principles of guidance and counselling have been taught at the institution in co-operation with the University of Arizona. Some members attend seminars and special workshops. An increasing number of staff members have received special training at the Arizona State University in the Delinquency Control Institute. A large number of staff members have used their off-duty time to take advantage of educational opportunities at the Eastern Arizona Junior College, Thatcher, Arizona. Staff meetings are held once each month, but they are not directly related to in-service instruction. They are informative in nature, and usually serve to re-orient the staff of policies and procedures of the institution.

The orientation of new staff members needs uniformity and consistency.

COMMUNITY RELATIONS

The school appears to have a good working relationship with the communities most immediate to it, Safford and Willcox. It obtains its medical and dental services from Safford and receives some freight deliveries at Willcox. These working contacts seem to facilitate the relationships and the school's athletic teams' participation in eastern Arizona help promote feelings of good will towards the school and the school band's participation in activities throughout the state also helps in this regard.

The Superintendent and his assistants make speeches and appearances at civic, social, fraternal and religious groups presenting the program at Fort Grant and its needs.

The school has held eleven annual conferences on juvenile delinquency that focus on the various aspects of this problem. The last conference was held in June, 1963. These conferences have the various people involved in work with juvenile delinquents participating; police, judges, probation officers and University people working in the fields of psychology and sociology attend and contribute. Other groups have participated in references to particular areas, for example, organized labor has participated in these conferences in reference to the employment of boys leaving the school.

The school's newspaper, a project of the printing class, also is distributed to many of the citizens in the State of Arizona.

HIGHLIGHTS OF PROGRESS
1958 - 1963

The most significant improvements made at the Industrial School since the 1958 report were noted in the educational program and in staff attitudes. An increasing number of staff members have demonstrated their eagerness to improve their knowledge along scientific principles of working with youth.

The academic department includes a totally new system of instruction.

The quality of the staff has been enhanced by the addition of fully qualified and certified teachers.

Additional subjects in the academic and vocational training departments have provided flexibility which has greatly reduced the high emphasis on routine procedure.

Greater individual attention has been made possible by working with smaller groups.

The use of teachers to "fill-in" on other assignments or early morning hours work in cottages before assuming their teaching duties is no longer in practice.

Personnel has increased from 61 in 1958 to 119.

University extension courses for staff have been arranged by the administration and the University of Arizona.

The tight control previously needed because of few staff members and large groups has decreased considerably.

Aftercare service was increased by 14 new agents.

Two new area offices (Aftercare) were opened.

Overcrowding in dormitories was eliminated by addition of six new dormitories.

Day room space is no longer used for sleeping accommodations.

Two forestry camps were inaugurated in the summer of 1962 and 1963 in conjunction with U. S. Department of Agriculture.

THE ARIZONA STATE INDUSTRIAL SCHOOL
INCREASE IN POPULATION OF BOYS
BASED ON AVERAGE DAILY ATTENDANCE

YEAR	A. D. A.	% Increase	Rec'd during Fiscal Year
1953-1954	85	- -	
1954-1955	133	56.5	
1955-1956	173	30.1	
1956-1957	215	24.3	376
1957-1958	261	21.4	418
1958-1959	305	16.9	435
1959-1960	321	.052	462
1960-1961	358	.115	524
1961-1962	352	.017	497
1962-1963	392	.114	610

The highest enrollment during a single month was reached in May, 1963, with a total of 518 boys.

SURVEY FINDINGS

A weakness was noted among staff relationships in terms of an inability to identify their scope of function and authority. A hierarchial pattern which insures responsibility for rational and sound decision making by means of a position classification and delineation of lines of authority was not in adequate operation. The function of some administrative positions was found to overlap. Periodic reviews for clarification of tasks, duties, and responsibilities among positions; and to acquaint or re-orient staff members of their assigned levels of operation has to be attained. The object is to facilitate coordination and control and insure the maximum use of contributions from all levels of institutional work. All new employees should be given the benefit of a probationary training period instead of the immediate charge of assigned duties. Staff conferences for the purpose of in-service training are needed to supplement the regularly scheduled staff meetings for personnel as a group. Such a system of communication would increase staff morale, and the feedback i.e., flow up and flow down system would reinforce administrative control (sic) decision making on a more rational basis.

CLIMATE

As a retraining school for delinquent boys, the Industrial School has failed to meet the criterion of a treatment oriented institution; and, in concrete terms, it remains doubtful that such qualification can be attained in the immediate future as long as certain social conditions remain unchanged. Distance remains a major concern, although a paved highway to the institution has been completed. The inability to attract qualified personnel and retain their services was apparent. One of the reasons is the absence of educational opportunities for staff school children in the upper elementary and high school grades. This problem is faced by staff members currently employed, and it has discouraged a significant number of potentially qualified applicants. The adjacent school district has yet to provide these facilities.

The nature of the institution's population is another factor impeding a trend toward treatment orientation. The school's population is currently 367 boys committed from all fourteen counties. Its population includes boys of all types, of all ages from 12 to 18, of all socio-economic and backgrounds, and who have been committed for divergent offenses. It isn't just the hard core delinquent, but also the truant, the incorrigible, the thief, the rapist, the sexual deviate, and even the murderer who must be worked with in the same institutional setting.

Segregation as to types of boys and offenses is achieved where possible and where the need is greatest, but the introduction of a consistent and systematic treatment program is made difficult under such conditions.

RECEPTION, etc.

At the close of the orientation interview a case-conference meeting should be scheduled for the purpose of determining the most appropriate individual plan of assistance which may be established for each boy. The plan should be the product of collective efforts of a classification committee. The committee should include the contributions of both Assistant Superintendents, the Dean of Boys, Intake Officer, Classification Officer, the School Principal. Cumulative records of institutional adjustment and progress should be maintained and reviewed to help determine the nature of program modification where needed. Some cases may not have to be processed through standard procedures, but where such flexibility is applicable all officers concerned should be briefed of developments.

PLANNING

Information supplied by a boy's home county, personal interviews, findings of psychometric testing, and staff evaluations, and study (reference) of cumulative records should be merged to provide as complete a picture as is possible of a boy, his personality, and the needs which need immediate (priority) attention. All such information should be used for purposes of classification as well as planning a counselling program.

HEALTH

The practice of providing medical examinations should be extended to those boys returned to the institution as placement violators, particularly those who have remained away from the institution for a considerable time. Moreover, such examinations should be made available to field personnel when alternate home placements are sought in foster homes.

CASEWORK AND CLINICAL SERVICES

Interest in understanding delinquent boys and working with them is an important means but not an end in itself. As such, any treatment program will fall short of its mark. The human eye sees the effect first but not the cause. To see, however, is not to understand. The cause must be analyzed, identified, isolated, and treated. This requires more than empathy, it demands a professional approach and must be undertaken solely by a professionally trained staff. If the Industrial School is to be of value in the protection of society and the rehabilitation of a delinquent boy, its objectives must prove to be more than custodial. It must provide the atmosphere in which a boy learns discipline, self control, responsibility, the ability to grow and develop emotional maturity. The atmosphere should be such as to help a boy build satisfying interpersonal relationships. This is accomplished by providing the means and opportunities for self realization, not only through academic and vocational training, but by helping him reach a better understanding of himself and the factors which produced his delinquent behavior. Above all, it must provide the atmosphere where a boy will be motivated to do something about his problem in a satisfying but constructively lasting manner.

The need for professionally trained correctional caseworkers is evident. The Social Service office should be strengthened and developed further.

AFTERCARE SERVICES

This survey found only a limited criterion for evaluation of boys' readiness for placement. Boys whose infractions of rules and regulations warrant extra training time are not released. Newly committed boys are considered for placement within six months. Placement violators must wait for 1½ to 2 years before their case is reconsidered for placement. All boys are released on their 18th birthdate.

The use of case-conference study and review of boy's institutional progress for placement purposes should be re-implemented.

The adequate use of current information as to suitability of a home tentatively selected for placement of a boy needs consideration for better results. Placement preparation should permeate all phases of institutional work instead of concentrating attention on it only in the final phases of the program.

There was no indication of an organized and consistent pre-placement plan to prepare a boy for transition from institutional life to home living. Efforts should be directed to helping a boy understand the meaning of placement, and, more important, what it means to him in terms of what he may have to confront or cope with.

Facilities for pre-placement preparation are needed not only in terms of program, but also in physical plant resources. The use of a permanent forestry camp for pre-placement purposes would be a great advantage. The use of a transition dormitory, although not the ideal, would be a major contribution until permanent facilities were made available.

OUR NEEDS FOR THE FUTURE

Strengthening our psychological and psychiatric services is a basic necessity for adequate treatment of the boys. We would like to see a minimum staff of one caseworker to every 50 boys and one clinical psychologist for every 150 boys.

A Student Services Building would provide the facilities for an efficient operation of our counselling services.

In conjunction with the hope to expand and improve our counselling and guidance program we would like to have our Forestry Camp become a permanent facility.

Enactment of the Interstate Compact.

Money provided for an Executive Secretary for the Board.

Our long range hopes and goals include additional training schools for boys and girls.

1. Incorrigible and delinquent youths
2. Feeble minded and emotionally disturbed youths.
3. Facilities for the mentally ill juvenile with criminal tendencies.
4. Diagnostic and treatment center.

THE GOOD SHEPHERD SCHOOL

FOR GIRLS

Mr. William P. Reilly, President
Board of Directors of State Institutions for Juveniles
Phoenix, Arizona

SUBJECT: NPPA Survey of 1958, considered in relation to Good Shepherd School

Dear Mr. Reilly:

Our attention has been called to the fact that the 1958 NPPA Survey is rather widely consulted as a guide to future planning of services for delinquent girls. We have been told, also, that it is being used in the Universities and by discussion groups. Five years have elapsed since the study was made. In the intervening time, radical changes have taken place. We are of the opinion that it is important and helpful that all interested persons and agencies engaged in development of public and voluntary services be made aware of the changes. We are writing to ask your cooperation in updating the information contained in the NPPA Survey.

To avoid a cumbersome listing of NPPA findings and opinions as they were submitted to you some weeks ago, we have attempted herein to summarize (admittedly not too briefly) the more important improvements in physical plant and staff development at Good Shepherd School.

Very Sincerely yours,

GOOD SHEPHERD SCHOOL FOR GIRLS

Milton M. Espenscheid

President

REPORT - GOOD SHEPHERD SCHOOL FOR GIRLS

PHYSICAL PLANT

The four large dormitories with bed space for 105 girls have been replaced by seven cottages, four apartments and a reception center. A complete change from congregate (24 to 32 bed dorms) to cottages for 12 to 16 girls has been made. Each cottage is a complete living unit, similar in layout and furnishings to a middle class tract home. Each cottage is in charge of a counsellor (house mother) who lives on campus with her girls and who is responsible to the Sister-Director of Girls in charge of the Social Living Program.

Good Shepherd School can now accomodate 175 girls and is licensed by the State Department of Public Welfare for that number.

On Page 95 of its printed report, the Survey Team stated, "the plant's major disadvantage is that it concentrates its program and population into a relatively small area. This makes it more difficult to individualize the work with the girl than if the plant were more decentralized."

Even while the above condition was being observed by Dr. Weber and his associates in 1958, architectural plans were being prepared for the cottages and apartments which have since been completed. Every square foot of more than 20 acres of Phoenix campus and 10 acres in Prescott National Forest where our outdoor education facility, Patterdell Lodge, is located are in daily use in our work of rehabilitating girls.

Fire protection at Good Shepherd School is second to none in the State. An alarm has been installed as part of our 12-station intercommunication system. We have worked closely with the Phoenix Fire Department to provide the most up-to-date emergency lighting, exit signs, extinguishers, drills, etc.

STAFF

Fourteen Sisters of the Good Shepherd are now on the School staff which totals 41 fulltime and 11 part-time members. Assignment of students to "semi-supervisory responsibilities" which were mentioned in the NPPA Report has long since been discontinued. Supervision is on a 24-hour basis as it has always been in every Good Shepherd School.

STAFF, Continued

The Social Services Department staff has been increased to seven persons. Included in this number is the Sister-Director for the State, two caseworkers with master's degrees, an administrative social worker in charge of records. All these are full-time. The psychiatrist, educational psychologist and the psychometrist are part time. (Effort is underway to recruit two additional social workers for the aftercare program. Qualified persons with master's degrees and experience are in short supply. Graduates fresh from social work schools are being paid starting salary of $650 and $700 a month.)

The NPPA Study recommended that more men be added to the school staff. With the gradual increase in per diem, the Administration has been able to add several highly qualified men to the full-time staff. One is the Director of Education. Another is the Tucson Director of Social Services. A Regional Director of after care in Maricopa and Northern counties; two teachers, a physical education director and the electronic classroom instructor, are men.

The Director of outdoor education, a man with a masters degree in Science, lives with his wife and four children at Patterdell Pine Lodge near Prescott. Each week of the year, one cottage group of girls from the Phoenix school with a cottage counsellor goes to the Lodge for science studies.

In addition to the above men added to the staff, we have found it advantageous to employ a full-time electrical engineer who is in charge of installations and maintenance of our electronic classroom, closed circuit television, intercommunication system, etc.

AFTERCARE SERVICE

While a good beginning has been made on what we hope will be a highly successful aftercare program, it is by no means adequate to meet either present or future needs. A Social Service office has been opened in Tucson where a man with a master's degree in social work is in charge of aftercare. A Tucson transition home for six girls also has been opened. Two transition cottages have been built on campus. The Regional Director for Maricopa and northern counties does aftercare counselling and works out of the Phoenix office. Additional social workers will be needed to care for the 450 or more girls who will be in the aftercare program by the end of next year. Over 300 are at present in aftercare.

MISCELLANEOUS NPPA COMMENTS

The Survey criticized Good Shepherd as a closed institution, saying that only a small percentage of the girls required that degree of security. We were and are in accord with this view -- but in 1958 Arizona and the majority of probation and law enforcement officers were not ready to accept the idea of an open door policy at Good Shepherd School. This idea of rehabilitation instead of mere custody has had to be introduced gradually. It is a pleasure to say that the results so far have been satisfactory. All cottages are open. Off-campus leave on Sunday, twice a month, is routine after a girl has been in the program for a reasonable period of orientation and adjustment. Field trips are regular affairs, as are interscholastic sports and many other forms of competition.

In the section headed Religious services, page 99, certain questions were raised. To update the conditions which the Survey found satisfactory, it should be made known that religious instruction for Protestant girls is conducted every Sunday morning on an inter-denomination basis. Recently a worship service was held in which two denominations were represented. The program has the approval of the Christian Institutional Ministry Chaplain and is being expanded.

Referring to the school's community relations, the Report states, "Perhaps the institution's main link to the community is the advisory board."

Valuable though the advisory board has always been to the Sisters of Good Shepherd, the school maintains many and varied links with the community and state. At present, membership in the Community Councils of Phoenix and Tucson constitute the closest and most pervasive channels of community dialogue with the entire network of statewide family and child care agencies. Through active participation in Council work in Maricopa County, Good Shepherd School has for the past four years been closely identified with every effort to improve social services. It is through the Community Councils that professional level communication is maintained, not only with Council members but with supporting citizen groups.

A far-reaching instrument for community contacts is the Good Shepherd Guild mentioned in the 1958 Survey.

MISCELLANEOUS NPPA COMMENTS, Continued

Still another link between Good Shepherd and the communities it serves is the school's ongoing program of campus tours, staff speakers who appear before clubs, church societies, the Sisters' lectures to ASU graduate schools, etc. More than 30 tours of 10 to 100 persons have visited Good Shepherd during the past year. By reaching out to the community, groundwork is being laid for acceptance of Good Shepherd girls after they return home and for prevention of further delinquent acts.

We hope that you and your Board will see fit to make known to legislators and to others interested in planning for the future, the changes which have been made at Good Shepherd School since the 1958 NPPA Survey was made.

SERVICES OFFERED BY THE GOOD SHEPHERD SCHOOL FOR GIRLS

A Multi-purpose Agency

I. Reception Center
   1. Orientation program
   2. Psychological workups
   3. Evaluation and Prognosis
   4. Psychiatric treatment for severely disturbed girls

II. Medical Clinic
   1. Entrance Examination
   2. Chest X-rays and Inoculation injections
   3. Medical care as needed
   4. Dental care, including X-rays as needed
   5. Eye-ear-nose-throat and skin diseases treated when indicated

III. Social Service
   1. Admissions staffings for evaluation
   2. Placements in Good Shepherd social living groups after evaluation.
   3. Periodic staffings to evaluate progress
   4. Casework services
   5. Placement of pregnant, retarded and eptileptic girls in other agencies.

IV. Counseling Service
   1. Individual counseling
   2. Character training
   3. Spiritual development
   4. Meeting and solving individual problems

V. Custodial Care
   1. Cottage plan for groupings of 12 to 16 girls each
   2. "Future Homemakers of Tomorrow" course with stress on foods preparation and home management. (Closed circuit TV reaches total population simultaneously. Ready for Jan. 1, 1964).
   3. Leisure-time activities, arts crafts, sewing, also gardening, movies, etc.
   4. Practice Employments
   5. After-school intramural athletic programs.

SERVICES OFFERED BY THE GOOD SHEPHERD SCHOOL FOR GIRLS

VI. Department of Education
   1. Elementary
      a. Grades 5 thru 8
   2. Secondary
      a. Grades 9 thru 12
   3. Electronic Learning Center
      a. Make-up, repair, and remedial work
      b. Tape teaching in all subjects for all levels of learning
      c. Program learning for all levels of learning, but particularly for the slow learner
   4. Library
      a. Reading enrichment program
      b. Library Science course
   5. Physical Education
      a. Intramural sports
      b. Intercottage tournaments
      c. Interscholastic competition of most all phases of an athletic program.

VII. Forest Outdoor Education Program at Patterdell Pines, Prescott
   1. Camp Program
   2. Applied Science Courses
      (This facility is used year-round. Each social living group of girls spends a week (Monday thru Friday) at Patterdell Pines, in turn.)

VIII. Vocational Training
   1. Apprenticeship Program with instructions in free enterprise and job preparation.
      a. Power sewing
      b. Commercial lettering
      c. Domestic Service
      d. Short-order cooking and waitress work
   2. Business Training
      a. Typing
      b. Office Machines and Office Management
      c. Switchboard operation
      d. Answering Service and Reception Service
      e. Filing and Billing Clerks

IX. Religion
   1. Religious instruction according to belief of individual girl thru program of collaboration with ministerial association.

SERVICES OFFERED BY THE GOOD SHEPHERD SCHOOL FOR GIRLS

IX. Religion, Continued

2. Ministers, parents, interested friends, call for and take girls to the Church of their choice on Sundays.
3. Arizona Ministerial Association provides speakers for instruction in Bible History on a weekly basis.

X. Aftercare Services

1. Casework treatment program for:
   a. Phoenix on campus transition home
   b. Families of girls about to be returned to community
   c. Girls returned to own homes, foster homes, or work homes.
   d. Girls placed in other institutions
2. Casework treatment program for:
   a. Tucson Office and Transition Home Program
   b. Families of girls about to be returned to the community
   c. Girls returned to own homes, foster homes, or work homes
   d. Girls placed in other facilities.
3. Field casework treatment program for all counties in Arizona with:
   a. Northern Arizona's Social Service Headquarters in Phoenix
   b. Southern Arizona's Social Service Headquarters in Tucson

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