

STATE OF NEVADA

BIENNIAL REPORT

OF THE

Nevada School of Industry

1929-1930

F. E. MORSE, Superintendent



CARSON CITY, NEVADA

STATE PRINTING OFFICE . . . JOE FARNSWORTH, SUPERINTENDENT

1931

REPORT OF NEVADA SCHOOL OF INDUSTRY

ELKO, NEVADA, January 1, 1931.

The boys at the Nevada School of Industry fall into three groups which are segregated in three different institutions in States with a larger population.

1. There is the normal industrial school group composed of boys from 10 to 15 years of age, inclusive. This is the most hopeful group and the group for which the School is principally organized.

2. There is a group of older boys 16 to 21 which in larger States finds its way into the reform school. As Nevada has no intermediary institution between the Prison and the School of Industry many of these boys come here. Whereas the younger group are all Nevada boys, over half of the older group are boys from out of the State who have committed an offense in the State and have been committed to the school. Many of these have had a long experience riding freight trains across the country, and have previous jail records.

3. The last group is composed of feeble-minded boys who in larger States are sent to a training school for the feeble-minded. These require specialized training and handling.

TABLE I

Showing the Age at Commitment of Inmates, 1929-1930

Years of age.....	8	9	10	11	12	13	14	15	16	17	18	over 18
Number of boys..	1	0	1	6	3	8	6	7	6	14	7	9

The median age at commitment is 16.

TABLE II

Showing the Movement of School Population, 1929-1930

Boys in School January 1, 1929.....	23
New commitments.....	41
Discharged and returned voluntarily.....	4
Paroled and returned voluntarily.....	6
Returned for violation of parole.....	5
Total.....	79
Less 10 boys (appearing twice).....	69
Discharged.....	12
Paroled.....	35
Escaped and at large.....	8
Total.....	55
Number in School December 31, 1930.....	24
Number on parole December 31, 1930.....	55
Total number of boys under jurisdiction of School.....	79

Table II shows that 69 different boys have been handled by the School, within the institution itself, during the biennium. Of these, ten have appeared on the record twice. In addition to these, 55 boys are now on parole and theoretically under the observation of the Superintendent who is the State parole officer for the School. The

median number of boys per month during the biennium was 28; the maximum number 35; the minimum 24.

TABLE III

Showing the Counties Represented by the Inmates, 1929-1930, and the Number from Each

Washoe.....	15
Elko.....	11
White Pine.....	10
Clark.....	7
Lyon.....	5
Storey.....	5
Churchill.....	3
Pershing.....	3
Eureka.....	2
Mineral.....	2
Humboldt.....	1
Lander.....	1
Lincoln.....	1
Nye.....	1

Stealing in one form or another leads the list of offenses for which the boys now in residence at the School were committed:

TABLE IV

List of Offenses and the Number of Each

Burglary.....	5
Habitual delinquency.....	5
Larceny.....	3
Sex offense.....	3
Neglect (not an offense).....	3
Auto theft.....	2
Incorrigible.....	2
Concealed weapons.....	1
Forgery.....	1

TABLE V

Showing the Previous Records of Present Inmates

Failed on probation.....	8
Jail records.....	5
Inmate Industrial School.....	7
Inmate Reform School.....	1
Inmate Orphans' Home.....	1
No known previous record.....	3
Counted twice.....	5

TABLE VI

Showing the Sex of Inmates, 1929-1930

Male.....	66
Female.....	3

The girls are boarded at the Utah State Industrial School at Ogden, Utah.

SOCIO-ECONOMIC FACTORS

The most outstanding and apparently significant socio-economic factor regarding the boys committed to the school is the situation in the respective homes of the boys. Almost invariably they come from broken, inadequate or intolerable home situations.

TABLE VII
Showing the Parental Status of Present Inmates

Full orphans.....	1
Half orphans.....	8
Stepfather.....	3
Stepmother.....	3
Parent chronically ill.....	1
Parents divorced, not remarried.....	2
Both parents living together*.....	3
Not known (girls).....	3

*Two of these are mental cases.

Not only is the parental situation abnormal, as shown in the above table, but a study of the number of magazines, books and other items which tend to make a home happy and attractive to a boy shows a pathetic lack of these things. All of the boys were not mistreated at home nor were all intentionally neglected, but the necessity of making a living in many cases forced the parent to leave the boy too much alone. Inconsistent home treatment, brutality, lack of control, frequently insufficient shelter, clothing and food cloud the picture in many cases. As a whole the boys come from a low earning power group.

TABLE VIII
Showing the Occupations of Male Parents of 21 Recent Inmates

Laborers.....	4	Carpenters.....	2
Miners.....	2	Cooks.....	2
Gardener.....	1	Truck driver.....	1
Farmers.....	2	Painter.....	1
Barber.....	1	Tailor.....	1
Structural iron.....	2	Businessman*.....	1

*With Federal penitentiary record.

TABLE IX
Showing the Educational Attainment of Parents in 18 Recent Cases

Father attended high school.....	7
Mother attended high school.....	11
Father attended college.....	0
Mother attended college.....	0

Seventy-two per cent of the boys went to Sunday school or church; 28 per cent did not attend either one. In regards to organized boys' clubs the percentage is reversed. Only 28 per cent had belonged to any organized boys' work organization before coming to the School and 72 per cent had not. This lack of organized boy activity is also shown in their play life. Most of the boys have little skill or experience in the ordinary athletic sports of the adolescent. Somehow all these things have passed them by, yet when taught these things at the School and when encouraged to play they take readily to games and sports. Although there are exceptions, the group as a whole shows a lack of breadth of interests and scope of activities which most youth has to occupy its time. They have been starved in their play life as well as their home life.

Without attaching too much weight to this type of test, the results of tests given at the School to determine social attitude, social feelings, social judgments and social information may be used as indicative but not conclusive. In all these items the scores of boys committed

here are very low. In fact, a composite social intelligence score which considers many of these social factors indicates the lack of social education the boys have had. The average score of the boys committed here falls in the lowest 20 per cent of scores from a normal group. Two-thirds of the scores made by boys here fall in the lowest third of an unselected group. In these tests the feeble-minded and boys under 14 were not included. These results might easily be predicted from the home situation. The boys have not had the educational advantages of a well-ordered home in the acquirement of social attitudes, information, etc. These are the sort of things which come from unconscious assimilation, not from academic instruction, and the scores made by the boys show their lack of opportunity along these lines.

PSYCHOLOGIC FACTORS

As a group the boys committed here are dull normal. There are three boys here now of average intelligence or better. Seventy-five per cent falls in the normal range, although they are a little below average. There are some borderline and some very definitely feeble-minded boys. A study of 23 recent inmates gives the following results:

TABLE X
Mental Classification

Average or above.....	3
Normal but below average.....	10
Dull normal.....	3
Borderline.....	3
Feeble-minded*.....	8

*The correspondence accompanying the commitment of three of these boys indicates that the real reason for their commitment was not delinquency, but mental deficiency. This may be true in some other cases. These three were not counted in getting the percentage.

The mental ages of the boys tested ranged from 5 to 16 years. The average mental age is 13 years and 10 months and the average chronological age of the same boys is 15 years and 3 months. The results of the intelligence tests may be summed up in the following table of intelligence quotients. These mean in general the per cent of normal intelligence based on an average score of 100. That is, an intelligence quotient of 50 means half-normal average intelligence.

Intelligence quotient	Number of cases	Explanation
100 and over	3	Average or above
90-100	7	Normal
80-90	3	Dull normal
70-80	3	Borderline
60-70	2	Feeble-minded
50-60	3	Feeble-minded
40-50	1	Feeble-minded
30-40	2	Feeble-minded

The feeble-minded are a problem in themselves and complicate the situation at the School. The delinquency problem is different and is a matter of opportunity, or lack of opportunity and attitude, whereas the feeble-minded problem is a matter of inborn defect. As a group the factor of intelligence does not enter significantly as an aspect of delinquency.

Emotionally the School has a large number of extroverted and

unstable boys. There are many more high-strung nervous youngsters than stolid or phlegmatic ones. Neither are they skilled in emotional control, probably because of the home situation.

EDUCATION

The following table shows the grade status of present inmates:

Grade.....	1	2	3	4	5	6	7	8	9	10	11	12	College
Number of boys....	0	1	0	0	3	1	3	2	6	4	0	0	1
Not known.....													3 girls

It is interesting to note the results of a test of mechanical aptitude given to the boys here. It seems generally taken for granted that a school for delinquent boys should be a trade school. However, if the test is valid the group here will be little benefited by mechanical training. It is almost as useless to try to make a mechanic out of a boy with no natural mechanical ability as to make a singer out of a boy with no voice.

Table showing scores on Mechanical Aptitude Test. A is high and C is average:

Scores	A	A-	B	B-	C	C-	D	D-	E
Number of boys.....	0	0	0	0	3	5	7	0	6

The school now maintains a manual training department besides the training in ranching and standard academic school subjects in the grades in which the boys are classified.

The School is of course primarily an educational institution. It is run as a home and a school and not as a prison. The educational work is not confined to the classroom. With these boys the reeducation of attitudes and the education and stabilization of emotions is as important as academic information and training. The atmosphere of the School and the organization of the work is intended to train the boys, often without their knowing it. The program is fundamentally a mental hygiene program, with the goal in view of developing good boys while here and turning good future citizens into the world. The boys are never locked up. There are no cells here and no facilities for locking anyone up. Nor are the boys ever flogged. Life has already given them many a beating. An attempt is made to diagnose each boy as an individual, to get acquainted with him, to gain his friendship and confidence and to make with him, not for him, some definite life plan. Often this may be changed, but it gives a mark at which to aim. Although there are no locks there have been no escapes in the last six months. The School has no honor system nor spy system. It is merely a matter of applied psychology. Boys are not allowed to tell on each other. The small size of the school makes it possible for the staff to know each boy personally, and know him well, and allows for an individualization of treatment which is probably impossible in a larger institution. The small size of the School is a great advantage in this way.

Everything possible is done to build up a boy's self-respect and nothing is done to degrade him. Clothing is simple but has no institutional taint; overalls and dark shirts for work, corduroy pants and light shirts for dress, sheepskins for overcoats, a pair of low shoes for dress and heavy shoes for work are the important items of each boy's

wardrobe. Food is simple but well-prepared and nourishing. All boys committed gain rapidly in weight. Teachers and boys eat together at the same tables and eat the same food. This provides opportunity to teach table manners.

The routine of the School is so prescribed as to rotate the necessary work and give each boy some definite weekly task. The life is made sufficiently rich and varied to reach the different interests of the boys without being so complicated as to be confusing or baffling. Band, orchestra, dramatics and athletics all have a place as well as academic and vocational subjects. Before a boy leaves the school he is educated for a wise use of his leisure time.

The boys are not coddled or spoiled here. They are trained. They come to the school usually so spoiled that they are bad, spoiled by lack of opportunity, bad because underprivileged. They come rough, rude and with records of stealing and delinquency. At present there is not a mean, vicious, disorderly or bad boy here. Most of them are truthful, honest, clean, quiet, obedient, willing to learn and with an attitude of wishing to do right. Boys are not spoiled when they become that way. Money, candy, tobacco, and other items can be safely left in the office or house and the boys do not disturb them. Most of the boys here now are entirely trustworthy while at the School. The important question is how they will act when let go into the world. They are good boys now but they are now in highly selected environment, an environment as much like normal family life as it can be made but quite unlike the environment from which they came. It seems manifestly unjust to return them to the situation which first produced the delinquency. This brings up the subject of parole and release.

PAROLE

The present policy is to parole boys whose parents live outside the State as soon as they have been at the school the minimum time, provided each boy has made a good record at the School. One provision of the parole is that they shall stay out of the State of Nevada until they are 21 years old.

Boys whose homes are in Nevada are recommended for parole on the same general principles as have been found by experience to be successful in probation work. That is, the personality of the offender and not the nature of the offense is given chief consideration. A favorable previous record and favorable record at the school are important factors. The degree of emotional control the boy has achieved counts, as, also, does the number of healthful interests he has developed to occupy his time. If the causes of the delinquency are primarily in the home a parole is not recommended unless there have been changes in the home. Parole is not granted for the mechanical accumulation of a certain number of points but is based on the estimated probability of the chance a boy has to make good when the factors for and against his success on parole are considered. Our towns are so small that unless a boy's family moves he cannot escape his record. He is handicapped by the attitude people take toward him when he returns home. This fact complicates the successful working of a parole scheme. At present the Superintendent of the School is also the parole officer. A scheme whereby all boys on parole may be contacted three or four times a year is now being devised.

HEALTH

In general the health of the boys is good. There is not sufficient sickness to warrant a hospital at the School. Boys in need of hospitalization are cared for at the Elko General Hospital. At present there is one crippled boy in residence, three boys with fractured skulls, nine boys with lateral curvature of the spine (scoliosis); four with flat chests, two pigeon breasted, nine flat feet, eight with abdominal ptosis, eleven one low shoulder, five one low hip, four kyphosis, and three lordosis. All of these except the cripple and the fractured skull cases would respond to proper corrective exercises if the school had a fairly adequate gymnasium. The room at present called the gymnasium is so small it is practically useless for that purpose. The School has no gymnasium equipment, no place for indoor athletics, and very poor recreational facilities in general. The boys built a running track and football field this summer and arranged a miniature golf course, but playground and athletic equipment is very scarce.

FARM

The farm has a triple function. It provides occupation and training for the boys and provides food for the School and revenue from the sale of products. The sale of products the last biennium yielded the State \$1,839.69, and the value of farm products consumed was \$3,497.86. The chief need of the farm is a pasture. At present the right of way is rented from the Southern Pacific and a boy herds the cows alongside the tracks.

BUILDINGS AND GROUNDS

The exteriors of the buildings are in good shape. The main building needs new plumbing and furnishings. The library needs furniture and books, the floor of the parlor has never been finished. The showers and other lavatory fixtures need replacement and repair.

At present there is only one schoolroom available for use as such, as the other has been converted into a workroom for ironing, sewing, and storage of clothing. There are no facilities for drying clothes inside in bad weather except to string the washing all over the house. In the one schoolroom, grades 2 to 11 must be housed. The lack of gymnasium and indoor play facilities has been mentioned above.

A serious matter is the lack of proper living quarters for the staff. Although not on shift 24 hours a day each employee is subject to call for duty at any time. It is impossible for any of them to live in town on this account. At present they have only a room each for private living quarters. This is not a very pleasant situation for a man and his wife.

REQUESTS

The school needs a separate building to house the laundry and workroom. This will clear the additional schoolroom for school purposes and will place all of the work of caring for clothes in one unit and on one floor. A two-room apartment with bath can be included in such a building for the use of members of the staff. This building can be erected by the boys at a cost of about \$4,500.

The school also needs a separate building for the older boys, with segregation facilities. It is bad for the young, impressionable boys to mix with older boys and young men who have been "on the bum" for

a long time and who know too much that is vicious and criminal. It is not good to have these two groups contact each other and let the older boys teach the younger ones so much that is evil or crooked. At present the School is fortunate in having none of the older group who are inclined to boast of real or imagined exploits to impress the younger boys, but the hazard is always present that each new commitment may bring such an individual. The policy of the School is the rehabilitation of the boys committed. At present it is run on a plan which is designed mainly for the younger group and of which it might be too easy for an individual of the older group to take advantage. It seems more advisable to run for the reconstruction of the younger lads who are all Nevada boys and for whom there is the greater hope of salvage than to run the School for the other sort of boy. However, a new building with separate quarters for the older boys, with an adequate gymnasium for all the boys, and a small apartment for staff members would enable the School to function better for both groups and vary the program to meet the needs of each group. It seems manifestly unjust to take a young boy of 10 or 12 away from his home and throw him into the companionship of any one who is going to teach him vicious, perverted or criminal activities. It is unfair to the boy or young man with an undesirable previous record to expect him to adjust immediately and readily to the atmosphere of the School. A building in which these older boys can be segregated until they have changed sufficiently to be allowed to mingle safely with the other boys is the only fair thing to each group. This building will be too ambitious an undertaking for the boys to attempt. A building containing separate quarters for some of the staff, separate quarters for the older boys, and an adequate and properly equipped gymnasium will cost \$50,000.

The drinking water at the school is very hard. It is almost impossible to drink it without ice. The hardness of the water makes the laundry work difficult, eats out the pipes and is unsuited for watering the lawns. The school needs a new well.

COST OF THE SCHOOL

The cost of running the school in 1929 was \$26,212.40; in 1930, \$21,866.27. Forty-three boys were inmates in 1929, giving a per capita annual cost of \$609.59; sixty boys were inmates during 1930, giving a per capita annual cost of \$364.43. This does not mean that the cost of keeping a boy a year is \$364.43. Some boys are here for a longer time than others. It means that the average cost of all the boys cared for is \$364.43.