



The Library  
of the  
University of North Carolina



Collection of North Caroliniana

This book was presented

by  
S. G. Hawfield

C364  
S88h

*This book must not  
be taken from the  
Library building.*

MAY 21 1953 - overnight *used*

~~MAY 31 1957~~


~~MAY 31 1957~~

~~JUNE 23 1957~~

~~JULY 2, 1977~~

THIS TITLE HAS BEEN MICROFILMED





Digitized by the Internet Archive  
in 2012 with funding from  
University of North Carolina at Chapel Hill



**HISTORY**

**OF THE**

**STONEWALL JACKSON MANUAL TRAINING AND  
INDUSTRIAL SCHOOL**

**CONCORD, NORTH CAROLINA**

**1946**

**By**

**S. G. Hawfield**

**Published by the Boys of the Printing Department,  
Stonewall Jackson Manual Training and Industrial School,  
Leon Godown, Instructor.**

## FOREWORD

This book has grown out of the universal feeling of the need for a history of both the establishment and the operation of the Jackson Training School in North Carolina. The school has now been in operation for a period of more than thirty-seven years, and prior to this time there has been no other effort to write an account of the work of this important institution.

It is hoped that the readers of this publication will find in it many interesting and helpful facts, but in this connection it should be explained that there is no thought that this represents a complete history of the school. It would have been possible, with more time and facilities for study and research, to have prepared a more extensive and a more elaborate history of the school.

One of the most interesting features of this publication is the fact that it traces the change in the conception which the public has had of a training or correctional institution. It has been a slow and evolutionary process, but today the general public has a vastly different understanding of the function of a training school, because it is now generally recognized as a home, school, and workshop for underprivileged and wayward boys.

This book is designed to accomplish five definite purposes:

(1) To familiarize and acquaint the citizens of the state, both men and women, with the work of the school since its beginning. The school has faced many difficult problems, but in spite of these it has accomplished marvelous things for many boys.

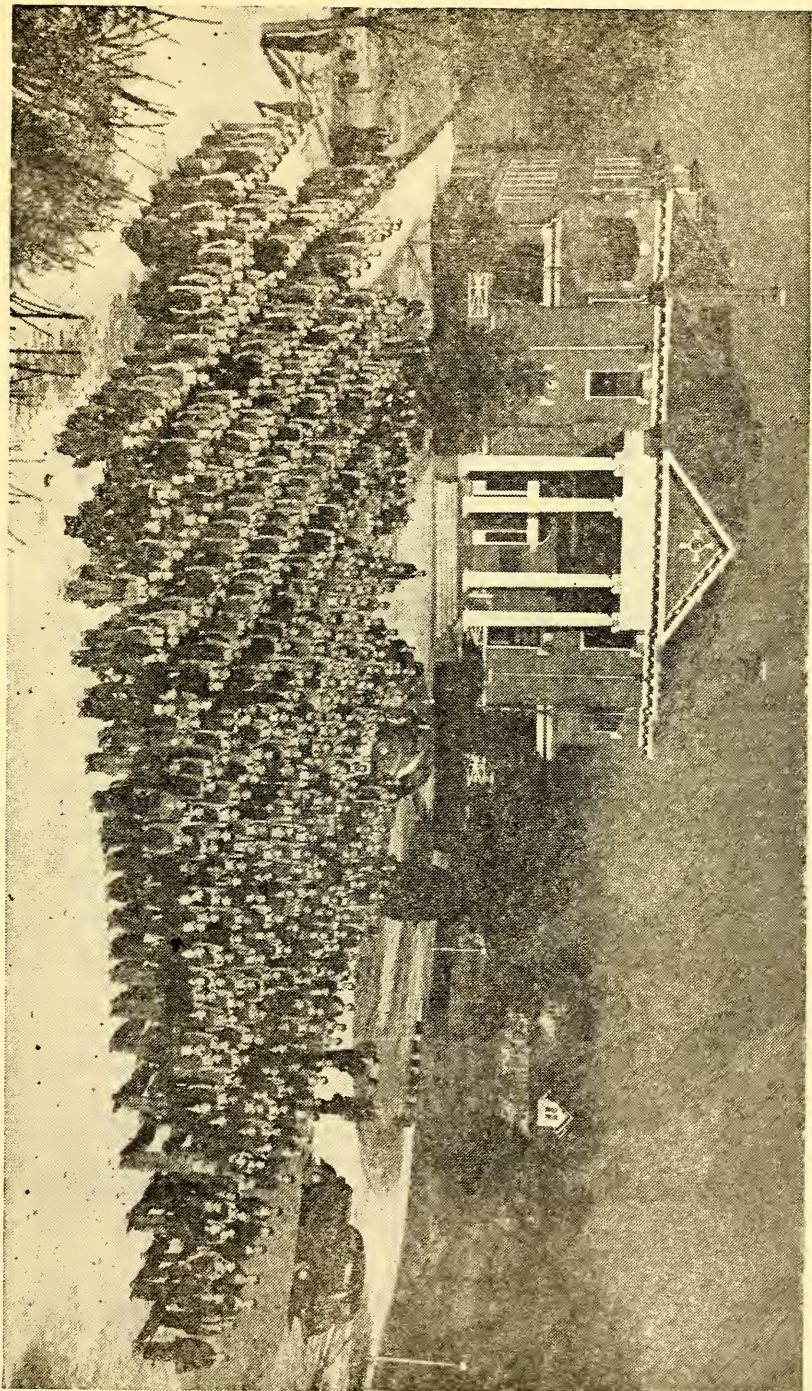
(2) To endeavor to promote among the public a more favorable attitude towards training schools, to the end that many more underprivileged, wayward boys and girls in the state may have a better chance in life than they otherwise would have had. It is hoped that this publication may be an inspiration to the citizenship of this state.

(3) To assemble and put into written form some of the outstanding achievements of certain civic and religious leaders who, by their spirit of unselfish service, deserve the everlasting credit and praise of the people of this state.

(4) To assemble and publish some pertinent information relating to social problems which may be of very great interest and helpfulness to collegiate students in sociology classes, to case workers, to state leaders in social programs, and to other leaders in the various civic clubs in the state.

(5) To give credit to the various staff leaders who have labored here at this institution throughout the years, and who have done such a magnificent job, far beyond the line of duty.—S. G. H.





Student Assembly in Front of Administration Building.



## TABLE OF CONTENTS

Foreword		
Acknowledgements		
Introduction	1	
Chapter		
I	Developing Sentiment for a Training School	2
	Efforts of the State Board of Charities	3
	Efforts of the King's Daughters	5
	Efforts of James P. Cook and Others	10
	Messages of Governors	14
II	Legislative Enactment Creating the Stonewall Jackson Manual Training and Industrial School and Subsequent Amendments	16
III	The Purpose and Function of the Training School	20
IV	Early Beginnings of the Institution	23
V	Organizational Set-up	26
	Board of Trustees	26
	Superintendents	33
	Staff Members	38
	J. C. Fisher, Assistant Superintendent	45
VI	Gifts and Bequests	48
VII	Population Statistics	58
VIII	Financial Statistics	78
IX	A Description of the School Plant or Facilities	88
X	Outline of Present Program	98
	Admission and Orientation	98
	Life in the Cottages	100
	Academic School Department	101
	The Health Program	102
	Extra-Curricular Activities	105
	Religious Activities	107
	Specialized Trade Training Departments	108
	The Reviewing Committee	118
	The Treatment Program	120
	The Post-Treatment of Parolees	122
XI	The Training School's Contribution to World War II	123

## ACKNOWLEDGEMENTS

Acknowledgement is here made to the following individuals who have assisted in assembling the materials for this book, and who have given invaluable cooperation in every way possible: C. B. Barber, former Jackson Training School Budget Officer; Charles E. Boger, former Superintendent of the Jackson Training School; Mrs. J. P. Cook, former Associate Editor of "The Uplift," and wife of the first Chairman of the Board of Trustees; Christopher C. Crittenden, Secretary, N. C. State Department of Archives and History; J. C. Fisher, Assistant Superintendent of Jackson Training School; Leon Godown, Instructor in Printing Department of Jackson Training School; Miss Ellen Niblock, Secretary to the Superintendent; W. F. Prouty, Head of Department of Geology and Geography, UNC; Miss Easdale Shaw, former member of the Board of Trustees; and J. Lee White, Farm Supervisor.

Grateful acknowledgement is also made for the use of all publications and source materials used in this book.

## BIBLIOGRAPHY

Shaw, Easdale, *The History of the North Carolina Branch of the International Order of the King's Daughters and Sons*, 1929.

Williams, Herbert D., "A Philosophy of a Training School," *The Proceedings*, Vol. 8, No. 2, The National Association of Training Schools.

Preston, E. R., "State Progress in the Humanities," an address on progressive and humanitarian laws of North Carolina.

"Reclaiming Our Boys," *Greensboro Daily News*, Sept. 7, 1919.

Cook, James P., "The Story of the Stonewall Jackson Training School." *The Uplift*, Vol. IX, No. 11, January 15, 1921.

The Lewis Publishing Company, *North Carolina Biography*. (History of North Carolina,) 1919.

The Lewis Publishing Company, *North Carolina Biography*. (North Carolina—The Old North State and the New, 5 vols) 1941.

Department of Justice of the State of North Carolina, *The General Statutes of North Carolina of 1943*, 4 vols., vol. 3.

*Public Laws of North Carolina, Sessions of 1907 and 1925.*

*Public Laws of North Carolina, Extra Session 1936, Regular Session 1937.*

Dillon, Clyde A., "Public Welfare News," Vol. 7. No.1, March, 1944.



S. Glenn Hawfield, Superintendent, 1942—

4

## INTRODUCTION

The Stonewall Jackson Training School, which rates as the state's first and largest correctional institution, was created by a session of the Legislature in the year 1907. The doors of the school were first opened for the reception of boys on January 12, 1909. Since this historical sketch is being written in the year 1945 it means this institution has been functioning in the state for a period of more than 36 years. This interval represents approximately the span of a lifetime, and during this time the institution has filled an important position in the life of the state.

The school was created by the General Assembly in response to the insistent pleas and petitions of numerous civic-minded leaders in the state and at the request of the social and welfare agencies which were functioning at that time. It might be said that the establishment of the institution was a rather slow process and that it was by no means spontaneous or without opposition. In fact, it came into being primarily because there was in the state a courageous and dauntless group of men and women who had a burning desire to give to the unfortunate and under-privileged wayward boys a decent chance in life which they had not had elsewhere.

In a brief historical sketch such as this, it will, of course, be impossible to document all the pleas, the petitions and the arguments that preceded the creation of the institution. Neither will it be possible to document the anxieties, the heartaches, the discouragements and the disappointments that attended its establishment and its meager beginning. Neither will it ever be possible to put into history all that has transpired in the life of the school. Throughout the intervening years since the doors of the institution were first opened, thousands of wayward boys who, no doubt, were headed for careers of degradation and crime have found their places here at the school and have been trained for useful living in the state. Because of its outstanding contribution the institution has become inseparably linked with the educational and social welfare programs of the state. It has consistently ministered throughout the years to the stream of fine boys and young men who have found here their first and only chance in life to live in a wholesome environment and be self-respecting individuals. It has been a haven of refuge to boys from broken homes and to many boys who were orphans or who were the victims of poverty, evil environments and parental neglect. Generally the boys themselves have had no control over these unwholesome conditions but have simply been overwhelmed by the forces of an unkind destiny. Many of these boys had their ideals and aspirations for noble living, but they did not have a fair chance.

There is no doubt but that the institution has rendered a conspicuous service to the state. When appraised on the basis of any criterion it ranks high among the social agencies and similar institutions of the state. It is not only the oldest training and correctional institution but it has always been the largest of its kind. When evaluated in terms of statistics alone, its unbroken development has been remarkable. It has an enviable record which apparently has made for it a permanent place in the life of the state.

No one would dare to claim that the institution has been perfect in all aspects of its program throughout the years. It would obviously be unfair to make an appraisal of its value to the youth of the state upon the basis of either its own imperfections or the instances where boys on parole have failed to make good. Sad to say, but it is true that the institution has never had sufficient appropriations with which to employ an adequate number of well-trained workers. It has always been forced to operate too meagerly.

Furthermore, when the boys have gone out on parole they have done so with high hopes of succeeding in a big way. It is doubtful if the institution has ever released any boy who did not in his heart of hearts intend to make good. It has not been possible, however, to control their prospective environments, and because the human factors entering into the situation have been so uncertain and so powerful no one could possibly have guaranteed that all would succeed. Suffice it to say that the records show that a vast majority of those who do go out are highly successful.

## CHAPTER I

### Developing Sentiment for A Training School

(The establishment of Stonewall Jackson Manual Training and Industrial School was the outgrowth of a state-wide campaign which extended over a number of years. At first there not only was very little sentiment for such an institution, but in reality there was considerable opposition, primarily because people did not understand the problems involved, nor had they been educated to see the needs for such an institution. The actual establishment of the Training School resulted because there was a persistent effort by those individuals and organizations which were far-sighted enough to see the needs for such an agency in the state.)

From time to time those who promoted and endorsed the idea of a training school met with many disappointments, and but for their courageous spirit they would have been thwarted in their efforts. At the time the pioneers in this field were attempting to arouse the interest of the legislature in their project the leaders in state government of that day were following the trend of that time in dealing with those who committed offenses against society. No doubt, their pattern of thought for dealing with young boys coincided with



the prevailing conceptions of dealing with adult criminals. Throughout the years there had grown the philosophy that if a person, whether as a youth or as an adult, committed an offense he should be punished for this crime and be made to suffer for his misdeeds. The conception of punishment was dominant in the thinking of all those who dealt with these problems.

Naturally, then, those who sometimes found it necessary to deal with juvenile offenders believed that the wisest thing to do was to see that punishment was properly meted out.

The idea of placing these offenders in institutions where they would be given intelligent treatment and where they would have opportunities for adjustment and rehabilitation was very remote in their thinking. They had not had the benefits of present day social welfare programs. They reckoned with this problem in terms of their knowledge of that day.

As time went on, there were in the state numerous instances in which the juvenile offenders were being dealt with in the courts in the same manner that adults were being punished. In fact, the juvenile offenders were sentenced to the same chain gangs and prisons as were the adults, whether they were white or negroes. Little consideration was given to the reasons why these youthful offenders committed these crimes. The occurrence of these situations served to arouse those people of the state who were social-minded and who were forward-looking in their philosophies.

It is probably safe to say that the credit for the establishment of the training school for wayward boys must be attributed to a number of individuals and to at least two organized agencies. A number of these individuals will be mentioned in this historical sketch, and also the work of the State Board of Public Charities and the work of the King's Daughters. Fortunately, those individuals who did such marvelous work in promoting the establishment of such an institution generally worked in connection with the organizations and agencies already in existence at that time.

While it is possible that the institution may have been established at a later date since the time for such an agency was ripe in the state, nevertheless in all fairness it must be stated that the school would not have been established when it was had it not been for the progressive and social-minded individuals of that time.

### Efforts of the State Board of Public Charities

As early as the year 1890 the State Board of Public Charities began with diligence to promote the idea of a reformatory for the youthful offenders of the law. In the minutes of the Board for that year there is found the following statement: "At the last meeting of the Board the following resolution was adopted: Resolved, that a special committee be adopted to formulate a plan for a Reform or Industrial School for juvenile offenders, to the end that they may be

removed from the penitentiary or county jails and subjected to direct reforming impulses; also to prepare a statute and memorialize the General Assembly in behalf of such an institution."<sup>1</sup>

The minutes of this same Board in that year indicated that there were 71 persons under 20 years of age in county jails, and also that there were not less than 500 persons in the state under 20 years of age "subject to prison influences, either awaiting trial or undergoing sentence, during the past year ending December 1, 1892."<sup>2</sup>

Again in the year 1896, which was 4 years later, there is recorded in the minutes of this Board the following: "A State Reform School a Necessity—In the course of the discussion which has developed since this Board began 7 years ago to point out our logical need, the public mind has been fully brought to the point of cordial and intelligent support of an institution for the reformation of the young. We believe that the General Assembly in its wisdom will make some provision at least for the more juvenile offenders."<sup>3</sup>

The Board of Public Charities in the succeeding years consistently made strong recommendations for the establishment of a reformatory. Suitable bills for the proposed institution were prepared at various times and introduced in the General Assembly, but despite the earnest effort of the members of this Board the project met with failure year after year.

It is interesting to note that the minutes of the Board of 1905 contain the following: "This Board most earnestly advocates the establishment of an Industrial or Reform School. For 15 years it has brought its recommendation to the General Assembly of the state. Again it urges the need of stretching out the staying hand to prevent the downward course of children. Save these children from the very dust-heap of humanity and make women and men of them.

"Popular sentiment is overwhelmingly in favor of an industrial school or reformatory."<sup>4</sup>

Thus, it is seen that the Board of Public Charities for more than 15 years earnestly and consistently promoted the idea of establishing a separate institution in the state for the young offenders of the law. For them it was a rather slow process but it was an irresistible movement.

It is also quite interesting to note that in the minutes of the Board for the year 1905 the following recommendation is made: "Some plans should be devised to prevent the incarceration of children with adult criminals, and that this should compose a system of caring for only the delinquent children in a reform school."<sup>5</sup>

---

1 Minutes of Board of Public Charities, 1892, page 138.

2 Ibid., page 140.

3 Ibid., 1896, page 55.

4 Ibid., 1905, page 10.

5 Ibid., 1905, page 167.

### Efforts of the King's Daughters

To the organization of the King's Daughters in North Carolina there should go much credit for the establishment of the reform school. In season and out, the members of this organization, with great determination and power, lent their support to the establishment of such an institution. They did their work both as individuals and also as an organization on a state-wide basis. Among those in this organization who played a dominant part towards the promotion of the institution were the following persons: Mrs. Margaret Burgwyn, Miss Easdale Shaw, Mrs. J. E. Reiller, Mrs. I. W. Faison, Miss Daisy Denson, Miss Serena Chadbourn, and Mrs. Lucy Phillips Russell.

There has been prepared a brief history of the part played by the King's Daughters in the establishment of a reform school, and in this historical sketch there occur the following statements:

"Until 1901 there had been no State work, but at the convention held in Raleigh in 1902, at the suggestion of the newly elected president, Mrs. Burgwyn, it was decided that, in addition to the work at home, all the circles should unite, and by their combined efforts render some definite service to the State. At this time the daily papers of the city published an account of two young boys who had been brought to Raleigh to be placed in the State Prison for their juvenile offenses. This so aroused the sympathies of the women of the convention that, again at the suggestion of Mrs. Burgwyn, a resolution was quickly adopted to make the establishment of a Boy's Reform School the united work of the State Branch. From that time on, in season and out of season, the King's Daughters labored for this purpose, giving freely of their time and their means, and began the accumulation of a fund to be set aside for the use of the school.

"At the convention of 1903, that met in Salisbury, Mrs. R. D. Johnson, president of the Boy's Industrial School of Alabama, was present as a guest of honor in the home of Mrs. Wm. H. Overman, and for the purpose of aiding in plans for the school and in perfecting arrangements for appealing to the next Legislature to grant a charter and appropriation. The members distributed literature and wrote letters throughout the State. Miss Serena Chadbourn and Mrs. Lucy Phillips Russell were very active in this part of the work. Petitions were presented by the organization at two sessions of the Legislature—1903 and 1905. In 1903 Dr. Richard Hoge, rector St. James Church, Wilmington, addressed the Legislature in behalf of the school. In 1905 The King's Daughters offered the State fifty acres of land in Moore County as a location for the school, with \$1,000 to be used for a carpenter shop. They were granted hearings be-

fore special committees, meeting with the greatest consideration and assurances that their efforts had impressed many with the necessity for such an institution, and were always invited to come back when the State had more money. In those days the State either did not have any money to spare, or did not think it had any, if it did. It was hard to tell which condition was worse—both seemed equally bad. A charter without any appropriation was offered by the Legislature, but was not desired by The King's Daughters. Governor Aycock was in full sympathy with the effort being made by the King's Daughters, and in his message to the Legislature of 1903 he recommended the establishment of the school, as shown in his letter of January 1, 1903:

STATE OF NORTH CAROLINA  
EXECUTIVE DEPARTMENT  
RALEIGH

My Dear Madam:

I appreciate your thoughtful letter of the 31st ult. I shall recommend the reformatory to the Legislature, but I cannot give you promise of its success at present. Our expenditures annually are larger than our income, and, without additional burdens, we are compelled to have a bond issue. How far the Legislature may be willing to go in this matter I am unable to foresee. I assure you of my earnest sympathy in the effort which is being made to secure this much-needed reformatory. I am, with high respect,

Sincerely yours,

CHARLES B. AYCOCK,  
Governor

Mrs. W. H. S. Burgwyn  
Weldon, N. C.

"The article below appeared in one of the State papers at the time The King's Daughters were working for the establishment of the school:

THE REFORMATORY QUESTION

In another column we publish an address to the men of North Carolina by the King's Daughters on the subject of a State Reformatory for criminal youths. Rather, it is an appeal to the men of the State to come to their aid in trying to prevail upon the Legislature to establish such an institution.

To the King's Daughters we say: God speed you in your noble work. You should succeed because of the great necessity there exists in our State for a boys' reformatory. Civilization, humanity, and Christianity demand it.

'It would also be an act of economy by which the State and counties would save much money annually expended in making criminals of a large number of our youth.'

'You have the support in your efforts of the pulpit, the press, and a strong public sentiment. With these forces added to the influence of your humane and Christian body, you should feel that success is assured. We believe that it is. We do not believe that the members of the next Legislature will be able to overcome the arguments that will be advanced and to turn deaf ears to the appeals that will be made to them to do this great thing for the coming generation of our people.'

'In 1907 the organization placed the following petition on the desk of every member of the Senate and House of Representatives:

#### AN APPEAL TO BE MADE TO THE LEGISLATURE OF 1907

"The North Carolina Branch of the International Order of The King's Daughters and Sons, assembled in convention at Chapel Hill on May 16th and 17th, 1906, reviewing their efforts for the last four years to induce the men of the State to establish a reformatory for boys, and an encouraging report of work done by them was submitted by a member of their Reformatory Committee."

"With untiring zeal, it was resolved to make anew an appeal to the State Legislature in 1907, urging them to look after the youthful and oftentimes irresponsible offenders in the State by providing for them a proper place of punishment, which shall also be a training school directing aright their minds and their energy."

"The duty of the State to prosecute and punish young criminals is inseparable from its obligations of guarding them and giving them a chance to reform. These children and youths should not be sent to the penitentiary, and are not fit to attend the public schools; so the philanthropic and public-spirited men, pledged to the cause of education, should provide for them an intermediate state, where they may be prepared for a life of usefulness to their fellowmen, instead of sending them to complete a criminal education in jails, chain-gangs, and the penitentiary. If you wish to make good use of the State's money, what better return can you have than investing it in boys?"

"According to the statistics of other states, an investment in one hundred boys saves seventy-five, ninety, and ninety-five per cent. Tennessee sets her mother State a good example,

saving in her reformatories ninety-five boys out of one hundred. These in turn save their State, and diminish the number of criminals to be supported.

"Like the judge in Holy Writ, get rid of the importunate women by granting their request, "lest by continual coming they weary you."

"Mr. M. B. Stickley and Mr. W. R. Odell from Cabarrus County also joined the forces, all serving under the splendid leadership of Mr. Preston, who guided the measure safely through the Legislature."

"The story is better told by quoting from Mr. Preston's address, "State Progress in the Humanities," delivered to The King's Daughters assembled in convention at the Stonewall Jackson School in 1921:

"Fourteen years ago there assembled in Raleigh a small committee of women, less than a dozen (some of the leaders among them being present tonight), inspired by the noble purpose to make another appeal to the Legislature of 1907 for the establishment of a training school for white boys, as they had several times appealed to preceding legislatures, but without success.

"Prior to this time, in the fall of 1906, a general committee had been formed to create sentiment in behalf of this institution, of which the present speaker happened to be selected as chairman. This committee had done its best, through the papers, pamphlets, and public meetings, to arouse interest in this legislation, and had accomplished more than the forces opposed to a reform school realized, as was evidenced by the monster petition presented, which, you may remember, reached twice around the hall of the House. However, the battle was a hard one, and it seemed that the forces of obstruction and delay would again defeat the school. Then it was that, as chairman of this general committee, I issued a hurry call for the representative women interested to come and stay until the bill passed. They came and the bill passed.

"This was the first 'ladies' lobby' the State had known, but not the last, however. It was wonderful to see the influence of these good women, with no purpose in their minds except to help the erring boys of North Carolina. Who that heard her can forget the eloquence of Mrs. General R. D. Johnson, of Alabama, herself a native of North Carolina, as she told of her struggles in Alabama for a similar school, and of its success; and how she had come back at her own expense to her native State to speak to the people she loved best about this work to which she had given life? Personally, I believe that, notwithstanding all of our months of work, if it had not been for this group of women and Mrs. Johnson's speech, the bill would have been again

defeated, and the erection of this school delayed, possibly many years.

'It was a wonderful vision those women had, and tonight we stand here as witnesses to its magnificent fulfillment. My study and observation of these matters, which runs back now for twenty years, leads me to say without flattery that this is the equal, if not superior, to any boys' training school in the United States.

'The institution has been particularly fortunate from the very beginning because of the untiring efforts in its behalf by you, Madame President, your associates, Miss Easdale Shaw, Mrs. I. W. Faison, and the other ladies and gentlemen of the board, and also in having Mr. J. P. Cook and his devoted wife, and Professor and Mrs. Boger, whose self-sacrificing and successful work are known throughout North Carolina. And in this connection we should not forget the years of unceasing work for the passage of this bill by Miss Daisy Denson of Raleigh, and the timely aid of Col. W. P. Wood of Randolph County, who introduced the substitute that we had drawn in the endeavor to meet all views, which was the form in which the law was finally passed.'<sup>6</sup>

'The long and strenuous fight for the training school was not only successful in its primary purpose, but it seems to have caused or at least aided in an awakening of the conscience of the general public and the legislature as to the duty and necessity for humanitarian legislation. Up to 1907 the policy of the state had been to look after only the violent insane, the blind and deaf mutes, and to provide in some measure for the education of normal children. Since that time each legislature has widened the humanitarian activities of the State.'<sup>7</sup>

'The late Judge Walter H. Neal, whose efforts for a reform school were recognized throughout the State, said, in a letter to the press:

'I wish to say that I do not desire to reap any personal credit or glory from anything that has been or may hereafter be done in this matter, and that it is my opinion that The King's Daughters have done more to advance this movement than all other forces combined. That organization has worked incessantly for years past to accomplish this end, for all of which it deserves the thanks of every person who loves poor unfortunate boys.'

'When the convention of the North Carolina Branch of The King's Daughters met in Greenville, 1922, this greeting appeared in the Raleigh News and Observer:

---

6 The History of the North Carolina Branch of the International Order of the King's Daughters and Sons, pages 6-9, 11-12.

7 State Progress in the Humanities, page 2.

'The whole State sends greetings to The King's Daughters in session at Greenville. They established the Stonewall Jackson School at Concord, when everybody else was talking about it, and saying it ought to be done. All honor to these faithful daughters of The King, who had a noble vision, and translated it into a beneficent institution."<sup>8</sup>

### Mr. James P. Cook and Others

In recounting the history of the Jackson Training School one is compelled to mention the outstanding work of Mr. James P. Cook and to pay tribute to him for his marvelous contribution to the institution. It is probably true that no other single individual gave so much time and effort towards the establishment of the institution as he did. He labored year in and year out, and he refused to be thwarted in his high purpose to see his dream become a reality. His activities in this enterprise originated in the year 1890, and from that time on he began to advocate the establishment of a training school, and when it finally became a reality he was officially connected with it until his passing on March 22, 1928.

In the superintendent's report for the biennium ending June 30, 1928, there occurs this quotation:

"It is a significant fact, too, that this date (January 12, 1909) was the anniversary of the birth of its late Chairman of the Board of Trustees, Honorable James P. Cook, Concord, N. C., who holds the distinction of being the first advocate of the establishment of such a school in the state, and one who unselfishly gave of his time, thought, and means for the advancement of its cause."<sup>9</sup>

In an article written by G. G. Dickson in the Greensboro Daily News of September 7, 1919, there occurs this statement:

"J. P. Cook, who was really the founder of the Stonewall Jackson Training School, is Chairman of the Board of Trustees. He has seen his conviction transformed into a practical accomplishment, and today he views the future of the school with optimism that cannot be shaken."<sup>10</sup>

Mr. Cook received his inspiration for advocating a training school for erring boys at a time when he was attending a session of the Superior Court in Concord, when he observed a 13-year old boy who

---

8 The History of the North Carolina Branch of the International Order of the King's Daughters and Sons, pages 13-14.

9 Superintendent's Report, 1928, page 1.

10 "Reclaiming Our Boys," Greensboro Daily News, September 7, 1919, page 2.



had stolen \$1.30 and was convicted and sentenced for three years on the county chain-gang. The application of such stern measures of punishment aroused the editor of the "Concord Standard," a county weekly, to write critical articles which finally led to executive clemency for this boy and to the establishment of a training school for such boys.

Mr. Cook, in an article published in *The Uplift* of January 15, 1921, recorded the following gripping narrative of how this youthful offender was treated in the courts before there was a training school. This article reads as follows:

"A two-room log cabin, squatting on a hill overlooking a small creek, serving the purposes of a home for a family of three. One chimney, one fire-place, no stove for cooking; and what light entered that home had to come through a shuttered window without glass. The logs were chinked and the floor of rough un-jointed plank. The only shade for this home was furnished by several old-field pines. No sign of a porch, for the elevation of the story was just enough to accomodate an undersized door.

"This was a home in the Piedmont section of North Carolina—it was the home of a man and wife and one child, a boy. Neither the father nor the mother could read or write. There are people in this condition that possess sometimes an unusual amount of intelligence, native ability. These parents did not—they were ignorant. With them it was just simply breathing, living.

"In some unaccountable way, which nature at times practices, the boy was an improvement on the parents. Things better than he possessed or enjoyed attracted his attention; he manifested a desire to see, to hear, to learn of things beyond his sphere, yet the advantages of school were denied him. Wading up and down the stream near his home with small fellows accompanying their fathers to the old corn mill near by, serving them and guiding them, seemed to him an honor and a great pleasure.

"The people composing this family were white—pure Anglo-Saxon. Without pride, without ambition, without education, without even a reasonable amount of mother-wit, and without an average native or developed sense of the value of virtue. And these people brought into the world another being; and the foregoing was his environment, his opportunity. This is not a typical family of this section, nor of any other section in North Carolina; but in every section there are to be found examples like unto this one of real flesh and blood.

"Disease overtook the parents. They died during the same season. The son, the boy, just passing thirteen years of age, was undersized. He had no means of support, no one to care for him—just an orphan.

“By neighborhood, common consent, this thirteen year old boy was given a home with a family (distant relatives) that had enjoyed for generations educational and religious advantages. Entering that home was an event in the boy’s life. Though practically becoming a slave to the family, his environment made his physical welfare more agreeable than that which surrounded his previous years. No attempt was made to teach him the lessons of right or wrong; to teach him to read or write; to inspire him with a hope for a better life; to give him to understand the sacred things that he should observe. Enough was done for him when his nakedness was covered, and his hunger was checked. He was just an animal that was permitted shelter and feed for the work the slave could do.

“One Sunday afternoon, when the family was away attending Sunday School, the boy, having been left home to guard the cows from the wheat fields, with a childish curiosity could not resist the temptation to investigate the house, to him a marvel of bigness and wonder. The young fellow found in a bureau drawer a small sum of money. The love of money seems to come with the first breath, and to an untutored child it has even a greater charm. The boy took the money (we have not the heart to call it stealing) and returned to his assigned duty. Upon the family’s return from church the man of the house went direct to that bureau drawer. Was it a trap? He discovered the loss. What would you have done, gentle reader, under the circumstances?

“The following morning this man, faithful to his idea of his Sunday duties, for himself and his family, sought a local magistrate, swore out a warrant for the thirteen year-old boy’s arrest. In the county jail the high sheriff placed him. Fifteen prisoners were in there—all colored, and, as it so happened, all were confirmed criminals, serving various sentences for various crimes. Not a living man volunteered aid—not a soul gave the boy a passing thought.

“There was none to speak for the boy. The court devoured him. The solicitor’s prayer for sentence upon this white boy, who made no defense—no appeal for mercy, or even humane justice—was the meanest, coldest utterance ever spoken in the state. In the language of another, reviewing the course of a certain judge, that solicitor’s act and enthusiasm in putting away that particular white boy, where his soul could be properly damned, ‘was as cruel as the grave’.

“Then the Judge took a pass at the boy, finished his case, in the name of the state and justice and civilization. That particular judge, if he had any compassion, adroitly concealed it. He appeared not to see the child before him—just a criminal. He asked no questions. The birth, the home, the envir-

onment, the opportunity, the cowardly conduct of the great, big stalwart man, who swore out the warrant against him—none of these the judge ever heard. He coldly, easily and quickly sentenced that small thirteen-year-old boy to a county 'chain-gang for three years and six months, at hard labor.' And this was the treatment meted out to a child in a North Carolina Superior Court in 1890.

"The disposition of that case by the court was severely criticized by a certain paper at the time. The criticism was more eloquent than judicious. In the night a legal friend awakened the editor to warn him of the committed 'contempt of court'. The friendly advice was appreciated, but the way out of the difficulty was too hard and thus declined. The legal friend finally agreed that the judge might not take cognizance of the act, since the opportunity was at hand to use certain conditions, for which the judge was responsible, in making him more uncomfortable in the eyes of the whole state. But the boy—why, he was chained to a negro. That was his condition. The only white person in the group, and chains and lock around his ankle keeping step with a hardened criminal without hope, or the hope of a hope, building roads for civilization—that was a queer way of punishing a boy—a miscarriage at reformation."<sup>11</sup>

In the columns of the "Concord Standard," Mr. J. P. Cook suggested and, from that time on, began to advocate the establishment of a reformatory. He suggested that such an institution be "along the lines of a school to handle boys of certain ages." In one issue of this paper there was published a symposium by a number of ministers and others deeply interested in the welfare of children. This discussion created much interest throughout the state and stimulated much favorable comment.<sup>12</sup>

The late J. P. Caldwell, who at that time was the influential editor of the "Statesville Landmark," although he refused to endorse the movement, wrote privately to Mr. Cook the following comment: "Your position is correct; the treatment of such youthful offenders is a crime against civilization; there is a need for just such an institution as you suggest; but the old state is so conservative that she will not listen to you now, and, being your friend, I wish to save you from a sore disappointment."<sup>13</sup>

The subject of a reformatory was favorably presented in a number of the leading newspapers of the state at that time. Among the most outspoken were the "Raleigh News & Observer," the "Monroe Journal," and the "Asheville Citizen."<sup>14</sup>

---

11 James P. Cook, "The Story of the Stonewall Jackson Training School," *The Uplift*, January 15, 1921, pages 2-5.

12 *Ibid.*, page 5.

13 *Ibid.*, page 5.

14 *Ibid.*, page 6.

## The Governors

Beginning with the year 1891 and at various times thereafter the different Governors of North Carolina gave their hearty support to the movement for the establishment of a training school. Final establishment of the institution was due in a very large measure to their staunch support. Their endorsements were given in their biennial messages to the sessions of the General Assembly. Their support to the movement is set forth in the following quotations:

### Biennial Message of Daniel G. Fowle, Governor of North Carolina, to the Legislature of North Carolina—Session of 1891

#### Reformatory Department

The demand for a Reformatory Department for young convicts is becoming very great. One of the most distinguished jurists said to me, that when he was on the Supreme Bench the hardest duty he had to perform was to sentence young boys and girls to the penitentiary. The thought that those young law-breakers were to be consigned to fellowship with old and hardened offenders, by which they very last germ of good within them would be destroyed, was enough to grieve a good man.

One of our distinguished State officers described to me a scene which he witnessed on one of our railroads, where two fair-faced and amiable looking boys were chained, each of them, to repulsive, degrading looking convicts, typical house-breakers in appearance, and were being conveyed with them to the penitentiary. Gentlemen of the General Assembly, what hope for reformation is there with such associates for these young persons?

Humanity, to say nothing of Christianity, demands that arrangements be made whereby these unfortunates shall be kept separate from the old offenders and given a chance at least, for the future.

### Biennial Message of Thomas M. Holt, Governor of North Carolina, to the General Assembly, 1893

In the report of the North Carolina Penitentiary for the biennial term ending November 30, 1890, no less than 362 convicts under its control are said to be less than twenty years of age, and 56 under fifteen. Four under fifteen years are now in the Wake jail, and many more at its work-house. Something to stay this current of evil, loss of honest and industrious citizenship, and recruiting of the ranks of the enemies of society from the rising generation, is urgently needed. I invoke your ear-

nest consideration of the views of the Board of Charities, a committee of which body, in co-operation with those of various influential Christian, benevolent and educational bodies, will memorialize you upon this subject.

### **Biennial Message of Charles B. Aycock, Governor of North Carolina to the General Assembly, Session 1903**

There will be laid before you by the King's Daughters and Sons of this State, a petition asking you to make an appropriation for a reformatory for youthful criminals. This petition states facts which make clear the great benefit to be derived by the State from such reformatory. There are not, as a matter of fact, many youthful criminals in the jails or the penitentiary, but this is due to the disinclination of the Judges to confine them with older criminals. These boys are therefore turned loose upon the community to renew their depredations and grow up criminals. The work of reformatories in other States has produced excellent results, and I hope you may see your way clear to make a beginning in the discharge of our duty to the young criminals, who by your action may be saved and made useful men.

### **Biennial Message of Charles B. Aycock, Governor of North Carolina to the General Assembly, Session 1905**

I renew my recommendation of two years ago for the establishment of a reformatory for youthful criminals. There are many criminals of both races, who are too young to be incarcerated in common jails and the penitentiary with the hardened criminals, who could be saved to society and made useful citizens if they were taken in time and properly trained. The directors of the penitentiary have very generously suggested the taking of \$50,000 of their surplus earnings for the establishment of a reformatory. I concur most earnestly in their recommendations.

### **Biennial Message of R. B. Glenn, Governor of North Carolina, to the General Assembly, Session 1907**

Youthful criminals should not be confined with old and vicious offenders, for such association hardens their natures and lessens the chances of ever reclaiming them. I will therefore, throw no obstacle in the way of establishing some kind of a reformatory or home for young offenders, provided you find it expedient and the State can now afford it.

## CHAPTER II

## Legislative Enactment Creating the Stonewall Jackson Manual Training and Industrial School, and Subsequent Amendments

(The act establishing the Stonewall Jackson Training School was passed by the General Assembly of North Carolina on March 2, 1907.) From that time on, the movement for a reformatory or training school had official sanction of the legislative department of the state government.

The honor of introducing the bill that led to the charter of the institution belongs to Col. W. Penn Wood, who was a representative at that time from the county of Randolph.<sup>1</sup>

It so happened that when the original bill was introduced there was tense opposition in the Legislature to the establishment of another institution which would require the tax money of the state for operation and maintenance. Some members argued that we already had public schools which the children of the state had the privilege of attending. The opposition became so strong that those who advocated it earnestly and vigorously felt that the cause would be lost unless something should be done.

(In the General Assembly at that time there were several Confederate soldiers. It was suggested that if the name of Stonewall Jackson could be linked with the name of the school these Confederate soldiers would vote in favor of the bill. At a hurried conference of the sponsors of the bill, the name Stonewall Jackson Manual Training and Industrial School was adopted as a suitable name, and the Confederate soldiers all voted in favor of the bill.)

Among the most earnest advocates in the General Assembly were Hon. E. R. Preston, Hon. J. S. Manning, Hon. R. B. Redwine, and Hon. M. B. Stickley.

The title of this Act reads as follows: "An act to establish a Reformatory or Manual Training School for the detention and reformation of the criminal youth of the state.

The Preamble of the Act reads as follows:

"Whereas, it appears to this General Assembly that there are in this State many youths between the ages of seven and sixteen years who violate the criminal law, and that while such youths should be detained and punished and taught the doctrines of religion, good morals and how to work, it would be to the best interest of such youths and expedient that they be not associated with older and more hardened criminals, but that they should be kept separate therefrom."

---

<sup>1</sup> The Uplift, January 15, 1921, page 7.

### Board of Trustees

The Act establishing the training school provided for a board of trustees consisting of 15 members. Four of these members were appointed in the Act itself, and they were: Mrs. May Anna Jackson, Maggie S. Burgwyn, Miss Easdale Shaw, and Mrs. I. W. Faison. The 11 other members of the board were appointed by the governor with the approval of the 4 named above.<sup>2</sup>

In 1925 the law was amended, providing for 11 members of the board of trustees instead of 15.<sup>3</sup>

The board of trustees were invested with power "to sue and be sued, plead and be impleaded, hold, use and sell and convey real estate, receive gifts and donations and appropriations, and do all other things necessary and requisite for the purposes of its organization."<sup>4</sup>

The board of trustees were given the right to receive into the institution "delinquent and criminal children under the age of 16 years as may be sent or committed thereto under any order or commitment by the Judges of the Superior Courts or the Recorders or other presiding officers of city or criminal courts."<sup>5</sup>

The Legislature of 1943 provided an additional amendment whereby the Stonewall Jackson Manual Training and Industrial School was placed under the jurisdiction of a state-wide board to be known as the "North Carolina Board of Correction and Training," the said Board to consist of 18 members appointed by the governor, with the State Superintendent of Public Welfare being designated as an ex-officio member. This is a unified board of directors for all correctional institutions in the state. The act further provided for an Executive Committee of at least three members for each correctional institution in the state.

The act further provided for election by the governing board of a Commissioner of Correction for all the institutions. The board was also empowered to employ a general business manager for the various institutions.

The board which had previously functioned for the Stonewall Jackson Manual Training and Industrial School was abolished by the act providing for the unified Board of Control.<sup>6</sup>

### Nature of Training Proposed

1. "That all inmates shall, if possible, be taught the precepts of the Holy Bible, good moral conduct, how to work and to be industrious."<sup>7</sup>

2 Public Laws of North Carolina, Session 1907, page 753.

3 Public Laws of North Carolina, Session 1925.

4 Public Laws of North Carolina, Session 1907, page 753.

5 Ibid.

6 General Statutes of North Carolina 1943, page 475.

7 Public Laws of North Carolina, Session 1907, page 754.

2. "That they may be instructed in such rudimentary branches of useful knowledge as may be suited to the various ages and capacities. The said children shall be taught such useful trades and given such manual training as the board may direct."<sup>8</sup>

### Officers Provided for the Institution

The Act invested in the board of trustees authority to elect a treasurer, a superintendent, and such other assistants as they deemed necessary. They were empowered to fix their salaries, to define their duties, and to make any rules and regulations necessary for the management and conducting of the said reformatory.<sup>9</sup>

### Location of the Proposed School

The Act provided that the board of directors "shall select a suitable place outside of and away from any city, town, or village for the location of said school."<sup>10</sup>

### Type of Children to be Admitted

In the Act it was provided that the school would operate for the training and moral and industrial development of the criminally delinquent children of the state under the age of 16. The school was given the authority to "keep, restrain, and control them during their minority or until such time as they shall deem proper for their discharge."<sup>11</sup>

### Method of Commitment

Under the Act the commitments to the school were to be made by Judges of the Superior Courts or the Recorders or other presiding officers of the city or criminal courts.<sup>12</sup>

### Duties and Powers Vested in the Governor

The governor was required to visit the reformatory at least once each year. The Act also provided that the governor may by order "transfer any person under 16 years of age from any jail, chain gang or penitentiary in this state to the said reformatory."<sup>13</sup>

---

8 Ibid., page 756.

9 Ibid., page 754.

10 Ibid., page 756.

11 Ibid., page 753

12 Ibid., page 755.

13 Ibid., page 755.



### Conditional Releases and Discharges

The original Act establishing the Jackson Training School made no legal provisions for procedures in releasing and discharging boys from the institution. In practice it developed that the superintendent of the school and his co-workers devised their own rules and regulations. There was naturally a great amount of flexibility in the procedures that were followed.

### A Misdemeanor to Harbor Fugitives

In 1935 the General Assembly passed an Act which made it unlawful for any parent or other relative "to persuade or induce to leave, carry away or accompany from any state institution, except with the permission of the superintendent or any other person next in authority, any boy who had been legally committed by the courts of the state." This Act also made it unlawful for any person "to harbor, conceal, or give succor to any known fugitive from any institution whose inmates are committed by the courts. Any person violating the Act may be charged guilty of a misdemeanor and fined or imprisoned in the discretion of the court."<sup>14</sup>

On March 13, 1937 the General Assembly of North Carolina passed an Act that was designed to designate the authority for releases and discharges. In the provisions of the Act the superintendent of the Stonewall Jackson Training School was given the "power to grant a conditional release to any inmate of the institution." It provided further that the releasing was to be done "under rules adopted by the Board of Trustees or managers of the institution." This Act also vested in the superintendents the authority to grant a "final discharge to any inmate of the institution" and such discharges were to be granted "under rules adopted by the Board of Directors or managers." The Act stated further, however, that if no final discharge were granted before the inmate arrives at his 21st birthday he would automatically be considered discharged.<sup>15</sup>

There were no other statutes passed by the Legislature relating to the Jackson Training School until the session of the Legislature in 1943, when an act was passed consolidating all the training schools of the state under one unified Board of Correction and Training. Under the provisions of this Act the unified Board employed for the Jackson Training School a superintendent who is charged with the responsibility of administering the affairs of the institution in cooperation with the State Commissioner of Correction and Training. The other provisions of this Act of the Legis-

14 Chapter 307 Public Laws of 1935 and revised by Chapter 189 Public Laws of 1937.

15 Public Laws of 1937, Chapter 145, pages 366 and 367.

lature govern all of the correctional institutions of the state, and no additional provisions were included governing the Jackson Training School alone.

### CHAPTER III

#### The Purpose and Function of the Training School

(At the time when the movement for the establishment of the Training School first originated in the state, no doubt the dominant idea was to establish an institution in which juvenile offenders of the law would be handled in about the same manner as were adult criminals of that time. Even among those who were the supporters of the new school the general thinking was in terms of separating the juveniles from the adults. When the bill was first drawn for the establishment of a school it incorporated the prison and penal features which were then being applied to the adult criminal.

However, when the act of establishment was passed by the Legislature the institution was designated as a reformatory in which the young boys who had violated the laws would be "detained and punished," but it provided also that they would be "taught doctrines of good morals, religion and how to work," and that they would "receive instruction in such rudimentary branches of useful knowledge as may be suited to their various ages and capacity." The purpose of these provisions was primarily that the boys might go through a period of special training, through which their lives would be rehabilitated so that they could become useful, self-respecting and self-sustaining citizens in their respective communities.)

Always there was the thought that by taking these young boys away from their unwholesome environments while they were still young, it would be possible, in a large measure, to direct or re-direct their lives into wholesome and useful channels of living.

In the state at that time and throughout the intervening years there were many unfortunate boys who were compelled to live in underprivileged, substandard homes and in unwholesome community environments, which made it almost impossible for them to succeed. Someone has written of these boys:

"Many of these boys have fallen among thieves who have robbed them of every opportunity to burgeon out and become what society expected of them. They were beaten by the hard lines that surrounded them, and unless they were carried to an inn were attention and care could be given them, no hope could be entertained for an adjustment to the society in which they were called upon to live. Not much could be expected from a group of such individuals, bound and held by an environment that bred only the worst traits of society."<sup>1</sup>

<sup>1</sup> Fifteenth Biennial Report, page 249.

Many of the boys sent to the training school throughout the years have come from broken homes, from homes in which there were conflicts and disturbances, and as a result the boys could hardly be expected to become anything other than nuisances to the community in which they resided. They are boys who have annoyed their neighbors and have become an ever-present hazard to the property of their neighborhoods. They are the boys who became truant in school and interfered with the school discipline. Many were sick socially, mentally, morally, and physically, because they had not had the proper treatment from any angle to put them on their feet and give to them an open road and an even chance to succeed in life.

(Throughout the history of the school, those who have been directing the affairs of the institution have held firmly to the idea that this was not to be a penal institution designed to administer punishment to boys for past wrongs. In the first biennial report of the superintendent of the training school, there is the following statement:

“You can't secure the genuine reformation of a boy by putting him into a prison. Besides being cruel, unfair, it is a mistake. Our institution is in reality, as well as in name, an industrial school. It does not smack of a prison. It has no stripes, no guards, no chains, no guns, no fence, no bars—it puts to practice in its fullest sense the honor system. The boys themselves regard it a strict school; their parents and the general public look upon it not as a prison but as a school. The hunger for their former wallow and a homesickness for the atmosphere recently left tempts a few to go away, but they are brought back. Who is it that does not hear a call? It's a brave man, with his powers developed, who withstands this temptation. The boy snatched from his wallow and placed in an atmosphere a stranger to his former life, needs patience, needs to be taught how to resist, and can you wonder that several trials may be necessary in some cases to teach him how to stand and how to resist?”<sup>2</sup>

Again in the 7th biennial report of the superintendent there is the following statement of purpose:

“The object of the School is to give opportunity to the underprivileged and the overprivileged boy. To take the unrestrained and the uncontrollable and teach them the joy and the greatness of ruling their own spirits.

“Most of the boys who enter here are those on whom all the agencies of society have been tried and failed. The schools have done their best and have closed their doors in their faces.

<sup>2</sup> First Biennial Report of the Superintendent of the Stonewall Jackson Manual Training and Industrial School. For the Biennium Ending November 30, 1915, page 8.

The Church and the Sunday School have failed to impress them with their great fundamental truth—oftentimes the probation officer has had his day but has failed in accomplishment and the citizenship of the community in which they reside class them as worthless, hopeless, beyond reclamation, etc.

“The work of the Jackson Training School is to take this lazy, worthless bunch of boys, many of them steeped in the poison of nicotine from cigarettes, untrustworthy, untruthful, still more of them ignorant, dirty and neglected, and to help them catch a vision of what they can become. Its work is to teach them to be decent in person, speech and act. To teach them to speak the truth, to be industrious, to obey God and be a man.”<sup>3</sup>

In the 10th report of the superintendent there is found the following:

“Boys should not be sent here as a punishment for their infractions of the law. The school is not a penal institution and does not attempt to administer punishment to a boy for his past wrongs. They are left behind him forever, so far as the Training School is concerned. All boys are allowed the freedom of the outdoors. The School tries to encourage a boy to lead a clean life, mentally, morally, physically, and to form correct habits. His record at the School is what makes him a good or bad ‘prospect’ in the eyes of the officers of the Institution.”<sup>4</sup>

The dominant purpose of the school program throughout the years has been to offer to the boys opportunities for experiences in wholesome activities. These activities have included work experiences, going to school, and participation in religious exercises, and wholesome social living in groups. Always there has been the idea that every boy should learn as much as he could in the academic school department and that he should learn some useful trade, and that he should learn to be a congenial member of the cottage group.

Throughout the history of the school much improvement has been made in the total program of the school, and the opportunities have been increased throughout the years. There have been many changes and new adjustments as the leaders of the institution have attempted to follow the trends of their time and have been able to increase the facilities of the school. At the outset, of course, the opportunities for education and trade training were very meager, and it was necessary, through a long and slow process of development, to expand gradually both the facilities and the staff of the school.

---

3 Seventh Biennial Report, pages 3 - 4.

4 Tenth Biennial Report, page 30.

At the present time, the conception of the training school is probably best expressed in the following definition:

"A training school is a specialized boarding school established for the purpose of understanding, re-educating, and re-training the child who is in conflict with accepted standards of social living, but who is not defective, psychotic, or physically disabled, although he presents problems of maladjustment so extreme that he needs to be removed from the community for his own protection, or for the protection of persons and property in the community."<sup>5</sup>

## CHAPTER IV

### Early Beginning of the Institution

At the beginning, the Stonewall Jackson Manual Training and Industrial School faced many difficulties and hardships. The initial appropriation by the General Assembly of \$10,000 for the establishment of the institution was far too inadequate for such a project, and those who were charged with the responsibility of starting the institution really faced an almost impossible problem. Had it not been, of course, for their vision and steadfast purpose, they would have given up at the very beginning. The meagerness of the appropriation meant that they had to operate, to a large extent, upon faith and upon the generosity of the friends and promoters of the new institution.

The first meeting of the Board of Trustees of the new school was held in the Senate chamber in Raleigh on September 3, 1907. Governor R. B. Glenn had summoned the members of this Board to this meeting, and at that time he "impressed on the board that it was undertaking an important task, with difficult obstacles," but he stated that since the work was so necessary and so important all should meet the task with earnestness and hope. At this meeting a temporary organization was formed with the following officers: J. P. Cook, Chairman, J. H. Tucker, Vice Chairman, Dr. H. A. Royster, Secretary, Caesar Cone, Treasurer. At a later meeting held in Greensboro the temporary organization became the permanent one."<sup>1</sup>

The new board advertised for bids for the site for the new institution, requesting that not less than 200 acres of land be made available. The discouraging feature about the proposals was that the prices asked for the different sites were almost equivalent to the total appropriation, which seemed to mean that the entire project was doomed to failure. When this became true, the board unanimously agreed and determined that the site for the institution

5 Herbert D. Williams, "A Philosophy of a Training School," The Proceedings, Vol. 8, No. 2.

1 James P. Cook, "The Story of the Stonewall Jackson Training School," The Uplift, pages 7-8.

would have to be a free donation and that it should be healthfully located and be where the usual crops of the state could be successfully and profitably grown.

The City of Concord became deeply interested in the possibility of having the school located in Cabarrus County near Concord. In October of 1907<sup>2</sup> there was held a meeting in the City Hall of Concord, presided over by the late Dr. Robert Simonton Young. At this meeting it was decided to launch a campaign to raise by popular subscription \$10,000. In a few days the campaign goal was reached. None of the subscriptions was large, but there were many small donation which indicated the substantial interest of the people of the community. With the funds, a farm of nearly 300 acres was purchased and deeded to the state to become the site for the new institution. This farm was located three miles southwest of Concord on the Southern Railroad.

In November, 1907,<sup>3</sup> the Executive Committee of the board, having been instructed to select a superintendent of the institution, and having considered the fitness of various persons for the position, offered the superintendency to Professor Walter Thompson, then in charge of the city schools of Concord. Mr. Thompson accepted the position and on the first of the year 1908 he began his service at the school. Before the erection of any buildings was undertaken, Mr. Thompson and some members of the board visited other well established, similar institutions in other states.

Mr. Thompson entered into this new work in the spirit of enthusiasm and with a willingness to make whatever sacrifices seemed necessary. Frequently it was necessary for him to face disappointments and hardships, but in the new undertaking he staked all in order that the new project might be made a success and that there might be rendered an account of faithful stewardship. It was an eventful year in his life, and the entire state of North Carolina should always feel deeply grateful to him for his excellent work and the rich investment of his life.

In the spring of 1908 it was decided that the first undertaking would be to erect two cottages. It was decided by the members of the board that two cottages would be the smallest plant with which operation could be successfully started, and it was decided that these should be ready for occupancy about January 1, 1909, so that the project would actually begin by the time the sessions of the new General Assembly would be held.

It was only through the generosity of the King's Daughters of the state, assisted by the North Carolina Federation of Women's Clubs, who together contributed \$5,000, that the absolute failure of the new project was prevented. This donation, along with the

---

2 Ibid., page 9.

3 Ibid., page 10.

state's appropriation, enabled the board to construct the first two cottages. One cottage was completed by Christmas 1908, and the other one was nearing completion at that time. All available funds, however, were exhausted in the erection of the buildings, and there was no money available for furniture and equipment.

Each of the buildings was erected to be a home for thirty boys. When it became evident that additional funds would have to be raised for the furnishings and equipment, the faithful women of Concord assumed responsibility for securing the necessary furnishings. Mrs. J. P. Cook visited the furniture factories at Thomasville and High Point where she secured the donation of necessary furniture for one cottage. In Salisbury she secured from merchants table linens and other necessities, and in Charlotte from Parker & Gardner Company she secured enough silverware to supply the needs of 36 individuals. Under the direction of Mrs. Cook an entertainment was given in Concord, and funds were raised with which to purchase the crockery and tableware, and also a two-horse wagon.

One of the clubs in Concord, a Study Club under the leadership of Mrs. D. L. Bost, presented to the school a splendid large range, together with the necessary cooking vessels.

Mrs. John K. Patterson, with the assistance of the Boys' Bible Class of Central Methodist Church, Concord, donated the furnishings for the officer's bedroom in the first cottage.<sup>4</sup>

Thus, through the generosity and liberality of many individuals, mostly of the good women of this section of the state, the institution was ready to open its doors by the time set by the board of trustees. January 12, 1909 was set as the opening date for the new institution, and at that time the first pupil arrived, from the town of Burlington. This seemed to be a very small beginning indeed, but it did mark the tangible beginning, and from that time on what had been a theory became a tangible and visible reality. No doubt, at the beginning it still seemed to be an experiment, but as was proved by the growth of the institution in later years it was not a fantastic dream. The capacity of the new institution was soon taxed to the limit, and from that time on the growth was slow but steady.

Invitations to the opening exercises were issued to a large number of people throughout the state, and hundreds responded. The invitation read:

---

4 Ibid., page 11.

The Superintendent and Board of Trustees  
of the  
Stonewall Jackson Manual Training and Industrial School  
Concord, North Carolina

Respectfully invite you to be present Monday, January 11, 1909, at a  
Shower of Household Furnishings  
to be held in one of the new buildings recently erected and to have its  
inaugural opening January 12, 1909, for the reception of wayward and  
unfortunate boys.

Any hour from 9:30 a. m. to 4:30 p. m.

R. S. V. P.

Consult Enclosed Slip.

Board of Trustees

J. P. Cook, Chairman, Concord  
J. H. Tucker, Vice-Chm'n, Asheville  
H. A. Royster, Secretary, Raleigh  
D. B. Coltrane, Treasurer, Concord  
Caesar Cone, Greensboro  
John J. Blair, Wilmington  
R. O. Everett, Durham  
Mrs. M. A. Jackson, Charlotte

Mrs. W. H. S. Burgwyn, Weldon  
Mrs. I. W. Faison, Charlotte  
Mrs. A. L. Coble, Statesville  
Mrs. D. Y. Cooper, Henderson  
Mrs. W. N. Reynolds, Winston  
Mrs. G. P. Erwin, Morganton  
Miss Easdale Shaw, Rockingham

Walter Thompson, Superintendent

It is reported that many brought gifts to the institution at the opening. Among these were "towels, napkins, dishrags, big forks, big spoons, soap, pepper and salt," and that it all "made a pile a room high, representing in value way up in the hundreds of dollars."<sup>5</sup>

Mr. Jesse C. Fisher, the present assistant superintendent, became a member of the staff, June 1, 1909, at which time, according to his recollection, there were seventeen boys at the School. By the end of the year 1909, the enrollment had increased to approximately thirty boys, all of whom were housed in the King's Daughters Cottage, now known as Cottage No. 1.

## CHAPTER V

### Organizational Set-Up

In this chapter the purpose is to record some facts pertaining to the organizational set-up for the Stonewall Jackson Manual Training and Industrial School. This involves the Board of Trustees (now the Board of Correction and Training), the administrative officials, and staff members.

#### Board of Trustees

Throughout the entire history of the Stonewall Jackson Manual Training and Industrial School the controlling authority has been

<sup>5</sup> Ibid., page 12.



vested in a Board of Trustees. The original act of establishment provided for such a Board and invested it with the authority to make the necessary plans for the opening of the institution and to set up the required organization for the operation and maintenance of the institution, and to select administrative officials for the institution. The Board of Trustees functioned upon a separate basis for the Jackson Training School from the beginning in 1909 until the General Assembly of 1943 established a state-wide uniform Board of Correction and Training. This latter Board had its organization on October 7, 1943, and since that time it has been the controlling authority for the Jackson Training School.)

Throughout the 36 years of its history, the institution has enjoyed the unswerving and unselfish interest of a loyal group of men and women. A good many of these have given much of their time and effort through a good many years. Had it not been for the help and support of these devout friends, it would have been utterly impossible for the institution to have surmounted all the obstacles along the way.

It is impossible to present a character sketch of each one of these individuals, but it does seem wise to record in the annuals of the institution the names of those who have served on the Board, and, wherever possible, to present a brief statement regarding each one.

### Members of the Original Board

Mrs. May Anna Jackson—

Resident of Charlotte, N. C.; wife of Gen. T. J. (Stonewall) Jackson; one of the early benefactors of the institution; noted for her devotion to the Southland and her interest in re-building the South in the Reconstruction Era; particularly interested in the welfare of the under-privileged boy; named in the original act.

Mrs. Maggie S. Burgwyn (Mrs. W. H. S.)—

A prominent worker and leader in the King's Daughters; served as its president; keenly interested in social and public welfare work; named in the original act.

Mrs. Easdale Shaw—

Resident of Rockingham and Charlotte; prominent worker and leader in the King's Daughters; former member of the Board of Trustees of the University of North Carolina; early benefactor of the Jackson Training School; named in the original act.

Mrs. I. W. Faison—

Resident of Charlotte, N. C.; named in the original act.

James P. Cook—

Political leader; newspaper editor; educational leader; served as chairman of the board from the beginning until his death on March 22, 1928; friend of the wayward boy.

**D. B. Coltrane—**

Resident of Concord, N. C.; prominent leader in church, education, and civic affairs; banker, manufacturer and farmer; treasurer of the board for many years.

**John J. Blair—**

Resident of Wilmington and Raleigh; prominent educator and leader in social and public welfare activities; keenly interested in architecture and landscaping; secretary of the board for many years.

**Dr. Hubert A. Royster—**

Resident of Raleigh, N. C.; prominent physician; appointed member of board in 1907 and served until January 9, 1924; devoted friend of wayward boys.

**Caesar Cone—**

Resident of Greensboro, N. C.; prominent industrial leader; keenly interested in improving social and economic conditions for the underprivileged; one of the most generous benefactors of the institution; served as a member of the board until his death in 1917.

**R. O. Everett—**

Resident of Durham; member of the North Carolina House of Representatives from Durham County for 5 terms; representative from North Carolina at the World Cotton Conference, Manchester, England, 1921; chairman Durham-Orange Historical Committee; chairman of the Bennett Memorial Commission; member of the North Carolina Merit Council Commission; graduate of the University of North Carolina; lawyer and life member of the American Law Institute; member of the original board, serving until 1925.

**Mrs. A. L. Coble—**

Resident of Statesville.

**Mrs. D. Y. Cooper—**

Resident of Henderson.

**Mrs. G. P. Ervin—**

Served until 1919.

**Mrs. W. N. Reynolds—**

Resident of Winston-Salem; wife of prominent industrial leader; generous benefactor of the institution for many years, member of the board until April 10, 1937.

**J. H. Tucker—**

Resident of Asheville.

**Additional Members of the Board of Trustees**

Bickett, Mrs. T. W., Raleigh; member from 1919 until 1924; wife of Gov. T. W. Bickett; Superintendent of Public Welfare in Wake County for years until her passing in 1942.

- Brown, W. Archie, Concord: member from June 18, 1941 until July 1, 1943; appointed by Gov. J. Melville Broughton; livestock dealer and contractor; interested in public affairs.
- Bruton, O. C., Mt. Gilead: member from 1937 until 1941; appointed by Gov. Clyde R. Hoey April 10, 1937 and served until June 18, 1941; business man; legislator.
- Cannon, C. A., Concord: appointed by Gov. Cameron Morrison in January 1924 and served until the spring of 1929 when he resigned; served on Executive Committee during that time; re-appointed in summer of 1929 by Gov. O. Max Gardner and accepted, served then until April 10, 1933.
- Coltrane, L. D., Concord: member from April 10, 1937 until 1941; appointed by Gov. Clyde R. Hoey to succeed his father, the late D. B. Coltrane, who had served on the Board for many years; prominent banker and business man.
- Cone, Herman, Greensboro: appointed member in 1917 to take place of his father; member of unified Board since October 7, 1943; resigned April 1945; textile man; great benefactor.
- Efird, John S., Albemarle: member from January 29, 1924 until his passing in early 1927; elected by the Board; textile man; benefactor.
- Everett, Mrs. R. O., Durham: member from 1925 until July 1943; appointed by Gov. Angus W. McLean; was Miss Katherine Robinson, an attorney at Fayetteville when appointed; later married Mr. R. O. Everett of Durham; was secretary from time put on Board until resigning from that position January 4, 1943.
- Hammer, Mrs. W. C., Asheboro: appointed by Gov. Clyde R. Hoey April 10, 1937 and served until June 18, 1941; newspaper woman; wife of former Congressman, W. C. Hammer.
- Hartsell, L. T., Concord: appointed by Gov. Angus W. McLean in March 1928 to fill the vacancy caused by Mr. Cook's death, and then at April meeting of Board he was elected Chairman; served until July 1943; attorney and citizen of Cabarrus County; former State Senator; served on school board City of Concord for years.
- Hedrick, B. V., Salisbury: appointed by Gov. J. Melville Broughton June 18, 1941; served until his passing on Dec. 25, 1944; member of Board of Correction and Training; business man and church man.
- Howard, Alex R., Concord: appointed by Gov. Clyde R. Hoey April 10, 1937; served to June 18, 1941; textile man, vice-president Cannon Mills Co.; City of Concord alderman.
- Hunter, Gordon C., Roxboro: appointed by Gov. J. Melville Broughton June 18, 1941, and is a member of Board of Correction and Training; banker, and formerly a worker at the school.

- Jimison, Rev. Tom P., Spencer: appointed by Gov. Cameron Morrison and served from Jan. 1924 to 1925; an attorney-at-law.
- Latham, J. E., Greensboro: appointed by Gov. Angus W. McLean Jan. 1928 to succeed J. S. Efird, deceased; served until April 10, 1933; textile man and benefactor.
- Marshall, Mrs. George E., Mt. Airy: appointed by Gov. Clyde R. Hoey and served from April 10, 1937 until July 1, 1943; very active in Federation of Women's Club and the Cancer Cure Society.
- Morrison, Mrs. Cameron, Charlotte: member from 1924 until June 18, 1941; wife of former Governor, Senator, and Congressman; owner and operator, with her husband, of Morrocrof Farm.
- Propst, Roy C., Kannapolis: appointed by Gov. J. C. B. Ehringhaus, and a member from April 10, 1933 until April 10, 1937.
- Roth, Mrs. G. T., Elkin: elected by the Board as member for 1924 at meeting held Jan. 29, 1924; evidently served through 1925.
- Sikes, O. J., Albemarle: appointed by Gov. J. Melville Broughton, member from June 18, 1941 until July 1, 1943; lawyer, recorder, judge.
- Smith, Mrs. D. B., Charlotte: appointed by Gov. J. Melville Broughton; member from June 18, 1941 to July 1943; widow of D. B. Smith, attorney, of Charlotte.
- Spruill, J. F., Lexington: appointed by Gov J. C. B. Ehringhaus, member from April 10, 1933 until April 10, 1937; lawyer; served in State Legislature.
- Street, Mrs. Robert, Charlotte; appointed by Gov. J. C. B. Ehringhaus, member from April 10, 1933 until April 10, 1937; elected secretary Jan. 4, 1934.
- Wall, John T., Lilesville: appointed by Gov. J. Melville Broughton; member June 18, 1941 to July 1, 1943; business man in Wadesboro.
- Wallace, John W., Statesville: appointed by Gov. J. Melville Broughton; member from June 18, 1941 to July 1, 1943; lawyer; former State Senator.
- Wharton, E. P., Greensboro: member from 1920; tendered resignation Jan. 29, 1924, "on account of press of business and consequent inability to attend meetings;" banker.
- Whitlock, Paul C., Charlotte: appointed by Gov. Cameron Morrison in Jan. 1924 and served regularly and continuously until June 18, 1941; also on Board at Orthopedic Hospital; great civic leader.

### Members of the Unified Board of Correction and Training<sup>1</sup>

Barnhardt, J. J., Concord: vice-president of Cannon Mills, one of the largest industries in the South, also a successful farmer; long interested in Stonewall Jackson Manual Training and Industrial School.

Bost, Mrs. W. T., Raleigh: Commissioner of Public Welfare of the State of North Carolina since April, 1930; ex-officio member of this board; well known throughout the nation as a leader in welfare work.

Braswell, J. C., Rocky Mount: president of the Planters National Bank of Rocky Mount and is also engaged extensively in farming; has served for many years as a member of the board of trustees of Eastern Carolina Industrial Training School for Boys at Rocky Mount.

Cone, Herman, Greensboro: a textile manufacturer of national reputation; has served for a number of years as a member of the Board of Trustees of the Stonewall Jackson Manual Training and Industrial School.

Davis, Dr. Rachel D., Kinston: engaged in the general practice of medicine, with a large practice, and is one of the leading women physicians of the state; has engaged in much community and welfare work.

Dillon, Clyde A., Raleigh: president Dillon Supply Company; superintendent of Edenton Street Methodist Sunday School; member of the board of trustees of Eastern Carolina Training School for Boys for a number of years.

Ethridge, Mrs. Howard G., Asheville: a former president of the N. C. Federation of Women's Clubs and actively connected with a number of civic and community agencies for many years.

Harrell, W. N., Wilson: a business man and farmer in one of the principal farming areas of the state; has served for a number of years as a member of the board of the Eastern Carolina Industrial Training School for Boys.

Haywood, T. A., Rockingham; one of the leading farmers of the State and a successful business man; lives in the county in which Morrison Training School is located.

Hedrick, B. V., Salisbury: a successful industrialist in a number of fields, particularly in the production and distribution of quarry products.

Heer, Mrs. Clarence, Chapel Hill: wife of a distinguished member of the faculty of the University of North Carolina; secretary of the North Carolina Conference for Social Service.

---

1. Clyde A. Dillon, "State Board of Correction and Training Is Coordinating Juvenile Delinquent Schools," Public Welfare News, Vol 7, No. 1 (March, 1944) page 17.

Hunter, Gordon C., Roxboro: a prominent banker who recently served as area director in the Third War Loan drive; has been a member of the board of trustees of the Stonewall Jackson Manual Training School.

Moore, Dr. W. Houston, Wilmington: a leading physician of Wilming, engaged in general practice; has served as chairman of many important community committees, including the post-war planning committee for that area.

McEwen, J. H., Burlington: appointed January, 1945, by Gov. J. Melville Broughton, to succeed B. V. Hedrick, deceased; manufacturer and civic leader.

Page, Mrs. J. R., Aberdeen: useful member of one of the most influential families of the state; sister-in-law of the late Walter Hines Page; member for a number of years of the board of State Home and Industrial School for Girls.

Proctor, Dr. A. M., Durham: professor of education of Duke University and has attained notable leadership in the field of education and school administration; has served for many years as a member of the board of trustees of the State Home and Industrial School for Girls at Samacand.

Riddle, Mrs. Thomas L., Sanford: has served for a number of years as a member of the board of the Morrison Training School at Hoffman and is actively connected with welfare and relief work.

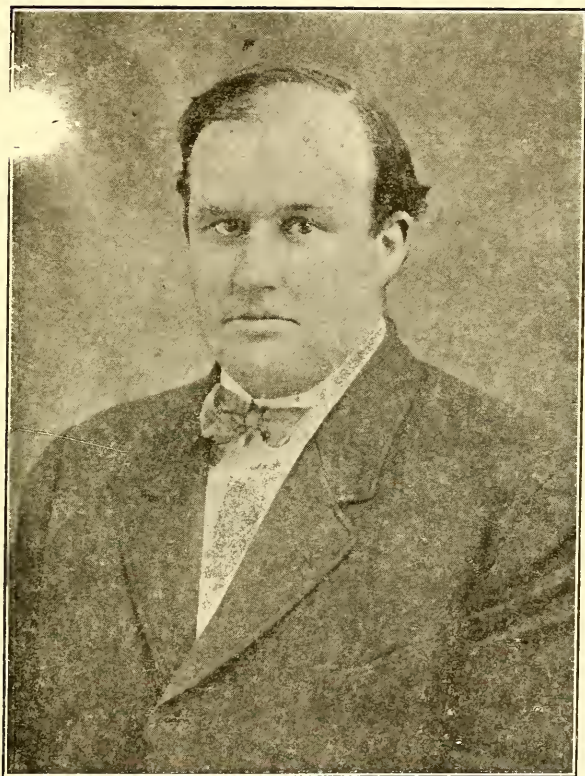
Scruggs, Dr. William Marvin, Charlotte: an outstanding surgeon in the largest city in the state; prominent in medical circles throughout the Southeast.

Sharp, Miss Susie, Reidsville: appointed July, 1945, by Gov. R. Gregg Cherry, to succeed Mrs. J. R. Page, who died in June, 1945.

Stanbury, Rev. W. A., D. D., Winston-Salem: pastor of Centenary Methodist Church, of Winston-Salem, one of the largest and most influential Methodist churches in the state; has served for a number of years as chairman of the board of trustees for the State Home and Industrial School for Girls at Samar-cand.

Taylor, H. P., Wadesboro: appointed July, 1945, by Gov. R. Gregg Cherry, to succeed Herman Cone, resigned; lawyer and political leader.

Weil, Miss Gertrude, Goldsboro: active for more than twenty-five years in social work of state-wide significance; has served for many years on the board of the Industrial Farm Colony for Women at Kinston.



Walter R. Thompson, Superintendent, 1909-1913.





## SUPERINTENDENTS

## Walter R. Thompson

The first superintendent of the Stonewall Jackson Manual Training and Industrial School was Mr. Walter R. Thompson.

Mr. Thompson was born in Lincolnton, N. C. on January 26, 1875. He was the son of Mr. D. Matt Thompson, who for several years served as superintendent of the Statesville city schools. He was a brother of State Senator Dorman Thompson of Statesville and Dr. Holland Thompson of New York City. He was the father of two sons and one daughter. Mr. Thompson died on September 21, 1921 in a Winston-Salem hospital at the age of 46, after a prolonged affliction.

Mr. Thompson had an innate interest in the educational profession. In addition to this, his training fitted him for this field of service. In one of the eulogies of Mr. Thompson at the time of his death, we find this statement: "Mr. Thompson possessed many strong qualities, and was deeply interested in child-life."

Mr. Thompson was educated at the University of North Carolina, where he was graduated in the class of 1898, receiving a B. S. degree.<sup>2</sup> Even prior to his graduation he had served two years as principal of the Statesville graded school, where he worked with his father. After finishing at the University, he came to Concord, N. C., where he associated with his brother, the late Dr. Holland Thompson, in conducting a private high school on Corbin St. This school is remembered as having been a very successful school in its day, one that ministered greatly to the early educational development in the city.

After two years Mr. Thompson was elected principal of one of the public schools in Greensboro, N. C. On July 1, 1902 he was elected superintendent of the Concord graded school, where he served until December 30, 1907.

In November, 1907 Mr. Thompson was offered the superintendency of the new Stonewall Jackson Manual Training and Industrial School and he accepted this position, to begin his services on January 1, 1908. He retained this position until December 1, 1913, when he became superintendent of the Children's Home at Winston-Salem, the orphanage of the Western North Carolina Methodist Conference. He held this position until his death in 1921.

In the minutes of the Concord graded school board of January 24, 1908 there are recorded the following resolutions which were adopted at that time:

---

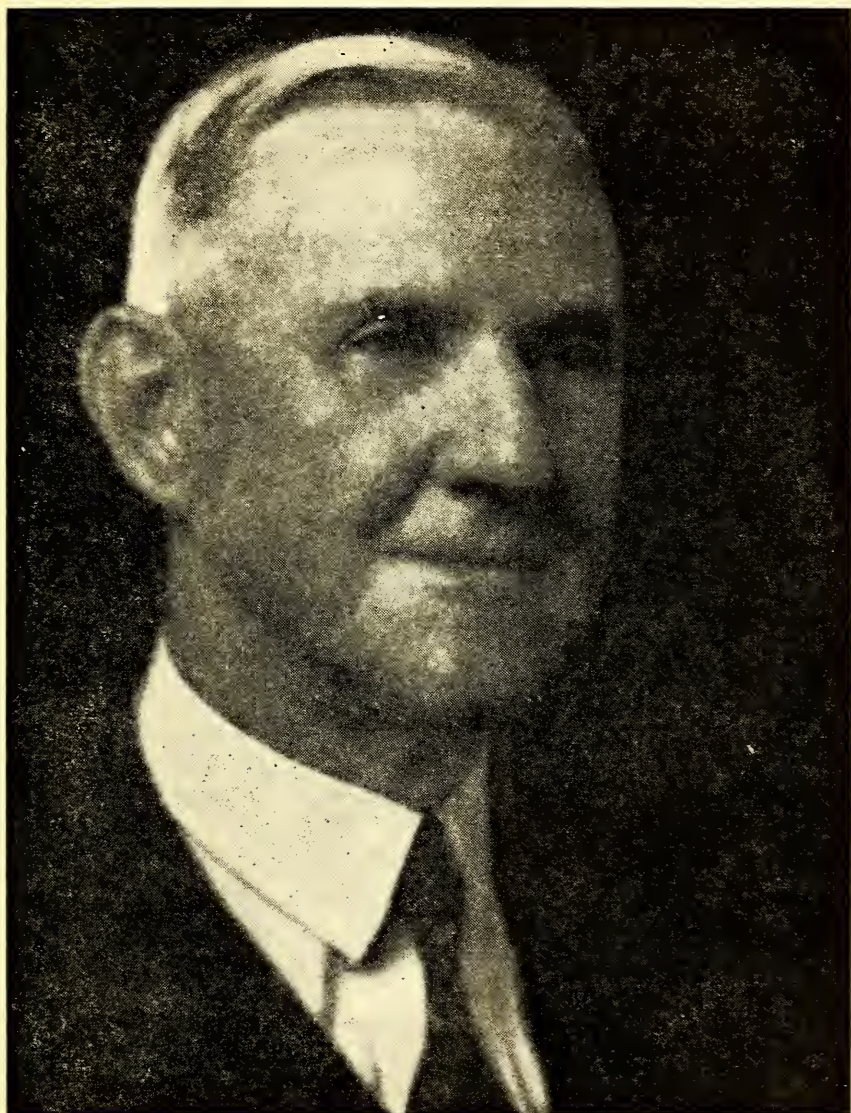
2. Office of the Registrar, The University of North Carolina, Chapel Hill, N. C.

Whereas, our valued Superintendent, Prof. Walter Thompson has been elected Superintendent of the Jackson Training School, and in order to accept that position has tendered to this Board his resignation as Superintendent of the Concord Public Schools, therefore be it resolved, that this Board, recognizing the great importance of the work to which Prof. Thompson has been called, and his eminent fitness for the work, does, with great reluctance accept his resignation, and further in accepting his resignation we desire to bear testimony to the valuable services which he has rendered in bringing our schools up to their present high state of efficiency. Entering upon his duties as superintendent when the foundation of the new Central School building had just been laid in 1902 he has given five and a half years of able, faithful and zealous work covering the time of building and equipping two splendid buildings, to the successful fruits of which the schools bear ample testimony, and for which we hereby express our sincere appreciation.

Regretting exceedingly his loss to our schools, we congratulate the Directors of the Jackson Training School on their selection of Professor Thompson to have charge of their work, and we bespeak for him abundant success, and great usefulness in his new field.

In becoming superintendent of the new school, Mr. Thompson entered upon a very difficult undertaking. This was a new project in the life of the state and it had to be started from the very beginning. The resources were far too inadequate for such an enterprise. Much depended upon the faith and courage of the man who was to carry the responsibilities of that critical period. There is no doubt but that Mr. Thompson served the institution during its most trying days. At the time of his death it was said that "he rendered conspicuously valuable service in the early history of the institution." Throughout the succeeding years the state has been and will continue to be greatly indebted to him for his noble contribution in this field.

At the time Mr. Thompson began his services with the institution there were no buildings, and the first responsibility was to construct the necessary facilities. The erection of the first two cottages during the year 1908 was under his supervision and direction. It was under his leadership that the first cottage was opened on January 12, 1909. At that time the doors of the school were opened and one boy entered the institution. During Mr. Thompson's tenure of office the original Administration Building was erected, and a third cottage was in process of construction. The present barn was also erected, the foundation having been laid in October, 1910. The enrollment had increased from one to fifty-six.



**Charles E. Boger, Superintendent, 1913-1942.**



### Charles Edgar Boger

Mr. Charles Edgar Boger was the second person to serve as superintendent of the Stonewall Jackson Manual Training and Industrial School, and it was during his administration that the school enjoyed its most remarkable development and expansion. There was a remarkable increase, both in the school population and in the facilities of the institution. His accomplishments during his administration have had a profound influence upon the lives of many boys throughout the years, and his work extended into all parts of the state.

Mr. Boger was born in Cabarrus County, N. C., on August 10, 1873, being the son of Daniel P. and Nannie E. (Crowell) Boger, both members of families of some of the original settlers of Cabarrus County. He was born at the Boger homeplace in No. 10 Township about eight miles southeast of Concord. His father was of German descent, and his ancestors came from Pennsylvania to North Carolina prior to the Revolutionary War and settled in Cabarrus County. His father was born in Cabarrus County in January, 1837, and after having been educated in the private schools of the state began farming on the old homeplace, which he continued to cultivate throughout the remainder of his life. He served throughout the War Between the States in the Confederate Army, being a lieutenant of his company in the 7th North Carolina Regiment of Infantry, in Lane's Brigade. He participated in the Battle of Gettysburg and other hotly contested engagements and was wounded four times. He died in 1924.

Mr. Boger's mother was born in Stanly County in August, 1838, and was the daughter of Jennings and Martha Crowell, of English descent. The name was originally spelled Cromwell. Mrs. Boger died in 1914.

Both of Mr. Boger's parents were members of St. Martin's Lutherserved as a member of the church board there. He gave his political allegiance to the Democratic party. Other children in the family were Rev. William Jennings Boger, of Mt. Pleasant, N. C.; and Martin Augustus Boger, of Albemarle, N. C.

Charles E. Boger attended a private school in his home district and then spent several years as a student in the famous Unionville Academy in Union County, where he received instruction under Professor O. C. Hamilton. Mr. Boger was also a student at the North Carolina College at Mt. Pleasant, N. C., where he received an AB degree in the spring of 1895. After he began his work as a teacher he took additional work at the University of North Carolina.

On Christmas Day of 1913 Mr. Boger was married to Elise M. Barnhardt, of Cabarrus County, a daughter of John A. Barnhardt. She was born in Cabarrus County, was educated at Red Springs Col-

lege and taught school for five years prior to her marriage. Mrs. Boger is a member of the Rocky River Presbyterian Church, and Mr. Boger belongs to the St. Martin's Lutheran Church, and is an honorary member of the Rotary Club.

Mr. and Mrs. Boger have five children. Sarah E., who was born November 30, 1914, is a graduate of NCCW, now Women's College of the University of North Carolina, and is teaching in the Concord High School. Charles E., Jr., who was born October 8, 1916, is a graduate of State College in textile engineering, and is a Major in the U. S. Army. John D., who was born April 5, 1920, and is a Captain in the Air Corps. Elise M., who was born December 21, 1921, is a graduate of Women's College, and was married May 22, 1945 to Edward Barrier, of Concord. James, who was born November 24, 1923, was in the Sophomore Class at State College when he went in the Air Corps. He is now a Captain.

Throughout his entire career Mr. Boger has been engaged in the work of education. In his early experiences he served as teacher and principal of public schools for 4 or 5 years in Cabarrus County and at Mt. Holly in Gaston County. Following this he served for a period of 13 years as superintendent of the rural schools of Cabarrus County. He became superintendent of the Stonewall Jackson Manual Training and Industrial School on December 1, 1913.

There are being submitted herewith two worthy tributes to Mr. Boger, as follows:

In him the old ideas of grim, unresponsive, cold-hearted and cold-blooded treatment are revolutionized. So well blended are the ideas of home and school, both tempered and softened by the influence of church and Sunday school, the visitor gets the impression of one big home where instant obedience is required and cheerfully given. Although he has always been a strict disciplinarian, he has from the first treated his charges as youths never beyond the pale of good influences, and has made the institution of which he is the head a unique and far-reaching influence for good, the purposes of which are destined to be put into operation by similar schools elsewhere.<sup>3</sup>

Mr. Boger is a practical business man with a marked capacity for tussling with details and difficulties. He has demonstrated splendid executive powers and the institution has prospered and done fine work under his superintendency. He is greatly liked and respected by officers, employees and the boys—this is just another way of saying his administration is successful. Along with the iron of his makeup, a very necessary quality, there is ever present the milk of human kindness and the sense of justice.<sup>4</sup>

---

3. North Carolina Biography, (History of North Carolina, V), page 399.

4. North Carolina Biography, (North Carolina—The Old North State and the New, III), page 504.

It would be impossible to detail all the events or to summarize the remarkable growth of the institution during his administration. Through almost 29 years he guided the destiny of the institution. Mr. Boger directed the activities of the school both during the flourishing periods and also during the years of the great depression in the early thirties. During all these times there were heavy burdens and difficult problems, and it is to his everlasting credit that he remained steadfast in his purpose to serve the boys of the institution.

When Mr. Boger became superintendent the enrollment was a mere 56. By June 21, 1929 the enrollment had reached its peak, with 530 boys enrolled. When he became superintendent there were only two cottages and an Administration Building, a shop, and a barn, situated on a tract of land including approximately 300 acres. At the end of his administration the physical plant embraced 17 cottages, with the Cannon Memorial Building (rebuilt in 1923), a trades building, gymnasium, swimming pool, school building, infirmary, ice plant, dairy, laundry, bakery, and textile unit. The size of the farm increased to 984 acres. There were other numerous smaller buildings which served the institution.

Mr. Boger, with his family, resides at his country home which is located across the highway from the Training School. He continues to maintain a deep interest in the welfare of the institution to which he gave so many well-filled years of his life. He has accumulated for himself a rich heritage of noble achievements which will be for him an everlasting monument, and he will be held in reverent esteem forever by the boys of the institution.

### S. Glenn Hawfield

The third person to serve as superintendent of the Jackson Training School is S. Glenn Hawfield, who assumed the responsibilities of the position on August 1, 1942.

Mr. Hawfield is a native of Union County, where he was born, April 21, 1891. His is a son of the late Mr. and Mrs. W. D. Hawfield. After graduating from the Wesley Chapel High School, he entered Trinity College (now Duke University) Durham, N. C., where he was graduated with an A. B. degree in 1915. In 1922, he attended summer school at Columbia University, and after taking additional post-graduate work at the University of North Carolina, he was awarded a Master's Degree in Education by that institution in 1926.

On April 27, 1916, Mr. Hawfield was married to Miss Kate Clark, of Union County. They have three sons as follows: Pvt. S. Glenn Hawfield, Jr., Lieut. William Dallas Hawfield and Captain Harold Houston Hawfield, all of whom are now serving in the United States armed forces.

From 1915 to 1942, Mr. Hawfield was engaged in public school work, serving as high school principal and as city and county superintendent of schools. From 1927 to 1939, he was county superintendent of Cabarrus County schools. For two years he served as state supervisor of adult education, with headquarters in Raleigh.

Mr. Hawfield has been very active in the work of the North Carolina Education Association. In the year 1935-36 he served as president of the South Piedmont District; during the year 1937-38 he was president of the State Public Relations Committee; and during 1940-41 he served as president of the association.

While living in Concord, Mr. Hawfield was an active leader in Central Methodist Church, serving as superintendent of the Sunday school and teacher of the men's Bible class. A prominent Rotarian, he served as secretary-treasurer of the Concord Rotary Club, and was its president for one year, 1932-33. He was also deeply interested in Boy Scout work in all its phases.

When Mr. Hawfield became superintendent of the Jackson Training School, the following editorial appeared in The Charlotte Observer:

To succeed the veteran Charles E. Boger, whose retirement is occasioned by ill health, Glenn Hawfield has been elected superintendent of the Stonewall Jackson Training School at Concord, and the institution is thereby promised a chief executive whose experience in public school administration and whose knowledge of the problems of boyhood cleverly fit him into this important picture.

Mr. Hawfield a native of Union County, for many years was superintendent of schools in Cabarrus County, being recognized as among the ablest and best qualified school men in the State and prominently and often honored by the North Carolina Education Association.

The Training School will profit from his administration there. He knows both the business and the human phases of the work which will fall into his hands. The trustees are happy in the choice they have made in filling such an important post.—L. G.

PRESENT STAFF MEMBERS, LISTED ACCORDING TO  
BUDGET CLASSIFICATION — JUNE 12, 1945

Name	Position	Entered Employment
S. Glenn Hawfield, Superintendent.....		August 1, 1942
Jesse C. Fisher, Assistant Superintendent.....		June 1, 1909
C. B. Barber, Budget Officer and Accountant.....		March 10, 1924
W. M. White, Purchasing Officer, Cottage Officer and Poultryman. (Veteran of World War I. Served in Army of Occupation in Germany.).....		September 17, 1921
Miss Ruth M. McCoy, Secretary and Boys' Accountant.....		July 23, 1943



Miss Ellen C. Niblock, Secretary and Stenographer.....	December 6, 1943
J. W. Hines, Principal, 8th Grade Teacher and Cottage Officer.....	June 5, 1944
Joe N. Bass, 7th Grade Teacher and Substitute Cottage Officer .....	January 3, 1944
John D. Corliss, 6th Grade Teacher and Cottage Officer.....	February 11, 1939
Mrs. James F. Dotson, 5th Grade Teacher.....	May 29, 1944
Miss Lillian F. Baird, 4th Grade Teacher.....	September 1, 1943
Miss Mary Davis, Acting 3rd Grade Teacher.....	May 7, 1945
Mrs. W. M. Morrison, 2nd Grade Teacher.....	September 1, 1943
Mrs. Kate C. Hawfield, 1st Grade Teacher.....	September 1, 1943
Mrs. Elise H. Miller, Indian Teacher and Librarian.....	October 20, 1943
Leon Godown, Printing Instructor and Cottage Officer.....	November 29, 1922
Tom F. Blume, Textile Instructor.....	July 1, 1939
H. H. Wyatt, Machinist and Cottage Officer.....	July 17, 1941
Frank Liske, Baker and Cottage Officer.....	September 1, 1923
Mrs. Nellie C. Beaver, Administration Building Matron.....	December 16, 1944
Mrs. Sadie H. Dutton, Infirmary Matron.....	December 13, 1943
Mrs. Thomas R. Adams, Cottage Matron.....	July 1, 1942
Mrs. James K. Peck, Cottage Matron.....	April 17, 1945
Mrs. Anna H. Tomkinson, Cottage Matron.....	January 8, 1945
Mrs. L. S. Kiser, Cottage Matron.....	November 1, 1941
Miss L. Frances Holloway, Cottage Matron.....	May 8, 1945
Mrs. A. L. Carriker, Cottage Matron.....	February 1, 1925
Mrs. J. W. Russell, Cottage Matron.....	September 22, 1941
Mrs. W. W. Carriker, Cottage Matron.....	September 9, 1942
Mrs. F. W. Pharr, Cottage Matron.....	August 6, 1943
Mrs. Frank Liske, Cottage Matron.....	August 2, 1927
Mrs. Selma L. Rouse, Cottage Matron.....	May 15, 1944
Mrs. W. F. Morris, Cottage Matron.....	May 1, 1927
Mrs. H. H. Wyatt, Cottage Matron.....	August 23, 1942
Mrs. Hamp Spears, Cottage Matron.....	December 16, 1944
Mrs. G. L. Simpson, Cottage Matron.....	July 1, 1924
Mrs. Mary M. Isenhour, Relief Matron.....	May 21, 1945
Mrs. Nannie G. Hill, Sewing Director.....	October 11, 1944
John W. Russell, Laundryman and Cottage Officer (Veteran of World War I.).....	August 19, 1919
J. Lee White, Farm Superintendent.....	October 14, 1915
W. Frank Morris, Assistant Farm Superintendent and Cottage Officer .....	February 15, 1925
Harry L. Rouse, Farm Helper and Cottage Officer.....	May 15, 1944
William W. Carriker, Farm Helper and Cottage Officer..... (Formerly employed, April 18, 1938 to January 1 1940)	June 21, 1941
L. S. Kiser, Tractorman and Cottage Officer.....	July 13, 1932
Sam B. Kennett, Farm Helper and Cottage Officer. (Veteran of World War I.) Formerly employed here for about two years, 1922 to 1924.).....	August 8, 1941
James K. Peck, Farm Helper and Cottage Officer.....	April 17, 1945
Henry F. Tomkinson, Farm Helper and Cottage Officer.....	January 8, 1945
Thomas R. Adams, Gardener and Receiving Building Cottage Officer .....	March 16, 1942

Richard H. Walker, Gardener Canner and Cottage Officer. (Veteran of World War I. Formerly employed about one year, 1911 to 1912.....)	March 3, 1924
J. H. Hobby, Dairyman and Cottage Officer.....	September 15, 1916
A. L. Carriker, Carpenter and Cottage Officer.....	January 20, 1924
Eugene K. Wilson, Night Watchman.....	May 19, 1942
S. C. Dollar, Night Watchman.....	May 3, 1944
Dr. R. M. King, Attending (daily) Physician since about 1930. (Prior to that for years on call.).....	
Warren H. Wilson, Part-Time Bandmaster. (Veteran of World War II.).....	September 18, 1944

**FORMER STAFF MEMBERS — LISTED, TO SOME EXTENT, IN THE  
ORDER OF LEAVING**

June 12, 1945

Name	Position	Employment Period
T. V. Talbert, Asst. Farmer and Cottage Officer. (Retired.)		1914-1944
R. A. Sappenfield, Farm Helper and Cottage Officer. (Retired)		1926-1944
Mrs. R. A. Sappenfield, Cottage Matron. (Retired)		1926-1944
Mrs. Emma Taylor, Librarian. (Formerly a Matron, 1941-1942)		2 mos. 1943
Mrs. Agnes S. Liner, Cottage Matron		1939-1943
J. Harold Liner, Athletic Director, Indian Teacher and Cottage Officer. (Army)		1937-1943
Robert J. Freeland, Farm Helper and Cottage Officer		2 mos. 1945
C. M. Brinn, Farm Helper and Cottage Officer		1943-1944
Mrs. C. M. Brinn, Cottage Matron		1943-1944
William H. Davis, Farm Helper and Cottage Officer		5 mos. 1944
Mrs. William H. Davis, Cottage Matron		5 mos. 1944
Charles E. Thomas, Farm Helper and Cottage Officer		1943-1944
Mrs. Arlene F. Thomas, Cottage Matron		1943-1944
John B. Ellenburg, Farm Helper and Cottage Officer		6 mos. 1944
Mrs. John B. Ellenburg, Cottage Matron		6 mos. 1944
Edgar E. Harding, Infirmary Helper		7 mos. 1944
Mrs. May Mast Hobby, Cottage Matron. (Retired on disability)		1924-1945
S. M. Alexander, Night Watchman. (Retired)		1941-1944
R. E. Helms, Night Watchman		1941-1944
I. D. O'Briant, General Helper		3 mos. 1943
Mrs. Ruth M. O'Briant, Registered Nurse		3 mos. 1943
John L. Carriker, Farm Helper and Cottage Officer		1931-1944
Mrs. Faye M. Carriker, Cottage Matron		1933-1944
Walter G. Andrews, Teacher and Cottage Officer		1928-1943
Mrs. Walter G. Andrews, Cottage Matron		1938-1943
Harry G. Hartsell, Farm Helper and Cottage Officer. (Formerly employed, 11-12-1929 to 5-18-1935.)		1943-1944
Mrs. Bertha M. Hartsell, Registered Nurse		1943-1944
Mrs. Bettie Lee, Cottage Matron. (Retired)		1927-1944
Mrs. Geneva S. Dillard, Administration Building Matron		1942-1944
Mrs. Louise L. Johnson, Infirmary Matron		4 mos. 1944
Mrs. J. P. Cook, Associate Editor of "The Uplift," (Retired)		1928-1944

Ralph Brausa, Part-Time Bandmaster. (Navy).....	1942-1943
Austin G. Ledwith, Part-Time Bandmaster.....	1943-1944
Mrs. Maude H. Potts, Teacher.....	3 mos. 1943
W. W. Johnson, Principal, 7th Grade Teacher and Cottage Officer. (U. S. Army Officers' Training Camp, 9-1-1918 to 12-1-1918)....	1916-1944
F. Myrick Russell, Teacher.....	1 mo. 1943
Mrs. R. H. Walker, Cottage Matron.....	1935-1942
O. M. Stirewalt, Farm Helper and Substitute Cottage Officer.....	3 mos. 1942
J. E. Adams, Jr., Gardener and Cottage Officer.....	1939-1942
Mrs. J. E. Adams, Jr., Cottage Matron.....	1939-1942
Thomas B. Finley, Farm Helper and Cottage Officer.....	1937-1943
Arthur S. Crider, Shoemaker.....	1941-1943
Mrs. Arthur S. Crider, Registered Nurse.....	1941-1943
Mrs. Hattie M. Brown, Librarian.....	1942-1943
Mrs. Maude Harris, Matron. (Retired) .....	1923-1943
Ralph P. Mullinax, Jr., Teacher and Cottage Officer.....	1942-1943
Charles E. Boger, Superintendent. (Retired) .....	1913-1942
Roy B. Blackwelder, Teacher and Cottage Officer.....	1940-1942
W. B. Crawford, Teacher and Cottage Officer.....	6 mos. 1942
Miss Mary Frances Redwine, Secretary and Pianist.....	1940-1943
Byron L. Beaver, General Helper.....	3 mos. 1941
Roy H. Ritchie, Machinist and Cottage Officer.....	1925-1941
Mrs. Elizabeth Baldwin, Registered Nurse.....	1939-1941
Jesse G. Hollingsworth, Teacher, Librarian and Cottage Officer (Veteran of World War I.).....	1940-1941
Mrs. Pearl M. Young, Cottage Matron. (Retired) .....	1920-1941
James L. Query, Farm Helper and Cottage Officer. (Army) .....	1934-1942
Miss Eva Greenlee, Teacher and Cottage Matron. (Retired) .....	1920-1942
Mrs. Mattie Fitzgerald, Cottage Matron. (Retired) .....	1922-1941
Mrs. J. M. Scarboro, Cottage Matron.....	1928-1941
J. M. Scarboro, Shoemaker and Cottage Officer.....	1928-1941
Mrs. Ivey W. Wood, Cottage Matron.....	1934-1941
Mrs. Martha Webb, Cottage Matron. (Retired) .....	1938-1942
Ivey W. Wood, Teacher and Cottage Officer.....	1933-1941
James E. Watson, Teacher, Librarian and Cottage Officer.....	1941-1942
Vance E. Ferguson, Teacher and Cottage Officer.....	1941-1942
Earl Taylor, Teacher and Substitute Cottage Officer.....	1941-1942
Harry J. Bost, Night Watchman.....	1937-1942
R. A. Venable, Farm Helper and Cottage Officer.....	1940-1941
Horace B. Ritchie, Night Watchman.....	1935-1941
Shelley Teague, Farm Helper and Cottage Officer.....	4 mos. 1941
Aaron T. Williamson, Farm Helper and Cottage Officer.....	1940-1941
Clarence F. Beam, Farm Helper and Cottage Officer.....	1939-1941
Mrs. Clarence F. Beam, Infirmary Matron and Nurse.....	1939-1941
James L. Patterson, Teacher and Cottage Officer. (Army) .....	3 mos. 1941
William E. Poole, Teacher and Cottage Officer.. (Formerly employed, 3-16-1925 to 10-6-1933.).....	1937-1941
George L. Barrier, Teacher and Cottage Officer.....	1932-1940
Mrs. George L. Barrier, Secretary and Pianist.....	1937-1940

Sam S. Carpenter, Farm Helper and Cottage Officer.....	1937-1940
Lawrence S. Presson, Gardener and Receiving Building Officer.....	1927-1939
William M. Hipp, Farm Helper and Cottage Officer.....	2 mos. 1939
Miss Myrtle Thomas, Registered Nurse.....	1935-1939
Mrs. George W. Conley, Cottage Matron.....	1928-1939
Graham Yorke, Farm Helper and Cottage Officer. (Died) .....	1927-1939
Mrs. George Murr, Cottage Matron.....	1935-1938
J. Haska Webb, Teacher, Librarian and Cottage Officer.....	1936-1940
William M. Crook, Teacher, Librarian and Cottage Officer. (Died).....	1918-1939
Mrs. Rosa Nell Presson (Mrs. L. S.), Cottage Matron.....	1937-1939
J. C. Shrewsbury, Farm Helper and Cottage Officer.....	1935-1937
T. N. Lawrence, Athletic Director and Cottage Officer.....	1935-1937
Miss Mary P. Latimer, Cottage Matron.....	1921-1938
J. B. Lee, Teacher and Substitute Cottage Officer.....	1936-1937
Miss Agnes Lapsley, Secretary and Pianist.....	5 mos. 1937
James F. Torbert, Teacher and Substitute Cottage Officer.....	1935-1936
Miss Virginia Smoot, Secretary and Pianist.....	1931-1937
R. J. Cope, Farm Helper and Cottage Officer. (Formerly employed 5-1-1924 to 3-1-1925.).....	1933-1937
James T. Boysworth, Teacher and Cottage Officer.....	1933-1935
David L. Bass, Night Watchman.....	1933-1935
J. E. Wester, Farm Helper and Cottage Officer.....	3 mos. 1934
Miss Aupha Wrenn, Cottage Matron.....	1922-1934
Mrs. L. S. Presson, Cottage Matron. (Died) .....	1927-1935
J. Guy Hudson, Farm Helper and Cottage Officer.....	1922-1934
Mrs. J. Guy Hudson, Cottage Matron.....	1922-1934
David M. Teague, Farm Helper and Cottage Officer.....	192 -1933
Mrs. David M. Teague, Cottage Matron.....	1926-1933
James A. Cleaver, Teacher and Cottage Officer.....	1932-1933
G. L. Simpson, Teacher and Cottage Officer.....	1924-1935
Mrs. Olivia K. Duckett, Teacher.....	1921-1932
Mrs. Margaret Rawls, Cottage Matron.....	2 mos. 1932
G. W. Rhodes, Baker and Cottage Officer.....	2 mos. 1932
Dave A. Corzine, Night Watchman. (Had been connected with the School in other capacities since its establishment in 1909.).....	1919-1933
T. L. Grier, Parole Officer and Cottage Officer. Formerly employed 9-1-1915 to 5-1-1917. (Veteran of World War I.).....	1921-1932
Mrs. Emma Eagle, Cottage Matron and Sewing Director.....	1912-1932
Lynn W. Thompson, Baker and Cottage Officer.....	1929-1932
Mrs. Lynn W. Thompson, Cottage Matron.....	1929-1932
William J. Wingate, Teacher and Cottage Officer.....	1930-1931
Miss Georgia Hartsell, Cottage Matron.....	1924-1931
George W. Grove, Teacher and Cottage Officer.....	1929-1930
Miss Vernie Goodman, Secretary and Pianist.....	1922-1930
T. Hayden Talbert, Farm Helper, Dairyman and Cottage Officer....	1925-1932
Paul L. Hood, Shoemaker and Cottage Officer. (Killed in School truck accident.) .....	1926-1929
Russell R. Black, Teacher and Cottage Officer.....	1927-1929
Mrs. Russell R. Black, Cottage Matron.....	1927-1929

H. D. House, Baker and Cottage Officer.....	1926-1929
Mrs. H. D. House, Cottage Matron.....	1926-1929
Miss Lillie Belle Slaton, Teacher.....	1928-1929
A. Lee Ritchie, Night Watchman.....	1926-1927
Miss Ethel Brown, Relief Cottage Matron.....	1927-1928
Frank S. Clark, Farm Helper and Cottage Officer.....	1927-1928
Miss Hattie Fuller, Cottage Matron.....	1921-1928
W. J. Pickett, Night Watchman.....	1926-1927
A. C. Groover, Shoemaker and Cottage Officer.....	1922-1926
Mrs. A. C. Groover, Cottage Matron.....	1922-1926
H. D. Bush, Part-Time Bandmaster.....	2 mos. 1925
A. J. Horton, Farm Helper and Cottage Officer.....	1921-1926
Herbert D. Spaugh, Baker and Cottage Officer.....	1922-1926
Mrs. H. D. Spaugh, Cottage Matron.....	1924-1926
Tom E. Carriker, Night Watchman.....	1925-1926
Ralph Goodman, Night Watchman.....	1 mo. 1926
Roy M. Long, Farm Helper and Cottage Officer.....	1925-1926
Paul Owensby, Bandmaster. (Formerly employed, 9-1-24 to 4-1-25)	2 mos. 1925
Ralph L. Peninger, Teacher and Cottage Officer.....	2 mos. 1925
Guy W. Alexander, Farm Helper and Cottage Officer.....	1921-1925
Jesse M. Day, Teacher, Carpenter and Cottage Officer.....	1923-1925
Wade H. Williams, Teacher and Cottage Officer.....	1909-1910
George H. Lawrence, Bookkeeper, Bandmaster and Cottage Officer...	1919-1922
Henry P. VanHoy, General Helper.....	1912-1913
Samuel I. Parker, Teacher and Cottage Officer. Veteran of World War I. (Served as Lieut. and Capt. Winner of Congressional Medal of Honor, Distinguished Service Cross, Silver Star with one cluster, Purple Heart and French Fourragere, a regimental decoration.) Entered World War II as Major in 1942; promoted to Lieut.-Col. in 1944. (Granted the Legion of Merit award.) Still in service, Aug. 5, 1945.	1914-1915
D. L. Hilton, Baker and Cottage Officer.....	1922
J. T. Bostick, Night Watchman.....	1924-1925
Paul Cloer, Carpenter and Cottage Officer.....	1923-1924
Mrs. Paul Cloer, Cottage Matron.....	1923-1924
Mrs. M. W. Fetzer, Cottage Matron.....	1922-1927
Dean D. Dalton, Farm Helper and Cottage Officer.....	1923-1924
Miss Mabel Cloer, Cottage Matron.....	1923-1924
Miss Mattie Turner, Cottage Matron.....	1923-1924
Mrs. J. M. Day, Teacher.....	1923-1924
Miss Blanche Turner, Cottage Matron.....	1923-1924
Roscoe C. Shaw, Printer and Cottage Officer.....	1922-1924
B. Sylvanus Green, Bookkeeper and Cottage Officer.....	1923-1924
T. L. Warren, Teacher and Cottage Officer.....	6 mos. 1923
C. P. Wilson, Bookkeeper and Cottage Officer.....	1922-1923
R. B. Cloer, Carpenter and Cottage Officer.....	1921-1923
Mrs. R. B. Cloer, Cottage Matron.....	1921-1923
George Cannon, Night Watchman.....	1922-1923
V. C. Crowell, Teacher and Cottage Officer.....	3 mos. 1923

Miss Dora Barnhardt, Cottage Matron.....	1920-1923
Miss Lila Teague (Mrs. A. W. Marshall), Cottage Matron.....	1920-1923
J. Baxter Webb, Teacher and Cottage Officer.....	1921-1922
Mrs. Baxter Webb, Cottage Matron.....	1921-1922
Zeb Teeter, Teacher and Cottage Officer.....	1921-1922
Mrs. Emma G. Cook, Cottage Matron.....	4 mos. 1922
Miss Mary Gaither, Secretary.....	6 mos. 1922
Mrs. Ina Penland, Cottage Matron.....	1921-1922
Bert Wall, Printer.....	1921-1922
Miss Susan Lytton, Cottage Matron.....	1920-1922
R. Wayne Teague, Printer and Cottage Officer.....	1920-1921
Mrs. Florence Livesay, Cottage Matron.....	9 mos. 1921
Miss Lottie Freeze, Cottage Matron.....	1920-1921
Broadus Talbert, Farm Helper and Cottage Officer.....	1920-1921
Turner Parker, Night Watchman.....	6 mos. 1920
Miss Emma Ridenhour, Cottage Matron.....	1920
Martin L. Dorton, Teacher and Cottage Officer.....	1919-1920
Miss C. Purvis, Cottage Matron.....	3 mos. 1920
Mrs. H. W. Collins, Cottage Matron.....	3 mos. 1920
Mrs. L. E. Matthews, Cottage Matron.....	3 mos. 1920
Miss May Farlow, Cottage Matron.....	3 mos. 1920
A. F. Trantham, Farm Helper.....	1909-1920
Mrs. Annie Beatty, Cottage Matron. (Died).....	1918-1920
John Sides, Night Watchman.....	1910-1920
Miss E. C. Ridenhour, Cottage Matron.....	1919
Dallas H. Pitts, Bookkeeper and Cottage Officer.....	1917-1919
Gordon C. Hunter, Bookkeeper and Cottage Officer. (Served as Lieut. in World War I. At present a member of the State Board of Correction and Training.).....	9 mos. 1919
Mrs. Gordon C. Hunter, Cottage Matron.....	8 mos. 1919
Mrs. Laura Moir, Cottage Matron.....	4 mos. 1919
A. R. Johnson, Carpenter and Cabinet-Maker.....	1912-1919
Frank Morrison, Farm Helper and Cottage Officer. (Veteran of World War I.).....	4 mos. 1919
Miss Elsie Percy, Cottage Matron.....	1917-1919
Miss Naomi Sherrill, Cottage Matron.....	1916-1918
Miss Nita Gressett, Cottage Matron.....	4 mos. 1918
Horace Early, Farm Helper.....	6 mos. 1918
R. F. Páce, Teacher and Cottage Officer.....	1917-1918
H. E. Isenhour, Teacher, Bookkeeper and Cottage Officer.....	1914-1918
Buford Blackwelder, Teacher and Cottage Officer. (Was called to serve in the Army in World War I, July, 1918.).....	1917-1918
Mrs. Kate Peterson, Cottage Matron.....	1916-1917
Miss Lula Templeton, Cottage Matron.....	1915-1917
W. W. McCombs, Teacher and Cottage Officer.....	1915-1917
M. Reuben Kiser, General Helper and Cottage Officer.....	1912-1917
Mrs. Stella Kobule, Cottage Matron.....	3 mos. 1916
Miss Fannie Wade, Cottage Matron.....	1915-1916
Mrs. M. L. Turner, Cottage Matron.....	8 mos. 1916

Mrs. M. L. Homey, Cottage Matron.....	8 mos. 1916
Miss Lela Westmoreland, Cottage Matron.....	1915-1916
Philip W. Shaw, Farm Helper and Cottage Officer. (Killed while at work with a rock-crusher during construction of a cottage)..	1913-1916
Miss Carrie Hall, Cottage Matron.....	5 mos. 1916
Miss Gertie Fox, Cottage Matron.....	1913-1916
Miss Mamie Westmoreland, Cottage Matron.....	1915-1916
Miss Jennie Wade, Cottage Matron.....	1915-1916
Miss Bessie Cope, Cottage Matron.....	1914-1915
Miss Emily Templeton, Cottage Matron.....	1914-1915
Miss Julia Rowland, Cottage Matron.....	1914-1915
J. W. VanHoy, Office Worker and Cottage Officer.....	1912-1914
Mrs. M. E. Dry, Cottage Matron.....	1913-1914
Hall Black, Cottage Officer and Gardener.....	1910-1912
Walter R. Thompson, School's First Superintendent. (Resigned December 1, 1913, to become superintendent of the Children's Home, Winston-Salem.) .....	1909-1913
Miss Lizzie Kinnerly, Cottage Matron.....	3 mos. 1913
J. W. Barbee, Farm Helper.....	1911-1913
W. H. Yates, Foreman.....	1912

NOTE: It is next to impossible to determine the exact dates on which some of the former employees left the School, prior to 1926. The sources of information concerning those persons were old voucher registers. On those who left since July 1, 1926, a time book shows the time of first payment and continuous monthly payments throughout their period of employment. Individual files, set up July 1, 1941, for those on the staff at that time and also on all employees entering service since that time, offer information as to dates, in addition to the time book.

### MR. J. C. FISHER, ASSISTANT SUPERINTENDENT

Mr. Jesse C. Fisher began his duties at the Jackson Training School on June 1, 1909, and on May 31, 1946 he completed thirty-seven years of consecutive service at the school. He has the distinction of having been employed at the Jackson Training School longer than any other individual. He also has the unique distinction of serving as the only assistant superintendent the school has ever had.

Mr. Fisher is a native of Cabarrus County. He was born in the Poplar Tent section of the county, and is a son of the late George Ephraim and Annie Mae Cress Fisher. He attended the public schools of Cabarrus County. At an early age he moved with his parents to Concord, where he lived until he entered employment at the Jackson Training School. He was married to Miss Jane Powell at Whiteville, N. C., and they have one son, Jesse C. Fisher, Jr., who was born June 2, 1931.

When he first began his work at the school he served as printing director and relief cottage officer. His first work was to help with the publication of The Uplift. At that time the maga-

zine, which was a monthly publication, was printed in an old wooden shack that had been moved from out on the farm up to the campus. All the type had to be set by hand, and it was printed by a hand-operated press. Around two thousand copies of the publication were printed, and they all had to be addressed by hand. All this was a slow and tedious process that required a great amount of patience and long hours of drudgery. It was possible to accomplish the work that was done only because Mr. Fisher and those who worked with him had a firm determination to do the best they could with what they had. He has seen many improvements in the print shop from the day he first began until the present time when the work is done by linotype machines and other electrical printing equipment.

The records show that Mr. Fisher was first designated assistant superintendent in the biennial report that was made to the Board of Trustees for the biennium ending November 30, 1922. This means that he has served as assistant superintendent for a period of approximately twenty-four years.

In recent years, while Mr. Fisher has continued to maintain an intimate contact with the printing department, he has assumed many other duties, all of which relate to the general welfare of the school. Throughout the years, he has witnessed the induction and treatment of almost six thousand boys. He has seen these boys come to the institution and remain here until they were ready to go back out into society, and he has observed many times the delightful expressions of boys who were on their way back out into the world to live as decent and respectable citizens.

In recent years a good part of his work has related to the health program of the school. He has taken a great deal of interest in the program and has worked tirelessly towards the maintenance and improvement of the health of all the boys. His guiding philosophy in diagnosing the numerous ailments of the boys has been to give every boy the benefit of the doubt, and he has maintained the attitude that he would rather have a boy impose on him than for him to be inconsiderate or unfair to any boy. Down through the years there have been many boys who were greatly indebted to Mr. Fisher for taking care of their eyes, teeth, ears, tonsils and other health needs. In his work with the boys he has developed an almost professional skill in diagnosing ailments and treating boys, though he has never assumed to be a professional practitioner. His work has necessitated numerous trips with boys for special treatments to hospitals, doctors' offices, and the Orthopedic Hospital in Gastonia. It would not be possible to calculate the time that has been spent in this activity.

Mr. Fisher has assumed the responsibility of serving as a clearing house for the miscellaneous wants and needs of the other work-



ers of the school. This has necessitated that he make many trips to Concord, Charlotte, and other nearby cities. This has involved the purchasing of a multitude of small and seemingly trivial articles, but without which it would have been impossible for the school to have operated.

He has a unique mechanical talent. He enjoys the distinction of being almost a genius in repairing and operating delicate machines, motors, clocks, and other small types of equipment. He has always had a lot of satisfaction in tinkering with any of the school's equipment that has needed repairs or mending.

Mr. Fisher has for many years operated the motion picture projector. He has assumed this as a sacred trust, and there is never any doubt on the part of his fellow-workers as to whether or not the "show will go on."

He has always taken a great delight in his class of boys in the Sunday school, and he has always been very faithful and regular in his attendance at the Sunday school.

When he first came to the school there were practically no conveniences whatever. There were no electric lights and no running water. It was necessary to light the boys' bedrooms with lanterns, and the water had to be carried from open wells. Along with the others who worked at the school he went through the discouraging experiences of the early history of the school. He lived through the years when the school was prosperous and also when there were the financial depressions. He was with the school when there were pleasures and joys and when there were sorrows. Through all these years his chief concern has been that the life of some boy would be made happier and better. Not only has he been keenly interested in the development of the boys, but he has been deeply concerned with the happiness and welfare of the other workers of the school.

Mr. Fisher states that his greatest satisfaction throughout the years has been to have the boys who have been discharged from the school come back for return visits, and to realize what a great part the school had in rehabilitating and reclaiming these boys. In the early history of the school, when transportation was very limited, not many boys were permitted to come back for visits, but in later years the number of visits of former boys have greatly increased, and it has been the greatest thrill of his life to look into the faces of boys who were making good in the world, because they had a new chance at the Jackson Training School. It has been one of Mr. Fisher's chief concerns to pause by the side of a boy who needed the advice and encouragement of an older person, and try to help such a boy get on the right track. There is no doubt but that many boys have been greatly benefitted by his wise counsel and his tireless effort.

## CHAPTER VI

### Gifts and Bequests

The Jackson Training School throughout its existence has been the beneficiary of numerous donations from people both in and out of the state. While some of these donations have been somewhat small, they have all played their part in the total picture. It will be impossible to enumerate every individual contribution, but this does not mean that every gift has not been an important one and represented the generous sentiments of those people who have been concerned about the welfare of the boys who have been committed to this institution.

To a large extent, of course, the school has operated on appropriations made by the General Assembly of North Carolina, but these have never been adequate enough to meet entirely the needs of the institution. This situation has served to open the doors of opportunities from people who were generous towards the underprivileged boy. Consequently, these gifts throughout the years have brightened the way and have been a great inspiration to those who have labored along the way.

The following are some of the most substantial gifts to the institution:

#### Site for the Institution

The first gift to the school and one that was of very great importance was a gift of \$10,000<sup>1</sup> by the citizens of Concord for the purchase of a 291-acre tract of land. It was on this tract of land that the school was first located. This donation was made in the latter part of the year 1907.<sup>2</sup>

#### Funds for the First Cottage

In 1908 the King's Daughters of the state, assisted by the North Carolina Federation of Women's Clubs, contributed \$5,000 to erect the first cottage, which is known as the King's Daughters Cottage.

Between Christmas of 1908 and New Year's Day of 1909 the furniture factories at Thomasville and High Point donated enough furniture for one cottage; at the same time Parker-Gardner Company of Charlotte donated knives, forks, and spoons to supply the needs of thirty-six individuals, and later gave a piano to the school.

On the eve of the opening of the institution, the Study Club of Concord under the leadership of Mrs. D. L. Bost presented a splendid range together with the necessary cooking vessels.

---

1. Seventh Biennial Report, page 1.

2. Jas. P. Cook, "The Story of the Stonewall Jackson Training School," The Uplift, page 9.

Under the leadership of Mrs. John K. Patterson, the Boys' Bible Class of Central Methodist Church, Concord, contributed furnishings for the officers' bedroom in the first cottage.<sup>3</sup>

### Cash Gifts from Numerous Individuals

At the time the school was getting started, substantial cash gifts were made by the following friends of the institution: Gen. R. F. Hoke, Mr. Van Wych Hoke, Col. F. B. McDowell, Mr. Caesar Cone, Mr. and Mrs. W. N. Reynolds (\$1,000 for erection of a barn July 21, 1910)<sup>4</sup> Hon. J. A. Long, Gen. Julian S. Carr, Col. A. H. Boyden, Mr. D. A. Tomkins, Asheville Lumber Company, Mrs. R. R. Cotton.<sup>5</sup>

### Denim for Overalls

Mr. Caesar Cone, of Greensboro, furnished the denim for making overalls for the boys from the opening of the school until his death in 1917. Beginning in 1917, Mr. Bernard M. Cone continued for seven or eight years the gift of enough denim for making overalls for the boys.<sup>6</sup>

### The Roth Industrial Building

An early and an outstanding gift made to the institution was by Mr. and Mrs. G. T. Roth of Elkin, who donated \$3,500 for the erection of a trades building<sup>7</sup> to be known as a memorial to their mothers,<sup>8</sup> Mrs. Mary A. Roth and Mrs. Louise S. Mosser. In the beginning this building housed the print shop, shoe shop, carpenter shop, and served also as a school building. It served for these purposes until the summer of 1937, at which time the new trades building, funds for which were the gift of Mr. W. J. Swink of China Grove, was completed.

### The First Printing Press for the School

About 1912 Mr. J. B. Sherrill of Concord gave an extremely liberal price and easy terms for a used Babcock press,<sup>9</sup> which was used here until early in 1923.

---

3. Jas. P. Cook, "The Story of the Stonewall Jackson Training School," *The Uplift*, IX, (Jan. 15, 1921), page 11.

4. *The Uplift*, Vol. II, No. 3, (August, 1910).

5. Jas. P. Cook, "The Story of the Stonewall Jackson Training School," *The Uplift*, IX (Jan. 15, 1921), page 11.

6. Ninth Biennial Report, page 3.

7. Ninth Biennial Report, page 2.

8. Jas. P. Cook, "The Story of the Stonewall Jackson Training School," *The Uplift*, IX, (Jan. 15, 1921), page 15.

9. Jas. P. Cook, "The Story of the Stonewall Jackson Training School," *The Uplift*, Vol. IX, page 13.

### The Burgwyn Chapel

In 1915 the King's Daughters contributed funds with which to erect a chapel at the school, which is known as a memorial to Mrs. Margaret Burgwyn. The cost was \$6,500.<sup>10</sup>

### Bequest by Mrs. Mary Anna Jackson

Mrs. Mary Anna Jackson, the widow of General T. J. (Stonewall) Jackson, made a bequest of \$100 to the Jackson Training School. Her will was probated on April 8, 1915. These funds were used for the electrical installations in Cottage No. 2.

### Bequest by Mr. Caesar Cone

In his will, Mr. Caesar Cone, who died in 1917, bequeathed to the school the amount of \$1,000.<sup>11</sup>

### Band Instruments

In 1919<sup>12</sup> the King's Daughters organization of Concord donated the sum of \$1,200<sup>13</sup> to purchase a set of Conn band instruments, 16 in number.

### Furniture and Equipment for the School Auditorium

During the year 1920 Mr. Joseph F. Cannon of Concord contributed \$2,500 for the furniture and equipment for the school auditorium.<sup>14</sup>

### Christmas Cheer Fund

Throughout the years hundreds of devoted friends of the boys at the school have contributed to the annual Christmas Cheer Fund. It is impossible to enumerate all these individual gifts which have played such an important part in the lives of the boys. Available records covering the Christmas Cheer Fund date back to 1920, at which time the contributions amounted to \$55. At that time the school enrollment was 130. The records indicate that from 1920 through 1944 a total of \$10,997.01 has been given to this project. Many contributors have made their contributions year after year. Some of the contributions have been in terms of merchandise, and these are not included in the total amount shown above. The

---

10. Ninth Biennial Report, page 2.

11. Ninth Biennial Report, page 3.

12. Sixth Biennial Report, page 7.

13. Jas. P. Cook, "The Story of the Stonewall Jackson Training School," *The Uplift*, page 13.

14. Seventh Biennial Report, page 2.

largest amount given in any one year was in 1927 when the contributions totaled \$853; the lowest was in the depression year 1933 when the total was only \$217.50. The 1944 Christmas contributions amounted to \$628.87.

Many of the contributions to this fund have come to the school through such organizations as the King's Daughters, civic clubs, church groups, county government agencies, and groups of Charlotte citizens under the leadership of Judge F. M. Redd and Mr. A. C. Sheldon. Many others have come to the school because of the interest of certain individuals.

### Memorial Bridge, Sign, and Flagpoles

In 1921 the King's Daughters gave funds for the erection of a granite memorial bridge, crossing the national highway between the chapel and the school campus.<sup>15</sup>

Mr. T. H. Webb of Concord gave the funds for an electric sign over the bridge. The sign reads: "Stonewall Jackson Training School for Boys."<sup>16</sup>

Mr. E. B. Grady of Concord donated two steel flagpoles, 60 ft. high, which were erected near the bridge<sup>17</sup>—one for the United States flag and one for the North Carolina flag. For some 15 years afterwards the flags were furnished by the American Legion Post of Concord. The late Joe Banks Corl was always active in seeing that the flags were provided regularly.

### Mecklenburg Cottage (No. 5) Donation

Cottage No. 5 at the school was the gift of a group of interested citizens residing in the city of Charlotte and Mecklenburg County. This cottage was erected in 1921 at a cost of over \$24,000,<sup>18</sup> and was opened June 30, 1921. Dr. A. A. McGeahey, pastor of the Second Presbyterian Church, Mayor James O. Walker, chairman of the committee which raised the donation, Mr. David Ovens, Mr. V. J. Guthrie and a number of other outstanding citizens led the campaign for raising these funds. These men worked in connection with the Men's Club of the Second Presbyterian Church of Charlotte, and in a quiet campaign among the citizens of Charlotte of all denominations they raised \$22,500.<sup>19</sup> Just prior to the opening of the cottage, the Mecklenburg County Commissioners made an appropriation of \$2,093.86,<sup>20</sup> the amount necessary to equip the cottage.

---

15. *Ibid.*, page 2.

16. *Ibid.*

17. Tenth Biennial Report, page 5.

18. Jas. P. Cook, "The Story of the Stonewall Jackson Training School," *The Uplift*, p. 13.

19. Annual Report of the County Superintendent of Public Welfare of Mecklenburg County for the fiscal year ended June 30, 1920, page 32.

20. Annual Report of the County Superintendent of Public Welfare of Mecklenburg County for the fiscal year ended June 30, 1921, page 47.

At this cottage there is placed the following marker:

"Mecklenburg Cottage, erected for boys by public subscription, under the leadership of Rev. A. A. McGeahey, pastor of Second Presbyterian Church, Charlotte, N. C., and his church club, 1921."

### The Latham Pavilion

Mr. J. E. Latham of Greensboro made a gift of \$4,000<sup>21</sup> for the erection of an artistic granite pavilion in 1921. This pavilion contains rest rooms, lavatories, a drinking fountain, band instrument room on the first floor and a band stand for evening concerts above.<sup>21-A</sup>

### Cannon Memorial Building

The original Administration Building was burned on September 28, 1922. Mrs. J. W. Cannon of Concord donated at that time \$58,500<sup>22</sup> for rebuilding and equipping the Administration Building. This building is known as a memorial to the late James W. Cannon<sup>23</sup> and is called the Cannon Memorial Building.

### Five Cottages Donated

In 1922 four new cottages were opened. They were made possible by the donations from the county commissioners of the following counties: Guilford, Durham, Rockingham, and Gaston.<sup>24</sup>

The cottage given by Rowan and Iredell Counties was opened in March, 1923.<sup>25</sup>

### Team of Percheron Horses

On November 14, 1922, Mrs. A. L. Coble, of Statesville, N. C., donated a valuable team of Percheron horses, which was used at the school for many years.<sup>26</sup>

### Grandstand on Athletic Field

About 1923 the National Lumber Company of Concord donated the lumber for the erection of a grandstand on the athletic field.<sup>27</sup>

---

21. Seventh Biennial Report, page 2.

21-A. Ibid.

22. Ninth Biennial Report, page 3.

23. Minutes of Board of Trustees, July 10, 1941.

24. Seventh Biennial Report, page 2.

25. Eighth Biennial Report, page 3.

26. Minutes of Meeting of Board of Trustees, November 14, 1922.

27. Miss Mary G. Shotwell, "Report on Stonewall Jackson Manual Training and Industrial School," January 17, 1925, page 11.

### Silent Motion Picture Machine and Screen

Mr. J. G. Parks of Concord gave to the school a silent picture machine in 1924, costing \$800.<sup>28</sup>

Mr. Will Linker of Concord donated the screen for the pictures.<sup>29</sup>  
Efird Brothers of Charlotte gave a player piano.<sup>30</sup>

The Film Exchanges of Charlotte furnished gratis the pictures for the silent machine from that time until the early thirties, when no more silent films were available.<sup>31</sup>

Since 1937, the Charlotte Film Exchanges have consented to furnish the sound picture films.

### Coca-Colas for Halloween Parties

Beginning about 1925, Mr. Thomas Honeycutt of Concord instituted a project in which he gave all the Coca-Colas for the boys at their annual Halloween parties. Some 10 years ago the Coca-Cola Bottling Co. purchased Mr. Honeycutt's interest in this firm and has continued this generous contribution to the present time.

### Dr. Peppers for Halloween Parties

For many years, the Doctor Pepper Bottling Company, of Charlotte, has furnished Dr. Peppers for the annual Halloween parties.

### Gift of Service by Mr. A. C. Sheldon

In 1925 Mr. A. C. Sheldon, who for 25 years was Boys' Secretary at the Charlotte Y. M. C. A., became responsible for the afternoon religious services on the 4th Sunday afternoons of each month.<sup>32</sup> Since that time he has performed this service with great regularity and punctuality. This is an outstanding gift of service.

### Theater Pipe Organ

At Christmas time in 1925 the school was given a \$2,750 theater pipe organ. It was a gift of Mrs. J. W. Cannon. Sr. and Mr. and Mrs. Charles A. Cannon.<sup>33</sup>

### Ice Cream

For four months during the summer of 1926 Mrs. W. N. Reynolds, of Winston-Salem, donated ice cream twice a week for the 400 boys.<sup>34</sup>

---

28. Ninth Biennial Report, page 3.

29. Ibid.

30. Ibid.

31. Twelfth Biennial Report, page 6.

32. Ibid.

33. Minutes of Meeting of Board of Trustees, January 6, 1927.

34. Ninth Biennial Report, page 2.

### Gates

Early in the year of 1926 Mrs. John A. Barnhardt of Concord made a donation for the erection of gates at the entrance to the campus of the school. These gates were erected in memory of her husband, the late John A. Barnhardt.<sup>35</sup>

### Bibles for the Boys

Mr. William H. Barnhardt of Charlotte has always been a generous contributor to the school. In 1926<sup>36</sup> he gave 10 Bibles to each of the cottages at the school; in March, 1944 he gave 10 lovely Bible story books to each cottage. Since 1928,<sup>37</sup> with the exception of one or two years in the worst part of the depression, Mr. Barnhardt has given each boy a nice Bible at the time of his release from the school.

Since 1929 he has continuously sent a copy of the "North Carolina Christian Advocate" to each cottage at the school.

### A Registered Holstein Bull

In the spring of 1926 Mr. William Fetzner, formerly of Concord, gave the school a registered Holstein bull weighing 2300 lbs.<sup>38</sup>

### Gift and Bequest of Mr. B. N. Duke

In 1927 Mr. Benjamin N. Duke of Durham made a gift of \$5,000<sup>39</sup> to the school, and then in 1929 left a bequest of \$10,000<sup>40</sup> to the school. The total of \$15,000 was applied on the cost of the Robert F. Phifer land, 208.7 acres.<sup>41</sup>

### Popcorn for Halloween Parties

Since 1927 the Ritz Store of Concord has furnished the popcorn for the annual Halloween party for the boys.

### Indoor Swimming Pool

In 1928, the family of the late Caesar Cone, of Greensboro, donated to the school the sum of \$18,838.06 for the purpose of erecting an indoor swimming pool. This donation was supplemented by a PWA grant of \$15,412.94 plus a supplement of \$4,457.56 out of the maintenance appropriation for the school.

---

35. Ibid.

36. Tenth Biennial Report, page 5.

37. Minutes of Board Meeting, April 5, 1928.

38. Tenth Biennial Report, page 5.

39. Minutes of Meeting of Board of Trustees, October 4, 1927.

40. Minutes of Meeting of Board of Trustees, October 3, 1929.

41. Minutes of Meetings of Board of Trustees, January 2nd and April 3, 1930.



### Push Ball

In 1928 a number of gentlemen from Charlotte, headed by V. J. Guthery and B. L. Baker, gave \$250 for the purchase of a push ball to be used on the athletic field.<sup>42</sup>

### The Swink Benson Trades Building

In 1932 Mr. W. J. Swink of China Grove donated \$20,000 to the school for the purpose of erecting a new trades building.<sup>43</sup> Since building materials could be purchased so cheaply at that time, the school was able to erect an excellent building for the \$20,000.

### The King's Daughters Library

On February 12, 1933 the King's Daughters of Charlotte established a central library at the school. This project was under the direction of Mrs. E. E. Peele.<sup>44</sup> Over 5,000 books were donated to the library.

### Shrubbery

In 1933 Mrs. Sallie P. Williamson of Chicago gave \$50 with which to purchase shrubbery.<sup>45</sup> Mrs. Williamson was formerly Miss Sallie Phifer of Concord, a sister of Robert F. Phifer.

### Stage Curtain

Beginning with March 1, 1937, Mr. Saul F. Dribben, of New York, has contributed funds to the school. By 1940 his contributions towards a stage curtain amounted to \$155. On June 13, 1940, Mr. Dribben made an additional gift of \$170 for this stage curtain.<sup>46</sup> Annually since 1941 Mr. Dribben has donated \$25 to the school in memory of Mr. Caesar Cone. This gift represents an expression of Mr. Dribben's high esteem for Mr. Cone during their fifty years of association.

### Textile Unit

The North Carolina Cotton Manufacturers Association established a Textile Unit at the School, consisting of one picker, two cards, one drawing, one slubber, one intermediate, one spinning, four looms, heating unit, etc., thus enabling the school to manufacture

---

42. Minutes of Meeting of Board of Trustees, April 5, 1928.

43. Thirteenth Biennial Report, page 11.

44. Ibid.

45. Minutes of Meeting of Board of Trustees, April 6, 1933.

46. Minutes of Meeting of Board of Trustees, July 11, 1940.

its own shirting, sheeting, etc.<sup>47</sup> Mr. Hunter Marshall, secretary and treasurer of the Association, Mr. L. C. Campayner and Mr. Alex Howard, committeemen, were very active in this work. The Association bore the cost of operation until July 6, 1939, when presentation of all equipment was made to the Board. The cost of operation, aside from the machinery donated, was \$2,790, which was borne by the Association.<sup>48</sup>

### The Joseph F. Cannon Christmas Fund

The late Joseph F. Cannon of Concord stipulated in his will that 10 per cent of the proceeds of his stock in the Citizens Bank and Trust Company of Concord, N. C., (now the Citizens National Bank) should be dispersed annually for ninety-nine years for the purpose of giving the boys of this institution "happiness and cheer at Christmas Time."<sup>49</sup>

Since the death of Mr. Cannon in the summer of 1939 this income has amounted to around \$218 annually.<sup>50</sup>

### The Margaret Burgwyn Bequest

Mrs. Margaret Burgwyn, one of the original promoters and founders of the Jackson Training School, died on January 23, 1941. In her will she made a bequest of stocks and cash to the school to be used in the discretion of the Board.<sup>51</sup> By October 18, 1944, at which time the stocks were sold, this bequest had amounted to \$4,214.99.<sup>52</sup>

### Athletic Equipment

In April 1942 Mr. J. W. Propst, Jr. donated \$25 for the purpose of buying athletic goods for the boys. Then in April 1943 he gave a donation of \$125 for the purpose of buying additional athletic goods for the cottage recreational programs. During the Christmas season of 1943 Mr. Propst gave an additional \$100 which was used for purchasing ping pong sets for each cottage.

### New Library Project

In the fall of 1942, under the direction of Mr. William H. Barnhardt of Charlotte, there was a campaign to raise funds with which to purchase new books for the school library. In this campaign the sum of \$765.65 was raised from numerous contributors.

47. Minutes of Meeting of Board of Trustees, January 4, 1940.

48. Minutes of Meeting of Board of Trustees, July 6, 1939.

49. Minutes of Meeting of Board of Trustees, October 3, 1940, and copy of codicil to will of Joseph F. Cannon.

50. Boys' Christmas Fund Bank Account.

51. Minutes of Meeting of Board of Trustees, April 10, 1941.

52. Executor's final report on estate, on file in office at the school.

### Radios and Athletic Goods

In February, 1943, a number of citizens of Concord either bought a radio for one of the cottages or made a contribution for that purpose. The following made contributions to this project: D. Ray McEachern, E. S. Towery, Hugh Grey, Wensil Plumbing and Heating Company, J. W. Propst, Jr., O. A. Swaringen, Ray W. Cline, R. E. Ridenhour, Jr., and Saul F. Dribben of New York.

### The Clay A. Blackwelder Bequest

Mr. Clay A. Blackwelder of Concord, who died on September 4, 1943, bequeathed to the school the sum of \$1,000 to be paid at the death of his wife. Some question arose about the validity of the will, and under negotiations approved by the Attorney General of North Carolina a settlement of the bequest was made through legal procedures for the amount of \$585. This amount was paid to the school on September 9, 1944.

### Commissary Project

In the latter part of 1944 a group of citizens of Concord donated in cash the sum of \$1,525 for the establishment of a commissary for the boys at the school. This project was under the sponsorship of Mr. J. W. Propst, Jr. The following persons or firms made contributions:

Guy M. Beaver	Personal Credit Co.
Belk's Dept. Store	Ben B. Propst
J. Q. Collins	J. W. Propst, Jr.
L. D. Coltrane Jr.	Mrs. J. W. Propst, Jr.
Concord Motor Coach	L. M. Richmond
Cook's Packing Plant	Richmond-Flowe Co.
Earl's Tire Store	J. L. Sides
H. M. Grey	Dr. T. N. Spencer
Hoover Hosiery Co.	O. A. Swaringen
Alex R. Howard	Wensil Plumbing & Heating Co.
Kerr Bleaching & Finishing	E. K. Willis
Works, Inc.	R. Glenn Winecoff
Maxwell Bros. & Collins	F. M. Youngblood
A. G. Odell	

### Band Uniforms Gift

The most recent contribution made to the school was a gift of \$500 from the Men's Club of the Second Presbyterian Church, Charlotte, N. C., to be used towards purchasing band uniforms for the members of the Jackson Training School band. This gift was made April 25, 1945. The idea of making such a contribution was originated by Dr. Oren Moore, of Charlotte, and he was given valuable assistance in this project by Mr. David Ovens.<sup>53</sup>

53. The Uplift, Vol. XXXIII, No. 18 (May 5, 1945) page 5.

## CHAPTER VII

## Population Statistics

The Jackson Training School opened its doors on January 12, 1909, and at that time one boy was enrolled on the records of the institution. From that time on, the institution has maintained a continuous record of operation. The enrollment grew steadily from the beginning until it reached its peak on June 1, 1929, at which time there were 530 boys on roll.

Due to the fact that the early records of the institution were not kept as systemically as they should have been, because no one at that time saw the importance of keeping records, it is now impossible to follow the population movements chronologically throughout all the intervening years. Unfortunately, the reports at the school were inadequate during the interval from 1922 to 1928, and as a result it is impossible to trace the school's growth in detail during that period.

No doubt, one of the most important facts regarding the school relates to the total number of boys who have passed through the institution. According to the records now available in the office, there have been a total of 5,870 boys committed to the institution for training and correction. This includes the enrollment as of November 2, 1945.

To the student of sociology and those who work in fields of social welfare, no doubt this chapter which deals with the population statistics and related facts will prove to be of greatest interest, for after all the institution was established and has continued to be operated over the years for the boys themselves. This is a fact which must be neither overlooked nor minimized. It seems now that from the available information anyone concerned with a study of the statistics of the boys at the institution should be able to get whatever information he wants from the facts that will be presented in this chapter.

Some Early Population Records <sup>1</sup>

The total number of inmates that have been discharged honorably, dishonorably, conditionally, or have escaped, and one accidental death, from the time the institution opened until October 1, 1914, is 105. They are listed as follows:

Number escaped .....	52	dishonorable parole .....	3
Number receiving honorably parole .....	48	Conditional parole .....	1
Number receiving		Accidental death .....	1

When considering the fact that one of the 105 boys separated from the school from its beginning until October 1, 1914, was by death, it means that fifty per cent (52) made good their escape, 48 were honorably paroled, 3 dishonorably paroled and one conditionally paroled.

1. Boys' Register, page 3.

TABLE No. 1

**STONEWALL JACKSON TRAINING SCHOOL**  
Concord, North Carolina

Movement of Population Over a Period of Nine Fiscal Years, 1913-1922.

	1913 1914	1914 1915	1915 1916	1916 1917	1917 1918	1918 1919	1919 1920	1920 1921	1921 1922
1. In school first year....	62	83	95	97	95	86	132	133	169
2. Admitted during the year.....	40	21	26	41	47	99	56	90	199
3. Total number under care.....	102	104	121	138	142	185	188	223	368
Separations during year									
4. Paroled during year..	16	5	21	29	36	30	38	39	61
5. Making good their escape.....	3	3	3	14	18	16	10	14	14
6. Discharged upon leaving.....		1			1	7	7	1	3
7. Died .....					1				
8. Total separations.....	19	9	24	43	56	53	55	54	78
9. Number in school end of year.....	83	95	97	95	86	132	133	169	290
10. Average enrollment ..					90	105	120	125	188

Note: Source of information—Large red book, "Boys' Register," filed in vault.

Table No. I

In Table No. 1, Section 1, the statistics indicate that during the nine-year interval from 1913-1922 the highest enrollment at the beginning of any fiscal year was 169, at the beginning of the fiscal year 1921-22. The lowest enrollment during this period was 62 at the beginning of the fiscal year 1913-14. The average enrollment of these years was 106, and the total was 952.

Table I, Section 2 indicates that 619 boys were admitted to the Jackson Training School during the nine-year interval, and the highest number of boys entered in a single year was 199, in the year 1921-22. The reason for the great increase in that year, no doubt, was the fact that four new cottages were opened at the institution at that time, making available to the boys of the state the necessary accommodations. The average annual number of admissions for this period was 69 boys.

In Table I, Section 3, the figures indicate that during this nine-year period there was a total of 1,571 boys in the care of the institution at one time or another, and the number of boys cared for was the highest during the year 1921-22, when 368 boys were cared for. The lowest number of boys cared for was in the year 1913-14, when 102 boys were cared for. The annual average was 175.

Table I, Section 4 reveals that 275 boys were paroled during this interval, 39 being paroled during the year 1920-21, and 61 paroled during the year 1921-22. The least number paroled during the nine-year interval was 5 in the year 1914-15, and the average number paroled annually for this interval was 31 boys.

Table I, Section 5 indicates that 95 boys made good their escape from the institution during the nine-year interval; 18 during the year 1917-18, and 16 during the year 1918-19. During the years 1913-14, 1914-15, 1915-16, three boys made good their escape during each year. The average for the nine-year interval was approximately 11 boys each year.

Table I, Section 8 reveals that there were 391 separations during this nine-year period. In 1917-18 there were 56 separations, and in 1921-22 there were 78. The least number of separations occurred in the year 1914-15, when there were 9. The average number of separations for the nine-year interval was 44.

Table I, Section 9 shows that the total number of boys in the school at the end of the fiscal years of this nine-year period was 1,180. At the end of 1920-21 there were 169 boys enrolled, and at the end of the year 1921-22 there were 290. The least enrollment occurred in the year 1913-14 when there were 83 boys. The average for the nine-year interval was 131 boys.

Table I, Section 10 shows that the average enrollment at the school increased from 90 in the year 1917-18 to 188 in the year 1921-22.

A careful examination of this table reveals that the growth in population at the institution was not spasmodic, but that it was fairly gradual, except during the year 1921-22, when the increased facilities of the institution permitted the enrollment of larger numbers.

**TABLE No. II**

**STONEWALL JACKSON TRAINING SCHOOL**  
**Concord, North Carolina**

**Statistics for the Interval 1922-1928.**

<b>Years</b>	<b>Average Enrollments</b>
1922-23	292
1923-24	342
1924-25	396
1925-26	398
1926-27	420
1927-28	471

In order to supply some information for the interval from 1922 through 1928, in Table II there are presented figures which indicate the average enrollment at the school for the six-year interval. During this time the average enrollment increased from 292 in 1922-23 to 471 during the year 1927-28.

### Table No. III

Table III carries the statistical facts regarding the school population for a seventeen-year interval beginning with the year 1928-29 and extending through the year 1944-45. This table reveals some additional details which were available and could not be given in Table I.

The statistics contained in Table III show that during the decade from 1928 to 1938 the population at the school hovered near the 500 mark. They also reveal that from 1938 until 1943-44 there was a gradual decline in the numbers enrolled at the school. It would not be possible to account for all this decline, but no doubt a large share of the credit, for it is a matter of pride, should be given to the increased efficiency of the various welfare departments of the 100 counties of the state of North Carolina. On the other hand, it is true, no doubt, that the large enrollments during the decade from 1928-38 must be attributed to the devastating results upon the homes of the low income group by the great national depression.

In Table III, Section 1, the statistics reveal that the average enrollment, at the first of the year, for the seventeen-year period was 463. The highest enrollments were during the years 1929-30 and 1930-31 when the enrollments were 524 and 512, respectively. The lowest enrollments for this interval occurred in the years 1943-44 and 1944-45 when there were 342 and 353 respectively. The welfare departments, no doubt, have been able to increase their services to the children of the state because of the increased appropriations from the federal government which are used for Aid to Dependent Children. It is probably true that the provisions for Old Age Benefits, made available through the cooperation of the federal and state governments, have tended also to reduce the juvenile delinquent loads.

Table III, Section 2 reveals that during this period the average number of commitments was 187. The largest numbers of boys committed were during the years 1936-37 and 1943-44, when 236 and 223 were committed. The lowest number of commitments were in 1939-40 and 1941-42, when 138 and 163 were committed.

Table III, Section 3 indicates that during a fifteen-year period 239 boys who had been conditionally released were returned to the institution. The largest number of returnees occurred during the year 1944-45, when there were 35. The average number of returnees, or recidivists, was 16. It is probably true that the larger number of recidivists occurring in the last two years may be attrib-

TABLE No. III STONEWALL JACKSON TRAINING SCHOOL, CONCORD, NORTH CAROLINA  
Movement of Population Over a Period of Several Years, as Indicated Below by Fiscal Years.

	1928	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	
1. In school first of year.....	511	524	512	494	496	488	495	480	463	507	486	474	446	431	377	342	353		
<b>ADMISSIONS DURING YEAR</b>																			
2. Received on commitment.....	*	*	176	229	194	175	219	192	236	176	165	138	165	163	173	223	178		
3. Conditionally released boys returned.....			12	12	12	14	12	21	21	17	16	14	6	13	12	22	35		
4. Escaped boys returned.....			6	8	3	13	14	21	9	9	13	12	4	10	6	17	2		
5. Transferred from other institutions.....			2		1	2						1							
6. Total admissions.....	245	238	196	249	210	204	245	234	266	202	194	165	175	186	191	262	215		
7. Total number under care during year.....	756	762	708	743	706	692	740	714	729	709	680	639	621	617	568	604	568		
<b>SEPARATIONS DURING YEAR</b>																			
8. Conditionally released.....	207	221	177	198	167	155	208	222	194	184	156	159	149	190	181	204	157		
9. Discharged upon leaving.....										2	9	13	20	11	14	16	1		
10. Making good their escape.....	25	28	29	35	49	30	49	24	28	34	40	21	20	39	25	30	19		
11. Transferred to other institutions.....				1	1	1	2				1						1		
12. Died.....		1	1			* 5							1						
13. Other dispositions.....			7	14	1	3	1	5		3					6				
14. Total Separations.....	232	250	214	247	218	194	260	251	222	223	206	193	190	240	226	251	178		
15. Number in school end of year.....	524	512	494	496	488	495	480	463	507	486	474	446	431	377	342	353	394		
16. Average enrollment.....	503	496	495	478	475	490	471	458	473	473	474	442	416	373	331	365	366		
17. Normal capacity: (White boys: 470; Indians, 30.)	470	470	470	470	470	470	470	470	500	500	500	500	500	500	500	500	500	500	

18. The largest number of boys ever enrolled was 530, on June 1, 1929.

(\*) Two of these boys were killed while a. w. o. l., and riding a freight train in Charlotte.

(\*\*) Admissions for these two years were shown only by total.



uted to the unsettled conditions incident to the war. A good many boys who have been released, unfortunately have found home conditions terribly unsettled. Then, too, the policy of the institution in recent years has been to be a little more lenient about releasing boys, with the theory that it is good therapy to release boys after a reasonable stay at the institution, with the hope that they will make good at home, but that if they fail they may be returned for further treatment.

Table III, Section 4 shows that a total of 147 boys who had escaped from the institution were returned. The average number returned during the fifteen years was 10. The largest number of boys returned in any individual year was 21 in 1935-36. In 1943-44 there were 17 returned. The smallest number of boys returned was in the year 1944-45 when there were 2. In 1932-33 there were 3.

Table III, Section 6 shows that there was a total of 3,677 admissions from 1928 to 1945, with a yearly average of 216. The largest number of admissions occurred in 1936-37, when there were 266, and 1943-44 when there were 262. The smallest number occurred in the year 1939-40 when there were 165.

Table III, Section 7 reveals that the total number of boys under the care of the institution during the 17-year interval, 1928-45, was 11,556, with a yearly average of 680. The largest numbers were during the year 1929-30 with 762 and 1928-29 with 756. The smallest numbers were in 1942-43 and 1944-45 when there were 568 in each of these years. The data in this section should not be confused with the information which is presented herewith in Section 1. It should be explained that during any year the total number of boys in the care of the institution includes three distinct groups, namely: those who are admitted during the year; those who continue on the rolls throughout the year; and those who are released during the year. In other words, the total of the boys under the care of the institution during this seventeen-year interval is 11,556, but actually only 5,870 boys have ever been enrolled at the Jackson Training School, from the beginning until November 2, 1945.

Table III, Section 8 indicates that a total of 3,129 boys were conditionally released during the seventeen-year period, and the yearly average was 184. The largest number of boys released was in 1935-36 when 222 boys were given their releases, and the next largest number was in 1934-35 when 208 boys were released. The smallest number of releases occurred in 1933-34 when there were 155 boys released, and in 1938-39 there were 156 boys released.

Table III, Section 10 shows that a total of 525 boys made good their escape from the institution, with a yearly average of 31. It should be explained, however, that latter on, after a lapse of one or two years, some of these 525 boys were returned to the school. The greatest number of boys making good their escape from the school

occurred in the years 1932-33 and 1934-35, when 49 boys made good their escape. The smallest number of such boys was in 1944-45 when there were 19. The next smallest number was 20, in 1940-41.

Table III, Section 12, indicates that 9 boys died or were killed during this seventeen-year interval. Two of these were killed in an accident while they were fugitives.

Table III, Section 14 shows that there was a total of 3,795 separations from the school from 1928-45, with an annual average of 223. The largest number of separations occurred in the year 1934-35 when there were 260. In 1935-36 there were 251. The least number of separations occurred in 1944-45 when there were 178. In 1940-41 there were 190.

Table III, Section 15 indicates that the average number enrolled at the school at the end of the various years from 1928-45 was 468, with a total of 7,762. The highest enrollment was in 1928-29 when there were 524, and the next highest enrollment was in 1929-30 when there were 512. The least end-of-the-year enrollment was in 1942-43 when there were 342.

Table III, Section 16 shows that the average annual enrollment in the seventeen-year interval was 446. The highest average enrollment occurred in 1928-29 when it was 503. In 1929-30 it was 496. The least average enrollment occurred in 1942-43 when it was 331. In 1943-44 it was 365.

#### Table No. IV

Table IV, Section 1 indicates the number and percentage of the enrollment that have been orphans. Records show that during the year 1931-32 there were 55 orphan boys at the school, which represented 11 per cent of the total enrollment. However, during most of the existence of the school the orphans have represented only approximately 7 per cent of the total enrollment. During the year 1943-44 there were only 9 orphans, which represented 2½ per cent of the total, but during the next year the number increased to 23, or 6 per cent of the enrollment. Generally it occurs that welfare officials and juvenile judges place the orphans in orphanages or in home placements; however, it sometimes develops that the boys for whom these placements have been arranged do not make satisfactory adjustments, and these boys develop the wanderlust idea, which leads them to run away and commit depredations or minor robberies. As a rule, orphanages are not equipped to handle cases of this nature, and it falls then to the lot of the training school to take them.

Table IV, Section 2 shows the number and percentages of boys who are half-orphans—that is, either the father or the mother was or is dead. The percentages of boys at the school whose fathers have been dead has run approximately 20 per cent, and the percent-

TABLE No. IV

## STONEWALL JACKSON TRAINING SCHOOL

Concord, North Carolina

Data on Home Status of Boys — (Biennially, 1929-1945)

Records of June 30th, in years shown.....	1929 1930	1931 1932	1933 1934	1935 1936	1937 1938	1939 1940	1941 1942	1943 1944	1944 * 1945 *
1. Orphans (both parents dead)									
Number.....	46	55	34	34	36	24	25	9	23
Per cent.....	9	11	7	7	7	5	7	2½	6
2. Half Orphans:									
Father dead									
Number.....	129	141	120	114	96	93	82	54	79
Per cent.....	25	28	24	25	20	21	21	15½	20
Mother dead									
Number.....	90	77	92	71	70	74	52	46	44
Per cent.....	17	15½	19	15	14	16	14	13	11
3. Foundling .....								1	
4. Parents living but separated									
Number.....	77	77	95	60	109	79	60	70	61
Per cent.....	15	15½	19	13	23	18	16	20	16
5. Total from broken homes									
Number.....	342	350	341	279	311	270	219	180	207
Per cent.....	66	70	69	60	64	61	58	51	53
6. Parents living and living together									
Number.....	173	149	154	184	175	176	158	173	183
Per cent.....	34	30	31	40	36	39	42	49	47
7. Total enrollment									
Number.....	515	499	495	463	486	446	377	353	390
Per cent.....	100	100	100	100	100	100	100	100	100

(\*) This data not biennial, but for one year period.

age of boys whose mothers have been dead has been approximately 15 percent. These percentages have remained fairly constant throughout the years. There is an interesting feature to this, in that the percentage of boys who did not have their fathers with them is larger than the percentage of those who did not have their mothers, which should probably be interpreted to mean that the mothers, from the standpoint of discipline, were not able to control or direct their boys.

Table IV, Section 4 indicates the number and percentage of boys whose parents were living but separated. Generally, this percentage has varied from approximately 15 to 20 per cent. The highest percentage in this group was in the year 1937-38 when it was 23 per cent, and the lowest was in 1935-36 when it was 13 per cent.

Table IV, Section 5 indicates the total number and percentage of the boys who have been from broken homes. This has varied from 70 per cent in 1931-32 to 51 per cent in 1943-44. The figures indicate that generally the percentages have run near 60 per cent. One significant feature of this information is that it shows that the percentage from broken homes is probably on the decline, which of course means that the percentage of boys coming from homes where both parents are together is on the increase. Table IV, Section 6 indicates that the percentage of parents living and living together has ranged from 30 per cent in 1931-32 up to 49 per cent in 1943-44. The increase in the percentage in this group may be attributed to the abnormal conditions which have prevailed through the war period. Probably not too much significance should be attached to the trend which seems to prevail in this group at this time.

### Tables Nos. V-A and V-B

One of the biggest problems in the operation of a training school such as the Jackson Training School is to determine how long a boy should remain at the school, or rather to determine when he should be released, with a reasonable degree of certainty that he will make a successful adjustment on the outside. Theoretically and legally a boy is expected to remain at the Training School until he has made sufficient progress and development to entitle him to a release. It is the responsibility of the school officials to determine when the boy is ready to go.

The boy's readiness for release is determined by four important factors: first, his progress in the day school; second, his development and growth in his work experiences; third, his record of behavior in the cottage, on the playground, and elsewhere; and fourth, his regard for his own personal and moral cleanliness. It is explained to each boy at the outset that he makes his own record, with the help, of course, of the school staff. It is also explained to him

that the school can do the most for the boy who does the most for himself.

It should be explained also that no boy is released from the Training School until the action has the approval of the Superintendent of public welfare in the county whence the boy was committed, or where his people live at the time of his proposed release. Primarily it is the responsibility of the welfare officials to place the boys when they leave the institution.

TABLE No. V - (a)

**STONEWALL JACKSON TRAINING SCHOOL**  
Concord, North Carolina

Average Stay or Tenure of Boys Conditionally Released During Certain Periods.  
(Data Covers Thirty Years—Five-Year Intervals)

Period	Number Boys Released	Average Stay		Longest stay anyone in this group	Shortest stay anyone in this group
		Mo.	Days		
1915, full year	7	37 mo.	3 days	49 mo. 9 days	29 mo. 16 days
1920, first 6 mos.	25	24 mo.	0 days	47 mo. 0 days	6 mo. 15 days
1925, last 6 mos.	37	29 mo.	1 day	51 mo. 12 days	14 mo. 2 days
1930, last 6 mos.	45	30 mo.	18 days	72 mo. 16 days	12 mo. 1 day
1935, last 6 mos.	105	31 mo.	29 days	69 mo. 16 days	6 mo. 24 days
1940, last 6 mos.	89	30 mo.	25 days	70 mo. 8 days	7 mo. 14 days
1945, first 6 mos.	79	22 mo.	0 days	53 mo. 15 days	10 mo. 15 days

Note: Sources of information—Boys' registers and the dates of admission and release as shown by individual files.

In Table V-A is some very significant and interesting information concerning the average stay of the boys who have been at the Jackson Training School. The statistics indicate that during most of the history of the school the average time of stay has been approximately  $2\frac{1}{2}$  years. During the year 1915 when only 7 boys were released from the school the average stay was slightly in excess of three years. Then during the first six months of 1920 the average stay is shown to be approximately two years, and this length of stay corresponds to the average stay which has prevailed during the past two or three years.

At the Training School there has developed a rather fixed policy, in the last three years, to try to avoid keeping boys too long, lest there might develop in some boys the feeling that they are typical training school individuals. Frequently the remark is made that a boy has made about all the progress he is capable of making, and

that the school has done about all for him that it could hope to do, and also that if the boy were to stay at the school five or six years longer he would not be greatly improved. It is regarded as a mark of progress that during recent years the length of stay seems to be decreasing. Much of the credit for this is due to the fact that the school now has a Reviewing Committee, which studies the case of each boy after he has been at the school for a period of about ten months.

This table also indicates that the longest tenure for any boy was a little more than six years, and that the shortest tenure for any boy was six and one-half months. This table also shows that the shortest average stay over a period of six months was twenty-two months during the first six months of 1945.

**TABLE No. V - (b)**  
**STONEWALL JACKSON TRAINING SCHOOL**  
Concord, North Carolina  
Information Regarding Length of Tenure or Time of Stay

Months	Sept. 1942 to Feb. 1943 Inclusive	Sept. 1943 to Feb. 1944 Inclusive
	No. Cases	No. Cases
70-74	2	1
65-69	0	0
60-64	0	1
55-59	1	3
50-54	1	1
45-49	3	2
40-44	1	2
35-39	5	8
30-34	4	9
25-29	8	13
20-24	11	16
15-19	8	11
10-14	15	15
5-9	5	5
1-4	0	4
	<hr style="width: 20%; margin: auto;"/> 64	<hr style="width: 20%; margin: auto;"/> 91
	Average Tenure: 24.4 months or 2 years 12 days	Average Tenure: 24.6 months or 2 years 18 days
	Median Tenure: 21.8 months or 1 yr. 9 mo. 24 days	Median Tenure: 23.3 months or 1 yr. 11 mo. 9 days

In Table V-B it is shown that sixty-four boys were released from the Jackson Training School during the six-months period from September 1, 1942 to February 28, 1943, and that ninety-one boys were released during the same six months of the following year.

It will be noted also that the tenure of the boys ranged from a few months to six years. Generally, those who remain for a long period of time do so for the reason that home conditions are such that the boys cannot be received in the home, and it is not always possible to make suitable home-placements for them. On the other hand, if boys are given early releases it is because they have made excellent records at the school during their stay. They may have the opportunity for getting employment or doing high school work, or entering the military service.

The average tenure of the boys during the first period was found to be 24.4 months, while it was 24.6 months during the latter period. Thus it is observed that the length of stay for the two periods was about the same. In other words, the boys remain at the Jackson Training School on an average of approximately two years. This seems to be a reasonable tenure, especially since it is not possible to rehabilitate permanently or to re-train a boy within a brief time of a few weeks. It must be remembered that generally their patterns of behavior or conduct have been in process of formation over a period of months and years. It is generally recognized that whenever a boy has been adjudged to be a juvenile delinquent, it is the result of an evolutionary, or rather devolutionary, process in his life.

Perhaps the most significant fact revealed by the statistics listed above is that each boy's case is considered on an individual and personal basis. Naturally some boys respond much more readily than others, and the results are more satisfactory and more rapid. Some boys have had better advantages back home than others, and some have a much better outlook on life, because of better home prospects. Some are much more capable mentally than others. Some are more stable emotionally than others. These and other factors determine a boy's progress and development and therefore determine his tenure at the school.

In releasing a boy there are always two dangers to guard against: first, releasing him too early; second, retaining him too long. Naturally, a premature release, before a boy has made up his mind to go straight, is an unwise procedure. All that has been attempted for the boy's betterment is practically wasted.

Likewise, it is certainly unwise to keep a boy in a training school too long, as has been said. When this is done, the boy's life tends to become institutionalized, and he tends to develop an attitude of depending on the government or someone to take care of him, instead of relying on himself. Furthermore, it is generally regarded as good therapy to release a boy, if suitable arrangements can be made, after he has spent 2½ to 3 years at the Training School and has made a reasonably good record, even though there may be some

possibility that he would return later. The boy and his relatives then realize that he has had a good chance, and that the responsibility for failing is theirs. It is generally conceded that the longer a boy stays at a training school and the more institutionalized his life becomes, the greater is the difficulty in bridging the gap between life in an institution and life on the outside.

All releases from the Jackson Training School are on a conditional basis. That is, if a boy fails to make good during a reasonable time, he may be returned to the School. Boys are given final discharges after several months of successful adjustments on the outside, if the discharges are recommended by the local superintendent of public welfare.

#### Table No. VI

The data contained in Table VI indicates that the average age of the boys who have been enrolled at the Jackson Training School throughout the years has been slightly below 14 years. The average has hovered very near the level of 13.8 years. The data indicates that the lowest average for any one year was 13 in 1933-34 and that the highest average was 14.37 years in 1939-40.

The statistics in Table VI show that the greatest range in ages prevailed in the years 1929-30 and 1930-31, when the ages ranged from 7 to 19 years. In this connection it should be noted that no boy has been enrolled in the school who was 7 years old, since 1934-35, and that no boy who was 8 years old has been enrolled since 1938-39. The statistics also indicate that no 19 year old boy has been enrolled at the school since 1930-31 and that no 18 year old boy has been enrolled at the school since 1939-40.

The statistics in this table show that the shortest age span for the boys prevailed in the year 1941-42, when the ages of the boys ranged from 10 to 17.

During the years 1944-45 there were 3 boys 9 years old, and 10 boys 17 years old, and the others ranged in ages between these two.

In this connection it should be explained that boys in the state of North Carolina who have attained the age of 16 years are not eligible to be sent to the Jackson Training School. However, after a 15-year old boy has been sent to the school he may be retained until he reaches his majority. It should be explained also that no 9-year old boys are admitted to the school unless the action has the approval of the State Department of Public Welfare.

At the Jackson Training School it is the policy of the officials to segregate the small boys from the larger boys in the cottages. At the present time there are four cottages in which small boys are housed.

It should be explained, too, that since 1938 the Jackson Training School has had a cottage for Indian boys. The number of Indian boys has never been very large. In fact, it has ranged from six to twelve. While it is true that the Indian boys live in a separate cottage, as a rule in their work experiences they mingle with the other boys.



TABLE No. VI  
 STONEWALL JACKSON TRAINING SCHOOL  
 Concord, North Carolina

Average Ages of Boys Enrolled on June 30th of Fiscal Years Listed Below.  
 Also Number by Age Groups Present on Those Dates.

	1929-30	1930-31	1931-32	1932-33	1933-34	1934-35	1935-36	1936-37
Average age in years of boys enrolled on June 30th of each of these fiscal years .....	13.6	14	13.8	13.6	13	13.7	13.8	13.8
Boys enrolled in following age groups at the end of each fiscal year:								
Seven years of age.....	1	2	1	2	1	2	3	3
Eight years of age.....	5	2	6	9	2	1	7	32
Nine years of age.....	7	7	8	9	11	3	11	28
Ten years of age.....	19	30	20	23	21	20	30	47
Eleven years of age.....	14	24	34	30	29	38	46	69
Twelve years of age.....	47	28	52	60	63	46	74	103
Thirteen years of age.....	78	70	75	79	77	74	107	97
Fourteen years of age.....	103	98	77	94	109	125	107	85
Fifteen years of age.....	119	118	132	92	108	93	62	137
Sixteen years of age.....	88	88	72	71	55	68	15	62
Seventeen years of age.....	24	21	19	16	15	10	4	11
Eighteen years of age.....	9	5	3	3	4			5
Nineteen years of age.....	1	1						
Total number enrolled at the end of fiscal year, or June 30th.....	515	494	499	488	495	480	463	507

TABLE No. VI—(Continued)  
 STONEWALL JACKSON TRAINING SCHOOL  
 Concord, North Carolina

Average Ages of Boys Enrolled on June 30th of Fiscal Years Listed Below.  
 Also Number by Age Groups Present on Those Dates.

	1937-38	1938-39	1939-40	1940-41	1941-42	1942-43	1943-44	1944-45
Average age in years of boys enrolled on June 30th of each of these fiscal years .....	13.9	14.15	14.37	13.8	14	13.5	13.6	13.79
Boys enrolled in following age groups at the end of each fiscal year:								
Seven years of age.....	2	1	3	1	17	1	3	3
Eight years of age.....	3	1	10	13	17	18	16	15
Nine years of age.....	12	11	9	23	16	19	21	32
Ten years of age.....	31	18	32	37	37	23	38	43
Eleven years of age.....	48	47	66	53	45	67	72	60
Twelve years of age.....	75	62	83	108	98	85	82	78
Thirteen years of age.....	122	103	83	96	94	83	72	94
Fourteen years of age.....	121	139	135	88	65	40	45	55
Fifteen years of age.....	52	72	86	12	5	6	4	10
Sixteen years of age.....	18	15	17					
Seventeen years of age.....	2	5	5					
Eighteen years of age.....								
Nineteen years of age.....								
Total number enrolled at the end of fiscal year, or June 30th.....	486	474	446	431	377	342	353	390

**TABLE VII**  
**STONEWALL JACKSON TRAINING SCHOOL**  
 Concord, North Carolina  
 Home or Residential Background of Boys, Biennially.

Years	1915*	1930	1932	1934	1936	1938	1940	1942
Boys from farms								
Number.....	19	175	164	156	140	151	155	130
Per cent.....	18.3	34	33	31.5	30	31	35	35
Boys from villages or cities								
Number.....	85	340	335	339	323	335	291	247
Per cent.....	81.7	66	67	68.5	70	69	65	65
Totals.....	104	515	499	495	463	486	446	377

(\*) For fiscal year 1914-15.

The data in Table VII indicates that about one-third of the boys at Jackson Training School have come from the farm, while the remaining two-thirds have come from villages and cities. The percentage from the farm in the period from 1930 to 1942 ranged from 30 to 35, whereas the percentage from urban areas ranged from 65 to 70.

In some of the early records of the school it was found that during the year 1914-15 the percentage of boys from the farm was only 18.3. The total enrollment at that time was 104. In regard to these facts, it seems safe to assume that the percentage of boys from farm homes would naturally be smaller than it came to be later on. As far back as 1915, very little of a constructive nature was being done for delinquent boys anywhere in the state, and this was particularly true in the rural areas. However, since 1930 the ratio between farm and urban boys has remained fairly uniform.

**TABLE VIII**  
**STONEWALL JACKSON TRAINING SCHOOL**  
 Concord, North Carolina  
 Family Relationships of Boys

Years	1938	1940	1942
1. Boys having brother or brothers at school.....	102	73	51
2. Boys who have had brother or brothers at school in the past.....	63	58	61
3. Boys who have brother or brothers in similar school.....	27	16	13
4. Boys who have had brother or brothers in similar school in the past.....	25	21	15
5. Total of boys whose brothers or sisters are or have been in institutions:			
Number .....	243	190	153
Per cent .....	50	42.5	40.6
6. Total school enrollments.....	486	446	377

The statistics in Table VIII show that slightly more than 40 per cent of the boys who have been at the Training School throughout the years have had a brother or a sister in this or some similar institution. The data available for this table extends over only a brief period of time, but the information seems to be important enough to present, and it is hoped that at a later date further comparisons may be made. It is, of course, quite interesting to note that 4 out of every 10 boys coming to the Training School do apparently come from homes in which juvenile delinquency is characteristic.

An additional study reveals that the total number of boys that have been enrolled at the Training School throughout the years up to November 13, 1945, is 5,871. These boys come from various parts of the state, and represent 5,397 different families, as follows:

5,000 families have had one boy here.....	5,000 boys
329 families have had two boys here.....	658 boys
59 families have had three boys here.....	177 boys
9 families have had four boys here.....	36 boys
Total number boys.....	5,871
Families represented.....	5,397

A further study of the records of the Training School reveals that 8 former Training School boys who have gone out and established families of their own, have then had one or more of their sons come to the Training School. Three of these 8 had two sons here at one time, and 5 of the 8 have had one son here.

The records also show that throughout the intervening years there have been eleven sets of twins at the school. The first set of twins were received September 15, 1916, having been born November 11, 1901. There were five sets of twins at the school at one time in 1931. At the present time, November 15, 1945, there are two sets of twins enrolled at the school.

### Tables IX to XIV

Tables IX through XIV present some highly interesting information regarding the age and grade placements of the boys who have been enrolled at the Training School. These statistics show a very great amount of retardation in school among the boys who have been enrolled here. It is interesting to note that in all of the studies relating to this that the greatest amount of retardation occurs in the first grade, the average retardation being almost as much as six years. The average retardation decreases gradually throughout the grades, and the lowest retardation is found to be in the seventh grade where it has been approximately two years. These facts give evidence of the great difficulty involved in teaching boys at the Training School. The boys who are greatly retarded have made poor progress in school for one reason or another. Generally, it is because of their

TABLE IX  
 STONEWALL JACKSON TRAINING SCHOOL  
 Concord, North Carolina  
 Age-Grade Distribution of Training School Boys  
 June 30, 1931

GRADES								
Age	1	2	3	4	5	6	7	Total
6								
7	2							2
8	1	1						2
9	3	2	2					7
10	8	11	3					30
11	8	8	4	4				24
12	6	8	6	3	3	2		28
13	18	9	15	15	6	7		70
14	7	9	19	14	23	13	13	98
15	9	10	17	18	16	22	26	118
16	4	4	6	6	12	28	28	88
17	1	2	2	4	4	3	5	21
18					1	1	3	5
19							1	1
Total	67	61	82	67	65	76	76	494
Pct.	13.6	12.3	16.6	13.5	13.2	15.4	15.4	

low intelligence. Then, too, it is because of failure on the part of the parents to see that the boys attend school regularly. Finally, some of the fault must be attributed to the schools themselves, because they have frequently failed the boys in their critical needs.

It is noted that the number of boys who have made normal progress has been on the increase in recent years. It is hoped that this number may be gradually increased, and it should be if the public schools function as they should.

It is noted also that the percentage of children enrolled in the first grade at the school has apparently been on the decline, and that the percentage of boys in the upper grades is increasing. This is a healthy sign of progress because it is highly important that the boys who attend the school here have their opportunity for the best school work possible. Since the compulsory school age has been advanced from 14 to 16 years of age, it is true that more than 90 per cent of the boys at the school come under the compulsory school attendance laws. This means, of course, that when great numbers of these boys are released to return to their homes, they will be required to attend the public school.

A study of the statistics presented herewith indicates that the greatest amount of over-ageness occurs among the boys who are over-age from 3 to 4 years. However, some of the boys at the school are retarded as much as 10 years. This means that a spe-

TABLE X  
 STONEWALL JACKSON TRAINING SCHOOL  
 Concord, North Carolina  
 Age-Grade Distribution of Training School Boys

June 30, 1935

GRADES								
Age	1	2	3	4	5	6	7	Total
6								
7	2							2
8	1							1
9	2	1						3
10	7	9	3	1				20
11	9	10	8	10	1			38
12	8	9	11	5	9	2	2	46
13	9	12	11	14	9	10	9	74
14	9	12	10	18	23	31	22	125
15	3	5	6	16	19	23	21	93
16	4	5	9	6	6	20	18	68
17		2	1	1	2	1	3	10
Total	54	65	59	71	69	87	75	480
Pct.	11.2	13.6	12.3	14.8	14.4	18.1	15.6	

TABLE XI  
 STONEWALL JACKSON TRAINING SCHOOL  
 Concord, North Carolina  
 Age-Grade Distribution of Training School Boys

June 30, 1940

GRADES								
Age	1	2	3	4	5	6	7	Total
6								
7								
8								
9	2	1						3
10	4	5	1					10
11	1	4	2		2			9
12	7	8	11	4	2			32
13	16	11	14	7	11	4	3	66
14	18	9	11	13	12	12	8	83
15	7	18	23	20	18	23	26	135
16	3	7	8	13	11	17	27	86
17	2	3	2	2	3	1	4	17
18				1	2		2	5
Total	60	66	72	60	61	57	70	446
Pct.	13.5	14.8	16.3	13.4	13.7	12.5	15.8	

TABLE XII

## STONEWALL JACKSON TRAINING SCHOOL

Concord, North Carolina

## Age-Grade Distribution of Training School Boys

October 16, 1944

Age	GRADES								Total
	1	2	3	4	5	6	7	8	
6									
7									
8									
9			1						1
10	8	7	1	2					18
11	5	7	3	6	5				26
12	3	7	6	8	4	2	1	2	33
13	1	8	5	8	14	4	8	6	54
14	3	4	13	10	13	13	10	13	79
15	10	4	9	6	6	14	10	11	70
16	1	1	6	2	5	8	4	4	31
17	1	2	1	1	1	2	2		10
18				1					1
Total	32	40	45	44	48	43	35	36	323
Pct.	9.9	12.4	13.9	13.6	14.9	13.3	10.8	11.2	

cial type of curriculum is needed to meet the needs of these boys and that a very skillful teacher is required. At the school an effort is made through intelligence and educational achievement tests to place the boys where they can do school work successfully. In the future years there may be a possibility that grade placements as such may be given real emphasis. That is, a boy who is 14 or 15 years old and in the first grade may have his grade placement designated otherwise but so planned that he will do even then the level of work of which he is capable. This is highly desirable since so often the maturity and the interest of the boys indicate that they need to be with other boys who may be in higher grades.

In September, 1944, an 8th grade was established at the Training School to provide opportunities for the boys who are far enough advanced for such work. Then, in July, 1945, provision was made for the establishment of the 9th grade at the school, and approximately 25 boys are now enrolled in the 9th grade. These additional grades provide opportunities for those boys who are most capable of doing advanced work and whose educational careers should not be interrupted because of the fact they are attending the Training School.

TABLE XIII

## STONEWALL JACKSON TRAINING SCHOOL

Concord, North Carolina

Average Retardation by Grades and Years, at Different Periods

	1931	1935	1940	1944
First Grade	5.7 years	5.4 years	6.3 years	5.8 years
Second Grade	4.9 years	4.8 years	5.7 years	4.5 years
Third Grade	4.4 years	4.3 years	5.0 years	4.8 years
Fourth Grade	4.7 years	3.7 years	4.7 years	3.3 years
Fifth Grade	3.7 years	3.1 years	3.7 years	2.6 years
Sixth Grade	3.1 years	2.7 years	3.0 years	2.7 years
Seventh Grade	2.5 years	2.0 years	2.0 years	1.4 years
Eighth Grade				.5 year

TABLE XIV

## STONEWALL JACKSON TRAINING SCHOOL

Concord, North Carolina

Retardation by Years at Different Periods

	1931	1935	1940	1944
Making Normal Progress	10	17	5	40
Retarded 1 year	41	56	16	36
" 2 years	63	85	67	69
" 3 "	110	106	88	60
" 4 "	94	89	75	43
" 5 "	70	53	63	37
" 6 "	56	35	64	17
" 7 "	28	24	48	14
" 8 "	15	9	17	13
" 9 "	6	6	6	3
" 10 "	1	0	2	1
Totals	494	480	446	323



## CHAPTER VIII

### Financial Statistics

The Stonewall Jackson Training School has always been financed from three major sources: first, state appropriations set up by the General Assembly of North Carolina, and in recent years administered through the Budget Bureau; second, local receipts derived from the sale of farm, dairy and other products; and third, gifts and bequests from philanthropists and interested friends of the institution.

The funds that have come to the institution through state appropriations have been used at the school both for operations and maintenance and for permanent improvements. The Legislature of 1907 made an appropriation of \$10,000, some of which was used for the salaries of staff members and some for the erection of buildings. This represented the initial effort of the state towards the operation of a training school for boys, and from that time on the state has continued to make appropriations in varying amounts. From time to time the needs of the institution have been presented to the members of the Legislature and efforts have been made to acquaint them with the program of work at the school and with the financial needs of the institution for doing the job that was at hand.

Unfortunately, the state appropriations to the institution, according to the best authorities in institutional work, have always been too inadequate to enable the institution to employ trained and skilled workers, and it has always been necessary for the school to call upon its employees to work for low wages and for long hours, even in the face of the fact that they were directing the training of delinquent boys, who always present the most difficult problems of adjustment.

With reference to receipts from the school operations, when it is realized that during the 28-year period from 1917-18 to 1944-45 the local receipts amounted to a total of \$127,839.28, it is evident that this has represented a rather substantial amount in the life of the institution. In this connection, however, this amount should not be confused with the amounts which have been produced and used locally on the farm in the way of food and feedstuffs. For instance, during the year ended June 30, 1945 the value of food and feedstuffs, on the farm amounted to \$82,481.99. The policy of the school officials is first to train boys in various work experiences, and second to produce on the farm and at the school as much as possible towards the total operational costs. It should always be remembered that it will never be possible for a training school to be self-sustaining. This is true because of the fact that it will always be necessary to have funds with which to pay the salaries of adminis-

trative officials, school teachers and other supervisory and staff members.

With reference to gifts and bequests, it should be explained that at all times the school has enjoyed a rather generous support from many individuals who have had a desire to do something towards improving the opportunities for the boys at the training school. Gifts from different individuals have made it possible for the school to have among its facilities such buildings as the administration building, trades building, nine cottages, a swimming pool, textile plant, farm land and numerous other facilities. In all, these voluntary contributions throughout the history of the school have amounted to approximately \$400,000.

Through the statistics which are presented herewith in Table XV, an attempt is being made to give a rather detailed picture of the financial history of the Jackson Training School. Through the records in the office it has been possible to get a continuous account of the finances for the school from the year 1917-18 down through the year 1944-45.

It should be noted that the budget system which was installed for all institutions in North Carolina became effective at the Jackson Training School with the year 1925-26. It was at that time that Honorable Angus W. McLean was Governor of the State and established a system of budget accounting which was designed to prevent the financial accounts of institutions from being out of balance or over-drawn at the end of the various fiscal years. Prior to this time, it developed that all institutions, no doubt came to the end of the fiscal year with a deficit which it was possible to cover by a loan from some local bank. This, of course, represented an unsound policy and had to be corrected through a budget system.

The lowest appropriations indicated in the period of 28 years were made in the year 1917-18, when the total available funds amounted to \$24,947.74. During that same year there was a deficit of \$9,047.42. These two amounts together represented an expenditure of \$33,996.16.

From 1917-18 until 1928-29 the appropriations for the Jackson Training School increased from year to year, and in the latter year the appropriations amounted to \$150,000. The receipts from local operations at the school amounted to \$6,794.14, making a total available fund of \$156,794.14 for the year 1928-29. During that year the expenditures amounted to \$149,979.20. During the same year, too, the average enrollment at the school was 503, representing the all-time high in the pre-depression years in available funds, total expenditures, and average enrollment.

The devastating effects of the national depression hit the Jackson Training School during the year 1931-32, but the school suffered the hardest blow during the year 1933-34, when the total available funds amounted to \$76,878.04, and the expenditures amounted to \$75,875.64. This means, of course, that the ex-

penditures during this year were cut to practically one-half of what they had been during the peak year of 1928-29. In the depression, of course, it became necessary to reduce drastically the salaries of those who worked at the school. There was no other alternative.

Then during the years after the depression the appropriations were gradually increased again, and the figures show that during the year 1937-38 the total funds available amounted to \$160,089.47, and during that year the expenditures amounted to \$152,113.84, and these represent an all-time high in the history of the institution.

Particular attention is called to the fact that during the biennium of 1943-45 the appropriations have again begun to increase, making it possible to advance the salaries of the workers some, and to employ some additional staff members. In the year 1944-45, \$151,751.86 was available, and of this amount, \$147,106.94 was expended at the institution. These expenditures are, of course, reflected in the high per capita costs which are discussed later.

Special attention is directed to the fact that throughout the history of the school there have been years when the school operated with a deficit. There have been other years when the school was forced to operate with an unallotted and consequently an unexpended balance, and then, too, there were years when other funds were returned to the state. In other words, there were times when the state made appropriations to the school, but because of the fact that funds were not available in the State Treasury it was impossible to allot them to the school.

During the last three or four years the institution has operated during a war period which has, in many instances, made it impossible for the school to purchase various items of equipment or to employ other persons for key positions, such as athletic director and dietitian. Then, too, it has been necessary to operate with a curtailed staff as a result of the demands of the war effort, including army enlistments.

With reference to per capita costs, a careful analysis of the statistics in Table XV indicates that the highest per capita cost in the history of the institution occurred in the year 1920-21, at which time the annual per capita cost was \$519.64, and the per capita cost per day that year was slightly in excess of \$1.42. The analysis also reveals that the lowest per capita cost occurred in the depression years of 1932-33 and 1933-34, when the annual per capita costs were \$157.98 and \$154.50, respectively.

The per capita costs during the entire period have fluctuated and have been rather irregular. In the biennium of 1943-45 the per capita costs have increased some, due to the fact that the salaries of a good many workers were increased to meet the competition in industries and elsewhere. In this connection it should be explained that while in some respects a low per capita cost may be desirable, on the other hand it may indicate that the institution is being operated with salaries that are too low or with untrained personnel. It

TABLE XV

## STONEWALL JACKSON TRAINING SCHOOL

## CONCORD, NORTH CAROLINA

Fiscal Year		Appropriation	Own Receipts	Total Availability
1917-18		\$ 22,500.00	\$2,447.78	\$ 24,947.74
1918-19		29,476.78	4,648.45	34,125.23
1919-20		30,600.00	3,585.14	34,185.14
1920-21		52,016.64	2,437.71	54,454.35
	For Deficit at Beginning of Year	14,858.03		14,858.03
1921-22		47,991.86	3,506.36	51,498.22
1922-23		64,623.66	2,094.86	66,718.52
1923-24	Balance in Local Bank	375.98		
		120,000.00		122,073.20
1924-25	Balance in Local Bank	211.69		
		120,000.00	1,697.22	
	Loan Secured By Note (Beginning of the Budget System)	1,500.00	5,823.15	127,534.84
1925-26		133,000.00	5,058.85	130,948.72
1926-27		140,000.00	6,753.99	146,753.99
1927-28		145,000.00	8,865.56	153,865.56
1928-29		150,000.00	6,794.14	156,794.14
1929-30		150,000.00	6,425.91	156,425.91
1930-31		150,000.00	2,949.80	152,949.80
1931-32		117,500.00	4,149.16	121,649.16
1932-33		117,500.00	456.57	117,956.57
1933-34		76,080.00	798.04	76,878.04
1934-35		76,080.00		
	Transferred from '33-34 maint. appropriation balance	1,000.00		
	Grant from State Emergency Fund for Tornado and Hail damage 3/25/35	7,761.00	1,671.83	86,512.33
1935-36		126,295.00	1,416.88	127,711.88
1936-37		116,275.00		
	From Contingency and Emergency Fund, Fire Damages, Milk House, Dec. 18, 1936	3,500.00	4,993.87	124,768.81
1937-38		152,266.00	7,823.47	160,089.47
1938-39		132,522.00		
	Transferred from '37-38 balance Permitted	3,655.00	3,427.49	139,604.49
1939-40		126,627.00	4,841.75	131,468.75
1940-41		125,424.00	3,956.26	129,380.26
1941-42		130,858.00	8,318.13	139,176.13
1942-43		137,067.00	9,337.74	146,404.74
1943-44		145,463.00	5,853.37	151,316.37
1944-45		144,046.00	7,705.86	151,751.86

Source of Information—Copies of reports to the Budget Bureau, biennial reports and other financial records on file.

Note: Your attention is called to the fact that although an appropriation may be made to the School, the full amount is not available unless State Revenues come up to expectation. The unallotted balances shown in expended balance column will bear this out. You will note some of the unallotted amounts listed in the late twenties and the thirties are considerably large.

# MAINTENANCE FUND

## EXPENDITURE AND PER CAPITA COST

Expenditures	Unexpended Balance	Average Enrollment	Per Capita Cost Per Year	Per Capita Cost Per Day	Average Number Employees
\$ 33,996.16	\$ 9,047.42 (Deficit)	90	\$377.73	\$1.034	18
38,575.39	4,450.16 (Deficit)	105	367.88	1.006	17
44,593.01	10,407.87 (Deficit)	120	371.61	1.005	17
64,955.11	10,500.76 (Deficit)	125	519.64	1.423	24
14,858.03					
53,442.00	6,943.78 (Deficit)	188	356.22	.976	26
58,897.18	7,821.34	292	275.74	.755	35
121,861.51	211.69	342	330.92	.9065	40
127,265.53	269.31	396	278.50	.7736	47
	<b>Unallotted</b>				
127,781.97	3,166.75	398	318.62	.8850	49
136,371.92	10,382.07	420	324.70	.8896	48
144,063.95	9,801.61	471	305.87	.8380	54
149,979.20	6,814.94	503	298.17	.817	56
142,405.56	14,020.35	496	287.11	.787	56
121,199.70	31,750.10	495	244.85	.6708	56
87,056.87	34,592.29	478	181.81	.4981	55
75,144.29	42,812.28	475	157.98	.4328	51
75,875.64	1,002.40	490	154.50	.4233	51
86,510.27	2.56	471	183.32	.5022	50
126,132.11	1,579.77	458	274.51	.7521	53
123,700.24	1,068.57	473	260.73	.7143	53
152,113.84	7,975.63	473	313.03	.8576	55
132,970.98	6,633.51	474	279.69	.7662	56
127,348.33	4,120.42	442	287.09	.7844	58
129,370.06	10.20	416	307.56	.8426	57
133,341.80	5,834.33	373	356.33	.9762	56
130,001.27	16,403.47	331	391.08	1.071	54
140,960.30	10,356.07	365	383.54	1.048	54
147,106.94	4,644.92	366	401.93	1.101	52

That was due to the drop off in State Revenues during the depression. You will also note sizeable sums reported as unexpended during the past four years. Practically all of the unexpended balances came about due to the fact these funds were appropriated for specific purposes which the School was unable to carry out due to lack of availability of most all equipment items, various repair items and the man-power shortage.

is generally recognized that it is impossible to employ the type of help that is required at this institution, or any other similar institution, at salaries that are extremely low. During the depression years when the per capita cost per day amounted to slightly more than 42 cents, the salaries of the staff members were distressingly low, and no doubt the state was expecting too much from the staff members at the school who were working for unusually long hours. However, it should be explained that all other institutions in the state suffered heavy curtailments at that time.

The statistics in Table XV indicate that the average number of employees at the institution through the 28 years ranged from a low of 17 in 1918-19 to a high of 58 in 1939-40. For more than 20 years the average number of employees has been between 50 and 58. For effective operation, this number should be increased in future years.

**TABLE XVI**  
**STONEWALL JACKSON TRAINING SCHOOL**  
**Concord, North Carolina**  
**November 23, 1940**

**PERMANENT IMPROVEMENT APPROPRIATIONS**

Appropriations made by North Carolina General Assemblies by years and amounts indicated below:

1917.....	\$ 50,000.00
1921.....	140,000.00
1923.....	135,000.00
1925.....	35,000.00
1927.....	20,000.00
1933.....	5,870.00 *
1937.....	52,500.00
1938 Special Session.....	8,085.00
	\$446,455.00

(\*) This represents amount advanced from Contingency and Emergency Fund in spring of 1930 when the State supplemented the \$15,000.00 Benjamin N. Duke funds to complete payment on purchase of Robert F Phifer land at total cost of \$20,870.00, covering cost of 208.7 acres at \$100.00 per acre. This appropriation was made to the School but the State turned it over to the Contingency and Emergency Fund.

Note: Prior to above dates there were no Permanent Improvement appropriations made the School but apparently when making maintenance appropriations they were made to be used for both maintenance and improvements as needed.

Sources of information—Copies of biennial estimates for Permanent Improvements funds and old voucher registers on file in the office at the School.

Table XVI gives some definite information regarding appropriations made to the school by the North Carolina General Assembly for permanent improvements—that is, for new buildings and other permanent facilities. Special reference is made to the fact that in

the year 1921, the state appropriated \$140,000 for permanent improvements, and in 1923 \$135,000 for permanent improvements. These funds were used primarily in the construction of such facilities as cottages, school building, dairy barn, and extraordinary repairing. Another extra appropriation was made in the year 1937, when the state appropriated \$52,500 to erect a gymnasium.

TABLE XVII

STONEWALL JACKSON TRAINING SCHOOL  
Concord, North Carolina

July 1, 1945

ANNUAL CONSUMPTION OF COAL AND TONS PER CAPITA OF  
ENROLLMENT

(1) Fiscal Year	(2) No. of Cottages in Operation	(3) Average Enrollment	(4) Tons of Coal Used	(5) Tons of Coal Used Per Capita
1923-24	12	342	732	2.14
1924-25	12	396	614	1.55
1925-26	13	398	696	1.75
1926-27	13	420	769	1.83
1927-28	16	471	784	1.70
1928-29	16	503	971	1.93
1929-30	16	496	1,021	2.06
1930-31	16	495	818	1.65
1931-32	16	478	892	1.87
1932-33	16	475	843	1.77
1933-34	16	490	984.9	2.01
1934-35	16	471	837	1.77
1935-36	16	458	1,129.75	2.477
1936-37	16	473	961.6	2.033
1937-38	17	473	1,159.05	2.45
1938-39	17	474	1,117.85	2.35
1939-40	17	442	1,428.05	3.23
1940-41	17	416	1,313.2	3.15
1941-42	16	373	1,121	3.00
1942-43	15	331	1,069	3.23
1943-44	15	365	1,087.3	2.95
1944-45	15	366	1,116	3.05

NOTE: Source of Information—Annual reports to The Budget Bureau, Raleigh, N. C., copies of which are on file in the office at the School.

The statistics presented in Table XVII give special information regarding the consumption of coal and the per capita expenditures required for fuel over a period of 22 years, beginning with 1923-24 and extending through 1944-45. These statistics indicate that the lowest consumption of coal occurred in the year 1924-25, when 614 tons were used, and the highest consumption occurred in the year

1939-40, when 1,428.05 tons were used. Likewise, the lowest tons of coal used per capita occurred in the year 1924-25, when 1.55 tons were used, and the highest consumption occurred in 1939-40 and 1942-43 when 3.23 tons were used.

TABLE XVIII

## STONEWALL JACKSON TRAINING SCHOOL

Concord, North Carolina

July 1, 1945

## INFORMATION REGARDING LIGHT AND POWER USED OVER A PERIOD OF YEARS

Fiscal Year	Cottages in oper'n	Av. Enr't	k. w. hrs. consumed	Total Cost	Average Cost per k. w. hour
1933-34	16	490	149,300	\$2,299.22	.0154
1934-35	16	471	155,100	2,388.54	.0154
1935-36	16	458	167,000	2,571.80	.0154
1936-37	16	473	174,200	2,682.68	.0154
1937-38	17	473	175,600	2,704.24	.01534
1938-39	17	474	186,600	2,867.64	.01536
1939-40	17	442	233,540	3,294.80	.0141
1940-41	17	416	248,617	3,465.98	.0139
1941-42	16	373	222,560	3,212.72	.0144
1942-43	15	331	243,480	3,329.16	.01367
1943-44	15	365	242,090	3,342.23	.0138
1944-45	15	366	250,498	3,367.49	.01344

NOTE: Source of Information—Annual reports to The Budget Bureau, Raleigh, N. C., copies of which are on file in the office at the School.

The statistics in Table XVIII present information regarding the expenditures for light and power used at the school over a period of 12 years, beginning with the year 1933-34 and extending through the year 1944-45. The figures in this table indicate that the greatest expenditures for light and power occurred in 1940-41, and that the lowest expenditures occurred in the year 1933-34, with the expenditures of \$3,465.98 and \$2,299.22, respectively. The figures also indicate that the average cost per kilowatt hour has ranged from .01344 cents in 1944-45 to .0154 cents in several other previous years.



TABLE XIX

## STONEWALL JACKSON TRAINING SCHOOL

Concord, North Carolina

July 1, 1945

## INFORMATION ON WATER SUPPLY CONSUMED OVER A PERIOD OF YEARS

Fiscal Year	Cottages in oper'n	Av. Enr't	Gallons Used	Total Cost	Cost Per 1M Gal.	Per Capita Gals. Consumed
1934-35	16	471	17,718,750	\$1 346.60	.076	103.18
1935-36	16	458	17,596,500	1,339.60	.076	105
1936-37	16	473	17,501,000	1,332.83	.0761	101
1937-38	17	473	18,435,000	1,309.03	.07534	107
1938-39	17	474	16,760,250	1,273.97	.076	97
1939-40	17	442	17,637,000	1,330.99	.0754	109
1940-41	17	416	17,449,250	1,330.84	.0706	115
1941-42	16	373	17,769,750	1,350.51	.0706	130
1942-43	15	331	15,167,250	1,162.30	.0706	125½
1943-44	15	365	18,144,000	1,378.93	.076	136
1944-45	15	366	17,706,750	1,333.26	.0753	132½

NOTE: Source of Information—Annual reports to The Budget Bureau, Raleigh, N. C., copies of which are on file in the office at the School.

The statistics in Table XIX reveal that the highest number of gallons of water used in any one year at the school since 1934-35 was in 1937-38, when 18,435,000 gallons were used. The average annual expenditures for water have amounted to approximately \$1,350 during this 11-year period, and the average cost per thousand gallons has been slightly in excess of 7 cents. The per capita consumption of water has ranged from 97 gallons in 1938-39 to 136 gallons in 1943-44.

## CHAPTER IX

### A Description of the School Plant or Facilities

The Jackson Training School at the present time possesses a plant, including buildings and farm lands, with a valuation of more than a million dollars. From a very meager beginning in the year 1908, when the original site for the institution was purchased, through a span of over thirty-six years, the facilities owned by the school have grown or increased with the unfolding of the years. Today the institution, after having demonstrated its permanent worth to the life of the state, has extensive facilities which, no doubt, will be on a par with the best training schools of the nation. This does not mean, however, that the school does not still need some additional permanent improvements in order to bring the services of the institution up to a higher level of efficiency.

The facilities of the school fall under seven major divisions, as follows:

1. Administration building, for housing administration offices, and for staff member accommodations.
2. Cottage buildings, for housing boys and staff members.
3. Trade training and institutional service buildings.
4. Educational and religious training building.
5. Recreational buildings.
6. Health service building—Infirmary.
7. Farm buildings for housing farm animals—cows, horses, hogs.
8. Farm and pasture lands.
9. Miscellaneous buildings.

#### 1. Administration Building

The Administration Building stands at the head of the campus, and it is the first building within the campus gates after entering the campus from the north. This Administration Building is known as the Cannon Memorial Building and was erected in the year 1922. It was made possible through a gift from Mrs. J. W. Cannon and is dedicated as a memorial to her husband, Mr. James W. Cannon, the founder of the famous Cannon Mills. The building was also equipped by Mrs. Cannon. This building replaced the original Administration Building which was erected about 1912 and which was practically destroyed by fire in September, 1922.

The present Administration Building has two stories and a basement; it is 100 ft. by 75 ft., with solid brick walls, slate roof, and plaster on wood frame. On the first floor are the superintendent's living quarters, the superintendent's and business offices, and the boys' store. On the second floor are living quarters for staff mem-



**Aerial View of Buildings and Campus.**



bers. In the basement are a kitchen and dining room for some of the staff members. The building is steam heated, with its own heating plant (stoker and boiler) in the basement.

The cost of the erection of the present building and equipment was \$58,000.

## 2. Cottages

There are fifteen regular cottages, or homes, that are quite similar in size and interior arrangements, being 53 ft. by 53 ft. in their exterior measurements. Each has two stories and a basement. The basement contains a pantry for food supplies, a locker room, a clothes room, bathing facilities (including shower baths) and toilet facilities. On the first floor of each cottage there is a kitchen, dining room for boys and cottage parents, sitting room for the boys, and a sitting room for the cottage parents. On the second floor are dormitory accommodations for the boys and living quarters for the cottage parents. One of these cottages was donated to the institution by the King's Daughters organization of North Carolina; eight were donated by different counties or interested citizens of the state, and the others were financed through appropriations from the state legislature.

The King's Daughters Cottage stands at the head of the first group of cottages. The construction is of solid brick walls and slate roof. It was erected in 1908 and opened January 12, 1909, receiving the first boy on that date.

There are four other cottages in this group, located between the Administration Building and the school building, in the center of the main campus.

The second cottage was built out of state funds, and was erected in 1908. The construction is of solid brick walls and slate roof.

The third cottage was built out of state funds and other contributions. Men and boys at the school did a good portion of the building of it. It is of solid brick walls with beaver board inside, and slate roof. The erection of it extended over a period of several years and it was finally opened in 1916.

The fourth cottage was built in 1918 from state funds. It is of solid brick walls with beaver board inside and slate roof.

The fifth cottage, or Mecklenburg County Cottage, was erected in 1920 out of funds donated by citizens of Charlotte and Mecklenburg County under the sponsorship of the Men's Club of the Second Presbyterian Church in Charlotte and other interested friends. This cottage has brick veneer walls, slate roof and plaster on wood frame.

The second group of five cottages located at the lower end of the campus south of the school building as follows:

The sixth cottage was erected in 1920 out of funds furnished by Guilford County. Construction is of brick veneer walls, slate roof, and plaster on wood frame.

The seventh cottage was erected in 1921 out of funds furnished by Durham County. Construction is of brick veneer walls, slate roof and plaster on wood frame.

The eighth cottage was erected in 1921 out of funds furnished by Rockingham County. Construction is of brick veneer walls, slate roof and plaster on wood frame. This cottage was closed in the spring of 1943 due to a drop in the enrollment and the shortage of workers. It is still closed.

The ninth cottage was erected in 1921 out of funds provided by Gaston County. Construction is of brick veneer walls, slate roof and plaster on wood frame.

The tenth cottage was erected in 1922 out of funds provided by Rowan and Iredell Counties. Construction is of brick veneer walls, slate roof and plaster on wood frame.

The third group of cottages, located west of the upper part of the main campus, consists of five cottages also:

Eleventh cottage was erected in 1923 out of state funds. Construction is of brick veneer walls, slate roof and plaster on wood frame.

Twelfth cottage was erected in 1923 out of state funds. The construction is of brick veneer walls, slate roof and plaster on wood frame. The cottage was opened in March, 1924 and closed in March, 1942, due to decrease in enrollment of boys and shortage of help. It is still closed.

Thirteenth cottage was erected in 1923 out of funds provided by Forsyth County. Construction is of brick veneer walls, slate roof, and plaster on wood frame. This cottage was opened in July, 1927.

Fourteenth cottage was erected in 1924 out of funds provided by Robeson County. Construction is of brick veneer walls, slate roof and plaster on wood frame. It was opened in May, 1926.

Fifteenth cottage was erected in 1925 out of funds provided by Rutherford County. Construction is of brick veneer walls, slate roof and plaster on wood frame.

The Receiving Building was erected in 1927 out of funds provided by the state. The construction is semi-fire-proof, with brick veneer on tiling walls, slate roof and plaster on tiling.

Arrangement of this building is different from the regular cottages. It is 39 ft. by 63½ ft., has two stories and a basement. The basement contains a clothes room, lockers, showers, toilets, and furnace. The first floor contains the kitchen, dining room, pantry, boys' sitting room, and living quarters for a couple. On the second floor are the boys' dormitory, bath and toilet, and four individual bedrooms.

The Indian Cottage is located southwest of the main campus. It is fireproof. Construction is of brick walls and slate roof. It is a two-story building with a large basement, 39 ft. by 55 ft. Situated on the basement floor are a locker room, recreational room, showers, toilets, and furnace room. On the first floor are living quarters

for workers, kitchen, dining-room and reading-room for boys. Located on the second floor are the boys' dormitory, toilets, shower, and several individual bedrooms.

### 3. Trade Training and Institutional Service Buildings

The Roth Building is situated northeast of the school building, near National Highway No. 29. The construction is of solid brick walls, and tar and gravel roof. It is a two-story type building. It was erected in 1909 out of funds donated by Mr. and Mrs. G. T. Roth, of Elkin, N. C.

In this building is located the textile unit, consisting of: (a) picker room; (b) carding and spinning room; (c) weave room; (d) furnace room; (e) stock room.

Prior to the opening of the Swink-Benson Trades Building in July, 1937, the Roth Building housed the printing department, shoe shop and carpenter shop.

The ice plant and meat house consists of one story, measuring 48 by 38 feet, and a basement, measuring 20 by 14 feet. It is located down under the hill in the rear of Cottage No. 5 or the Mecklenburg Cottage. This building is of brick construction and slate roof. It was erected in 1921. The basement houses the ice plant and refrigeration room. On the first floor is located a meat cutting and storage room. On this floor is where it is proposed to provide additional cold storage space, if and when funds are available.

Opposite the ice-plant, directly west, across the road, is located the potato-curing house. It is a one-story building, 20 by 30 feet, of wood construction, and was erected in 1923.

The laundry-bakery building is a two-story structure, 48 by 56 feet, of brick construction, with slate roof. It was erected in 1921, and is located south of the ice plant, on the same side of the road. In 1938 there was an addition made to the laundry. This was made possible through an appropriation made by the special session of the State Legislature in August, 1938, which was supplemented by funds provided through a Federal Works Improvement project. This enlargement provided additional space of 16 by 37 feet. At that time considerable new laundry equipment was installed.

The Swink-Benson Trades Building is located west of the Administration Building, down across the back road which traverses the campus, from the rear entrance down past the laundry. This building was erected in 1932 out of a donation of approximately \$20,000.00 by the late Mr. William J. Swink, of China Grove, N. C.

This building is of brick and tile construction, and is fireproof. It measures 35 by 90 feet and is three stories high. On the ground floor are the machine shop and the carpenter shop. The second floor houses the printing department, barber shop and sheet metal shop. On the third floor are located the sewing room and stock

room, the shoe repair department and shoe stock room, and a large lecture or band room.

#### 4. Educational and Religious Training Building

The King's Daughters Chapel is located across the highway from the Cannon Memorial Building. The construction is of solid rock wall and slate roof. It is a one-story structure, 39 by 57 feet, and was erected in 1914. Due to its size, the chapel became inadequate for use at the school, being too small to care for the growing student body and staff members. It was used again during the summer of 1924, when the auditorium at the school building was being enlarged.

The chapel is connected with the main campus by the King's Daughters Memorial Bridge, which was erected by that organization as a memorial to the North Carolina boys serving in our nation's armed forces during World War I.

The large electric sign extending above the entire length of this bridge was the gift of the late Thomas H. Webb, prominent textile manufacturer, of Concord.

The school building and auditorium are located in the center of the main campus. The construction is of solid brick walls, plaster on wood frame, part slate roof, and part built-up tar and gravel roof.

It is a two-story building with a large basement. The basement contains a clothing stock room, a large general store room or commissary, one classroom for Indian boys, one classroom for science, toilets and a furnace room.

On the first floor are located the central library, in a well-lighted room, 22 by 40 feet, three classrooms, principal's office, and a large auditorium with seating capacity of around 1,100, with stage and dressing-rooms adjacent thereto.

On the second floor are located five classrooms and the motion picture projection room.

The original school building was erected in 1920 and was remodelled and enlarged in 1923 and 1924.

#### 5. Recreational Buildings

Situated between the Fifth Cottage and the Roth Building is the Latham Pavilion, which was erected in 1914. This structure was the gift of the late J. E. Latham, of Greensboro. It is a one-story, decagon-shaped building, with rock walls and slate roof. Underneath are a storage room for band instruments and two separate rooms containing lavatories and toilets. The pavilion is designed for outdoor band concerts.

There is a fine indoor swimming pool at the Training School, and the funds for erecting same were procured in this manner: In August, 1938, a gift of \$18,838.06 from the Cone family, of Greens-



boro, was supplemented by a PWA grant of \$18,685.00 and State funds amounting to \$9,350.00. These funds were grouped together under one project—PWA Docket N. C., 1387-F.

The exterior measurements of the swimming pool building, erected during the fall and winter months of 1938-39, are 50 by 100 feet. The equipment consists of a filtration system, air-conditioning units, and the water may be heated for use during winter months. This building is adjacent to the gymnasium.

The swimming pool itself measures 33 by 76 feet, and the water at the deepest point is 12 feet. It is constructed of white terrazzo tiling, which, when filled with water, makes a beautiful appearance. The pool will comfortably accommodate from 75 to 100 boys at a time. It is marked with properly spaced lines for holding regular swimming meets, and is also equipped with a standard diving board.

The 1937 General Assembly appropriated \$27,500.00 under Chapter 296, Permanent Improvement, Code: 1429, for the erection of a gymnasium at the school. This building was erected during the summer and fall of 1938. It is located between Cottage No. 15 and the Indian Cottage. The gymnasium is constructed of brick walls, and built-up tar and gravel roof.

The exterior measurements of this structure are 90 by 100 feet. Within the building there are three playing courts, one of which is of regulation size, 48 by 75 feet, and two smaller courts measuring 20 feet 9 inches by 36 feet each. The roof is supported by steel trestles which provide ample playing height.

Along one side is a full length spectators' balcony, capable of seating approximately 250 persons. In addition to this there are available portable bleacher seats which provide seating space for 150 people.

## 6. Health Service Building—Infirmary

The 1937 General Assembly appropriated \$25,000.00, under the Permanent Improvement Fund, Chapter 296, Code: 1429, for the purpose of erecting and equipping an infirmary.

The infirmary was built in the summer and fall of 1938, and it is located between the Swink-Benson Trades Building and Cottage No. 12. This is a one-story fireproof structure, and the exterior measurements of the main part are 43½ by 118½ feet, with an additional wing for a ward measuring 19 by 32½ feet. The floors are inlaid composition, placed on a concrete base.

This building has the following facilities and equipment:

1. Large reception room.
2. Twenty-five beds.
3. Quarantine section for ten patients.
4. Two wards.
5. Matron's quarters—room and bath.
6. Nurse's quarters—two rooms and bath.

7. Operating room (for minor cases.)
8. Large kitchen for preparing trays and meals for patients and attendants.
9. Officers' dining room.
10. Dental clinic room.
11. Steam-heating plant, with stoker feed.
12. Medical supplies for first-aid purposes.

## 7. Farm Buildings

The school has a new storage building which is located 30 feet to the rear of the Swink-Benson Trades Building. This building measures 30 feet by 40 feet and is of frame construction, one story high, on a 7-foot brick foundation, with a roof of composition shingles. The building has a roomy basement in which farm machinery and tools are stored. It was erected in 1944 by the carpenter shop force, with the assistance of an outside brick mason. This building is used for storage of tools, paints, lumber, and garden seeds.

The one-story granary, approximately 30 feet by 40 feet, with storage space underneath, which is situated across the road in front of the building known as the No. 1 Granary, was erected in 1936 and was built mostly by the school carpenter shop force. It is of frame construction and the large storage room underneath is used to store tractors and other farm machinery. The main floor of the building is used for storage of grain and farm seeds.

Directly across the road from the above building and about 300 yards west of the Cannon Memorial Building, on the right of the road, near the stock barn, is the No. 1 Granary. It is a large one-story building with a basement. The building is of fireproof construction, with a slate roof. It was built in 1923. The main floor is used to store feeds and grain, and the basement is used to store farm tools, machinery and fertilizer.

Directly to the rear of this building is a farm machinery house of frame construction, approximately 20 feet by 30 feet. It was built in 1934. Incidentally, when the "near tornado" storm hit the campus on March 25, 1935, this building was completely blown down, but was rebuilt soon afterwards.

The wagon shed, approximately 18 feet by 81 feet, located northwest of Granary No. 1, was built in 1936. It is of frame construction, with a composition shingle roof.

The large stock barn, located west of Granary No. 1 was built in 1910. It is of wood construction and shingle roof, 2 stories high, and 90 feet by 40 feet; 2 wings 30 feet by 30 feet each. This is the original barn for which \$1,000 was donated by Mr. and Mrs. W. N. Reynolds in 1910. It houses horses, mules, feed, hay and gears.

About 150 yards south of the stock barn is located the dairy barn, erected in 1924. The milking and feeding barn is a one story building, 124 feet by 36 feet. The construction is of solid brick walls

and slate roof. At the front entrance to this building are located two large tile silos. Across the rear end of the milking and feeding barn stands the lounging barn, which is two stories high and is 130 feet by 36 feet. It is of wood construction and slate roof. This building is for hay and feed storage on the second story, and the ground story is a lounging barn for the dairy herd. Incidentally, this portion of the barn was destroyed by fire around six o'clock on the morning of June 13, 1931. No cattle were burned, but a considerable amount of new hay was destroyed along with the barn. That portion of the barn was rebuilt soon afterwards.

About 50 feet north of the milking and feeding barn is located the milk house, which was built in 1924. The construction is of solid brick walls and slate roof. It is a one story building, 42 feet by 32 feet. This building contains a refrigeration system; bottling equipment and storage for milk and butter. Incidentally, the milk house was considerably damaged by fire on December 18, 1936, and during the rebuilding in 1937 it was enlarged in order to provide space for a pasteurizing plant, as well as an ice cream unit. The school has had an ice cream unit since 1941, and the 1945 General Assembly appropriated funds with which to install a pasteurizing plant.

The school has two original poultry houses, one erected in 1922 and the other in 1923. These buildings are of frame construction and are 16 feet by 100 feet in size. They were constructed by the carpenter shop force at the school. They are located to the west of Cottages Nos. 9 and 10.

During the special Session of the N. C. State Legislature held in August, 1938, the school was appropriated \$8,085, which was supplemented by a PWA grant amounting to \$6,615, and projects were constructed as follows:

- a. Poultry House 20 by 100 feet.
- b. Brooder House 14 by 60 feet.
- c. Enlargement of laundry 16 feet by 37 feet.
- d. Hay Storage and Work Room Building 32 feet by 100 feet, located north of the stock barn. (Note: A Cattle Shed 18 feet by 100 feet., attached to this building was erected in 1945.)
- e. Hay storage building 36 by 120 feet, located west of the dairy barns.
- f. Cannery, with storage room and boiler room, 30 feet by 120 feet, located between the Swimming Pool and Indian Cottage.

These buildings were erected during the latter part of 1938 and early in 1939. The project was known as Misc. Farm Bldgs. Docket N. C. 1448-F.

In the fall and winter of 1938-39 a large two-story frame building, 34 feet by 100 feet, was erected. This building, which is a part of the dairy unit, is known as a maternity and calf barn. It is located a short distance southwest of the milking and feeding barns.

The funds for the erection of this building were obtained in the same manner as those for the swimming pool, mentioned in Section 5 above (erected under PWA Docket N. C., 1387-F.)

## 8. Farm and Pasture Lands

a. The original tract of land consists of 291 acres, and it represents several different tracts which were donated by the citizens of Concord. Some of the early comments about the first tract of land stated that there were 298 acres, but the official records indicate that there were only 291 acres.

b. On June 3, 1922 an adjoining tract of 32.44 acres, known as the Hudson land, was purchased at a cost of \$9,995. Later, one acre of this was sold to Mr. W. W. Johnson, a former teacher at the school.

c. On March 22, 1923 a third tract of land, known as the Fisher land, containing 91.88 acres, was purchased. At that time it did not adjoin the other school property. It was originally a part of the Parrish land, and lies about one mile southwest of the campus. The cost was \$7,000.

d. On September 5, 1925 a small tract containing 2.12 acres, located on Coddle Creek, was purchased for the location of a pump site. The cost was \$212. At that time the plans were to install a pumping and filtering system to supply the school's water, but this idea was abandoned when it became possible to connect with the Concord City Water System.

e. On December 1, 1929 a tract of land known as the Phifer land, was purchased. This tract contains 208.7 acres, and lies west of the main campus. It adjoins the original tract at the rear of the stock barn and dairy barn. This tract was bought at a cost of \$100 per acre, a total of \$20,870. Fifteen thousand dollars of the funds for this purpose came from the late B. N. Duke, and the remainder of it was furnished by the state.

f. In July, 1935, a tract of land, known as the Pharr land, was purchased at a cost of \$9,994. In this farm there were two tracts which together contain 152.17 acres.

g. On January 12, 1939 the school received a small tract of land lying to the rear of the Rocky Ridge Methodist Church. This was received from the said church in exchange for a small tract which was deeded by the school to the Rocky Ridge Methodist Church for cemetery purposes.

h. In June, 1941, the J. T. Kennedy farm was purchased at a cost of \$10,196. In this tract there are 192.89 acres, and it lies to the west of the Phifer land.

The total acreage known to be on record as belonging to the school is 970.2 acres.

On the school campus there is an unusual type of rock formation. There are some immense boulders which are so large they are very unusual for this part of the state, and they attract a great amount

of interest. Many travelers passing this way have noted the prominence of these rocks, and have wondered about their formation. These rocks appear to be of granite composition, but when they are carefully studied it is found that the rock does not contain any quartz, which is one of the essential constituents of a granite. Since these rocks do not contain quartz, they go by the name of syenite, and since the black material in it, according to authorities in geology, is the mineral augite, this rock is spoken of as Augite Syenite.

Bulletin No. 2 of North Carolina Geological Survey, issued by the North Carolina Building and Ornamental Stones, on pages 93 and 94, makes the following comments with reference to these rocks:

"Beginning about four miles southwest of Concord, the Rocky River road traverses an extensive area of coarse-textured augite syenite which extends within one and one-half miles of the town of Concord. The area is approximately 3 miles wide, measured in a southwest direction. Outcrops of the rock are numerous on both sides of the road, in the nature of immense boulders which measure 10, 20 and 30 feet high and are proportionately large otherwise (see Fig. B, Pl. IX). Similar exposures are reported to the south and east of Concord, which would apparently mark a northwest-southwest belt of this area. See p. 265 for tests as road material.

The rock is of uniformly coarse texture over the entire area, of massive structure and composed of large bluish-gray feldspar individuals, without pronounced crystal outline (allotriomorphic.) It contains little of the other minerals, as a rule, but is largely made up of the coarse crystallization of feldspar. The large feldspar individuals are wrapped about each other and are closely interlocked, imparting a close texture to the rock as a whole. When closely examined, the feldspar shows a decided pinkish tone; but not of sufficient depth to be noticeable in the general color of the rock, which is a pronounced bluish gray.

The soil on the farm of the Jackson Training School is described as the Mecklenburg clay loam type of soil, and an analysis of the soil show that it has a pH reading of 6.825, which is explained as possessing "slight acidity."

## 9. Miscellaneous Facilities

The school owns four garages, each of four-car capacity. These buildings are of frame construction, with composition roof; one of these garages is located west of the Administration Building; one is located near No 11 cottage; one is located west of the school building and near the truck garage; and one is located to the rear of No. 9 cottage.

A one-story frame building with composition roof is used as the truck garage and meat house, and is located about 75 feet west of the school building.

One frame barn, known as the Linker barn, over from the dairy, was on the Phifer Place when purchased December 1, 1929.

One small dwelling house about 100 yards north of the dairy barn, was on the Phifer land when purchased. The house was built around 1927 when Seab Linker was living on the Phifer land, and it is of frame construction with composition shingles which were put on in August, 1945.

There is a dwelling house on the lower place. It is of frame construction, wooden shingles, one story, and has six rooms. It was re-modeled in 1924. It was on the Parrish land when it was purchased March 22, 1923. This house is located about one mile south of the school on the north side of the Charlotte highway No. 29.

In the fall of 1925, the Jackson Training School officials made a contract with the city of Concord to furnish water for the school. Under the contract the school became responsible for laying an 8-inch pipe line on the right-of-way of No. 29 highway from the school over to a point near the Southern Railway station in Concord, across Buffalo Creek from Long's Service Station. This project cost \$31,148; it was completed in the early months of 1926.

## CHAPTER X

### OUTLINE OF THE PRESENT PROGRAM

#### Admission and Orientation

After a boy has been committed to the Jackson Training School by the courts of the state, either the superior or juvenile courts, he is transferred to the institution by some county official in the county from which the boy comes. He may be accompanied to the school either by some person from the county welfare office or by a representative of the county sheriff's office or by a member of the city police force.

(Each boy comes to the training school on an indefinite or indeterminate commitment, and his length of stay at the school depends primarily upon the quality of the record which he makes at the institution. Furthermore, his record is determined by his conduct, his progress in school work, and his improvement in some trade or work activities. It may be, however, that home conditions may at any time cause a delay in a releasing program, for no boy is ever released from the institution until a suitable arrangement has been planned for him by the superintendent of welfare in the boy's home county.)

(When a boy first arrives he is placed in the Receiving Cottage, where he remains for a period of at least two weeks. The purpose of his staying in this cottage with the other new boys and separate and apart from the other boys is that he may go through a quarantine period and also that he may have an opportunity to become

familiar with the life of the institution.) During this time, he does not attend the academic school, but he works with the other new boys on the farm or in some other work activity. (During this time, too, he has an opportunity to observe the various work activities offered at the school so that he may later on be able to select the work activity which he himself prefers. During his first two weeks at the school he is generally given an intelligence test and an educational achievement test.)

In order that a boy may be helped with his orientation as much as possible, he is advised in different matters, as follows:

1. An effort is made to have the boy develop a feeling that he is to be among friends at the school and that he will find leadership and counsel among those with whom he will live. It is explained to the boy that the training school officials had nothing whatever to do with the boy having to come to the training school, and that therefore no boy should enter with an unfriendly feeling towards anyone at the school. The training school officials explain that they are willing to accept their obligation to help each boy as much as possible, but that, on the other hand, every boy will have to help himself.

2. It is explained to a new boy that his ultimate release will depend on his record at the school, and also that the boy who makes the best record while in school will naturally have the best opportunity for making good when he is released. An effort is made (at the school) to stimulate and inspire each boy to want to do well and be a good citizen, but it is always necessary for the boy to make the proper response himself.

3. It is explained to each boy that he will be treated fairly and that he will be treated just as good as he himself will permit. The boys who make the best records naturally are given special privileges, such as belonging to the Boy Scouts or the school band, or they may be given the privilege of attending one of the churches in the city of Concord. These special privileges are granted to those boys who demonstrate their own dependability and trustworthiness. It is preferred that deserving boys engage in some wholesome experiences outside of the school so that they may keep in touch with life on the outside.

4. It is explained to a boy that the period of training and re-direction of his life and the processes of helping him permanently on the road to high living always extends over a considerable length of time. Generally, before a boy comes to the school he has been gradually slipping into pathways of disobedience and delinquency over a period of months and years. It, therefore, becomes necessary for each boy to spend approximately one year or more at the school for the purposes of training and developing permanent wholesome attitudes.

5. It is explained to each boy that it will be necessary for him to live and work in group situations. In the cottages the setup is

somewhat as a residential club operated for the good of all, with certain rules and regulations. The boy is told that he will have to abide by these rules. To a large extent, each boy determines the amount of emphasis that must be given to problems of discipline because of misbehavior.

### Life in the Cottage

(The Jackson Training School is operated on what is commonly known as the "cottage plan" There are <sup>seventeen</sup> cottages in all, and each cottage is built and equipped to accommodate approximately thirty boys, together with the cottage father and mother.)

The big objective at the school is to have in each cottage one large family, which in a sense of the word may be described as a residential club. Although it becomes necessary because of numbers to operate the cottage under certain definite rules and regulations, nevertheless the cottage is the nearest symbol to a good home, to which every boy is rightfully entitled. The cottage father or officer takes the place of the boy's real father, and from time to time he counsels with the boy and helps him with any problems. The cottage officer supervises recreation and play activities; he regulates the conduct of the boys, and he has general oversight of them during the hours which they spend in the cottage.

The cottage matron has an important function to perform. She takes the place of a real mother. She cultivates an appreciation of neatness and cleanliness, and through her high ideals she promotes a cooperative spirit among the boys. She sets the standard for happy home life in the cottage.

The duties of the matron may be outlined as follows:

1. She trains and supervises the house boys in their numerous activities, such as cooking, serving, cleaning, and caring for foods.
2. She prepares daily menus and supervises the actual cooking in the cottage.
3. She prepares the orders for groceries, clothing, linens, and other supplies.
4. She directs and assists with the mending of clothing and linens.
5. She looks after the boys' bedroom to see that the beds are properly kept and the bedroom is clean.
6. She teaches good table manners and courtesy
7. She takes care of all indoor games, scrap books, airplanes, books, and other playthings.

The objective at the school is to provide a good amount of wholesome recreation within the cottage. This is done by providing radios, good books, various types of indoor games, and different types of religious or other club programs. Through these activities the cottage father and mother have excellent opportunities for re-building characters in informal, homelike situations.





House Boys and Matron Preparing Meal.

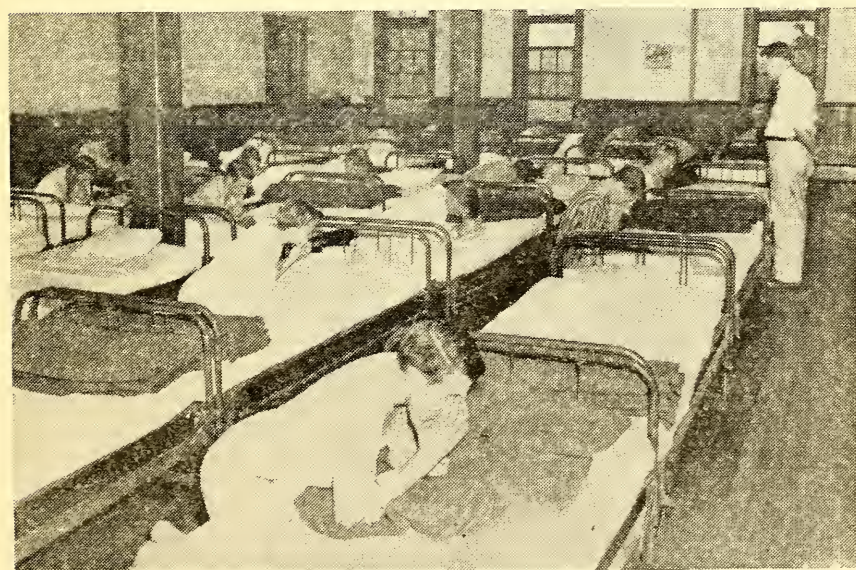


Boys Enjoying a Good Meal.





Recreation in the Boys' Sitting Room.



Reverence at Bedtime.



## Academic School Department

(The work of the academic school department occupies the position of first importance among the various departments of the school. The predominant thought is that every boy sent to the training school should be given as much education as possible during his stay at the school. By emphasizing education the purpose is to help the boy to overcome the deficiencies in education which have developed in his past experiences.)

The chief objectives of the school department are:

1. To inspire the boys with an ambition, or to implant in them a strong desire to want to learn and be somebody.
2. To help the boys master the tools of learning—reading, writing and arithmetic—and as much subject matter as possible.
3. To develop good traits of character through wholesome activities—such traits as dependability, truthfulness, honesty.
4. To promote for all, good standards of social adjustment, including good sportsmanship, courtesy, self-control, and cleanliness.
5. To cultivate a better appreciation of good books and wholesome literature.
6. To help the boys to be informed about current events
7. To promote a sense of responsibility in taking care of public property.

(The policy is to take the boys where they are in their school program and begin with them there. In most instances it is found that boys who are committed to the school have not only failed to make normal progress in school, but they have actually developed a dislike for school. Thus, it is different from the public schools, where the beginning six-year old child is enthusiastic about going to school and where parents have conditioned his attitudes favorably towards school.)

(During their stay at the school the boys work a half-day and go to school the other half-day. The school term extends over the entire twelve months' period.)

At various intervals a boy is given additional education achievement tests, and it is possible to evaluate the progress that the boy is making in his school work, and it is also possible to determine the type of remedial work which is needed for each individual case.

In recent years the big objective has been to equip the school so that it may meet the state's requirements for standardized schools. This has involved the purchase of many library books, supplementary grade readers, and new basal textbooks. It has involved the purchase of maps, globes, and other necessary materials. It has also involved the employment of certified teachers. At the present time the school apparently is nearing the goal of standardization.

One of the important features of the school program is the assembly programs which are presented from time to time by various grade groups. Many of the boys have here their first opportunity

to perform on the stage and participate in dramatics of any form. In most instances, when they were in the public school, they were shunted to the background because others were more versatile than they. Each boy has a chance to do the things which he wants to do and which he can do successfully. This tends to build into his life a feeling of self-pride and self-esteem, and, incidentally, of course, it tends to develop whatever talents he may have.

Finally, it should be explained that there is a definite relationship between the school work in the classrooms and the outside work experiences of the boys. The work is so planned that a good proportion of the supplementary reading materials deal with farm life, civics, sports and games, and such other activities as are stressed at the school. The idea is that this strengthens the motive of the work and adds purpose and meaning to it all.

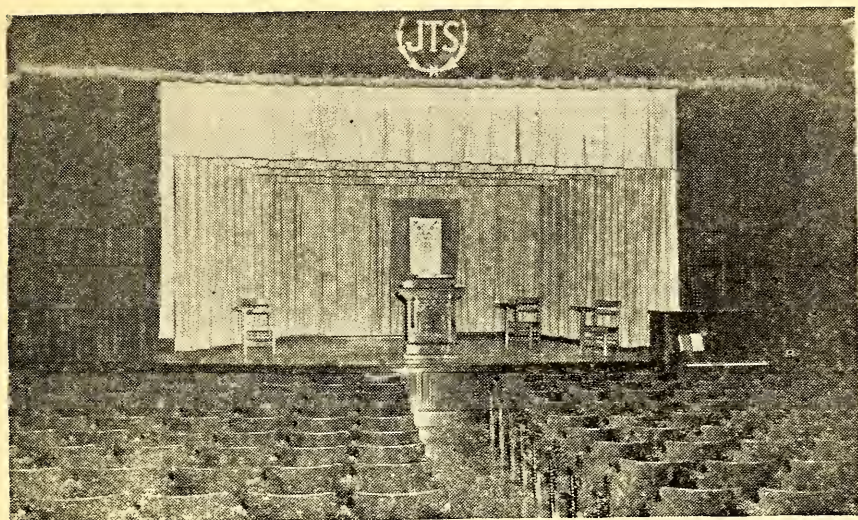
In the classrooms the following elements of good teaching are constantly emphasized:

1. The importance of knowing each boy individually and endeavoring to build on his past experiences.
2. The need for sane and dignified counseling with each boy, with the findings being put into written form.
3. The importance of the wise use of time in worthwhile activities.
4. The importance of stressing thoroughness of work done by boys, with each boy being given proper commendation for work well done.
5. The importance of teaching music and fine arts in order to foster and promote an appreciation for the beautiful and the spiritual things in life.
6. The importance of keeping all classrooms, libraries, and all other rooms neat, clean and attractive by the wise use and placement of good pictures, drawings, flowers and book displays.
7. The importance of well planned devotional periods and assembly programs.
8. The importance of a teacher being a well-informed person and a wise leader who inspires the pupils by her presence.

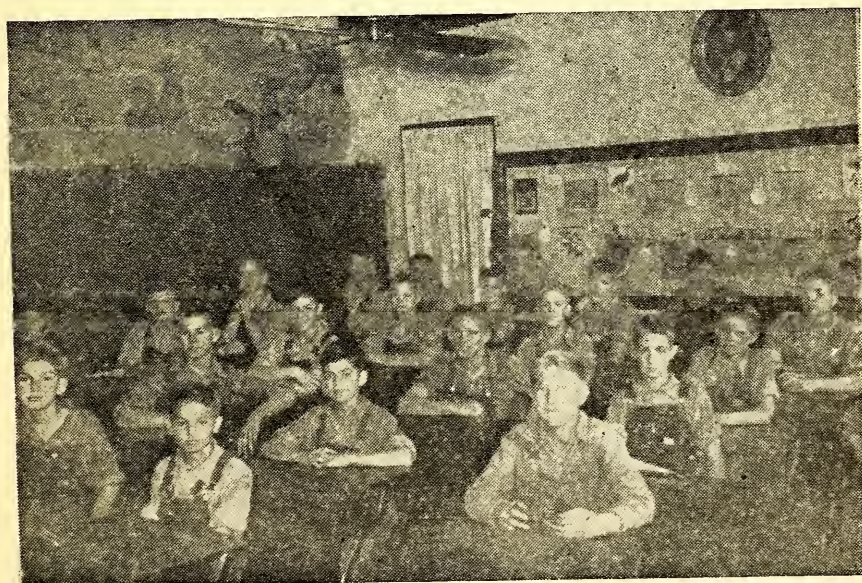
### The Health Program

(It is assumed that one of the most important obligations of the training school is to maintain an effective health program for all the boys. This is an activity that calls for constant and vigilant supervision. It is understood that the benefits of a good health program cannot be accomplished within a day or a week, but that they involve a prolonged process.)

Generally speaking, when the boys are sent to the training school it is found that their one great need is to have their general health improved. Prior to their commitment they have suffered far too much from such ravages as undernourishment, lack of sufficient



**School Auditorium and Stage.**



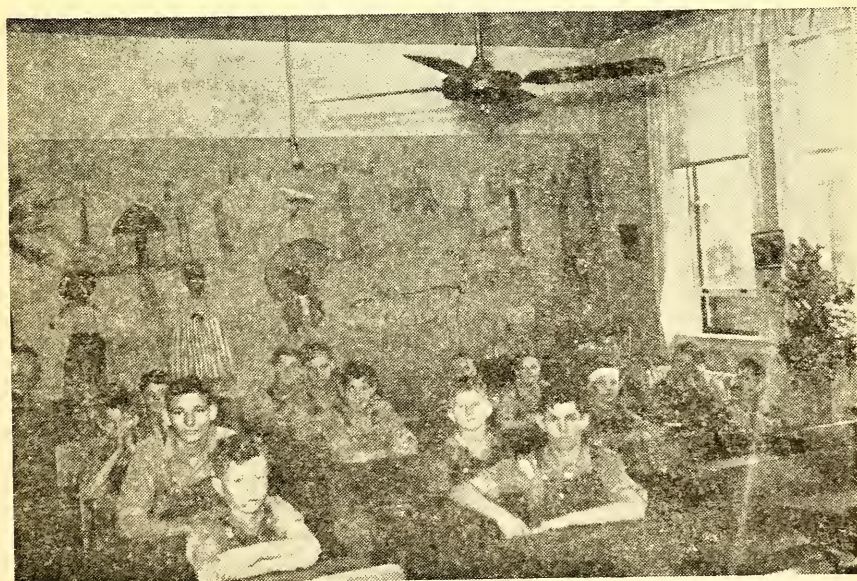
**Fifth Grade Classroom.**







**A Library Period.**



**First Grade Classroom.**



rest and sleep, improper diets, neglect of teeth, tonsils and eyes. In addition to this, they have lived in an atmosphere of nervous tension and emotionalism which has interfered with their health, both mental and physical. All of these things have done much to undermine the health of the boys. Remedial treatments generally require careful attention over a considerable length of time.)

In planning the over-all health program for the training school, there are several basic principles which guide in the work, as follows: :

1. To give prompt attention and treatment to any ailments.
2. To determine, as far as possible, the basic causes of the ailments.
3. To provide the most suitable and effective treatment.
4. To promote and encourage both personal cleanliness and cleanliness in all living and working quarters.
5. To provide a balanced diet of well-prepared and substantial foods.
6. To promote and encourage safety and the prevention of accidents.
7. To study, in difficult cases, the previous histories.

Through the operation of such a program, the boys at the training school, no doubt, receive much better attention than does the average boy out in the various communities of the state.

In certain instances, the treatments consist of first aid only, especially if the injuries are of a minor nature; in other instances, it may be necessary to keep a boy at the infirmary for several days for prolonged treatments; in other cases, it may be necessary for a boy to be sent to the Cabarrus Hospital in Concord or the Orthopedic Hospital in Gastonia, or treated by some specialist in Charlotte or Concord. Thus, it is seen that the health program includes medical care, cleanliness, wholesome food, hospitalization, clinics, and immunizations.

### Infirmary

The school owns and operates its own infirmary, with a resident registered nurse. In addition to this, the boys have the benefit of the services of a part-time physician, who makes daily calls at the school and who is also available for emergency calls. Twice each day a boy having any ailments is given an opportunity to report to the infirmary. Any boy who is found to have more than normal temperature, or one who has some painful injury, is kept and put to bed until his case can be diagnosed by the physician. Any boy who reports with boils or skin sores is given treatment and, if necessary, is held until he can be treated further by the physician. In the case of nail or fork punctures or cuts, the boy is given the tetanus treatment.

### Dental Clinic

The training school cooperates with the Oral Hygiene Division of the State Board of Health in providing a dental clinic of eight weeks or more annually. Generally, this clinic is divided into two or more periods during the year. In addition to this, provision is made for emergency treatments which are given by reputable dentists in the city of Concord.

During the clinic the following treatments are given: extractions, cleanings, fillings, and partial plates. As far as possible, each boy is given some dental education, and the boys are required to brush their teeth regularly at least twice each day.

### Tonsil Clinic

During each year, provision is made for a tonsil clinic. Many of the boys have their tonsils removed prior to their commitments, but the school doctor advises that a great proportion of the boys who have not had this attention before they arrive eventually need it, and the policy of the school is to attend to this as soon as possible in order that the period of training at the school may be of greatest benefit to the boy.

### Typhoid Immunization

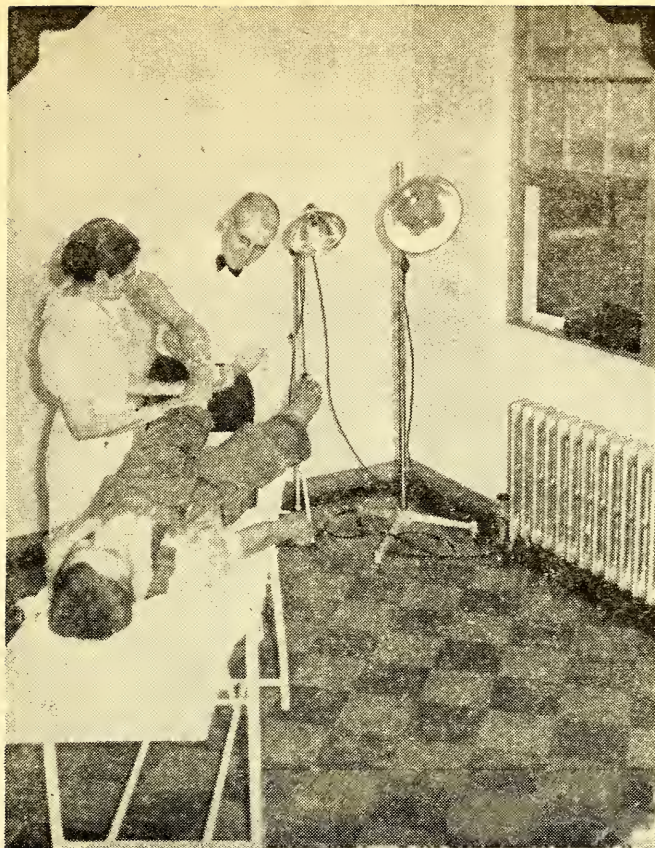
At a convenient time during each year, with the assistance of the Cabarrus County Health Department, the vaccine for the prevention of typhoid is administered to those boys who have not had it within the last three years.

### Wholesome Food

It is always recognized that a basic need for good health is wholesome food which has been well prepared. Some of the food is cooked at the school bakery and some is prepared in the cottages. At least one quart of whole milk is supplied to each boy daily, and most of the boys get more than this. The boys are given ice cream twice each week during the summer months, and milk is used in breads, puddings and other foods. The boys are furnished an abundance of vegetables and fruits which are grown on the school farm. Among these vegetables are tomatoes, cabbage, mustard, turnips, kale, bunch beans, butter beans, corn, peas, Irish potatoes and sweet potatoes. The school owns a fine herd of approximately 100 Hereford beef cattle and a herd of 125 Berkshire hogs. From these two sources, the boys are fed generous amounts of meat through the year.

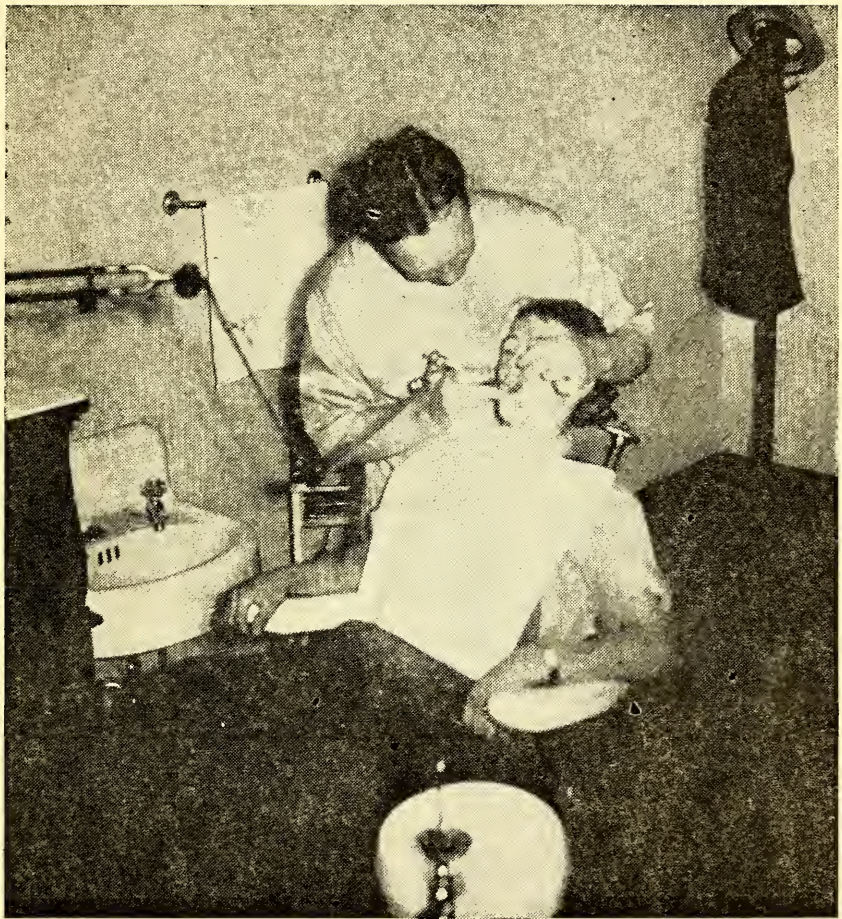
### Cleanliness

It is recognized that cleanliness is a big factor in good health. It is emphasized in all situations as often as possible. This applies to



First Aid and Typhoid Vaccination.





Dental Clinic in Operation.





the dairy barn, the cottages, and the personal cleanliness of the boys. In addition to the swimming facilities, each cottage is equipped with shower baths, and these are used every night before the boys retire. The boys are required to use clean night clothing, either pajamas or shorts, at all times. The bed linen is changed from top to bottom each week. The boys change their work clothes twice each week. A high standard towards which all officers and matrons strive is to make the cottages neat, clean, attractive and as homelike as possible.

### Extra-Curricular Activities

(At the Jackson Training School there is a fairly adequate program of extra-curricular activities. These activities are designed to take up some of the slack in a boy's time during the day when he is not engaged in one of the formal activities of the school. Although these activities are called extra-curricular, they are beginning to be regarded more and more as just as basic and fundamental as are the formal school and work experiences of the boys. They are considered important because they tend to promote in the boys the finest and most wholesome types of social attitudes and individual ideals. It is a conviction that the stronger these activities are, the greater are the possibilities for accomplishing with the boys the greatest improvement in the more practical aspects of the training school. Usually it is through participation in these so called extra-curricular activities that a boy really finds himself or discovers his own potentialities in life, or that an instructor has his best opportunity to study the boy.) After all, the most essential thing in the development of any boy is for him to discover his own talent or interest, for after doing this he has a beginning point for starting to develop his self-pride and self-esteem more and more.

The goal towards which the school is striving is to rise above repression and restraint as the best methods of control and development for the delinquent boy. This type of program, of course, generally involves numerous problems and a good amount of foresight in planning supervision. However, the conviction is that it is far better for boys to be kept busy and have their time occupied in worthwhile activities than to have them lolling or loitering around in idleness, planning runaways or other misdeeds. Then, too, participation in extra-curricular activities affords excellent opportunities for understanding boys. It is in such activities that there is a high degree of self-expression.

### Swimming Pool

The boys have the privilege of swimming in the indoor swimming pool at least twice each week. There is probably no other activity that has greater enjoyment for the boys than does the swimming

pool. About 90 per cent of the boys who come to the school already know how to swim, and the others generally learn while they are at the school.

### Gymnasium

The school possesses an excellent gymnasium for indoor sports. It is used during the winter months for basketball and other sports in which boys like to participate. Most of the competition is on the cottage basis.

### Outdoor Playground Activities

At the school there are two regulation baseball diamonds and three softball diamonds. The athletic program is primarily on a cottage basis rather than through competition by varsity teams. The goal is to provide an opportunity for each boy to participate on his own level of physical development. Horseshoe pitching is one of the most popular sports among the boys. There is also provision for playing tennis, volleyball and outdoor basketball. Once during each year there is held a track meet for the boys. This includes various types of contests, such as broad and high jumping, relay racing, three-legged racing and shot throwing. Through the fall and winter months the boys participate in tag football.

Since February 1, 1946, the school has had a full-time director of physical education. Under his direction, it is possible to give the boys training in regular football. There is a team for the small boys, up to 100 pounds; one for the medium-sized boys, up to 125 pounds; and one for the larger boys. All of these teams have been competing with other school teams in this section of the state.

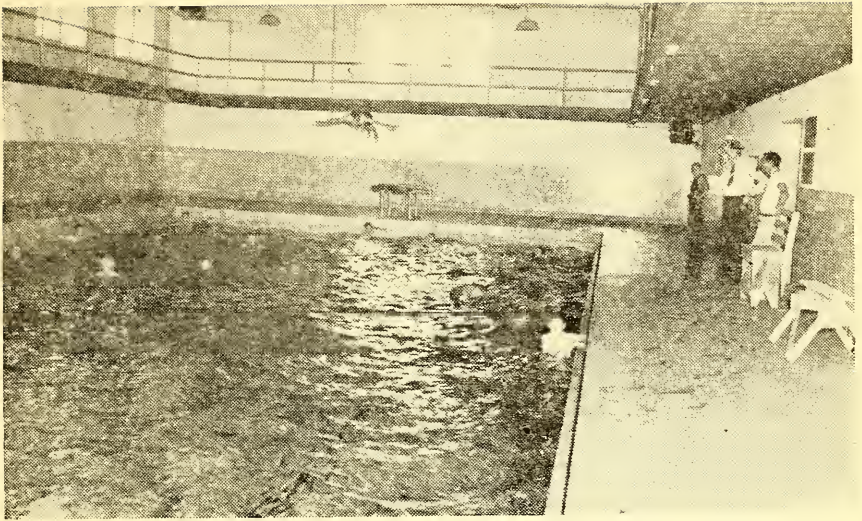
### Band

The school offers band training to those boys who have an interest. It is found that some of the boys make excellent progress in the band. The only limitation is that the boys are released from the school when they are at the peak of their development. The school owns approximately thirty band instruments, and the school now has a contribution of \$500 to be used towards the purchasing of band uniforms.

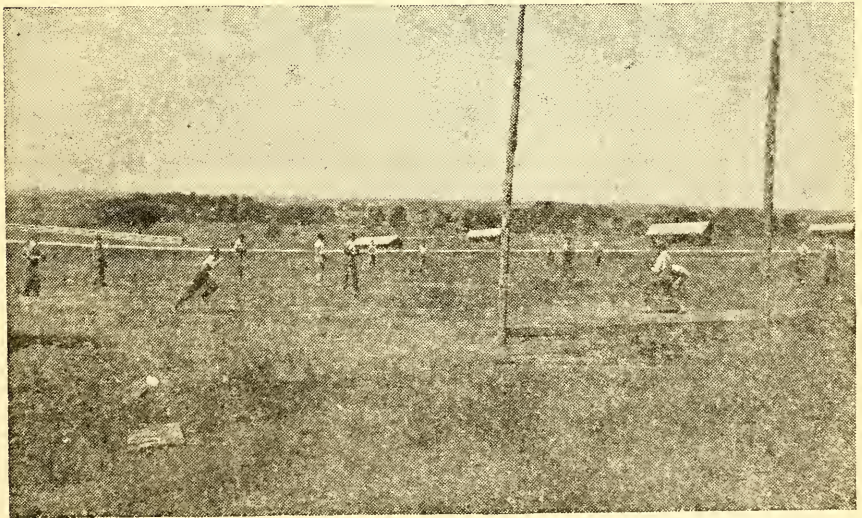
### Boy Scouting and Cub Scouting

Since March 1, 1943, the school has had a Boy Scout troop, which offers splendid opportunities for some of the most worthy and dependable boys. In this activity the boys have enjoyed the usual privileges of Scouting on the outside. At times they have gone on hikes, to Courts of Review meetings, and to Boy Scout banquets. Most of all they have enjoyed the privileges of Scout camp-

## RECREATION



Swimming, a Favorite Form of Recreation.



Boys Enjoying a Softball Game.



ing. These are some of the highlights in the superlative experiences of character development.

In the spring of 1945 a Cub Scout pack was organized at the school, with an enrollment of fifteen boys, ten and eleven years of age. It is believed that the experiences in Cub Scouting will offer an introduction for these boys in later years to the Scout program.

### Indoor Cottage Recreation

In some of the cottages there are excellent programs for the boys while they are on the inside. In some there are opportunities for numerous indoor games, such as dominoes, checkers, carrom, Rook. The boys are expected to play these games quietly and with all the courtesies of a gentleman. Some of the cottages have delightful evening programs of a religious nature once or twice each week, at which time the boys give readings, sing songs, and make brief talks. In some of the cottages the boys have the privilege of reading wholesome literature. This might include some interesting book that a boy has brought from the school library or some Bible story book belonging to the cottage. Many of the cottages have radios, and the boys have an opportunity to hear radio programs of music and world news. In some of the cottages the boys are permitted to have the radios in the bedroom for a while after they retire.

The objective towards which the school is working is to have in every cottage well-behaved boys who know how to live together in groups and at the same time enjoy the normal experiences of a well-regulated home. At present, the programs in some of the cottages here would rank among the finest in the nation.

Through this varied program the purpose is to offer rich and varied types of worthwhile activities. Some of these may be described as rather informal, in which the boys do certain things they delight in most. Other activities are more formal and in conformance with rules and regulations and under systematic supervision. If the boys were required to do the same routine of work from day to day without these other activities, it would tend to kill their spirits, but by their participation in these activities life is more cheerful and purposeful.

### Religious Activities

(Religious activities occupy an important place in the life of the school. Considerable effort is given to the importance of keeping all these activities on a high plane and keeping them vitalized and meaningful for the boys. There is a deliberate purpose towards preventing all these activities from becoming superficial and too formal so that they would not touch the hearts of the boys.)

With reference to the religious activities, it should be explained that they fall under nine major divisions, as follows:

1. Sunday School and preaching services.
2. Promotion of campaigns for church membership among the boys.
3. Promotion and encouragement of regular religious services in the cottages.
4. The privilege to certain boys of attending Sunday School and church services in Concord, according to their preferences.
5. Personal guidance and counseling with boys concerning religious matters.
6. Promotion of good daily devotional programs, with special emphasis on school assembly programs once each week.
7. Making Bibles and Bible Story books available to the boys, both in the school department and in the cottages.
8. Promotion of the policy of having the boys memorize Scripture selections, either as verses or as entire chapters.
9. The practice of providing opportunities for the boys in Baptist Training Union classes.

Each of the above activities is an important one within itself and offers excellent opportunities. Through all these activities the major theory is to have the boys participate in these activities and through them it is the hope of the school that the boys may develop good church habits and develop an appreciation for wholesome religious literature.

Every boy attends the Sunday School and preaching services, with the Sunday School services on Sunday mornings for one hour and the preaching services on Sunday afternoons. The staff members of the training school are used as teachers for the Sunday School classes. The preaching services are conducted by visiting ministers of the gospel.

### Specialized Trade Training Departments

(One of the chief functions of the program at the Jackson Training School is to provide trade training, or work experiences, for all of the boys in one or more of the practical trades. The daily schedule is arranged so that the boys attend the academic school during one-half of the day and work the other half day.)

These work experiences have a three-fold purpose. First, they provide opportunities for the boys to engage in useful work that contributes to the maintenance of the institution; second, they offer training opportunities in one or more of the practical trades of everyday living; and third, they tend to develop in the boys a wholesome attitude toward honorable work.

The general public should not assume that the training which the boys receive here equips them to be skilled workmen. It is important to remember also that for many boys the work experiences are to be regarded largely as exploratory in their purpose, as well as vocational. Obviously it is not possible for a good percentage of the

boys to make the wisest choice of a vocation at the outset, and consequently they often need work experiences in more than one field.

(One of the basic elements of the philosophy of the officials of the Training School is that every boy should learn to do some kind of honorable work, and that he should learn to do something with his hands. To teach a boy that he can get along in the world without work is a heresy of the rankest and most dangerous nature. Idleness has always been recognized as a curse to individuals and to nations.)

At the training school it is understood that the boys, prior to their commitments, have had limited and meager backgrounds in social contacts and work experiences. This tends to make it difficult for them to choose vocations. Therefore, while it is an unwise and a dangerous policy to permit boys to shift frequently from one work department to another, it is at the same time foolish to attempt to force them to continue in certain work experiences in which they have no interest or for which they have no talents. The guiding philosophy is that the wise counselor attempts to help the boys to find the type of work which they can do most successfully and most happily. The wise counselor thinks of the potentialities of the boys, and is not dogmatic to the extent of forcing a boy into some undesirable vocation.

(The school officials are convinced that in all instances the work experiences for the boys should have definite relationship to the industries of the communities to which they will likely return when they are ultimately released. Obviously, it would be unwise for a boy to spend time in learning a trade at the school when there is little or no prospect of his entering that trade back in his home community. In other words, a boy from a textile community is encouraged to take his training in the school's textile unit; likewise, the boy from the rural community is encouraged to get his training on the school farm.)

### Bakery

It is in the bakery where much of the food for the school is prepared. This is one department that is in constant use, serving to maintain a continuous flow of breads, cakes and pies out to the cottages. The food prepared in this department consists of the following: light bread, corn bread, rolls, pies, cookies, cakes and baked sweet potatoes.

One of the most important jobs in the bakery is known as setting the sponge. This is when the dough for the light bread is first mixed, including flour, salt, yeast, vitamins and water. After the sponge is set on any given day and after it rises in the proofer compartment, it is then removed the following day. It then undergoes a re-mixing process, when there is added about one-third more flour, four per cent sugar, four per cent milk, some shortening and water.

It is then ready for the proofing compartment, and from there it goes to the baking oven.

In addition to operating the bakery, the boys of this department are responsible for the following related activities:

- (1) Operating the ice plant.
- (2) Attending to the cold storage plant.
- (3) Cutting up and storing meat.
- (4) Grinding sausage.
- (5) Operating the school furnace.
- (6) Distributing food supplies out to the cottages.

### Barber Shop

The Training School maintains and operates for the boys a barber shop furnished with five chairs and other operating equipment. This shop is open only at periodic intervals of about five weeks. On a whole the boys receive haircuts which are comparable to the haircuts they would receive in any commercial barber shop. About five boys are in training in this department at any given time, which means that about ten boys work in this department in the course of a year. Each boy is taught some of the rudimentary skills of barbering. These include using scissors, combs and clippers. Those who have the privilege of working in this department may not actually become proficient barbers, but their training is full of exploratory possibilities so that the boys may determine definitely whether or not they may choose to enter this trade.

### Cannery

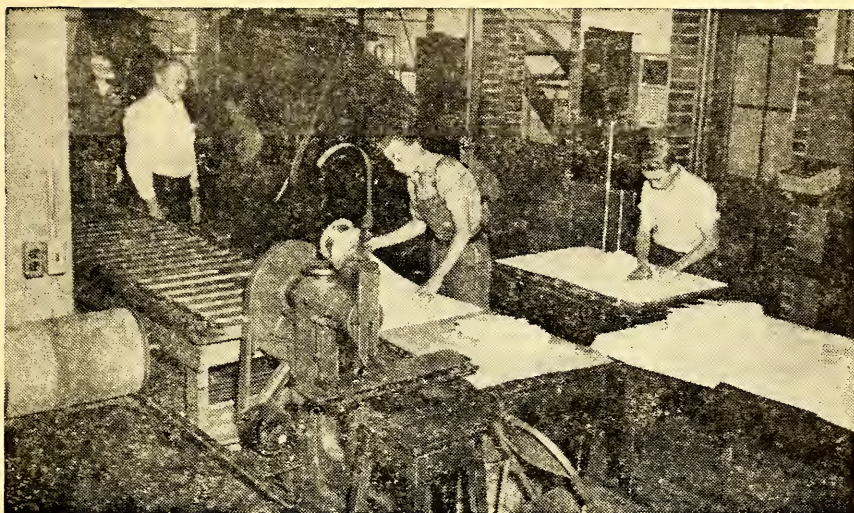
The school possesses its own cannery which operates periodically during the year, according to the seasonal production of fruits and vegetables. The boys who work in the cannery acquire a great variety of skills, all of which will be of practical benefit to them in later life.

The following is a partial list of the activities in the cannery:

1. Sorting and grading vegetables and fruits.
2. Preparing or processing the vegetables, including washing, paring, shelling, and snapping beans.
3. Cooking vegetables and fruits.
4. Packing these into cans.
5. Sealing cans.
6. Labeling cans.
7. Operating the hoist.
8. Packing in crates for storage.
9. Doing general house cleaning.

This department cans the following: soup mixture, tomatoes, snap beans, butter beans, peaches, apples, turnips, greens, pumpkins, beets, carrots, and sweet potatoes.





**Printing Department.**



**Cannery Scene.**



After the fruits and vegetables have been canned, they are placed in the school's store room. whence they are dispensed to the different cottages according to their needs.

### Carpenter Shop

The work of the carpenter shop is rather varied. It relates to construction work, repair work, painting, general maintenance of property, and electrical and plumbing repair work. During his training in the carpenter shop a boy learns some of the following skills: the use of hammer and saw, paint brushes, screw drivers, chisels. Frequently a boy starts without knowing the simplest principles of carpentry, but after a few months he becomes fairly skillful in the practical skills of this trade.

### Dairy

The dairy stands at the very center of the school's food and health program. It supplies one of the most essential items of daily food, day in and day out. In one way or another, the products of the dairy touch the lives of all who live at the school. Every boy gets one quart of whole milk each day, and milk is served to the boys in puddings, pies, cakes and breads. During the summer months a generous supply of ice cream is served to them twice each week.

In the processing and caring for the milk, there are eight processes, as follows:

- (1) All bottles, utensils and equipment are cleaned and sterilized. This is a basic requirement, and demands constant attention.
- (2) The milking barn is kept perfectly clean, and a stanchion ready for each individual cow.
- (3) Each cow is kept clean, and at milking time the udders are washed thoroughly and disinfected so as to eliminate filth and disease germs.
- (4) The boys do the milking by hand, and each boy is required to wash his hands thoroughly before milking each cow. The milk is milked into 14-quart pails.
- (5) The milk is immediately placed in a cooler where all the animal heat is removed in order to reduce to a minimum the bacterial count.
- (6) Next, the milk is put into quart bottles by a hand-operated machine, and the bottles sealed.
- (7) The milk is then placed in a refrigerator, at a temperature of 38 to 40 degrees, where it is kept until delivered.
- (8) Deliveries are made to the various cottages each day just before the noon-day meal.

## Laundry

Through the laundry department the school seeks to foster and promote cleanliness in all the phases of everyday living. Experience has taught the school supervisors that the first step in the building of good character among boys is to help them regain their self-pride and self-esteem. When they are taught to exercise cleanliness at all times this tends to cause them to appreciate themselves to a high degree. Naturally, many different articles are laundered at the school. The following is a partial list: overalls, shirts, underwear, pajamas, bath towels and hand towels, handkerchiefs, bed spreads, sheets, pillow cases, blankets, table cloths and napkins, curtains, rugs, uniforms, dresses and aprons.

In the laundry the boys learn to operate the various types of equipment, including electric irons, pressers, mangles and dryers. Certain boys learn how much soap to use, how many rinses or washings are required, and when all the soap is properly taken out, another boy operates the extractor, and another operates the dryers. All of these are practical skills, useful in everyday living.

## The Machine Shop

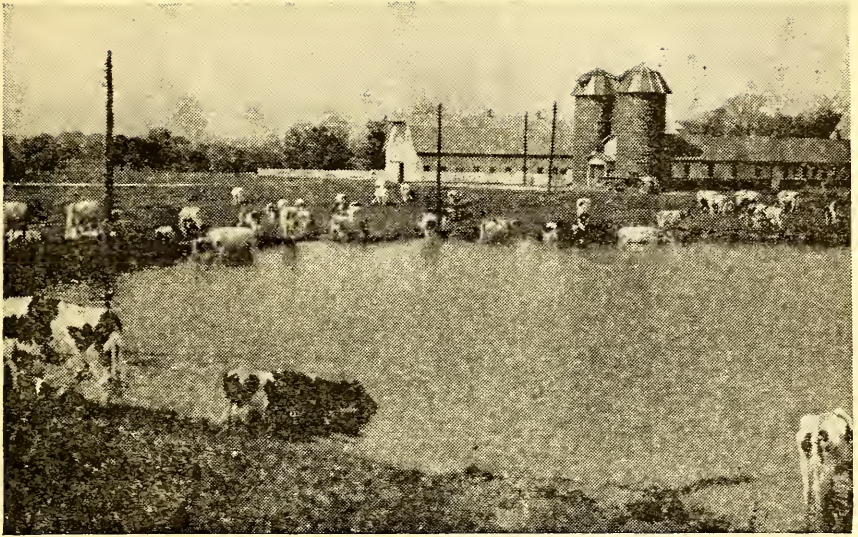
The machine shop occupies an important position in the life of the school. The activities of this department are very diversified. They include doing repair work on the following farm machines: tractors, disc harrows, combines, mowing machines, wagons, sowing machines, hay rakes, grain drills, automobiles, trucks, heating plants, stoves, grates and numerous plumbing and electrical equipment. The work of this department is such that it has a very fascinating appeal to many of the boys. In their work they learn to use the following tools: wrenches, drills, vises, planes, hammers, files, chisels, grindstones, screw drivers and rulers. All of the experiences in this department are full of exploratory possibilities.

## Poultry and Store Room Departments

### (a) Poultry

At the Jackson Training School there is kept a flock of New Hampshire Red chickens. On an average, the school has from 600 to 800 hens through most of the year. Each year in the spring there are purchased from 1200 to 1500 day old chicks, male and female. After the weather becomes warm enough, the young chicks are put out on the field ranges, and at night they are cared for in the range shelters. After they become two or three months old, the cockerels are killed and served to the boys. Later on, during the fall months, some of the old hens which have become non-productive are killed and served at the school.

The school has a modern brooder house and three laying houses for the hens.



**The Dairy Herd Enjoys Cooling Off.**



**Part of the Herd of Herefords.**



There are about six boys who work with the poultry, and the following are some of the things which they learn to do:

- (1) To keep the chickens comfortably housed during all seasons of the year.
- (2) To keep the buildings and grounds neat and clean. This means that it is necessary to replace the straw in the laying houses three or four times during the year, or whenever the straw becomes filthy.
- (3) To feed a well-balanced diet, of mash and grains to the chickens.
- (4) To gather up the eggs daily and care for them until they are distributed to the cottages.

The basic principle of operating the poultry department is that it takes regular, daily attention. Considerable work is necessary to keep the project in operation so that it is definitely not a "hit and miss" proposition.

### (b) Store Room

The school operates a store room or commissary through which the groceries and other supplies are furnished to the boys in the various cottages. This department is of considerable importance to the life of the school. It is a department that is opened daily. In the cottages the matrons prepare their orders for groceries and other supplies, and one of the house boys goes to the store room from each cottage three or four times a week. Generally, the boys arrive at the store room about 8:30 and wait until their orders have been filled.

The following are some of the things that the boys working in the store room learn to do:

- (1) To help keep the stock of goods up to date.
- (2) To fill orders sent in.
- (3) To keep the stock of goods properly arranged on counters and on shelves.
- (4) To keep the store room orderly and clean.

The following is a list of the goods canned at the school and dispensed to the cottages: lima and string beans, tomatoes, sweet potatoes, squash, pumpkins, soup mixture, sugar peas, mustard greens, kraut and peaches.

The following is a list of other staple groceries furnished through the store room: lard, sugar, molasses, cereals, dry beans (lima, navy, Great Northern and pork beans,) apple butter, apple sauce, prunes, raisins, jellies, peanut butter, pickles, rice, grits, macaroni, spaghetti, cheese, margarine, salt.

The following is a list of other articles furnished through the store room: brooms, electric bulbs, toilet tissue, soap and powders.

In addition to the supervisor of the store room, there are six or

eight boys who help with this work. Of course, the boys who come to the store room from the cottages represent the customers, but any boy who works in the store room has an excellent opportunity to learn some of the essential skills in operating a modern grocery store.

The store room is located under the auditorium at the school building. It occupies a room 40 by 70 feet, and also an adjacent room 14 by 16 feet. Most of the meats which are sent out to the cottages are processed in the store room. The school owns a standard meat cutter for slicing or processing the various meats.

### The Print Shop

The Jackson Training School operates a print shop in the Swink-Benson Trades Building which fills an important function in the life of the institution. There are three major functions of this department, chief of which is the training of boys in the printing trade. The other two functions are the printing of **The Uplift**, which is the magazine for the institution, and job printing both for this institution and for similar institutions. Because of the fact that so many of the activities are reported through the columns of the magazine, the printing department represents an important activity at the school.

In training in this department there are generally six boys in the morning group and six in the afternoon group. The most practical training given in this department is that of operating the linotype machines. The program involves the training of at least six boys at all times on these machines. However, there are several other skills that the boys of this department acquire in their training. Some of these are: (a) operating the hand feed job presses; (b) proof reading and correcting; (c) binding, padding and trimming; (d) folding; (e) job composition.

Generally, it requires about a year and one-half for a boy to become proficient in the various skills of this department. In the course of this time, if a boy has proper talents he may become rather proficient in these specific skills. When a boy first goes into the print shop he does some of the more simple activities and gradually gets into the more complicated experiences. As a rule the boys of the department come from the upper grades of the school since they have already advanced enough in school to be interested in the activities of a print shop.

In addition to the trade skills acquired in this department there are excellent opportunities for a boy to improve his literary education and his grammatical achievements. The boys who work in this department generally do more writing and general reading than any other boys in the school. Always they show great improvement in their spelling and their language attainments. In other words, the work of the department has a distinct educational advantage.



Benjamin Franklin once said, "A print shop is a poor man's college."

The most important output of the department is **The Uplift**, which is the school's weekly magazine. This magazine features the following types of articles:

1. Editorials.
2. Institution notes.
3. Alumni notes.
4. Feature articles explaining the activities of the various departments, with suitable pictures.
5. Seasonable holiday materials.
6. State historical facts.
7. Articles dealing with vital current issues.
8. Biographical sketches of outstanding state and national leaders.
9. Literary selections of poetry and prose.

In addition to this, the print shop prints all the blank forms used here at the Jackson Training School. The department also does a considerable amount of job printing for other state institutions. It is not the purpose of the school to operate this department for profit in a commercial sense of the word, and for this reason commercial job printing is not featured. The primary objective is training boys, and this, no doubt, will always be its dominant purpose.

### **The Shoe Shop**

The first responsibility of the shoe shop department is to keep the shoes properly repaired for the boys, so that their feet may be dry and comfortable. The department does repair work on both work shoes and dress shoes. This department uses electrically-driven machines such as sewing and stitching and finishing machines. It also uses bradding machines, a heel remover, adjustable shoe lasts, scissors, pliers, knives, tacks and tack pullers, needles, thread, brads, pegs, awls and hammers. In this department the boys are taught to put on rubber heels, to put in insoles, to do half-soleing, to sew in tongues, and to mend ripped places.

In addition to repairing shoes, this department takes care of repair work on gears and harnesses for the farm animals. In doing this, the department makes and repairs bridles, lines, collars, hame-strings and back bands. The department also repairs machinery belts for various types of machinery.

### **Sewing Room**

The sewing room, in comparison with the other departments at the school, is not as important as some others, yet it fulfills an important function in the life of the school. The major activities consist of making new garments and mending worn garments.

Among the things made in this department are the following: shirts, pajamas, sheets, towels, pillow cases, aprons, table linen and window curtains. Mending operations relate to such things as shirts, overalls, underwear, coats, sweaters and athletic goods.

Included in the skills which a boy learns in this department may be listed the following: learning to cut by pattern, operating sewing machines, sewing by hand, operating buttonhole machines and a machine for sewing on buttons. A boy also learns to sort out materials and classify finished articles. It is possible for a boy to become fairly efficient in the skills of this department within a period of about six months. All the skills of this department are of practical and exploratory benefit to the boy.

### Textile Department

The textile department fulfills an important function at the school. It is important because of the practical experience provided for the boys and because of the useful products furnished to the school.

From the point where the raw cotton enters the picker room until it comes out as yarn, it goes through eight different processes, as follows:

(1) The raw cotton goes through the picker, where it is torn apart and cleaned of foreign substances.

(2) It then goes through a finisher where it is fashioned into a flat sheet or lap. Then four of these laps are put into one lap, given the proper weight, and placed on a lap pin.

(3) It is then taken to the card room where it goes through the carding machines, from which it emerges into a roll called a card sliver; it is condensed from a flat sheet into a small roll.

(4) Next it goes through the drawing frame where six different rolls become one, and the product is a drawn sliver.

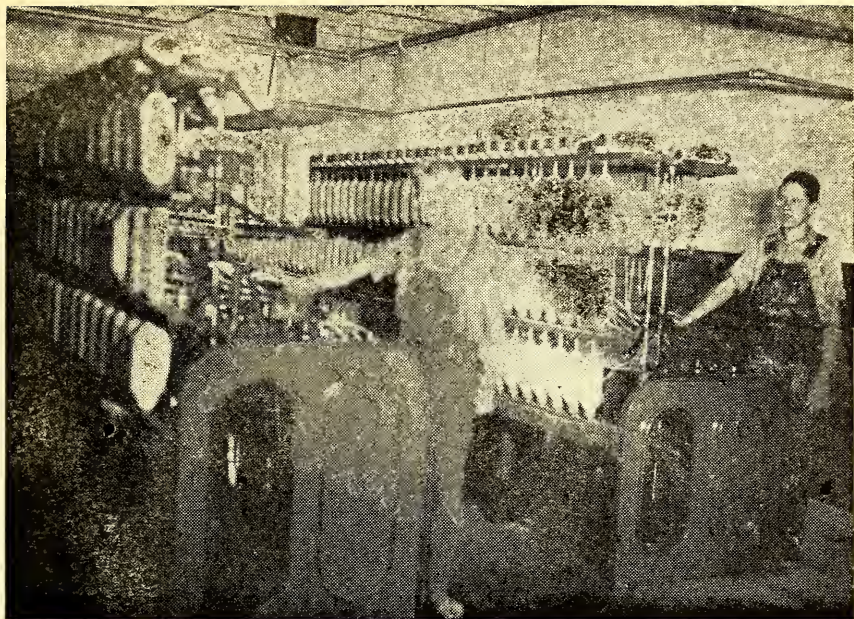
(5) It then goes to the slubber frame for the slubber rolling process, where it is twisted the first time into a thread and drawn out further.

(6) Next it goes to the intermediate fly frame where two threads become one.

(7) It then goes to the fly frame, or speeder, where two threads again become one.

(8) Finally it goes to the spinning frame where two threads again become one, and it is placed on the quills, ready for the shuttles and the looms.

Six boys work in the department in the forenoons and six others in the afternoons. Within a period of six months it is possible for a boy to acquire the basic skills of the textile work. However, he may continue his training longer and become more and more proficient in the trade. Speed and quality of work are the two more important factors.



**Textile Department.**



**Sewing Room.**



### Work Line and Barn Forces

About half of the boys at the school at some time work on the outside work lines, or what is known as the barn force. In connection with the other activities the school operates a large farm. The two major objectives of the work on the farm are to produce food and feedstuffs for the support of the school, and to provide work experiences for a large group of boys.

It should be explained that it is not the policy of the school to over-emphasize the importance of these two activities to the neglect of other training experiences. At no season of the year is the training for trades sacrificed in order to augment the farm activities. Rather, the policy is to resort to farm work more to take care of the overflow in other work assignments. Frequently, it occurs that other departments are closed for a period, and then it becomes necessary for the boys in these departments to go out on the work lines. Then, too, it is considered a wise policy for all new boys, before entering some specialized trade training, to spend some time on the work lines or with the barn force and during this time become adjusted to the routine of the school.

From time to time those who work on the farm have the opportunity to drive teams or care for animals. Practically every boy likes to be where there are farm animals. Generally, the boys do not have to work hard or for long hours, but it is of great profit to any boy to learn to work with his hands and to learn to work with other boys in groups.

Among the major activities of these two departments are the following:

- (1) Preparing the soils.
- (2) Planting the seed according to the different seasons of the year.
- (3) Cultivating various types of crops with machinery and horse-drawn cultivators and with hoes.
- (4) Pruning and caring for orchards and vineyards.
- (5) Building fences for cattle, hogs and other animals.
- (6) Feeding and caring for approximately 125 hogs, 20 horses and mules and 60 head of beef cattle.
- (7) Harvesting grain, hay and other farm crops.
- (8) Hauling coal, feed, fertilizer, lumber, etc., with teams or trucks.
- (9) Preparing seed beds and planting various garden seeds.
- (10) Caring for lawn, shrubbery, flowers, seed beds, on and about the campus.
- (11) Operating the cannery during the canning season.
- (12) Building and repairing farm roads and bridges.
- (13) Grubbing and caring for pasture lands.
- (14) Threshing seed, baling hay, filling silos, mixing feeds.

Finally, it is considered as a highly profitable experience for any boy to work in conjunction with Mother Nature. It is quite stimulating to anyone to have the experience of turning the soil and stirring the earth. It does something to the spirit of a person which nothing else can do. Then, too, it is an elevating experience for anyone to work around growing farm crops, flowers, shrubbery and other plants.

### The Reviewing Committee

(Beginning with April, 1945, the Jackson Training School has been operating with a Reviewing Committee, whose primary purpose is to analyze and review the cases of the boys at the school who may be eligible in general terms for their conditional releases. This committee holds regular monthly meetings, and the meeting nights are the first Tuesday night of each month. Under this plan each boy is privileged to have his case studied and reviewed periodically.)

(The cases are reviewed particularly after each boy has spent at least ten months at the school. There are some special exceptions to this rule. Each case is not only reviewed at different intervals, but is given fair and sympathetic consideration from all angles. Thus, there is eliminated the danger of a boy becoming lost or forgotten among the group in the multitude of other duties.)

This program takes care of the timid or shy boy who does not always let his wants and wishes be known, and it also serves to take care of the danger of undue consideration for the boy with the ready approach and pleasing personality who, even in early life, has learned the art of selling himself or playing up to a superior officer.)

(By having a Reviewing Committee, it is possible to have a fair and intelligent appraisal of the attainments of all the boys. This serves to eliminate the dangers of having decisions regarding releases based upon the opinions of one or two persons, and it is felt that the opinion of a group represents the safeguards in the processes of releasing boys.)

The Reviewing Committee is composed of the following staff members:

1. Superintendent of the Training School.
2. Assistant Superintendent.
3. Principal of the academic school.
4. Teacher of the sixth grade.
5. Supervisor of the bakery.
6. Purchasing Agent and Supervisor of Poultry and Storeroom.
7. Supervisor of Carpenter Shop.
8. Receiving Cottage Officer.
9. Budget Officer.

(The fundamental considerations for releases are about the same as they have always been.) These are as follows:

(Generally speaking, a boy is expected to remain at the school for approximately one year in order to earn his release. The time ele-



**Boys in the Field at Harvest Time.**



**One of the School's Grain Fields.**





ment plays a rather important part in the reclamation and redirection of the life of a delinquent boy. Generally, the boys who come to the school have been trespassing into the ways of delinquency over a period of months and years. Generally, they have been developing their anti-social tendencies for some time, and it is impossible to erase from their minds within a brief time the evil tendencies which have become so firmly implanted. The final breakdowns do not, as a rule, come as an avalanche, but rather they represent a gradual accumulation or accretion of unwholesome attitudes.

(After a reasonable period of time at the school, conditional releases for the boys depend upon their general attitudes toward life, their sense of honesty and sincerity, their ability to practice self-control instead of being preyed upon by other boys, their willingness to assume responsibilities in different group situations, their progress in the academic school, and of course their possibilities for getting adequate supervision and help in the home after they are released.)

The dominant factor is to determine to what extent the boys have successfully adjusted themselves to their obligations and responsibilities within the school, and how much real progress they have been able to make.

In some instances it becomes necessary to consider the seriousness of the pre-commitment offenses and also the length of time of their previous delinquencies; but, generally speaking, these factors are held in the background. There is always a determined effort to operate on the basis that, for every boy, entrance at the school is a new beginning and a new chance in his life.

(At the Jackson Training School no effort is made to use a system of merits and demerits, but on the other hand, records are kept to indicate the progress that the boys are able to make, and each boy is encouraged to improve his record from time to time. As far as possible, every boy is given due credit and recognition for his good points.)

When the Reviewing Committee determines that a boy has become eligible for a release, a case summary is prepared and sent to the superintendent of public welfare in the county from where the boy was committed. As a rule, the case summaries are sent one month prior to the suggested date for release, and no boy is permitted to leave the institution until his placement has been sanctioned and approved by the welfare department. In general terms, the case summaries indicate the social factors, physical condition, mental status, and general observations, and a prognosis of the possibility of his succeeding.

(After a boy has been released, he remains on probation for a period of twelve months. During this time he is under the supervision of the welfare department of his home county, unless other suitable arrangements have been provided for the boy. During his

period of probation the boy reports at least monthly to the superintendent of welfare in order that there may be a systematic check-up as to the success of his adjustment. If a boy fails to make good after his conditional release, his release may be revoked by the superintendent of the school upon the recommendation of the superintendent of welfare. However, if the boy makes a successful adjustment and the superintendent of welfare makes a favorable report concerning his conduct and reputation, the boy is issued a final discharge by the superintendent of the institution at the end of twelve months.)

### Treatment Program

The treatment program at the Jackson Training School is the essential factor. Generally speaking, there is no classification program in North Carolina for assigning boys. Consequently, we face the fact that we have to take all kinds of boys, some with very low mental abilities, some with average abilities, and some with high mental abilities. We have some boys at our institution who probably should not be here because of their very low mental abilities. It is possible for us to keep them for a period of from one to two years, but it is practically a hopeless task to do much for them permanently, in the way of education and trade training. They need more individual attention than we are able to give.

We think the most important feature of our training program is the educational department. We have made some improvements in this department, but it should still be greatly improved. It is needless to discuss the very great amount of retardation among our boys and their need for help in education. This would require much space. Most of the work we now do is of a remedial nature in which it is not a case of starting a boy off on the right track, but of completely re-training him. It is not our purpose to attempt to make professional or classical students, but we do think the education of a boy at the school should have the right of way over everything else, and this education should be such that it would meet a boy's own particular needs. It is interesting to note that we now have some boys who have completed the ninth grade work and are ready for tenth grade work. Their needs should be met. However, we realize that most of the boys who come to us are greatly retarded in their school work and will continue to be so.

In our treatment program there is great concern about too much talk concerning the advisability of a short length of stay. We think the length of stay should be related to the richness and adequacy of the program. We think the boy should remain for a reasonable time, provided the program can continue to challenge him, and provided the boy can continue to develop and grow under the treatment program. For instance, a good trades department should challenge a boy for probably three years; a college preparatory course could

easily be helpful to a boy for four years. Likewise, for the boys who are twelve, thirteen and fourteen years of age and who are in the first or second grade when they should be in the sixth or seventh grade—in order to benefit them greatly, if they are capable of doing average school work, it would require from three to four years. In this connection, it must be remembered that their retardation in school has been one of the major factors in their delinquency. Then, too, for those boys who are neurotic or psychotic or who may be described as being mentally ill, when their mental disturbances have been accumulating over a period of years—it is necessary for them to have a period of treatment extending over probably three or four years, and this is assuming that the home conditions will steadily change and improve and that the previous frustrations and tensions will be eliminated.

The reason the public has talked of short periods of training is that the Training School has failed somewhat in providing the proper treatment program. The fear has been that a good many boys will become institutionalized if they remain at the institution too long, but it seems that we should remember that institutionalization sets in only when growth on the part of the boy stops.

It is agreed among institutional leaders that the greater the variety of recreational facilities available, the greater is the likelihood of developing wholesome leisure-time interests on the part of a larger number of boys. There is a great need for study groups, hobby groups, dramatics, art, music, swimming, basketball, baseball, football, track, library, and other similar recreational activities. It is generally admitted that the paid commercial entertainment, such as is found in the average movies, has been overdone as a form of entertainment for boys, because it fails to provide constructive participation on the part of the boys themselves.

There is some question today about the advisability of reducing the size of the correctional institution. This is a relative matter and should be so regarded. A good many other states spend three or four times as much as North Carolina, on a per capita basis, for the correctional institutions. This means that they are doing a greater amount of intensive and individual work with their boys. Unless and until North Carolina becomes willing to spend more than she now does on this program, there is grave danger of the institutions being too small to provide an adequate program. It is impossible, in a small institution, to furnish a diversified program suitable to the varying needs of boys, and it is impossible to have a well-staffed small institution. The alternative, then, seems to be to have an institution with from 400 to 500 boys. Insofar as it is possible to predict the future for correctional institutions in North Carolina, it seems logical to assume that in the main the training programs will be done en masse to a considerable degree. This will involve mass treatment in classrooms, in work activities, in health programs and in religious and recreational programs.

Furthermore, regarding the school department, it seems only reasonable to conclude that the educational programs in correctional institutions have been deficient. Sad to say, but heretofore, too much of the classroom teaching has been done by untrained, uncertified teachers, most of whom could not qualify in the public schools. Some of the classrooms have been filled by elderly teachers who are out of step with modern trends in education. This has been distinctly unfair to the boys. If even the delinquent boys in the state are to be placed in institutions where they are to become wards of the state for a period of time, the state, in self-respect, should see that they have an accredited standard of work.

There is an outstanding need for inservice training of staff members. The progress of inservice training is a clarifying and unifying experience which is most essential to successful operation of a correctional institution. No matter how well trained or how skillful workers may be, there is no alternative for inservice training. This, of course, involves the recognition of a need for adequate time for the workers to meet such classes, and it involves also a background of previous training to make inservice training desirable and profitable. An inservice training program should be the responsibility of local leaders and college instructors.

### The Post-Treatment of Parolees

The records show that about eighty per cent of the boys leaving the institution do make good, but this leaves twenty per cent who do not live up to the standards of good citizenship. Some of these are boys who get into additional trouble and are dealt with in the superior courts. Some of the twenty per cent have their breakdowns during their period of parole and are returned to the institution. Under the present circumstances, there is no institutional follow-up for the boys who are on release. It should be explained to the welfare officials and to the public in general that since the institution cannot follow the boys to their homes, definite plans for regular and systematic supervision should be made. In too many instances the boys return to homes that are clearly unfit for their welfare and development.

Unfortunately, a good percentage of the homes are not suitable for helping the boys. Neither have local communities or society in general done as much as they should have for the help and protection of the boys on parole.

It is most unfair, it seems, to judge the efficiency of a training school by the number of boys who fall down when they get home, for actually it is not the failure of the boys themselves, but actually it is frequently the failure of the unfavorable environment to which the boys have returned. Rather, the question should be asked as follows: "In how many instances do communities or homes fail to help the boys make good?"

The institution needs the services of one or two case workers, and probably more, who would follow up the boys on parole and help them over the rough places. Until this is done, there will continue to be too much wastage of money and human resources among these boys. Time after time it is said to boys that if they would do as well at home as they have at the institution there would be no question as to whether or not they would make good.

## CHAPTER XI

### The Training School's Contribution to World War II

During World War II a large number of former boys from the Jackson Training School served in the different branches of service. Many of them, by their valor and bravery, played important parts in the conflict and won for themselves and for the school lasting fame and honor.

In this brief historical sketch of the Training School, it will not be possible to list the names of all the boys who participated in some branch of the service. However, it is thought to be fitting and proper that honor and tribute be paid to them. These boys have made their contributions, and their services and sacrifices, either great or small, are fully appreciated. They are held in high esteem, and their efforts are acclaimed by all.

During the war, at least 672 former boys and staff members were enrolled in the armed services. No doubt, there were others whose names have not been reported to the school. However their contributions have been just as vital as the others, and we pay tribute to every former boy and staff member who wore the uniform of his country with credit and honor.

Below is a summary of those who participated in the armed services, as follows:

#### Former Staff Members:

Army	8	
Navy	5	
		13

#### Former Students:

Army	386	
Navy	216	
Marine Corps	43	
Coast Guard	3	
		648

#### Former Students In Merchant Marine Service:

11

Grand Total: 672

In all, insofar as information has come to the school, twenty-one former boys from the Training School made the supreme sacrifice, and all of their names are listed below. In this way, their names will be immortalized in the annals of the school for all time. In their honor the school dedicates itself to the unfinished work ahead, to the end that they shall not have died in vain. Truly, they have given their lives in a great crusade for freedom and justice. Mention is made also of the fact that many other boys from the institution were wounded in various degrees in the conflict, which means that they, too, have made extraordinary sacrifices.

The names of the Gold Star boys from the Jackson Training School are as follows:

**Killed In Action Or Died From Wounds  
Received In Action**

Branch, Robert	Army
Brewer, Ernest	Army
Crisp, Albert J.	Army
Hall, Eddie Lee	Army
Hancock, James W.	Army
Haney, Jack	Marine Corps
Jackson, Edgar	Marine Corps
Lemly, Jack	Army
Matthews, Douglas	Army
Sexton, Walter B.	Army
Watts, John	Army
Whitaker, William E.	Army
Wilson, William J.	Army
Wrenn, Lloyd M.	Army

**Died While In Service**

Blevins, Walter W.	Army
Hardin, Edward	Navy
Munday, Craig	Army
Plemmons, Hubert	Army
Young, Brooks	Army

**Died While Being Held Prisoner**

Taylor, Daniel	Army
Whitener, Richard M.	Army

This is merely a brief outline of the contribution made by the boys of this institution towards the winning of World War II. It is realized that it should be more comprehensive, especially if it were to accord due credit and honor to the boys who served so successfully in the armed forces.

Many of the boys wearing the uniform have visited the institution, and many others have written to members of the staff, and all of their visits and communications have been greatly appreciated. It is to be regretted that it is not possible to have all the former students of the institution who were members of the armed forces to assemble here for some sort of celebration. However, it would not be possible.

Again, these boys have deserved all the commendation and all of the honor which have been generously accorded to them.







Microfilmed  
SOLINET/ASERL PROJECT







