

THE WARWICK STORY



The Story of
New York State Training School for Boys
...presented as a service by The Daily Record

THE WARWICK IDEA

To help each boy to his fullest potential is Warwick's goal. Achievement of this objective requires knowing each youngster thoroughly-his personality, his weaknesses, his strengths. Who is he-why is he what he is? Many skills are required to provide the answers-the psychiatrist, social worker, psychologist, the educator, the clergy, the lay person contribute to our knowledge of the boy in trouble. Knowing the cause, the reasons for his behavior, treatment can begin. Rehabilitation is a slow process, requiring understanding, patience and fortitude. Each boy must be treated individually-for no two boys are alike. It takes many more people to treat than to diagnose. Warwick cannot help the boys without the help of people and agencies in the community. Our neighbors have responded and continue to respond to our call for help-for this we are grateful. Warwick, too, strives to be a good neighbor to all Youth-within and without the institution.



THE PHYSICAL PLANT

As beautiful as any college campus, the forty buildings on 800 acres provide living, schooling, working and play space for boys who have been deprived of adequate homes, unfortunate school experience, poor work habits and never known wholesome play. The 165 acre farm produces all the milk, eggs and pork products and supplies twenty hospitals and institutions with their needs. The boys swim and fish in Wickham Lake and each of the sixteen cottages has its own play field. Most of the maintenance is done by the boys as part of their weekly program. State School is a Boy's Community, friendly, comfortable and conducive to rehabilitation.



GOV. AVERELL HARRIMAN

25 YEARS AGO-1932

"To meet this challenge of delinquency-is worthwhile the time and the effort and the cost."

Gov. Lehman-address at cornerstone laying. Excerpts of Gov. Lehman's address:

"our gangsters and adult criminals had a beginning in a career of crime at a very tender age.--the truth has been failure which might have been prevented.

"It is evident that if we are to meet the problem adequately, we must start at the beginning; we must build character, for character is the sole bulwark in the young against crime and disregard for the law.

"Here--are to be facilities for advanced scientific study--first, to understand, and then to prescribe the treatment necessary for the individual boy.

"Everything bespeaks the fact that here the boy is to be an individual, to have the opportunity and the

direction necessary to make himself a self-supporting and self-respecting citizen of the State.

"That this is worthwhile, no one can successfully gainsay.

"--the School may be considered as a most important research laboratory in the whole field of behavior problems so important to the individual, to the family and to the community. On this basis alone, the investment in such a School as this is more than worthwhile.

"It is a matter of great pride to me to have been able in many ways to have helped in the establishment of this School and to lay its cornerstone. I do so, confident that the foundation is so excellent that what will be built here will endure and contribute to the well-being and welfare of the State."

* * *

President Roosevelt's letter to Commissioner Adie, Department of Social Welfare--read by Mr. Walter White, a member of the Board of Visitors:

My dear Commissioner Adie:

I am delighted to know that the official opening of the State Training School for Boys at Warwick is to be held next Sunday afternoon. You have known of my long-time interest in these boys and of my firm belief that with the assistance of the State we can give them opportunity to become fine citizens. The first year of my Governorship I was greatly distressed by the physical conditions which made the old school on Randall's Island so impossibly out of date. It was therefore a great satisfaction to me to assist in the establishment of this splendid new school at Warwick. Under these modern surroundings the State has a great opportunity to prove that our thesis is the right one. I wish much that I myself could be present at the opening.

I hope that you will give all of my old friends my warm regards.

(Signed)

Very sincerely yours,
Franklin D. Roosevelt

* * *

Our knowledge has grown over the years. More and more seriously disturbed boys continue to come to State School. The Warwick of 1957 remains dedicated to the task of helping youngsters, serving its community and sharing its skills.



HERBERT H. LEHMAN



FRANKLIN D. ROOSEVELT



THOMAS E. DEWEY



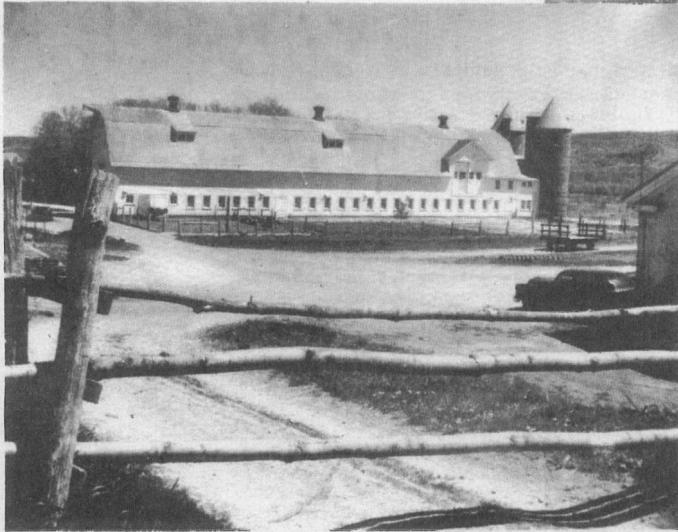
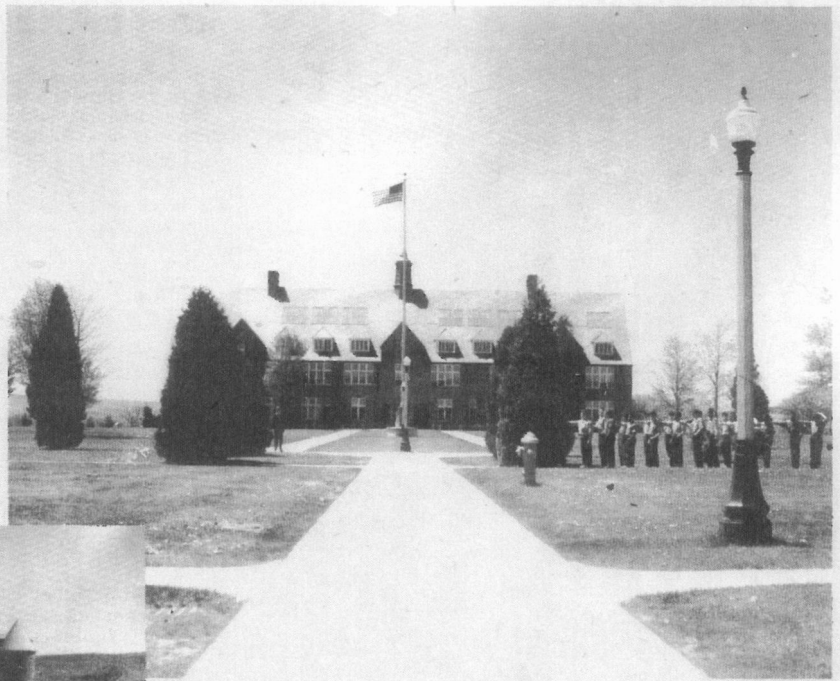
Raymond W. Houston
Commissioner
New York State Department of
Social Welfare



Joseph M. Louchheim
Deputy Commissioner
Division of State Institutions
and Agencies New York State
Department of Social Welfare

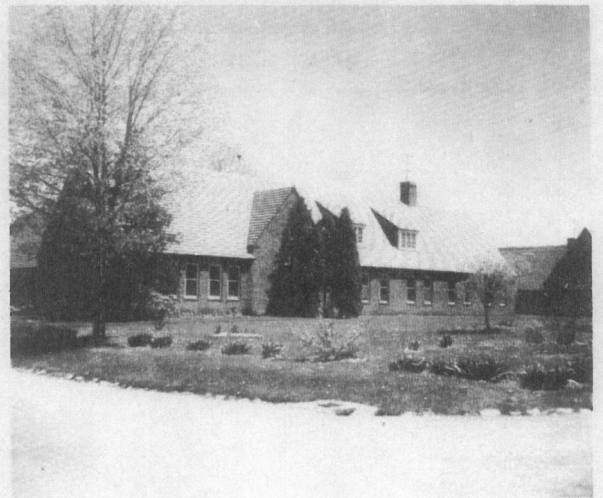
Congratulations....Warwick Training School

25th Anniversary



DAIRY FARMING is an important part in the training program at the Warwick School. The school, in addition to other farming activities, maintains a large herd of dairy cows, cared for by the boys.

TRAINING SCHOOL boys are housed in spacious, home-like cottages, each with house parents. It is here that the boys learn the importance of living, working and playing side by side with other boys.



IN THIS BUILDING, which overlooks a lake and some of the most beautiful mountain scenery in southern New York, are taught such courses as printing, art, woodworking and metal working. This building also contains the Houses of Worship and Cafeteria.

Harold L. Ayres

Middletown, N. Y.

Peterkin Welding Supply Co.

Newburgh, N. Y.

Miron Lumber Corp.

Newburgh, N. Y.

Levinson & Sivertts Produce & Frozen Foods

Newburgh, N. Y.

James H. Anderson

Goshen, N. Y.

M.C. Fenning

Middletown, N. Y.

R.&S. Chevrolet

Middletown, N. Y.

Hopkin's Hardware

Goshen, N. Y.

The Windsor Bldg. Supply Co. Inc.

Newburgh, N. Y.



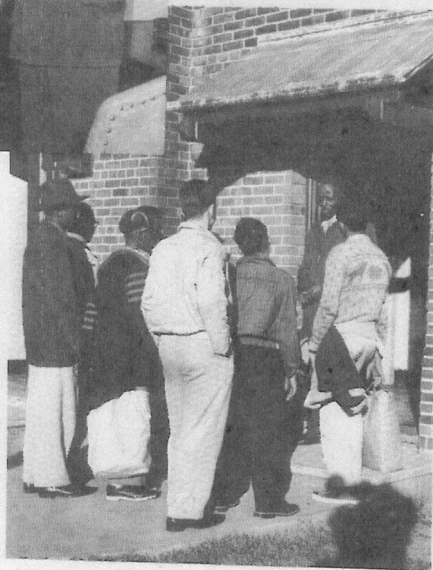
Staff-dedicated, trained, many skills

People must help people. Rehabilitation depends upon relationships-human relationships. Staff need help to do this difficult job effectively. Most staff must be trained on the job. This photo shows cottage parents and boys supervisors in a class, taught by two N.Y.U. instructors, in arts and crafts. The State pays for the training for it knows its vital need. Training staff makes possible training children.



The Boys Arrive

Eight to twelve boys every Friday. The Social Worker and Superintendent greet them and welcome them to their new friendly community. A 6-week orientation program for each boy helps to formulate diagnosis and prepare him for his institutional experience.



Physical Care-the Medical Department

The Warwick program begins with the physical examination of the total boy - his teeth, eyes, chest, height, weight, etc. Defects, weaknesses are corrected. A healthy body-if we are to develop a healthy personality.

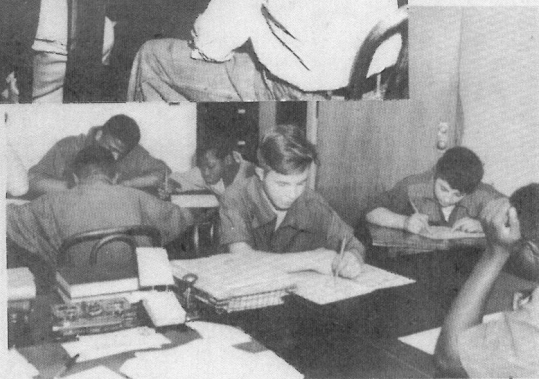




Psychological Services—Knowing Each Boy

What makes him tick—how does he feel about people, his family, school? What are his interests, his aptitudes, reading level, his potentials? A battery of psychological tests—individual—and a screening by our psychiatrist provide the answers.

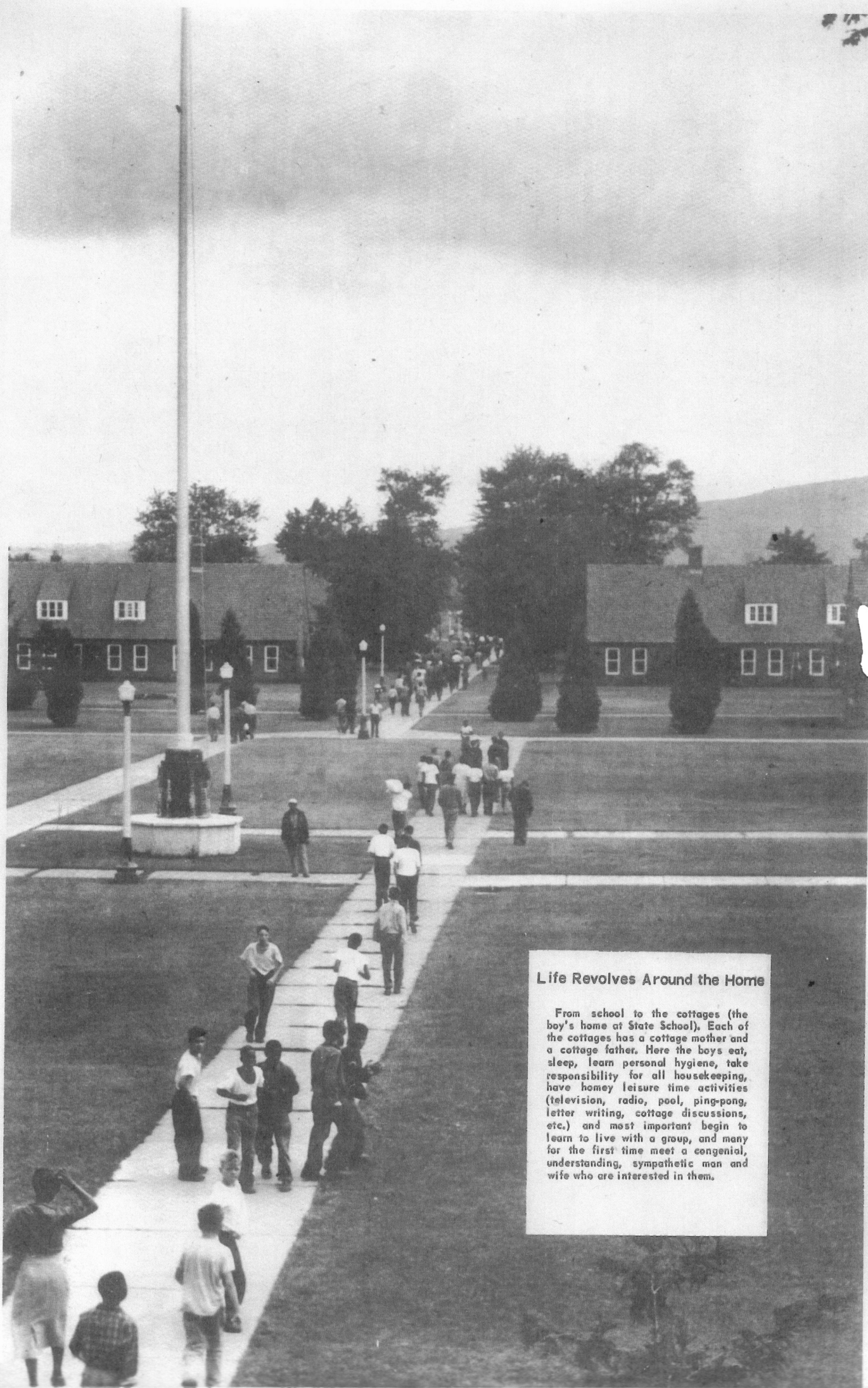
What can the Training School do for him—what can we expect him to do for himself—the Committee, representing all skills and disciplines, decides. Fitting each boy within the right cottage group, in the classroom, service group or shop, with possibly a remedial reading teacher, with an emphasis on body building perhaps requires skill, training and clinical experience.



Religious Education and Training—play a vital role in total program

The religious faith of each youngster is carefully observed. At least eighty boys are confirmed by the Bishop each year. Services are held every Sunday. The School has a full-time Catholic Chaplain, a full-time Protestant Chaplain and a part-time Rabbi. The chaplains play an important role in family relationships, the scouting program and providing for community church ties. The chaplains also play a role in individual boy counseling.





Life Revolves Around the Home

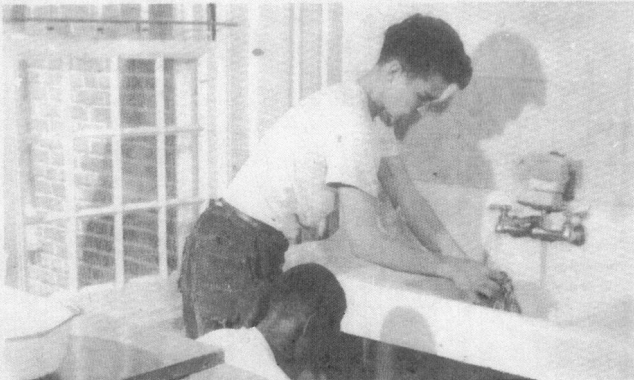
From school to the cottages (the boy's home at State School), Each of the cottages has a cottage mother and a cottage father. Here the boys eat, sleep, learn personal hygiene, take responsibility for all housekeeping, have homey leisure time activities (television, radio, pool, ping-pong, letter writing, cottage discussions, etc.) and most important begin to learn to live with a group, and many for the first time meet a congenial, understanding, sympathetic man and wife who are interested in them.



Watching their favorite program in the cottage.



Praying is encouraged.



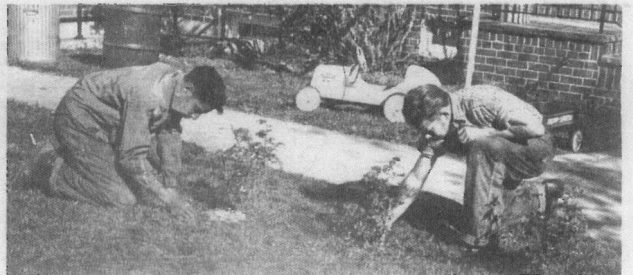
Many boys must learn to work properly.



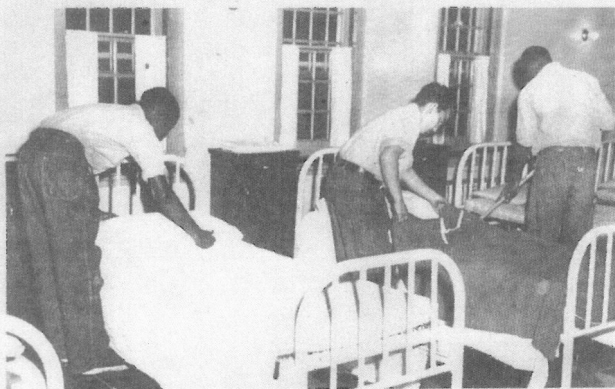
Clean linens.



Play time has value.



They learn to beautify their cottage grounds.



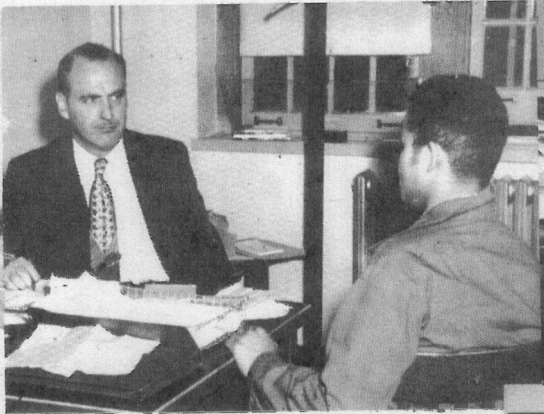
No maid service.



Boys chat with Cottage Parents.

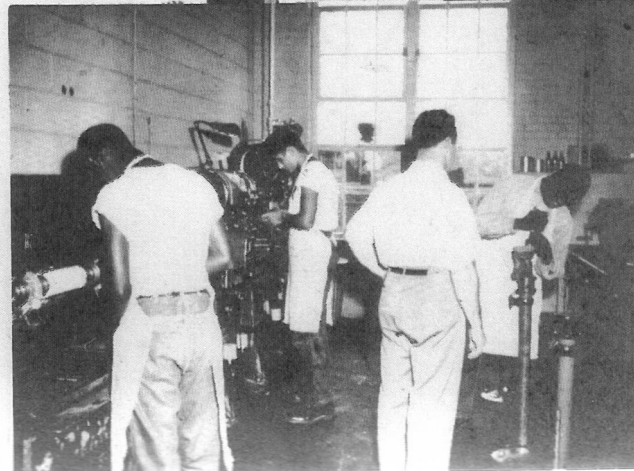
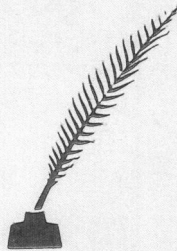
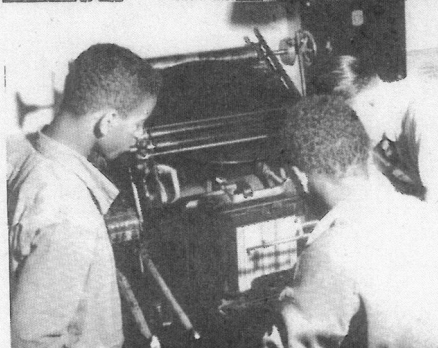
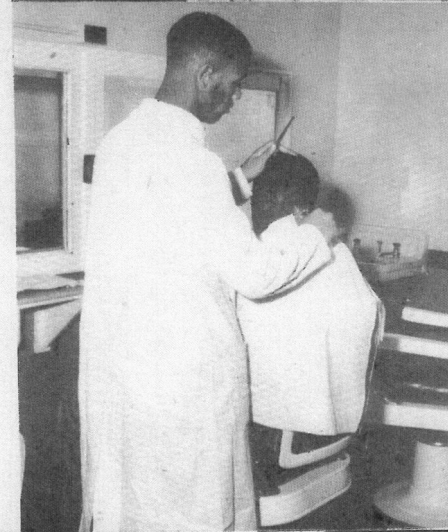
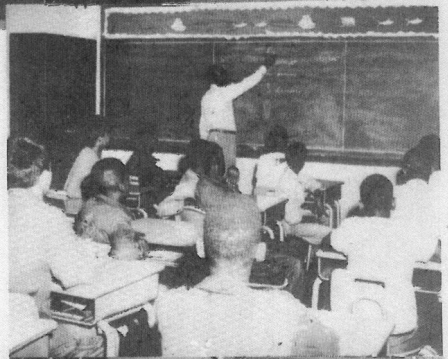


Cottage parents discuss a boy with the Social Worker.



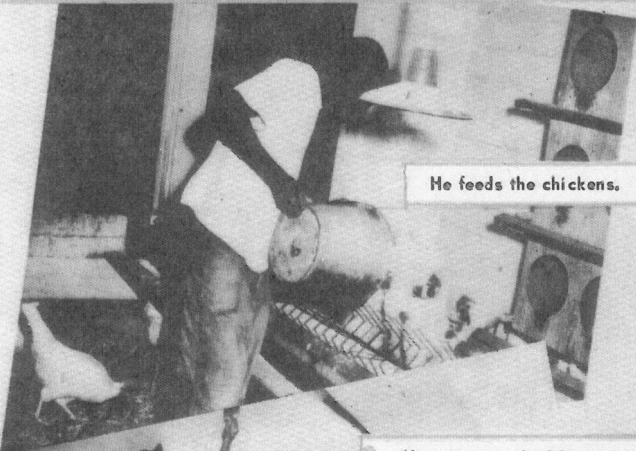
The Academic School Building

The academic school building is conducive to learning. Most of the boys are severely retarded and the program is geared remedially. Special remedial reading teachers are provided for the non-reader. The curriculum is enriched through special classes in art, arts and crafts, music, industrial arts shops, physical education and corrective classes, and library service. The shop program includes printing, shoe repair, mending, upholstery, and barbering. Since all boys have had most unhappy community school experiences, small classrooms are necessary as instruction must be individualized. If the three R's are to be taught, a relationship with the teacher must first be secured. An educational diagnostic work-up is provided for each boy through specialized classes (Orientation Classes). Here again we must know his potentials, his academic achievement, his interests, his defects if we are to plan intelligently. Opportunities for individual counseling are present.

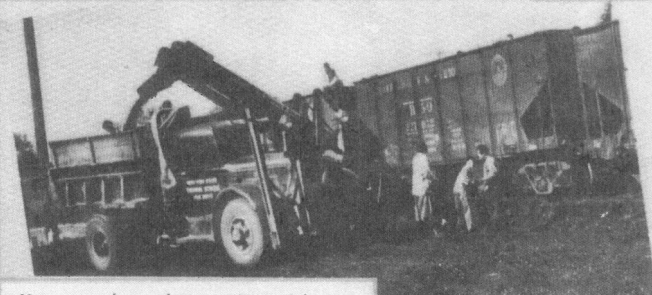


WORK HELPS BUILD CHARACTER

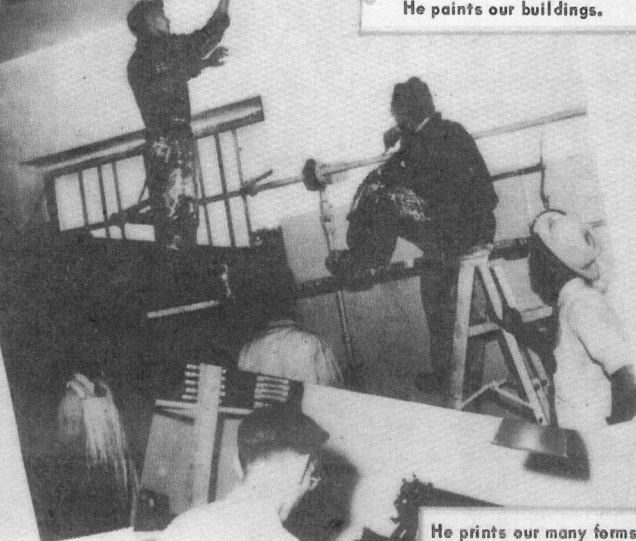
Part of the boy's program includes a meaningful work experience. He learns good work habits, to get along with others, a chance to try his skill at different jobs, to help maintain the institutional community and develop a sense of civic duty.



He feeds the chickens.



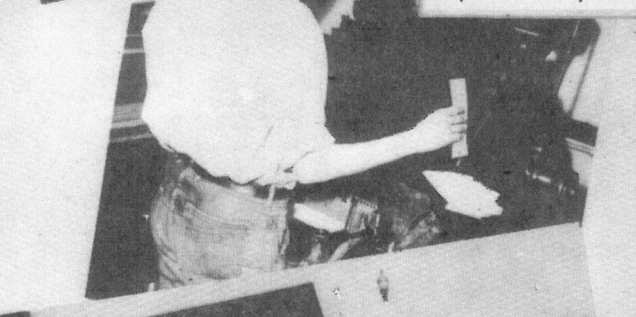
He moves the coal to our Power Plant.



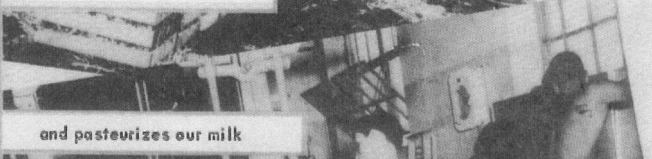
He paints our buildings.



He grows our onions



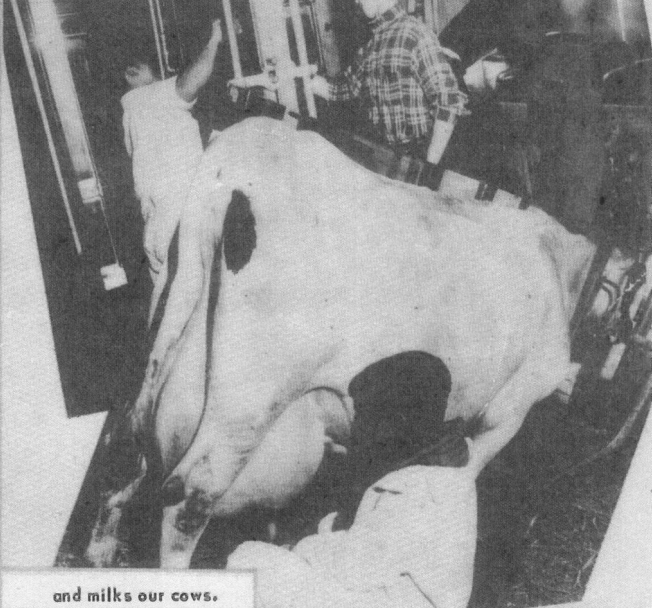
He prints our many forms.



and pasteurizes our milk



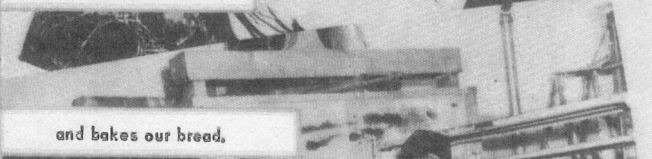
He cuts our lawns.



and milks our cows.



He launders our linens and clothes,



and bakes our bread.



Leisure time activities fill an important need-

Our boys must learn to play-so many have never played before.

On the swings.

In the gym, and swimming and fishing in the lake.

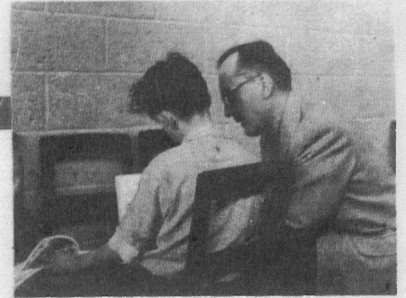
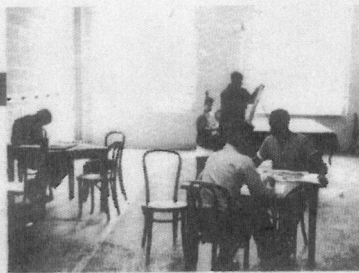
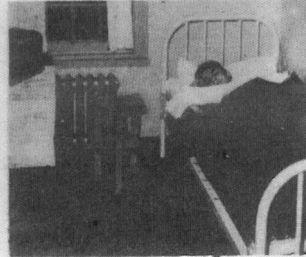
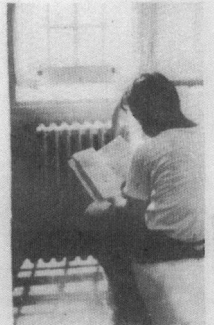
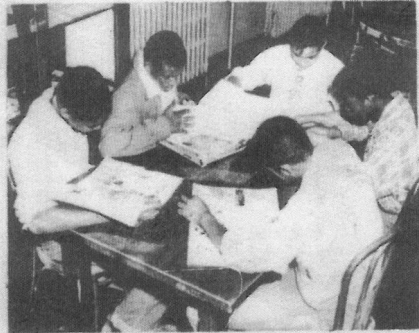
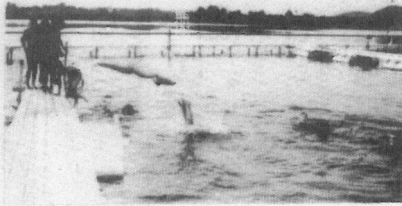
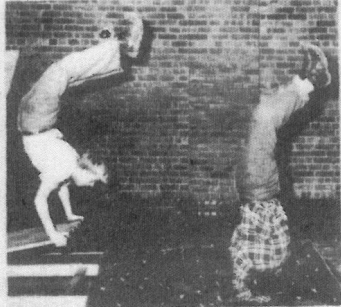
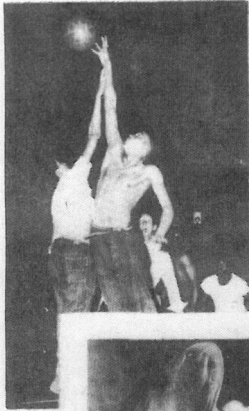
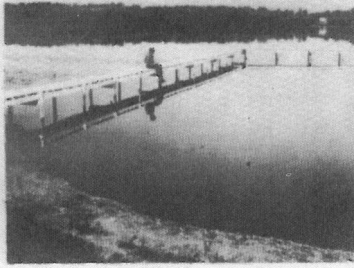
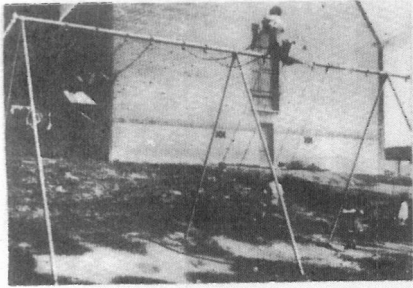
Introduced to Scouting-helped by the Orange County American Legion.

Periods of quiet reading-alone and with others.

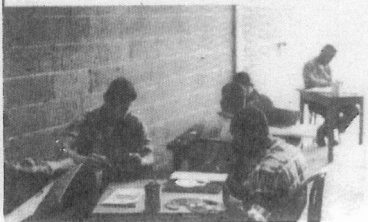
Some like to practice the horn-others like to sleep.

Others like to shop in our Canteen.

Some enjoy doing with their hands.



The Society of Illustrators sponsor art classes held each Saturday afternoon. Each Saturday two artists, members of the Society, visit the school to teach and coach the boys who attend. Water color, oil, pastel, pen and ink are among the mediums used, and the Society supplies all art material and sees to it that source material is constantly available. At the end of each school year an exhibition of students work is held at the Society's gallery in the clubhouse, the students being guests of the Society for that day.





The social worker will continue to meet with him, discuss his problems and help him to understand himself. With this basic understanding comes basic change in attitude, in feelings of self-worth, in life itself.

It takes many skills to help each boy. Committees (Case Conference, Progress or Review, Adjustment, and Placement) rather than individuals decide on the diagnosis, disciplinary action, assignments to school, cottage, work, and readiness for release.



Contact with parents at the institution or in their homes helps keep the boy and his family together.





It requires the dedicated service of many people with many skills to help each individual youngster.

Over the years we have made our facilities available to the American Legion Posts, Fire Companies, Boy Scouts, youth groups from Florida, Chester and Warwick, to Cerebral Palsy and Mentally Retarded children. We have entertained the old folks at Orange Farm, the veterans in our hospitals, and the county in parades. We help the Red Cross, church groups, repair and distribute toys to the children of the county and construct equipment for the Cerebral Palsy Center and our hospitals. The staff live in the county and contribute wealth to their communities. We have served as consultants on youth to our neighbors and are always ready to share what we have learned about children.

The community serves us. The American Legion sponsors our Scouts; the Society of Illustrators gives of their talents and funds to our Art Group; hundreds supply us with our Christmas needs; Warwick opened its High School to some of our exceptional boys; the Lions Club of Warwick sponsors a cottage as do many Posts and Church Auxiliaries. We are grateful for we cannot help our boys without this help and cooperation.

This is your School - visit us - know us - we want to know you, too.

One of our former students, Conrad Mouge, who was named Boy of the Year at the school, is to be graduated from St. Johns College in June and plans a career in medicine. Many of our boys have served their country in all branches of the armed services.

