

The Florida  
Children's Commission  
RECOMMENDS



1953

The duties of **the Florida Children's Commission** shall be: . . . "To review legislation pertaining to children and youth and appropriations made for services in their behalf in such fields as health, child guidance, social service, education, recreation, child labor, juvenile courts, probation and parole service, and detention facilities, and to consider and present revisions and additions needed, and report to the Governor of this State and the Legislature of the State of Florida regarding such legislation." . . .

Chapter 417, Florida Statutes, 1951



The Florida  
Children's Commission  
Recommends

1953



# OUR RECOMMENDATIONS ARE BASED ON FACTS

## Here's How We Formulated Them

RECOMMENDATIONS IN BRIEF ..... Page 4

THE FLORIDA INDUSTRIAL SCHOOL ..... Page 6

In March 1950, we, the members of the Florida Children's Commission, became acquainted with this institution by holding our regular meeting on its campus and by visiting the children as they went about their regular program. Our Boys School Study Committee keeps us currently informed. We discussed and approved its findings and authorized distribution of its recent full report, a brief digest of which we include.

THE FLORIDA FARM COLONY ..... Page 7

We held our regular meeting on the campus of this institution and visited the children wherever they were housed in February 1952. Our Colony Study Committee keeps currently informed. It returned and conferred with staff and Superintendent and reported to us in full in November 1952. We authorized distribution of its recent full report and include a short account here.

THE FLORIDA INDUSTRIAL SCHOOL FOR GIRLS ..... Page 8

FOREST HILL ..... Page 9

Our annual meeting in July 1951 was held on the campus of the Industrial School. We toured its facilities and talked and visited with the children and staff. We also visited Forest Hill. Our Girls Schools Study Committee has returned to discuss problems with the Superintendent and its study is in process. Its progress report was discussed and accepted at our November 1952 meeting.

THE FLORIDA SCHOOL FOR THE DEAF AND BLIND ..... Page 10

In March 1953 we literally "went to school" with the children in this institution and we became acquainted with the staff. Under the guidance of our "D. & B." Study Committee we were alerted to the problems that attend the special training of handicapped youngsters. In process is a plan to share our findings with Florida Citizens.

GROUP CARE OF CHILDREN UNDER SIX ..... Page 11

In May 1951, a Special Committee of the Teachers Education Advisory Council, requested the Commission to locate and list all places in Florida, where children under six receive group care and educational training. Since thousands of children are enrolled in these centers and since many are located where protective laws do not exist, we assigned our staff to this project.

CITIZENS SPOKE UP ABOUT CHILDREN ..... Page 12

Citizens information, attitudes and opinions are important factors in planning for children. During December 1952 and January 1953, the Commission, the County Children's Committees and the staff held ten open forums in ten cities to gather this important body of information. Citizens spoke up in terms of:

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FACTS ABOUT FLORIDA CHILDREN ..... Page 16

We collected this information from official sources—the Federal Census, state agency reports and annual reports of private agencies.

## RECOMMENDATIONS IN BRIEF ABOUT FLORIDA'S CHILDREN

### WE RECOMMEND ADOPTION OF THE PROPOSED:

Uniform Interstate Support Act requiring fathers to support their children.

Act to amend Chapter 391.07 of Florida Statutes to eliminate the necessity of parents appearing before their County Judge for permission to obtain surgical care for their crippled children.

Florida School Lunch Act to supplement the Minimum Foundation program to provide an appropriation based on non-food costs of the program and matching requirements of the National School Lunch Act.

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### FOR STATE INSTITUTIONS SERVING CHILDREN, WE RECOMMEND THAT APPROPRIATIONS BE ADOPTED TO PROVIDE AT THE:

#### FLORIDA INDUSTRIAL SCHOOL FOR BOYS

An expansion of facilities and qualified staff to increase the capacity of the institution to a maximum of 400 white boys and 300 colored boys.

#### FLORIDA FARM COLONY

A skilled staff for the training of high grade feeble minded children who can be taught simple tasks, good habits and manners, and who might be restored under strict supervision to a measure of productive living.

#### FLORIDA INDUSTRIAL SCHOOL FOR GIRLS

The renovation of worn out facilities and an expansion of qualified staff to meet the needs of the increasing numbers of girls.

#### FOREST HILL

A qualified staff and furnishings enough to allow the use of all completed cottages.

#### FLORIDA SCHOOL FOR THE DEAF AND BLIND

The renovation of old buildings to allow better use of available floor space; and the expansion of staff to permit maintenance of high instructional standards.

AND WE RECOMMEND ADEQUATE APPROPRIATIONS FOR:  
THE STATE DEPARTMENT OF EDUCATION

To provide enough textbooks to supply each child in tax supported schools.

To provide competent drivers and safe vehicles for the transportation of children.

To provide salaries which will attract teachers to Florida and will keep them here. There is particular need for qualified teachers for the primary grades and the classes for exceptional children.

THE STATE DEPARTMENT OF PUBLIC WELFARE

To increase child welfare services by providing for the beginning of a foster home program in all counties, using homes that provide good care.

To remove the maximum from the aid to dependent children grant so that 100 per cent of the minimum amount necessary to support dependent children can be allowed.

To rehabilitate more recipients by increasing the number of caseworkers and by providing salaries sufficient to attract and keep them, and by employing qualified Negro staff when available.

THE STATE BOARD OF HEALTH

To provide a division of Mental Health that will help communities expand existing local services and establish new facilities when needed.

To increase the number of public health personnel, especially doctors, nurses and sanitarians for county health units.

THE FLORIDA CRIPPLED CHILDREN'S COMMISSION

To provide surgery for all indigent crippled children on a current basis in order that the waiting list might be eliminated.

THE FLORIDA INDUSTRIAL COMMISSION

To set up a child labor law enforcement program to protect youth who work, and to encourage them to complete their education.

THE FLORIDA STATE LIBRARY

To provide a library extension service for all counties.

AGRICULTURAL EXTENSION SERVICE

To provide Home Demonstration agents in the twenty counties having none and assistant County Agents and Home Demonstration Agents in those counties needing them.

FLORIDA CHILDREN'S COMMISSION

To provide the continuation of citizen study of children's needs and community action to help meet them.

## THE FLORIDA INDUSTRIAL SCHOOL FOR BOYS

The Florida Industrial School for Boys at Marianna, Florida, was created by an Act of the Legislature in 1897. It was designed to provide a place "where young offenders against the laws of our state might be separated from older more vicious associates," and where they should receive spiritual and educational training and an opportunity to learn a trade.

The objectives for the school could hardly be stated more forcefully today and its current program is planned to carry them out.

By the highest public health standards the beautiful cottage buildings at this school should house no more than 385 boys. Late in 1952 the school census reached the unmanageable number of 536, and the Superintendent was forced to close the doors to any more admissions while he gradually reduced the enrollment to 480. A waiting list began to develop in the counties. By February 1953, the situation had worsened to the point where boys were waiting as long as 30 days for admission, and the waiting list had lengthened to 50.

The fact that Florida's population is rapidly increasing and a waiting list is lengthening are reasons back of the recommendation to increase the school's capacity to 700—400 white boys and 300 colored boys.

It will require four more cottages for white boys and two for colored boys to house this many children. Fortunately, there is ample space on this state property to accommodate an expanded building program. But an institution this size will require increased staff and additional equipment, and since there seems to be no reason why the buildings can not be ready for occupancy by January 1, 1954, the funds for operating the new buildings will need to be planned on this basis.

The strength of a rehabilitative program lies in the quality of staff and the variety of constructive experiences that can be provided children. The Commission looks with favor on a varied vocational and activity program and agrees that buildings such as a general shop, chapels, gymnasium and a band practice house are desirable.

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We recommend:

*An expansion of facilities and qualified staff to increase the capacity of the institution to a maximum of 400 white boys and 300 colored boys.*



## FLORIDA FARM COLONY

The Florida Farm Colony, the institution in Gainesville, Florida, was opened in November 1921 under authority of an Act of the 1919 Legislature, and had as its objectives:

- (a) To train mentally deficient children to the limit of their capabilities in order that they might become constructive members of society.
- (b) To provide custodial care for those incapable of receiving training.

The most pertinent fact about the institution since its establishment is that it has been filled to capacity in carrying out the second of these objectives and its function as a children's institution has been lost.

The institution suffered from official apathy and neglect during the 24 years between 1921 and 1945, but great improvements have taken place during the past eight years. An almost complete rehabilitation of existing physical facilities has been accomplished. When the five new wards for white patients and the four for Negro patients are occupied it will become a 1,000 bed institution and its staff must be re-evaluated in respect to its size and purposes.

The time has come to institute the long overdue training program. Good physical conditions for patients, though absolutely essential, are not enough. Some of the children may be potentially useful human beings but it will never be known until the Superintendent is provided funds and the encouragement to put into effect a training program, staffed by professionally qualified and experienced personnel.

Early training is right for the mentally deficient children just as it is right for children with other handicapping conditions. At present children under six are not admitted to the Colony. There is great pressure on the Superintendent to admit under aged children. It is inevitable that provisions must be made either at the Colony or at some other place to care for the mentally deficient child under six.

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We recommend:

*A skilled staff for the training of high grade feeble minded children who can be taught simple tasks, good habits and manners, and who might be restored under strict supervision to a measure of productive living.*

## THE FLORIDA INDUSTRIAL SCHOOL FOR GIRLS

The Florida Industrial School for Girls at Ocala, Florida, was provided for in an act passed by the 1915 Legislature of Florida. Its purpose is to provide white delinquent girls with "careful intellectual, physical and moral training."

For years a new location for the school has been under consideration and this has resulted in a reluctance to expand and renovate the present facilities. Consequently, long range building and program planning is hampered.

The present condition of the Ocala institution is serious. The school building is improperly lighted. The reception and isolation center is old, inconveniently arranged and poorly equipped. For example, the bathroom facilities are in inside rooms and cannot be properly ventilated or lighted.

The ten to twelve year old girls should be separated from older girls, but limited housing prevents this classification plan. No privacy is possible for interviews with new girls, and this increases the staff's problem in its effort to change the girls' unwholesome attitudes.

Equipment is inadequate; typewriters, sewing machines, beauty parlor supplies, books and other materials for vocational courses are needed. In fact, other vocational programs should be added to increase the variety of constructive experiences for the girls.

An outstanding example of the effect of poor design is the Administration Building. Here we find the Superintendent's apartment located next to the business office and this office is an open thoroughfare through which children and staff must pass in carrying out their routine tasks. Her close proximity to the office affairs involves the Superintendent in the minutest of details. Such an arrangement lessens efficiency and becomes nerve racking to children, staff and Superintendent. It is not fair to them and the situation should be relieved at once.

The children committed to this institution are rebellious and disturbed. They have consistently failed to measure up to acceptable standards of behavior, so they need attention to their individual problems. The better the institution the more varied are the skills and techniques of its staff. But qualified staff is difficult to secure without funds.

The reluctance to plan for this school's future has impeded its total program and the problem is serious.

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We recommend:

*The renovation of worn out facilities and an expansion of qualified staff to meet the needs of the increasing numbers of girls.*

## FOREST HILL

The Forest Hill School for Negro Girls is located near Lowell, Florida. It was opened on December 1, 1952. The Superintendent of the Industrial School for girls at Ocala, is in charge of this school, too.

From 1913 until 1952, no state training facility was available for the Negro girls. When they got into trouble and failed to conform to good behavior standards, they were placed in local jails, were committed to the State Prison Farm at Raiford or were allowed to remain at large without supervision or training.

Prior to 1913, Negro girls were placed in what was then called the State Reform School at Marianna. By an Act of Legislature in 1913 that school was changed to the training school for white and Negro boys only. In 1915 an act was passed to create a separate training school for girls. The Negro girls were not included in these plans. It is for this reason that the creation of a state training program for Negro girls was considered timely.

Although seven cottages with accommodations for 21 girls each have been built, only two of these were equipped and the school was opened for this limited number on December 1, 1952. It was anticipated that since the program was new and the selection of staff would take time, that only a few Negro girls would be committed during the first few months, and as of February 28, 1953, 28 girls had been admitted.

The remaining five cottages should now be furnished in order to be prepared for the anticipated commitments, and provision should be made for a corresponding increase in staff as recommended by the Superintendent.

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We recommend:

*A qualified staff and furnishings enough to allow the use of all completed cottages.*

## THE FLORIDA SCHOOL FOR THE DEAF AND BLIND

The St. Augustine, Florida boarding school for deaf and blind children known as the **Florida School for The Deaf and The Blind**, is, like the State Universities, under the direction of the State Board of Control. It is the oldest state institution for children in Florida and was opened in 1885.

The school includes an educational program for white and colored children who are too deaf or too blind to be educated in public schools. Children may enter between the ages of 6 and 21, (some mature 5 year olds are accepted). As of March 1953, there was a total of 483 children in residence; 348 were deaf and 135 were blind.

The staff of a school for visually and aurally handicapped children must be specially trained and experienced. Deaf children have no knowledge of sound or spoken words when they enter school. The teachers must combine their specially learned instructional skills and techniques with mechanical equipment to teach the children to find their voices and to use them as naturally as as possible. Blind children have no problem with talking, but they must master the revised Braille method and their teachers need special training, too.

In some divisions of the school the staff have more responsibilities than they should be asked to carry. For example, a few teachers also act as house mothers and this in effect makes their job 24 hours in length. Relief house mothers are needed to help in times of illness or other emergencies.

Because the school is very old some of the buildings need remodeling and redecorating so that better use can be made of the available floor space.

The staff of the school needs to be strengthened with additional trained personnel. They are the children's "substitute parents" during the long school periods that the youngsters are separated from their families. So they need to be selected for their personal qualities as well as their professional skills.

It is gratifying that individual citizens and organized societies in Florida provide these children with extra curricular activities. The school appropriation which is needed to expand the staff and renovate the old buildings could never be stretched to meet the luxury of concert tickets, trips to places of interest, toys and other treasures. Yet these very experiences add to the refinement and culture of the children and are an important part of the program.

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We recommend:

*The renovation of old buildings to allow better use of available floor space; and expansion of staff to permit maintenance of high instructional standards.*

## GROUP CARE OF CHILDREN UNDER SIX

More than 20,000 Florida Children under six spend part of every week day in a kindergarten, a nursery school, or a child care center. A few kindergartens are supported by tax monies, others by community chest funds or church funds, and many more are individual enterprises.

Only thirteen counties have protective laws pertaining to these children. In Dade, Duval, Hillsborough, Pinellas, Orange and the City of Tallahassee laws and ordinances require that each center be licensed. In eight counties, Alachua, Calhoun, Citrus, Glades, Jefferson, Liberty, Manatee and Pinellas, some of the kindergartens operate under the public school system and must conform to public school teacher standards and health and safety rules.

Fortunately, many of the teachers in church schools and privately owned centers are professionally trained and experienced. But because there are no standards or laws to prevent improper and unsanitary centers from operating, there are little children in Florida in danger, both physically and emotionally.

A survey to locate the group centers was carried out at the request of a special Committee of the Teachers Educational Advisory Council who were interested in standards of pre-schools. During the survey a large number of the group-care teachers and directors expressed an interest in educational conferences and specifically requested the opportunity to help in any licensing program.

Our survey report carries the recommendation that in any effort to set up a program of licensing, persons in privately owned nursery schools and kindergartens must be given the opportunity to take leadership roles along with public school teachers to assure the preservation of both the private school and public school points of view.

Since there is no uniform state-wide law governing these group care centers the Florida Children's Commission should continue locating and recording newly established centers. It should also encourage and foster action during 1953-55 toward the end that a state-wide licensing program might be ready for consideration by the 1955 Legislative session.

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We recommend:

*To provide the continuation of citizen study, through the Florida Children's Commission, of children's needs and community action to help meet them.*

## CITIZENS SPOKE UP ABOUT CHILDREN

Citizen opinion about what's right for children as well as what they need is an important factor in the development of a legislative report. The Commission gathered this opinion at public forums in DeFuniak Springs, Tallahassee, St. Petersburg, Fort Myers, White Springs, Leesburg, Miami, West Palm Beach, Orlando and Jacksonville.

Men and women interested in the well-being of children told this Commission what they thought the Legislature and the various agencies of Florida ought to do to improve the lot of children in their home towns. Generally, they spoke up in terms of the education, health and welfare needs of children.

### EDUCATION

**Textbooks:** The forums revealed state-wide dissatisfaction with the free textbook law because it does not supply enough books for all students. Teachers complained that class work is hampered and parents expressed utter dismay at their children's inability to use a textbook when they need it. So many children are expected to share textbooks, that the wear and tear on them is accelerated.

**School Lunch Rooms:** There was general agreement that the lunch program needs additional funds if children are to be well nourished. In many of the smaller counties it was discovered that the school lunch is the only balanced meal that a great many children in Florida get through the day and when the cost of the lunch is increased to meet the actual expenses many children are unable to afford to buy them. In the larger and well financed counties this is not much of a problem. But in north and west Florida, especially where poor diet practices and ravages of hookworm affect thousands of children, the school lunch is considered an important outpost in the fight to improve the health of school children. Time after time this statement was made: "You can not teach a hungry child."

**Teachers:** More teachers and better teachers are required in a great many of the counties of Florida. At present some counties are using teachers who are not certificated and at all times the small counties are seeing their best teachers drained away from them by more attractive salaries in the larger urban centers. They emphasized the need for teachers for primary grades and for classes for exceptional children.

**Emotional Problems:** In the larger counties of Florida, the emotional problems of children make a greater impact upon parents and teachers than they do in the small rural counties. Children from broken homes, children who are exceptionally brilliant, children who are slow learners and children who are socially disturbed for various reasons present problems which handicap the entire school system, unless adequately met. More provision is needed for this type of program in those areas where the problem is acute.

**Transportation:** The low scale of compensation for school bus drivers has resulted in a dangerous situation in many smaller counties. The lives of children are in jeopardy because of poor buses, operated by underpaid incompetent drivers, over unpaved roads. In larger counties, adequate motor pools generally are maintained and the rolling stock is considered safe.

**Taxation:** Small counties in north and west Florida have now reached the limit of their ability to produce local money for school maintenance and participation in the Minimum Foundation program. Some counties are largely owned by the United States Government or other agencies which do not pay taxes. Vast areas of the state are held at an extremely low valuation. The constitutional limitation on school millages thus makes it impossible to provide enough local money to meet many of the minimum requirements for good education. Some counties divert all of the race track money to schools, but others are forced to divide it with County Commissions and other agencies.

**Buildings:** There is a general feeling that the adoption of Amendment No. 1, will result in sufficient class rooms being built in the next year or two years to catch up with present requirements. It also will ease the transition from a former one room school house in which many of the Negro children were taught, into the larger and new buildings now being planned for Negro students. Some counties now maintain double sessions but expect this condition to be relieved by this coming year.

## PUBLIC WELFARE

**Dependent Children:** Citizens urged the separation of the two programs designed for homeless neglected or dependent children. An appropriation for Child Welfare Services separated from the Aid to Dependent Children appropriation will help the people of Florida to identify the services that are available from each program.

In every section of the state citizens told the Commission about many children who need foster home care. In a few of the big counties, foster home care is provided by local funds, but there are still many children who are homeless, and are being moved from place to place without parental care and training.

The Aid to Dependent Children program needs to be reinforced by the adoption of the Uniform Interstate Law making it possible to reach into other states and enforce support judgments upon reluctant fathers. The maximum Aid to Dependent Children Grants of \$81.00 are inadequate to meet the minimum living costs of large families.

**Case Workers:** The case worker is the person through which welfare money is spent. When a case worker has to work with hundreds of families it was generally agreed that the worker's effectiveness in helping families to become self-supporting was

greatly lessened. Pay for welfare workers as well as appropriations for increased personnel are considered the prime needs of the welfare program at present.

It was generally determined that the aim of the welfare program in Florida today was to raise one generation of children well.

## PUBLIC HEALTH

**Doctors and Nurses:** The greatest need in Florida today in the public health field is for more doctors and nurses. Those now employed by the counties or the state are spread so thin over the area that they can do little more than report on conditions and lay down general rules for conduct. In north and west Florida and in some of the small central Florida counties, Hookworm is still a serious handicap to children. High percentages of children—as high as 80 per cent in some localities—are hookworm victims. Lack of sanitation at home makes it impossible for public health officials to correct it in the children. Unbelievable nutritional deficiencies are found among children in areas where citrus fruits are plentiful. This indicates a need for more public information about nutrition and is a strong argument in favor of adequate school lunch programs.

Such defects as deafness, poor vision and ruptures are major factors in handicapping some children. Public Health doctors and nurses are making valiant efforts to meet the challenges, but with insufficient personnel and completely inadequate equipment the progress is slow.

A Dade County survey revealed that less than 50 per cent of the physical defects found in school children are corrected. Very few counties are able to afford complete health inspection of all the school children. No county is able to afford complete correction or treatment.

**Crippled Children:** The present definition of a crippled child, under which the Florida Crippled Children's Commission maintains its activity, is not broad enough to include those with heart trouble and other similar defects which may be crippling, but which are not so defined. This agency program needs to be broadened, according to citizens in South Florida.

**Mental Health:** Mental Health programs in many of the larger counties are showing results, but they are insufficiently financed to be completely effective. Palm Beach County is the only large population center in the state without a Mental Health clinic. There is no place in Florida to hospitalize psychotic children, and many feeble minded children are on the waiting list for placement in the Farm Colony.

## CHILD LABOR

"Everybody's business is nobody's business" was the expression of one citizen as he described what had happened since funds



ceased in 1951 for the enforcement of the Child Labor Law. Local enforcement officers and school attendance workers do what they can, but children leave school for employment and rarely return. Some find dangerous and unsuitable jobs that lead to injury or delinquency.

Those who speak up for enforcement, point out that the unemployed youth who shift from job to job are usually the ones who left school too early, to go to work. They have acquired no appreciation for the value of a good steady work experience nor for their responsibilities to their employers. They are too poorly prepared to assume responsible places in employment.

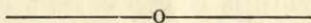
The Child Labor Law should be enforced. It supplements the constructive efforts of schools and of courts.

### STATE LIBRARY SERVICE

Rural children are at a disadvantage in obtaining an education because public libraries, which are important supplements to the class room experience of students, are not available in many places. School libraries are open during school hours only and can not be used for leisure time reading during vacation periods.

### AGRICULTURAL EXTENSION SERVICE

The 4-H Clubs are youth centered programs which citizens proudly acknowledge. The greatest draw back to the program is the lack of trained leadership. Home Demonstration Agents are needed.



Heard at the Miami Forum, January 9, 1953:

*“ . . . Our society has made it possible through legislation, to lighten the troubles of people in distress. No one will say that one group of needy persons has priority over the other. But, we do have much more at stake when we consider the great number of children in our land who, through no fault of their own, will not have a fair chance.*

*“From a business point of view, I would say that in the care of the children of the nation, we have a good investment, one that will bring returns. Without this investment some families will be broken and some children will be neglected. They will go hungry and their health will suffer. In the long run it will cost us far more for care for them in hospitals, training schools and prisons. With this investment the final cost will be far less and we will have productive citizens who can work for you and me, who can buy from you and me, who can contribute to the life of the community. . . .”*

## FACTS ABOUT FLORIDA'S CHILDREN

Almost one third (32.8 per cent) of all of Florida's residents are under 20 years of age. In fact 908,139 children and youth are 19 years old or younger. Contrary to public opinion, the children out-number senior residents. Less than one fourth (23.4 per cent) of all Florida's residents are 50 years or older. That means there are only 624,612 seniors to compare to the 908,139 youngsters.

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Florida's youthful population is growing larger. Each year there is an increase in the number of babies born in the State. In 1952, 10,000 more babies were born than were in 1950. There were 74,498 born in 1952 and 64,370 in 1950.

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New families bring many children to Florida. The average daily attendance in Florida's public schools jumped from 435,350 in 1950-51 to 456,843 in 1951-52 showing a growth in numbers of 21,493 children in public schools in one year!

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Florida has more than 700 nursery schools, kindergartens and day care centers in which more than 20,000 children under six years of age spend part of every week day.

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Some people think that St. Petersburg with its green benches and St. Cloud with its peaceful life are largely populated by very elderly people. The truth is that less than one quarter (22.2 per cent) of St. Petersburg's and less than one half (41.6 per cent) of St. Cloud's resident population is 65 years and older. Both cities support nursery schools that are brim full with children under six.

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Not all of Florida's Children have a fair chance: children living in twelve of Florida's sixty-seven counties have absolutely no libraries to use. Hernando and Orange counties are the only places in the state that have county-wide library service.

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Temporary care for homeless children is particularly hard to find in 54 counties. In one county in one year, 17 children ages 5 months to 9 years were detained in jail until plans could be made for their care.

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More Florida youth found work in 1952 and more were seriously injured on the job: 687 Florida minors were injured while at work which is more than the totals for each of the three previous years.

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Girls in 20 counties are deprived of the 4-H Club experience because the counties have no Home Demonstration Agents. But

2,540 4-H Club girls had 4-H Camp and Short Course experiences, in one year and thousands more attended their regular 4-H Club meetings.

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The enrollment at the Industrial Schools for Boys and Girls has increased steadily in the last few years until now each school is filled to capacity and waiting lists have developed. But the rate of growth has not been as rapid as has been that of the general population of Florida. This is because local communities are making better plans for children who show mild forms of social maladjustments.

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In 1951, 228 children between the ages of one and 15 years were killed in Florida by accidents. On a conservative basis authorities believe that there are about 150 accidents for every fatal one. This would mean that 34,200 children were involved in accidents in 1951.

Accidental death—excluding motor vehicle accidents—is the leading cause of deaths among children one to 15 years.

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Eighteen physicians from private medicine in 10 counties say they know 130 Florida children under the age of 6 who need the custodial care and training of an institution for the mentally deficient.

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As of February 1953, the Florida Crippled Children's Commission has funds enough to provide care and treatment for a daily average of about 175 children. But there are about 350 children on the waiting list and there are 275 unoccupied hospital beds waiting for crippled children when funds are provided.

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The average daily attendance in 15 Florida counties for the first two months of the 1952-53 academic year showed 10 per cent or more increase over the same period in 1951-52 school year.

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More of Florida's babies are placed for adoption through "independent" services than through licensed child placing agencies. During 1951-52 there were 651 babies independently placed while only 251 babies were placed by the Florida agencies who painstakingly consider "what's right for Florida's tiniest citizens," as they search for the best parents available.

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Authorities tell us "There are ten sets of would be parents to every small baby available for adoption."







## MEMBERS OF FLORIDA CHILDREN'S COMMISSION

CORDELIA B. (MRS. HAMILTON) HUNT, Chairman .....	TAMPA
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Professionally trained, and active layman in child welfare programs. Author of 1945 official study of Florida Farm Colony.	
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SHERWOOD SMITH .....	JACKSONVILLE
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State Health Officer, State Board of Health	
WILLIAM STEITZ .....	LAKELAND
Chairman, Crippled Children's Commission	
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Juvenile Court Judge, Dade County	
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Parole Commissioner	
WALTER S. CRISWELL .....	JACKSONVILLE
Juvenile Court Judge, Duval County	
DORR S. DAVIS .....	FORT LAUDERDALE
Juvenile Court Judge, Broward County	
MATTIE H. FARMER .....	ORLANDO
Juvenile Court Judge, Orange County	
W. T. GARDINER .....	ST. PETERSBURG
Juvenile Court Judge, Pinellas County	
EVA WARNER GIBSON .....	KEY WEST
Juvenile Court Judge, Monroe County	
G. BOWDON HUNT .....	BARTOW
Juvenile Court Judge, Polk County	
PAUL R. KICKLITER .....	TAMPA
Juvenile Court Judge, Hillsborough County	

**FLORIDA CHILDREN'S COMMISSION  
CALDWELL BUILDING  
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Miss Ina Steele . . . . . Field Representative  
Paul B. Hebert . . . . . Field Representative  
Mrs. Olga Bolger . . . . . Bookkeeper-Secretary  
Mrs. Doris Bonfer . . . . . Stenographer-Receptionist