AN EXPERIMENTAL STUDY IN EVALUATING THE ADJUSTMENT OF A GROUP OF DISTURBED DELINQUENTS EXPOSED TO GUIDED GROUP COUNSELING WITHIN A TRAINING SCHOOL SETTING

Thesis for the Degree of M. S.

MICHIGAN STATE UNIVERSITY

George Peter Caronis

1963



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by

George Peter Caronis

AN ABSTRACT

Submitted to the
College of Social Science
Michigan State University
in partial fulfillment of the requirements
for the degree of

MASTER OF SCIENCE

School of Police Administration and Public Safety

1963

Approved

Dr. James J. Brennan, Chairman

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George Peter Caronis ABSTRACT

The field of criminology in its various phases has been studied extensively by many individuals. Contemporary criminologists continue to search for the causes of crime, the various types of criminals, and new methods of combating and preventing crime. Today a major emphasis has been placed on the rehabilitation of the delinquent, and later, the criminal. Probation and Parole are of primary importance to the offender's rehabilitation outside prison walls or the reform school. A greater emphasis has also been placed on the treatment of the inmate who has been incarcerated.

The rehabilitation of the adult or juvenile offender is focused on the reconstruction of habits and attitudes which constitute the person's approach to life. Rehabilitative advances have been made in the field of corrections because of the progress made in sociology, social casework, education, psychology, and psychiatry. This investigation was concerned with juvenile offenders who were placed in a correctional institution and their responses to the use of Guided Group Counseling as a method of rehabilitation.

The hypothesis was that a selected group of delinquent boys exposed to Guided Group Counseling would make a more satisfactory adjustment within the training school

setting than a delinquent peer group not exposed to this Group Counseling.

An important phase of this study consisted in selecting two groups of ten boys each which made up the control and guided groups. To balance the types of delinquents chosen for comparison, background information included age, intelligence quotient, clinical classification, types of offense, and economic status. Neither group of boys had been exposed previously to a state institutional environment.

Arrangements for facilities used in the study were made with the administrator of the Boys Training School. The case history of each boy was studied by the investigator who, as leader of the guided group, proceeded to conduct the experiment. Before beginning both groups received achievement and personality tests. They were retested with the same battery after the four-month study period.

The discussion group met twice weekly in the study room of the clinical psychologist where, although the atmosphere was informal and sessions were conducted in a relaxed manner, order and discipline were maintained at all times.

Direction of the group's discussions was necessary

during the initial meetings, but after a few sessions the boys were able to exert more control over their group attitudes, and topics for discussion were generated from within the group itself. The topics introduced by the discussion leader were related primarily to the problems that may have initiated the group's delinquent behavior. Some insight was gained by the group, and the boys began to relate more freely to one another as individuals who shared mutual problems.

The investigator was first concerned with the effectiveness of Guided Group Counseling as a method of rehabilitation, and second, with the reaction of each individual to this particular method.

The selected sample for study was too limited for any statistical verification, making the results inconclusive. Clinical tests used indicated no definite improvement of the guided group as compared to the control group.

A number of observations were noted by the investigator which included a verbatim reporting of the group interaction. The study was concluded with the investigator indicating, subjectively, the progress of the individual boys exposed to Guided Group Counseling.

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[illegible]

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Last and not least, I wish to thank the many boys who reciprocally contributed to the writer's growth, both academically and in human spirit.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The corrective treatment of adjudicated juvenile delinquents committed to state training schools for rehabilitation is one of our most challenging domestic problems. For many years the reform school has been a place to control, discipline, and punish potential criminals in the hope that they would be deterred from a life of continued crime. The number of recidivists and the increased number of adult prisoners has indicated that this procedure is inadequate. In recent years it has become more apparent that society must not only be concerned with control of such individuals, but also with their possible rehabilitation during confinement.

I. THE PROBLEM

Statement of the problem. The initial purpose of this study was to determine if a method of Guided Group Counseling would produce any results as a means of rehabilitation for those confined to a juvenile correctional

institution. It was also an aim of this study to determine if exposure to Guided Group Counseling would produce any effect on the individual's personality adjustment.

Importance of the study. Society has begun to look to the future and to the return of training school youths to their respective communities; consequently, various methods, treatments, and programs have been experimented with in correctional institutions by social scientists in the fields of sociology, psychology, social casework, education, and psychiatry. Much time has been spent in dealing with the development of individual treatment; however, because of the excessive number of inmates, individual treatment has become impossible, and alternative methods must be developed for the rehabilitation of delinquents. In view of the inadequate facilities offered by individual therapy and an ever-increasing need to re-educate the lawbreaker, this experiment was conducted using the methods of Guided Group Counseling.

Once inside a state training school, the delinquent may find himself searching for understanding, acceptance, and sincere interest in his adjustment problems. This investigator hypothesized that the delinquent would make a better adjustment if given the opportunity to express, reject, accept,

understand, and relate in a setting offering him these experiences.

II. DEFINITIONS OF TERMS USED

Adjustment. "Adjustment" literally is making necessary or desirable changes. Therefore, adjustment in this study refers to the delinquent's re-education to accepting the proper social mores.

Rehabilitation. Webster defines rehabilitation as the process of "restoring to good condition." Therefore, rehabilitation, in this study, refers to the re-education of the guided group to accepting the proper social mores.

Juvenile Delinquent. Any child under seventeen years of age found within the state of Michigan who has violated any municipal ordinances or law of the state or of the United States; or who has violated the juvenile code of the probate courts of the State of Michigan.[1]

Boys Training School. This is defined by the writer as a state school for the custody, care, training, and re-education of adjudicated delinquent boys who have been

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[1]State of Michigan, The Probate Code, Juveniles and Juvenile Division, Chapter 712 A, (Compiled Laws of 1948), p. 1.

isolated from the community because of chronic legal and social violations.

Guided Group and Control Group. "Guided Group" is defined as those selected individuals who, led by a group discussion leader, participated in the program of group counseling. "Control Group" refers to those selected individuals who were not exposed to the program of Guided Group Counseling.

Group Therapy. In this study group therapy needed definition because the entire study was directly concerned with a specific group therapy technique. Giles Thomas[2] states that regardless of philosophy or technique, all types of group therapy fall into two categories. These are: (1) the repressive-inspirational and (2) the analytical. In the former type the patient is urged to control himself and to suppress his frustrations with the suggestion that he find a satisfying outlet in his work, community activity, or religion. The latter type calls for release or catharsis, so that the individual may free himself to follow his own social objectives. This study made no attempt to use the analytical method of group therapy.

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[2]Giles W. Thomas, "Group Therapy;" Psychosomatic Medicine. Vol. V, (1943), pp. 166-180.

Guided Group Counseling. "Guided Group Counseling" in this study will refer to the use of guided free discussion directed toward persuading the delinquent to accept restrictions in society and to find satisfaction in conformity to social norms.[3]

Organization of the remainder of the thesis.

Since all of its various methods have a common denominator, it is an intention of this study to clarify as simply as possible the basic purposes of group therapy. The common denominator is its concern with the anti-social, maladjusted, or abnormal behavior of human beings for whom there is the possibility of rehabilitation in a group situation. Chapter II will concern itself with some of the research, theories, and methods developed with various group techniques and their practical use.

Following the review of the literature, a chapter on the study of group counseling within the training school is presented. The concluding chapter contains a report of the study, a summary, some conclusions, and questions to be answered.

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[3]Lloyd W. McCorkle, "Guided Group Interaction in a Correctional Setting," International Journal of Group Psychotherapy, Vol. 4 (1954), pp. 199-203.

CHAPTER II

REVIEW OF THE LITERATURE

Many kinds of group action have taken place since the world began. Group action is the basis of our family structure, our government, our work, and our social lives. There is an obvious need among men to grow and benefit from acting and co-operating in group situations; thus, group therapy for the illnesses of men, both individual and social, has evolved with this need as its basis.

Hence, a review was made of various methods of group action used in the fields of social science for the purpose of treatment, therapy, and rehabilitation. For clarification, this review has been divided into two major categories of group therapy (defined previously as the analytical and the repressive-inspirational). The constant overlapping, noted in the various schools of thought, made such a division necessary.

I. ANALYTICAL

Analytical Group Therapy is more commonly referred to

as Group Psychotherapy. Group psychotherapy is a fairly recent innovation in the family of treatment procedures. It has been said that group therapy has a long past but a short history, for the elements of any effective therapy have been in wide usage as far back as the memory of man can serve him. While the historical origins of therapeutic interaction reside in rite, drama, and folklore, the term "group psychotherapy" has been coined as recently as 1931 to designate the current practice of group treatment.[1]

In 1906 J. H. Pratt employed mass instruction for the treatment of tubercular patients. Because of these efforts, Pratt may be said to be the founder of group psychotherapy in the sense that he consciously and deliberately tried to direct group influence toward specific ends. Most early attempts to practice group therapy were concerned mainly with the treatment of psychosomatic difficulties.[2]

The following definition is given to qualify what psychotherapy aims to do as a form of treatment:

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[1]J. W. Klapman, Group Psychotherapy, (New York: Grune and Stratton, Inc., 1947) p. 1.

[2]Leon Gorlow, E. L. Hoch, and E. P. Telschow, The Nature of Non-Directive Group Psychotherapy, (New York: Teachers College, Columbia University, 1952) pp. 6-7.

> Psychotherapy is a form of treatment for problems of an emotional nature in which a trained person deliberately establishes a professional relationship with a patient with the object of removing, modifying or retarding existing symptoms, of mediating disturbed patterns of behavior, and of promoting positive personality growth and development.[3]

The same definition may be applied to the principles of group psychotherapy with the added formula offered by R. T. Corsini. "Group psychotherapy is calculated to attain rapid amelioration in personality and behavior of individual members through specified and controlled group interaction."[4]

Sigmund Freud[5] formulated the theory that group and individual psychology were based on the same laws. In weighing Freud's contribution to group psychotherapy, S. R. Slavson[6] observed the Freudian teachings that have been most valuable and without which analytic group psychotherapy could not have taken its present shape: the principles of depth psychology--

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[3]L. R. Wolberg, The Technique of Psychotherapy, (New York: Grune and Stratton, 1954), p. 3.

[4]R. T. Corsini, Methods of Group Psychotherapy, (New York: McGraw-Hill Book Company, Inc., 1957), p. 9.

[5]Sigmund Freud, Group Psychology and Analysis of the Ego, (London: International Psychoanalytic Press, 1922).

[6]S. R. Slavson, "Freud's Contribution to Group Psychotherapy," International Journal of Group Psychotherapy, No. 6 (1956), p. 349.

namely transference, catharsis, and insight.

However, J. L. Moreno disagreed with the methods used by Freud. He stated, "Psychoanalysis has ceased to be the final word in everything psychological and social-psychiatric. The evolution of science has gradually caught up with it."[7] Consequently, Moreno developed new techniques and instruments for using the group as a therapeutic tool; it was his early contention that the therapeutic agent was a two-way process, not only between the therapist and the group, but also between members within the group.

Moreno's chosen instrument for psychotherapy is psychodrama, a technique which offers the subject or subjects spontaneous release by reliving old conflicts and trying out new patterns, thus building a sense of security. S. R. Slavson multiplied the skills of analytical group therapy, adding to the growing use of the group as a beneficial form of treatment. Slavson, it should also be noted, was a pioneer in the use of group therapy for treatment of emotionally disturbed children.

In this study it was necessary to study the contributions the above men of research made in order to see more

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[7]Jacob L. Moreno, "The Ascendancy of Group Psychotherapy and the Declining Influence of Psychoanalysis," Group Psychotherapy, Vol. V (1950), pp. 121-125.

clearly the evolution which the group, as a therapeutic tool, has undergone. These men developed principles and techniques primarily for the use of psychiatrists or others professionally qualified to treat the extremes of human maladjustment. However, as a result of their research, other schools of social science have been able to develop related methods of rehabilitation. These related methods try to re-educate or reconstruct personalities by employing the group to help meet individual needs and the greater demands of our growing society.

II. REPRESSIVE-INSPIRATIONAL

During World War II, when the Armed Forces had only a few trained personnel to meet the serious problems of maladjusted soldiers, forms of mass treatment had to be adopted. This was especially true in processing certain men for combat duty. Due to the overwhelming problems faced by the Army with maladjusted soldiers, it was necessary to meet this demand with the most expedient, yet effective, means possible.

Group therapy was applied to those who found it difficult to conform to discipline. The results were good. Group therapy answered the desired means to an end. This resulted in experiments being initiated in the post stockades for

soldiers who needed corrective treatment. After the war it was natural that some of the techniques experimented with were accepted by penal institutions. The impetus of this movement was slow.[8]

Since the time of World War II population explosions have increased many individual and social problems, and along with the country's growth, an increase can be seen in the complexity of our social ills. To meet the demands for this increase, a variety of programs, by necessity similar to that of the Army's, have grown outside of the highly analytical dynamics of Freud, Moreno, and Slavson. Today there are numerous methods being used ranging from mental health recovery groups to group counseling for the physically handicapped; from guidance programs to the successful group program of Alcoholics Anonymous. According to Giles Thomas, all of these are basically group therapy of the repressive-inspirational type as opposed to analytical therapy or orthodox Freudian analysis. Jerome D. Frank summarized this development:

> Recent years have witnessed a tremendous growth in the use of group methods to help people meet their emotional problems. This type of therapy was first used with tubercular, cardiac, and ulcer patients; later with neurotic

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[8]Joseph Abrahams and Lloyd McCorkle, "Group Psychotherapy of Military Offenders," American Journal of Sociology, Vol. LI (March, 1946), pp. 455-64.

> patients, and recently with more seriously mentally ill, both in and out of hospitals. Group methods have come to be applied to a wider range of people in trouble: those suffering from ailments related to emotional tensions such as asthma, those demoralized by chronic illnesses, and even those whose difficulties lie in the shadowy land between criminality and illness, such as alcoholics, children with behavior problems, pregnant unmarried girls, and youthful offenders. This approach has also proved helpful to troubled parents, persons with marital difficulties, and individuals struggling to master acute crimes of various kinds. Even business and industry are using group methods to improve productivity and morale of their personnel.[9]

III. GROUP THERAPY WITH THE JUVENILE

Thus far this study has tried briefly to summarize the history of group therapy in some of its various phases and to distinguish clearly the basic philosophies of each. It has been evident that there is overlapping thought in the techniques offered by past and contemporary research on the subject. Walter C. Reckless[10] explains that psychotherapy is the task of the psychiatrist, the psychoanalyst, and in some instances the clinical psychologist or psychiatric social worker. However, regardless of the type of technique

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[9]Jerome D. Frank, "Group Methods in Therapy, Public Affairs Pamphlet No. 284, (June, 1959), p. 3.

[10]Walter C. Reckless, The Crime Problem. (New York: Appleton-Century-Crofts, Inc., 1950), pp. 432-453.

used, group treatment may be conceived both as a social re-education and as a special form of psychotherapy. Reckless further states that social re-education at the peripheral level is the task of ordinary skillful personnel--counselors, teachers, ministers, probation and parole workers, institutional caseworkers, vocational supervisors, and ordinary physicians.

The application of group therapy and the recommendation that it be integrated in juvenile institutions is not new. August Aichhorn in his book Wayward Youth states that institutions for delinquents should include group therapy in their rehabilitation program.[11] In this book, published in 1925, Aichhorn saw the future role of group therapy in the treatment of wayward youth and although a pupil of Freud, Aichhorn did not deem it necessary that everyone be trained as a psychoanalyst to treat the delinquent child. He did feel that training in psychology and related areas would induce a more select type of individual to work with delinquents. However, the introduction of group therapy into training schools for delinquents is comparatively recent.[12]

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[11]August Aichhorn, Wayward Youth, (Vienna, 1925 and Toronto, 1935).

[12]Negley K. Teeters and J. D. Reineman, The Challenge of Delinquency (New York: Prentice Hall, Inc., 1950,) p. 535.

A recent survey acknowledging the status of group therapy in the training school was done by Lloyd W. McCorkle.[13] In his survey it was found that the most frequent type of group therapy done falls under the lecture-discussion technique; that the majority of personnel conducting the sessions are classified as counselors, case workers, or teachers. In New Jersey the leaders of a group therapy experiment are sociologists. In the Youth Authority Camps of California the leaders are known as counselors, and most of them have social work background.[14] The most recent experimental treatment project for youthful offenders (using a group therapy labeled "Guided Group Interaction") has been the Highfields Project, set up by a team of sociologists including L. W. McCorkle, Albert Elias, and F. L. Bixby. Highfields is unique among projects in the treatment of juvenile delinquency. The story of Highfields has been published in a book by L. W. McCorkle.[15]

The technique of "guided group interaction" is best described by Ernest W. Burgess who states:

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[13]Lloyd W. McCorkle, "Survey of Correctional Institutions Using Group Therapy," The International Journal of Group Psychotherapy, Vol. VI (1953), pp. 79-87.

[14]Robert M. Lindner, "Therapy," Encyclopedia of Criminology (Philosophical Library: 1949, pp. 490-497.

[15]Lloyd W. McCorkle, The Highfields Story, (New York: Henry Holt and Company, 1958).

> G. G. I. has the merit of combining the psychological and sociological approaches to the control of human behavior. Psychologically, the approach aims to change the self-concept of the boy from a delinquent to a non-delinquent. But the process involves changing the mood of the boy from impulses to lawbreaking to impulses to be law abiding. The sociological approach is used to reverse the process by which the group conducts a boy into delinquency and compels him to continue it. In G. G. I. the influence of the group is directed to free the boy from being controlled by delinquent associations and to give him the desire and inner strength to be autonomous.[16]

The main objective of Highfields was to give delinquent boys an opportunity for self-rehabilitation through their participation in sessions of G. G. I. and by changing their environmental influences. The realization of this objective revolved around the powerful influences of the group and its concentration on rehabilitation. The Highfields project, however, is not a state correctional institution, but a private residential treatment center for delinquent boys. The results Highfields produced with its youthful offenders are notably measured by a lower recidivism rate as compared to the delinquent control group sent to a state institution.[17] It may be noted that regardless

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[16] Ibid. p. v.

[17] Ashley H. Weeks, Youthful Offenders at Highfields, (Ann Arbor: The University of Michigan Press, 1958), p. 118.

of the environmental contrast between the residential treatment center and the institution, a common element between the two may develop in the nature of a corrective treatment philosophy. A part of the research design at the Highfields Project, which could be usefully integrated into the institutional setting, is the use of a new media of counseling--guided group interaction.

Two of the engineers of the Highfields Project, L. W. McCorkle and F. Lovell Bixby, who have applied the principles of group therapy in the correctional institution, believed group therapy purposes were more beneficial when professional group practitioners are introduced as part of the institutional staff.[18] They suggest group therapy attempts have a better chance of succeeding when its use was identified with the total institutional environment and program.

This would indicate their expectations for the use of group therapy as a means of rehabilitation regardless of the environment. Progressive states such as California, with its Youth Authority Programs, have already put into practice the idea that rehabilitation can be achieved through planned interplay among inmates using group psychotherapy and group

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[18]Lovell Bixby and Lloyd W. McCorkle, "Applying the Principles of Group Therapy in Correctional Institutions," (Federal Probation: Vol IV March, 1950). pp. 36-40.

counseling. This reflects the California Youth Authority philosophy which is fundamental to its eleven institutions for juvenile offenders.[19]

A necessary element in any juvenile institution has always been recreation and academic education for the inmates. "Social Group Work" by tradition has been identified with these areas. Gisela Konopka, a most ardent investigator in this phase of corrections helped pave the way for applying group therapy as a fundamental part in the treatment of juvenile delinquency in her book Group Work in the Institution.[20] Konopka is a distinct exponent of the team approach. She sees not only forms of social group work as essential to the juvenile correctional institution, but the reinforcement of group therapy practices in the institutional setting as well.

Generally, the value of group therapy may be seen in a panoramic view of development: its earliest use with tubercular patients; its psychiatric use in psychodrama; its non-professional use by Alcoholics Anonymous; its expedient use by the Army; and its overall use at Highfields.

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[19]The Proceedings of the National Association of Training Schools and Juvenile Agencies, Vol. LV, 85th Annual Meeting (May, 1956), San Francisco, California, p. 67.

[20]Gisela Konopka, Group Work in the Institution, (Whiteside, Inc., William Morrow and Company: New York, 1954).

Regardless of the many definitions, techniques, and opinions of group therapy, its many forms have value in their use for the improvement of society. The different approaches of the psychoanalytical, the repressive-inspirational, and the related field of social group work all fulfill a need, for the disturbed personality cannot always seek or find help through an individual relationship.

The changing functions assigned group therapy over the years were succinctly summarized by S. H. Foulkes who saw the successive views of group therapy as follows: "...(a) the narrowest view -- group therapy as a timesaver; (b) a less narrow view -- group therapy as a substitute for individual therapy; (c) a broader view -- group therapy as a substitute for individual therapy, investigation, information, and education; (d) the broadest view -- group therapy as an expression of a new attitude toward study and improvement of human interrelationships in our time."[21]

Dilemma-Apathy and Specialization

Crime and punishment have always been present as integral parts of the history of mankind; consequently,

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[21]S. H. Foulkes, "On Group Analysis," International Journal of Psychoanalysis. Vol. XXVII (1946), pp. 46-51.

correctional institutions have also been a necessary part of this same history. Generally, the prescribed punishment is to isolate the criminal from society. When this punishment is terminated, he is then returned to the community to begin again. The latter is true of the juvenile delinquent who has been confined to a state training school. He, too, must return to the community. How is he to begin again? What has been done during confinement to help rehabilitate him?

The overwhelming need for continuous research to answer these questions is apparent. Comparatively few studies searching for effective methods of accomplishing the desired ends have been initiated in the juvenile institutional setting. A general apathy has been evident in the development of active research programs using group therapy techniques for corrective rehabilitation during compulsory confinement. Although many institutions have added professionally trained personnel, the apathy is still obvious. F. Lovell Bixby sums this up most clearly:

> The recent history of penology is characterized by the appearance of psychiatrists, psychologists, social workers, and other specialists from the fields dealing with the understanding and control of human conduct. Too often, however, we find that these specialists have been superimposed upon the existing prison organization

> without actually being assimilated in it. It is not uncommon to find the professional staff sitting lightly upon the institutional organization like the foam upon a glass of beer, adding considerably to its appearance but quickly blown aside whenever there is serious work to be done.[22]

Advances have been made by the social sciences in many areas of group treatment. However, no particular frame of reference has dominated. During this growth conflicts of interests have sometimes caused a slow-down of progress. The overlapping philosophies of each school have caused detraction from the problems to be met and only added to professional confusion. Research in the use of group therapy has fallen into a similar plight. Frequently, its purpose has become obscure by too much concern for specialization. A caution against this hazard was recommended by Gordon W. Allport:

> We quarrel...over the hairlike boundaries between casework and psychotherapy, while the most of the world has never heard of either...Specialism is a peculiar hazard in any profession devoted to helping people in distress...distress defies job analysis.[23]

Generally, resource material reporting on the subject of

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[22]F. Lovell Bixby and Lloyd W. McCorkle, "Applying the Principles of Group Therapy in Correctional Institutions," Federal Probation, Vol. IV (March, 1950), p. 37.

[23]Gordon W. Allport, Limits of Social Service, (Columbia University Bicentennial Celebration: June, 1955), pp. 202-204.

group therapy in the juvenile training institution has been limited because of these two factors--apathy and specialization.

From the very beginning the State Training School has a most difficult problem of its own. When a juvenile offender arrives at the institution, his frame of mind is not an auspicious one for the start of his re-education. Many boys are repeated offenders with chronic, well-entrenched delinquent patterns. They have been rejected by their parents and community. Usually, they have failed to respond to treatment offered by child guidance clinics, foster homes, or private institutions.[24] Therefore, the state institution must develop group therapy methods to suit the particular needs of juvenile offenders.

It may be noted that a number of research designs using group therapy with the juvenile have been conducted in voluntary residential treatment centers, private social agencies, and private institutions. Obviously, there has been little research done on group therapy in the state training school setting. This may not be so unusual in itself considering the relatively short life which group therapy has had in all the

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[24]Gordon Pleune, "Effects of State Training School Programs on Juvenile Delinquents," Federal Probation, Vol. XXI (March, 1957), pp. 24-34.

fields of behavioral sciences. It may be noted, for example, that Alcoholics Anonymous, which recently celebrated its twenty-fifth anniversary, has not been effectively evaluated for its success, even though its participating members number approximately 300,000.

Dr. Nelson Bradly, a research psychiatrist in the study of alcoholism, states, "Little, if any, actual reasons for the success or failure of such group therapy as AA is understood."[25]

In relation to other chronic behavioral problems there is little understanding of the effectiveness this tool has or will have with the criminal or delinquent. It may be said of group therapy, in all areas, that it is still in its infancy. A study of resource material indicates that group therapy techniques have not been determined conclusive in their effect on delinquent boys. Nevertheless, researchers continue to probe with what type delinquent boy are group therapy techniques effective and why?

Another area of concern is where group therapy programs should be placed in the juvenile institutional setting. Should they be placed in the classroom, the cottage, the recreation

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[25]Nelson Bradly, Instructor, Midwest Institute on Alcohol Studies, Western Michigan University, June, 1961.

hall, or the medical department? The Highfields Project recommends a total integration of the group therapy approach in all phases of life at the treatment center; but, can this be accomplished by the state training school? A definite need is apparent for the answers to such questions as why, where, how, and with whom group programs can best be integrated in the institutional setting. Only extensive research in the future will be able to supply answers to such questions.

The juvenile correctional institution has an obvious need for group therapy as a means of re-education. Delinquents need legal, social and moral guidance. This may be seen by the large gap existing between the extreme cases where individual psychotherapy is necessary and the social group work that involves all the inmates as a part of the general institutional program.

It must be stated in all fairness to the institutions and the social sciences involved in research for the treatment of the delinquent that the existing apathy is not necessarily caused by a lack of interest but rather by the lack of essential material needs: funds, facilities, and personnel. The apathy of interest may be a direct result of the lack of these essentials. Tax dollars used for correctional programs are closely allied to the presiding public opinion in which law-

abiding citizens have a stake in the quality and quantity of rehabilitative efforts; consequently, private interests have promoted most experimental corrective treatment projects.

Conflicts are found among the professional fields dealing with human behavior who all wish to answer some of the questions according to their own schools of thought. Specialization causes conflicts of interest, and some pitfalls have been found in determining who is qualified to direct group programs. Whose specialized group techniques are most effective? Whose specialty will have all the qualities necessary to reach all the inmates as a total whole and not just selected individuals?

IV. GROUP THERAPY WITH INSTITUTIONALIZED DELINQUENTS

The use of group approaches to treat, guide, counsel, re-educate and retrain antisocial, problem, and delinquent youth has received its major research impetus since World War II. The first part of this review has dealt with historical, transitional and contemporary group therapy developments. Since 1950, and notably since 1955, a variety of studies have been recorded utilizing group therapy approaches.

The application of group therapy approaches to aid in

the rehabilitation of antisocial and delinquent youth has until recently been a matter of expediency in many corrective settings. Of particular significance was that, out of this necessity to administer to more children and youth in trouble, there has resulted greater efforts in applied research designs that attempt to measure and evaluate the effectiveness of various group therapy approaches.

It became apparent that during the course of reviewing pertinent resource material, there existed no clear-cut explanation of how and why specific group approaches were successful or unsuccessful with antisocial, problem, and delinquent youth. There existed no standardized criteria to measure the effectiveness of such group therapy attempts. Also apparent throughout this review was the lack of uniformity noted among group practitioners in establishing and defining more clearly the methodology of their group approach. For example, some group practitioners failed to discern between eligible and ineligible group participants. A thorough screening of case history material, for the purpose of discerning the most applicable or non-applicable individuals, was not noted among some studies. Others failed to explain or clarify the means used to accomplish their goals with the group approach. Most group therapy approaches attempted with antisocial, problem, and delinquent youth have been isolated efforts. Within these

isolated efforts, some practitioners have been concerned with identifying the group dynamics involved, and the effects of a therapy group on its participants, while others have been evaluating the hazards of group therapy approaches, its principles, theories, and trends. Still others have discussed cases, reproduced recorded group sessions, and have identified group therapy techniques within a particular frame of reference. Unfortunately, most of these diversified efforts have not been coordinated to focus upon the development of a preventive or corrective-treatment philosophy; a framework that specifically deals with the rehabilitation of institutionalized delinquent youth as the main target.

The most complete, comprehensive and stimulating work using a group counseling approach has been associated with Norman Fenton's Introduction to Group Counseling Manual.[26] Fenton's central concern was with a total rehabilitation milieu in which group counseling was an integral part. Group counseling, according to Fenton, "creates the opportunity for growth experience, one where insight about self depends on an emotional appeal, experience or feeling.[27]

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[26]Norman Fenton, An Introduction to Group Counseling, The American Correctional Association, New York, 1957.

[27]Ibid. p. 9.

Using such an approach, the group leader oriented and guided the group in a way that facilitated constructive interaction of personal relationships. Fenton has been identified with the repressive inspirational method. The application of group counseling, however, to Fenton was secondary to the atmosphere in which it took place. He believed the environment had to be one which totally involved the individual in all phases of institutional living; otherwise, rehabilitation could not take place when group counseling was isolated from daily living into just clinical group therapy sessions unrelated to the whole institutional environment.

He raised a number of theoretical questions of sociological and psychological implication; one fundamental question particularly being: Can group counseling be conducted in an authoritarian setting? This question has been discussed by other group practitioners who felt authority-centered settings were a hindrance. Fenton believed the institutional setting did not limit the usefulness of the group counseling approach. However, Fenton emphasized an eclectic point of view. He believed group therapy approaches, and particularly the technique of group counseling need not be completely authority-directed or completely non-directed. He emphasized the acceptance of both roles in which authority and permissiveness might co-exist within the institutional setting because each

is a compliment to the other. Under such an arrangement group counseling became more democratic. Fenton believed the democratic approach was more flexible, since it demanded more group participation and allowed for better group control depending entirely upon what the particular group situation required.

He believed the operational dividing lines between group counseling and group psychotherapy were not as distant as some group practitioners made it seem. He disagreed with the impersonal, logical approach of the psychiatric frame of reference. He found that moralizing, directing, persuading, and emotional appeal were basic to the group dynamics involved in the rehabilitation of the delinquent. Fenton's approach to group counseling seemed practical, flexible, and suitable for institutionalized boy delinquents. He recommended the group counseling approach as more beneficial with the less neurotic delinquent, and thus centered on re-education as an essential tool in re-socializing institutionalized delinquent youth. His corrective-treatment philosophy has been incorporated within the Department of Corrections, State of California.

Franklin[28] and Penny[29] have done group therapy studies using the repressive-inspirational approach. They did not describe what group dynamics were involved in their studies. There was agreement, however, that this approach was more effective with the less seriously emotionally disturbed delinquent boy comprising the majority of reported youth offenders. Separately, these group practitioners felt that group therapy offered the opportunity for the delinquent to change his delinquent identification into a non-delinquent one.

The development of significant or challenging and motivating subject matter, on which the discussions of the group sessions were based, was of primary importance to these practitioners. They favored the persuasive, moralistic group approach, one that offered the delinquent a more realistic appraisal of what society expected of him upon his return to the community. They felt delinquents needed continued motivation to accept their individual legal, social and moral responsibility. The findings of the above mentioned studies were not based upon any conclusive evidence.

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[28]Girard H. Franklin, "Group Psychotherapy with Delinquent Boys in a Training School Setting," International Journal of Group Psychotherapy, Vol. 9 April, 1959, pp. 213-218.

[29]Lawrence D. Penny, Group Psychotherapy with Boys (Topeka, Kansas: Boys Industrial School), May, 1956, pp. 178-184.

Tolman[30] in an interesting study with institutionalized delinquent girls, made a number of assumptions asserting that the institutional environment was a limitation to corrective treatment. His research design was based upon the hypothesis that female delinquents would respond to an analytical non-directive group approach. However, Tolman refuted his earlier assumptions. He found it was necessary to select a more authority-directed approach. He found acting out delinquent girls tended to dominate the non-directive analytical group sessions. The use of the non-directed approach created negative responses. The girls became hostile, dominating and aggressive.

The findings, although empirically founded, brought out two important factors in handling delinquent girls in the group therapy situation. (1) The very nature of the female offender (usually classified as a sex offender) indicated the need for a more intensive and comprehensive study of the individual's background prior to group rehabilitation efforts, and (2) group therapy was not always feasible with highly emotionally charged girls who tended to group together to reinforce their anti-social behavior.

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[30]Norman Tolman, "Approaching the Institutionalized Female Delinquent Through Group Therapy," Federal Probation, Vol. XXV, (June, 1961), pp. 34-40.

Tolman believed these two considerations were basic to further research with institutionalized female delinquents. Tolman's observations nevertheless, indicated that female delinquents responded to group discussions that were pre-planned, structured, and directed.

Gersten's study[31] represented one of the few studies in group therapy having a systematic research design. His method of procedure included a review of each boy's case history, his psychological classification and his living, work, and play assignments. Like Fenton, Gersten believed it very important that each boy's classification record be carefully reviewed before assignment to a therapy group. Gersten, like others in the field of correction, believed that most delinquent boys have been rejected children, and, therefore, needed to re-establish a warm, positive identification with a male adult figure.

Gersten was highly selective and indicated a desire to find the best treatment risks. He also assumed that non-directed group therapy methods were not effective with institutionalized delinquent boys. His research design was under an authority-centered group leader. However, Gersten, like

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[31]Charles Gersten, "Group Therapy with Institutionalized Delinquents," Journal of Genetic Psychology, Vol. LXXX, (March, 1952), pp. 35-64.

Fenton, emphasized that the group leader must be an accepting individual, capable of establishing warm, firm, but friendly relationships with his group. Gersten's description of his methods was clearly defined regarding the group dynamics involved. Because of Gersten's use of an eclectic group approach in which he used democratic leadership, role playing, recreation and audio-visual material, the impression was received that his study was one of the most comprehensive.

Gersten selected the repressive-inspirational group approach as the most beneficial to delinquent boys that were diagnosed as less emotionally disturbed delinquents. Gersten was concerned with personality growth, not change. He believed this group approach could serve to re-educate the amenable delinquent boy, and by so doing would increase his personality growth. Statistically significant, Gersten's study measured a positive growth for those boys exposed to group therapy in his study by reporting less disciplinary problems, improved school achievement and individual maturity growth.

Cohen did an administrative inquiry into the proper use of group programs in a state training school for delinquents. Cohen was intently concerned with how group processes could be more effectively utilized in the training

school. He believed group methods for rehabilitation must be identified and integrated into the routine business of the institution.[32] Although Cohen's project was non-experimental, it may be termed a self-appraisal attempt to place the use of groups within the juvenile training school in proper perspective. One major implication of Cohen's project was his comment that just forming groups in the correctional school without assessing their proper classification of what boy is suitable for what therapy group method defeats the purpose of the group therapy approach. Cohen's project was deemed important because attention is drawn to the inner group structure of the institution, and how it relates to rehabilitative goals. All group formations within the training school must be received as part of the corrective-treatment milieu, according to Cohen.

Grosser observed the informal inmate groupings of institutionalized delinquents. Like Cohen he contends that most delinquents that enter training schools want to be accepted by their peers. He believed the sociological makeup of delinquent groups outside the institutional setting transfers itself through stronger peer loyalty and identification

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[32]Alfred Cohen, "Use of Group Process in an Institution," Social Work, Vol. 1, October 1956, pp. 57-61.

once delinquents become incarcerated.[33]

Although Grosser's study was empirical, he suggested task orientated groups in all phases of institutional life. He also suggests further study of group dynamics within the training school setting. He does not, however, point out the group method most likely to succeed in motivating institutionalized delinquent peer groups. Nevertheless, his observations do acknowledge the real potential of using the group therapy approach with informal peer groups. It seems that Cohen went one step further than Grosser in suggesting that proper groupings of boys for rehabilitation purposes depends upon proper classification. Establishing criteria to measure the casual peer group cohesiveness, peer group leadership and desire for stronger institutional identification might serve as working hypothesis with the informal inmate grouping. How to fit them into the total corrective-treatment milieu recommended by Fenton still needs further study.

Leita P. Craig[34] attempted to reach institutionalized delinquents through cottage committees meeting once a month.

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[33]George H. Grosser, "The Role of Informal Inmate Groups in Change of Values" Children, Vol. V, Jan., Feb., 1958, pp. 25-29.

[34]Leita P. Craig, "Reaching Delinquents Through Cottage Committees" Children, Vol. VI, July-August, 1959, pp. 129-134.

Her efforts were non-experimental. The approach was repressive-inspirational. The purpose of cottage meetings were problem centered and problem solving.

The boys selected for the interdisciplinary staff meetings were not classified as seriously disturbed emotional delinquents. Craig emphasized the team approach as more effective in meeting the treatment needs of delinquent groups in the training school setting. It was difficult to ascertain if the cottage groups were amenable to this didactic group approach. Craig found the cottage meetings worthwhile as in-service training for staff personnel. She observed that the cottage committees induced a more relaxed atmosphere where the boys had the opportunity for self reflection. There seems to be some danger that staff personnel in the inter-disciplinary approach might become too analytical in their questioning and interacting with the boys. There is also the possibility that the boys might say some things to please the staff and deter them from other pertinent problems. Craig found the cottage meetings helped in decreasing intra-disciplinary reports as well as inter-disciplinary reports from other areas of the institutional program. One limitation of her study was a lack of data concerning the personality growth of the boys.

Dub, in his empirical presentation of the kind of treat-

ment delinquents need, was completely analytical in his group approach. He offered no description of group procedure with his delinquent group, but merely assumed that delinquents were neurotic, have internal conflicts and respond only to analytical psychiatry as the proper treatment. Dub offered no research design compared to other group practitioners using the analytical approach. His analytical identification underestimates the sociological implications in the etiology of delinquency. Although he claims analytical group psychotherapy is the most effective way to treat incarcerated delinquents, he offers little to support this claim, particularly with the less seriously disturbed delinquent.[35] It is questionable whether analytical group psychotherapy is practical in the juvenile institutional setting. Free association of ideas without guidance or direction by the assigned group leader has not been determined effective with most institutionalized delinquents.

S. R. Slavson, who is well known and acclaimed for his group treatment of emotionally disturbed children outside the training school setting has also worked with the less disturbed

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[35]Leonard M. Dub, "Institutional Treatment of Juvenile Delinquents," American Journal of Psychiatry, Vol. 103, 1947, pp. 818-822.

delinquents in the juvenile institution.[36]

Slavson, who is analytical in his approach to treating children offers evidence contrary to the theoretical assumptions of Dub. He doubts that only analytical group psychotherapy is the treatment cure for institutionalized delinquents. In a study using the repressive-inspirational approach with a selected group of institutionalized delinquent boys, Slavson describes a group discussion session mixed with group activity. Meeting twice weekly the boys were exposed to a democratic group approach, and the topics discussed were selected to challenge, motivate and offer the delinquent a problem-solving opportunity to deal with daily situational problems. Slavson reported that the group discussions were valuable in improving cottage adjustment. This was measured by the decline of disciplinary reports in the cottage. Slavson observed the boys to be less hostile, to have a better acceptance of the group leader, and improved in their self-conception. Less disturbed delinquents, Slavson concluded, are responsive and amenable to democratic group discussion.

The major implication of Slavson's efforts in the group treatment of problem and delinquent children, both within and

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[36] S. R. Slavson, "Institutional Treatment of the Delinquent." National Probation and Parole Association Yearbook 1950. pp. 50-64.

outside the institutional setting has been significant because of his differential classification of separating amenable delinquents from sick ones; the general group work approach from the therapy group approach. Slavson, like Cohen, believes in selecting the right boy for the right group. He finds re-education for socially inadequate delinquents beneficial. He also believes the less disturbed delinquents respond to a repressive-inspirational group approach that is emotional rather than strictly academic or clinical in design.

Jack C. Westman conducted directive group psychotherapy with a group of hospitalized delinquent adolescents. Because of their isolation and confinement at a Neuropsychiatric Hospital, Westman's frame of reference was unlike one in which delinquents resided in the training school setting. Yet, Westman's group was considered equally confined and restricted to a ward reserved for aggressive emotionally disturbed delinquents. Westman hypothesized that exposure to group therapy would improve the boy's individual and group adjustment. He assumed, as some group therapy practitioners do, that the hospital setting would be more conducive as a therapeutic milieu -- one where the boys would be considered as patients not prisoners, and the group leader would have a distinct

advantage because he was working in treating not punishing.[37]

His research design was empirical. Eleven boys between the ages of 13-17 with an IQ-medium of 108 were selected to meet one hour twice weekly for eight months. Attendance was compulsory. No testing was done before, during or after group exposure. Symptomatic improvement of members was noted by a clinical team. There were no warranted conclusions from Westman's study. He reported through clinical observation that permissiveness did not make group psychotherapy any more conducive with his hospitalized delinquent group. On the contrary, Westman discovered as did Tolman when working with a group of aggressive institutionalized female delinquents, that the non-directive approach perpetuated the acting out of omnipotent fantacies of the boys in the group sessions.[38] Westman, Tolman and Slavson have all found that delinquents classified as seriously emotionally disturbed have a limited capacity for conceptualization, therefore making introspection difficult. The implication of these studies suggests that institutionalized disturbed delinquents whether in a hospital ward or a training school need, desire and demand controls

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[37]Jack C. Westman, "Group Psychotherapy with Hospitalized Delinquent Adolescents" International Journal of Group Psychotherapy, Vol. XI, 1961, pp. 410-418.

[38]Norman G. Tolman, "Approaching the Institutionalized Female Delinquent Through Group Therapy" Federal Probation Vol. XXV, June, 1961, pp. 34-40.

and direction during group therapy exposure.

Rubenfeld, Skellow and Ward observed five therapy groups operating at a juvenile training school. Each group member was psychiatrically screened as having no serious emotional disturbances. Each group composed of 5 to 10 members met twice weekly for twelve months. Their approach was directive and analytical. The investigators, however, were identified with the designated authority of the institution. They hypothesized that this identification was both constructive and desirable for group therapy with delinquents.[39] Evaluation was subjective and based upon analytical interpretations of the moods of the group upon the therapist. The investigators presented much of their interpretation on the phenomena of transference. A clear cut limitation was their lack of research design to adequately test and measure group growth and change. Contrary to the findings of others, they reported no open hostility toward the therapist, who was identified as part of the institutional authority. They also reported no smooth transgression from one stage to another during their group therapy experience. Their empirical observations point out that institutionalized delinquents responded

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[39]Seymore Rubenfeld, Robert Skellow and Jack Ward, "Group Therapy Behind Locked Doors," Public Health Reports Vol. 71, November, 1956, pp. 1075-1079.

more realistically under the authority-centered approach.

James J. Thorpe in one of the first attempts at group therapy in a training school setting also described and evaluated the interaction between therapist and group. Lacking a sophisticated research design, Thorpe hypothesized that grouping boys for therapy groups created a therapeutic situation. Thorpe realized that group treatment was also expedient in serving more of the inmate population.[40]

Unlike Rubenfeld and etal, Thorpe followed a more consistent project design by dividing his study into three phases. The first phase was a pre-therapy appraisal of the boy. The second consisted of the group therapy program itself and the third was a terminal evaluation of the results of the project at the end of a year of therapy. Sociometric and psychological data was included as part of the research design. It was unclear whether Thorpe's project was aimed for amenable delinquents or the most difficult ones. After exposing two boys' cottages to group therapy and establishing two others as control cottages, Thorpe repeated his experiment at 5 month intervals. The therapy cottages included were composed of one group of Negro boys, another of white boys. Both

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[40]James J. Thorpe, "Group Therapy" American Prison Association, 1948, pp. 184-189.

groups were exposed to group therapy three times weekly for one hour following the noon meal.

After the results of sociometric and psychological analysis were completed, each therapy cottage was broken down into three smaller groups -- seen five hours weekly: three hours devoted to the entire cottage; two hours devoted to the smaller groups. In a report two years later, Thorpe found no conclusive results measuring the boys improvement in the therapy group.[41] He seemed more concerned with how the therapist adjusted to the boys and found institutional adjustment improved because there were no riots at that time. A fifty percent reduction in runaways was also thought to have been a direct result of the group therapy project. Thorpe's early study warrants no conclusive evidence and presented a confusing methodology of group treatment practices. However, it retains a value for establishing some guidelines for group practitioners to follow. The most important among these being the participant observer role in learning about group dynamics and interaction with institutionalized delinquents.

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[41]James Thorpe, "The Group Therapy Aspect", Progress Report of the Group Therapy Project at the National Training School for Boys, The American Prison Association, Washington, D.C., 1948, pp. 286-297.

Since the time of Thorpe's early experience with group therapy, numerous and varied group methods have been utilized with institutionalized juvenile delinquents. Up to this point, the review of the resource material has attempted to present a fair sampling of the development of group therapy in the juvenile institution. During the past few years, but notably since 1955, group therapy studies have become more sophisticated in their research design. Interestingly enough they began to move from the empirical stage to the experimental. However, this forward movement did not eliminate the need for additional empirical studies that contributed new hypothesis for future research evaluation.

Mann conducted one of the first experiments in group therapy with male defective delinquents.[42] Subjects included boys sixteen years and over who committed criminal offenses. Two groups of eleven boys each were random selected. One group was designated as the treatment group, the other a control group. All subjects were first offenders, possessed IQ's of 70, and classified as poor social adjustments. None of the boys were diagnosed as psychotic. Mann hypothesized that group therapy discussions would improve the institutional

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[42]Arthur Mann, "Group Therapy Irradiation", Journal of Criminal Law and Criminology, Vol. 46, May-June, 1955, pp. 50-66.

adjustment of defective delinquents. He assumed these boys would profit from group discussions that focused on every day experiences and relationships that would be kept free of abstractions. His research design sought to measure the effects of group therapy exposure by a number of psychological tests which included the Thematic Apperception Test and the Rorschach. Both groups were retested after a six month study period.

Group therapy exposure remained the only variable between the groups. Mann's group approach was non analytical and repressive-inspirational. He used an eclectic approach by exposing the boys to the authoritative, the democratic and the laissez faire approach in that order. Mann observed that during the actual group sessions, the therapy group changed moods as they moved from one phase to another. For example, he observed the democratic approach resulted in greater group cohesiveness, decrease in hostility, tension and more group discussion. Mann reported no changes in the basic personality growth of the control group which followed the routine program at the institution. Conversely, he found no conclusive evidence to support that the therapy group effectively improved in their adjustment. The main implication of Mann's study was that group discussion served to stimulate

the constricted personality usually associated with the defective delinquent. Mann suggested a partial permissive atmosphere, with defective delinquents. His study was worthwhile because of its anticipated results of group therapy with defective delinquent subjects. Future studies might measure the effects of group therapy exposure on training mentally defective delinquents in improvement of trainable skills and work performance.

Vail had an unsuccessful group therapy experiment with mentally defective boys.[43] His group consisted of seven boys between the ages of 14 and 16 with an IQ range of 35-70. Contrasted with Mann's experimental study, Vail's subjects were diagnosed as suffering from definite organic brain damage. Vail's group, it appears, would have constituted more of a control problem. Vail's approach was directive, but the group sessions were unplanned and unstructured. After a seven and one-half month study period, Vail found no change in the institutional adjustment of the exposed group. He reported an increase of acting-out behavior during phases of his study and observed no group cohesiveness at any time. He concluded, without any conclusive evidence, that the

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[43]David T. Vail, "An Unsuccessful Experiment in Group Therapy" American Journal of Mental Deficiency. Vol. 60, July, 1955, pp. 144-151.

non-directive group approach did not work with his delinquent group. He also discovered that a failure to structuralize and plan the group sessions resulted in meaningless sessions with mentally defective delinquent boys. He recommended that group therapy attempts with defective delinquents be directed and structured.

The implication made by Vail that non-directive group therapy approaches do not work with aggressive mentally defective delinquents raises two questions.

First, did Vail's unsuccessful experiment in group therapy fail because of the non-directive approach, or was the degree of brain pathology more serious than the boys selected by Mann? That is, were Vail's subjects less trainable? If so, would a more directive approach produce a successful group therapy experiment with the same boys? Snyder and Sechrest conducted an experimental study that examined the questions noted above. They hypothesized that the therapy group would show significant improvement in their institutional adjustment over the no-treatment group.[44] The investigators assumed that limitations of previous group

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[44]Robert Snyder and Lee Sechrest, "An Experimental Study of Directive Group Therapy with Defective Delinquents." American Journal of Mental Deficiency, Vol. 64, July, 1959, pp. 117-123.

practitioners working with defective institutionalized delinquents resulted from the applications of group therapy approaches inappropriate to the groups in question.

The investigators proceeded with three groups composed of eighteen boys each. Each group was further sub-divided into two therapy groups, two placebo groups and two no treatment groups.

The therapy and placebo groups met once a week for one hour sessions over a thirteen week period. All boys selected were institutionalized for chronic delinquent behavior. Criteria for selection also included IQ's in the sixties. The investigators assumed the selected subjects were potentially capable of profiting from the group experience. They followed a directive didactic approach and were non-analytical in contrast to Mann's eclectic approach. Unlike Vail, they planned and structuralized their group meetings. However, they, too, agreed with Mann that the climate for the group sessions should be permissive to allow for spontaneity.

Their conclusions were based on institutional reports from house parents for conduct and discipline violations. The investigators emphasized that the institutional staff had no knowledge of their research doings. After a

thirteen-week study period, Snyder and Sechrest reported their results were significant at the .05 percent level between experimental, placebo and control groups in the number of positive comments from house parents at the end of the thirteen weeks study period. However, they found no significant differences among the groups in the number of negative comments. The experimental group was found to have conformed more to institutional rules. Reports by the group leaders indicated the experimental therapy group became more free in their relations with the staff and peers. Also the boys within the therapy group were thought more amenable to other institutional program benefits. The authors imply that because the placebo group received no direction by the group leader, it was goalless. Therefore, they received little value from these meetings which lacked structure and were not therapeutically oriented. The results of their study is pertinent because of its research design and significant since most of its conclusions run counter to the opinions of some group therapists who claim that therapy with mentally defective delinquents is contraindicated.

Brown also did a comparative group therapy experiment using three groups composed of twenty boys each. She hypothesized that group therapy would effect changes on the behavior

and social status of the participants if group therapy was immediately introduced during their confinement. She anticipated early group exposure would be more effective than a later group therapy experience.[45] Her research design called for sixty boys to be divided into three groups of twenty boys each, identified as belonging to either group A, B or C.

Prior to group assignment, all boys were given tests which consisted of the Haggarty-Olson-Wickman Behavior Rating Schedule, which was filled out by the house parents. Sociometric data on group status was drawn from the boys measuring their affirmities and dislikes of individuals under investigation. Group A received immediate group therapy; group B received therapy six weeks after group A. Group C received no group therapy exposure, but was integrated into the regular institutional program. Brown's results were not statistically significant, however, she concluded that Group A improved in their overall institutional adjustment. Sociometric status changes appeared to be effected when the group was under formal group treatment. Brown, however, was quick to point out that these changes were not maintained. She found no improve-

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[45]Paula M. Brown, "A Comparative Study of Three Therapy Techniques Used to Effect Behavioral and Social Status Changes in a Group of Institutionalized Delinquent Negro Boys" Dissertation Abstract No. 14, Wayne State University Library, 1957, p. 674-675.

ment in the delayed therapy groups. The implication, of course, was that all of these groups needed attention. Her experiment tends to suggest that the sooner group therapy is introduced, the more effective its value. It was clearly pointed out in her study that grouping boys together with no re-educative or resocialization purpose cannot be considered part of group treatment.

Chinn, following the group treatment methods outlined by Fenton[46] conducted a pilot project using a repressive-inspirational approach.[47] Eight boy subjects were selected to participate in group counseling sessions. Meeting twice weekly for one hour, Chinn's group sessions were structured and directed at drawing out the delinquent. A variety of topics introduced by Chinn focused on social issues challenging the boys' home life, detention, attitudes and future. Chinn's study was done in a county detention facility. Use of the group counseling sessions on a short-term basis has not been evaluated. What effect does short-term group counseling exposure have on the later adjustment of a boy assigned to a correctional institution remains a pertinent question.

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[46]Norman Fenton, Explorations in the Use of Group Counseling in the County Correctional Program, Pacific Books, Palo Alto, Calif., 1962, p. 166.

[47]Ibid. p. 47.

Ostroff and Walker conducted an empirical study using the repressive-inspirational group counseling method. They, too, were concerned in re-educating the delinquent to cope with his social surroundings. These group practitioners hypothesized a group counseling experience gained in a dormitory living situation would be beneficial in the boy's family and community adjustment. They found through staff reports that group counseling sessions were useful and beneficial in the boy's personality development. It seems that after-care research might attempt to measure sociological, as well as, psychological adjustment after release from the training schools. The lack of such research design was a basic limitation of the Ostroff and Walker study.

Sellers found delinquents in the institution responded more quickly and more intently when the group counseling leader is identified as part of the institutional staff.[48] Sellers observed two groups of boys. One group counseling leader was not identified with the regular institutional staff. Sellers found group sessions with the unfamiliar group counseling leader were more superficial. He pointed out that the boys tried to take advantage of the group leader.

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[48]Sam Ostroff and Glen J. Walker, "Group Counseling in the Juvenile Forestry Camp," Explorations in the Use of Group Counseling in the County Correctional Program, Pacific Books, Palo Alto, California, 1962, pp. 58-65.

He suggested group counseling sessions be compulsory for all delinquents to attend.[49]

Friedland conducted one of the few experimental studies employing the use of the group counseling method. He hypothesized group counseling would be an influencing factor in changing runaway behavior and general institutional adjustment. He utilized the repressive-inspirational approach. Friedland further hypothesized attitudes toward parents, self-concept, authority and frustration tolerance, would all improve because of a group counseling experience.[50]

Friedland selected three groups of twelve boys each; two of the groups were composed of boys who had run away from the institution. The third group was a non-runaway group receiving no group counseling. One of the runaway groups was exposed to group counseling. Friedland found after a six-month period the runaway group receiving group counseling, made significantly greater gains in frustration tolerance than the non-treatment group. He reported no change in other

[49]Lillian Sellers, "The Use of Group Counseling in a County Juvenile Correctional Institution," Exploration in the Group Counseling in the County Correctional Program, Pacific Books, Palo Alto, California, 1962, pp. 58-65.

[50]David Friedland "Group Counseling as a Factor in Reducing Runaway Behavior, from An Open Institution for Delinquent and Pre-Delinquent Boys," Dissertation abstracts No. 1-4, 1060 Wayne State University.

hypothesized data. Friedland's comments about his experiment emphasized the value of group counseling as re-socialization experience in attempting to improve the self-identity of the delinquent without suppressing reality or distorting reality.

Group counseling has been established to be essentially a method of the repressive inspirational type. However, according to Corsini and Dreikers, all group therapy techniques including the analytical have a common basis in the following areas:[51]

1. Role of the therapist
2. Spoken communication
3. Type and extent of interaction with the group
4. Extent of formalism in therapeutics
5. Content of sessions
6. Ratio of patients to therapists
7. Composition of group
8. Atmosphere of group

Group counseling with amenable institionalized delinquent offenders seemed to work best under certain conditions. Unlike other group therapy techniques its purpose is re-

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[51]Rudolf Dreikurs and Raymond Corsini, "Twenty Years of Group Psychotherapy," American Journal of Psychiatry, Vol. CX, February, 1954, pp. 170-171.

education, support and group interaction for personality growth. Analytical, non-directive group methods are concerned with changing the personality. This distinction comprises the basic difference between not only group counseling and group psychotherapy, but also between the analytical and repressive-inspirational approach.

The following suggested conditions did not represent any conclusive findings from previous studies. However, they might be helpful to those considering the use of this group approach with youthful offenders:

1. Group counseling should be authority-centered, however flexible the group leader may be in his direction (autocratic, democratic, or laissez faire).

2. Group counseling sessions should be planned, and group orientation should focus on the delinquent's immediate situational problems.

3. Delinquents should be re-educated in areas regarding their legal, social, and moral obligations in a democratic society.

The refinement and acceptance of group counseling techniques to aid in the rehabilitation of delinquents depends upon additional studies that combine theoretical consideration with practical research designs within and outside the training school setting.

Three major observations of the pertinent resource material were:

1. The need to identify more readily what type of delinquent offender is suitable for the group counseling approach.

2. The need to discern more clearly between treatment for delinquents and re-education for delinquents.

3. The need to experiment with a variety of group therapy approaches and identify over a long period of time those group methods that operate best with amenable delinquent offenders.

The initiation of group counseling techniques specifically designed to aid in the rehabilitation of youthful offenders may be considered novel in some corrective settings. This was also true of group counseling attempts outside the training school environment. Group practitioners in their attempts to qualify the positive benefits of their group techniques have, in some instances, failed to describe the ingredients that helped to produce the results they obtained.

The investigator in this study was concerned in rehabilitation for personality growth, not personality change. The selection of the repressive inspirational group counseling approach applied in this study is described in the following chapter.

CHAPTER III

A STUDY OF GROUP COUNSELING IN THE BOYS TRAINING SCHOOL

The study was initiated at the Boys Training School in Lansing, Michigan, in the spring of 1958. The Boys Training School is a reformatory for juveniles who have been adjudicated by the courts of their local communities for serious violations of the law. The school is under the administrative direction of the State of Michigan Welfare Department. The facilities used in the study were located in the administration building which is centrally located on the school's grounds.

I. DESCRIPTION OF BOYS TRAINING SCHOOL

Life at the Boys Training School may be compared to a semi-military environment. In such an environment everyday duties, privileges, and discipline are maintained under an organized mode of operations. For the majority of delinquent boys, anxiety feelings develop in their new surroundings. The delinquent is not afraid necessarily of physical abuse. His fear is of conformity and loss of freedom. He is trapped

by the circumstances in which he has found himself and vengeful because he is trapped. He resents the imposed conformity upon his freedom by a "mean and stupid" social order into which he has been unable to fit.

> The juvenile reformatory is not designed as a permanent institution in which to bring up children to manhood and womanhood. However good an institution it may be, however kindly its spirit, however genial its atmosphere, however homelike its cottages, however fatherly and motherly its officers, however admirable its training, it is now generally agreed among those who are familiar with the needs of children of this class that institutional life is at best artificial and unnatural, and that the child should be returned at the earliest practical moment to the more natural environment of the family home--his own home if it is a suitable one, and if not, then some other family home.[1]

When a delinquent boy enters the training school, he is given a medical examination and assigned to an intake or quarantine cottage pending further psychological testing and a psychiatric interview with the school's assigned psychiatrist. Once the boy has completed a number of selected tests, he is classified clinically into one of the seven categories (definitions found on pages 59-61). He is then assigned to cottage living quarters which have been selected

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[1] Hastings H. Hart, "The Juvenile Reformatory," Preventive Treatment of Neglected Children, Charities Publication (New York: Russell Sage Foundation), 1910, p. 12.

on the basis of age, problem, and clinical prognosis. School, work assignments, and recreational activities become the daily pattern of living while residing at the institution. Part of the corrective-treatment philosophy at the school is that all routine activity takes place in an open atmosphere, that is, with no wall or fence enclosing the boys from the outside world. Their daily living is geared toward group conformity. The boys eat, work, play, and sleep in a group atmosphere. Although they enjoy some time of their own within the cottage setting, spare time is often used up in group cliques of an informal nature. It is in these informal peer groupings that the delinquent compares his experiences with his associates. His status is important, for the delinquent feels a need to be accepted by his peer group. He may or may not be accepted, but his own self-concept can be noted within these informal peer groups. Obviously, a need for penetrating these inner cliques with proper values is evident. The possibility of using the group, as a natural method for redirecting and re-educating, has appealed to some correctional therapists.

II. CLINICAL CLASSIFICATION AT BOYS TRAINING SCHOOL

The psychological clinic classified the delinquents in the following general categories:

1a. Environmental Delinquent: These boys will show little or no personality disturbance, but have either reacted to a specific situation or behaved like their peer group. They may come from homes which have low standards and loose supervision, but usually have fairly intact family situations.

1b. Environmental Delinquent: These boys will usually show poor emotional controls and operate under anxieties and tension. They usually lack stable parental figures and are defective in their identification. They are often negative to authority and resent their commitment. They may appear hostile or depressed at first.

*2a. Disturbed Delinquent: These boys have experienced emotional deprivations and loss of adequate support for periods of time and will have developed asocial patterns of behavior. Their chronic family conflicts and poor capacities for interpersonal relationships result in their acting out their needs and conflicts. They usually feel inadequate and may withdraw,

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*Clinical classification used in this study.

over-compensate, or use other reality-distorting defenses.

2b. Disturbed Delinquent: These boys have adopted chronic behavior patterns which make the neurotic or pre-psychotic elements of their personalities appear dominant. Their defenses are random or consistently unadaptive.

3a. Character Disorder: These boys have usually been in many different homes and/or situations and have never been able to form lasting emotional relationships. They have a history of continuous delinquent behavior and an apparent lack of concern or motivation to change. The borderline personality, very severely retarded, chronic offenders, etc., types fit here. They will derive little from the program, and usually run into difficulties in any social situation. Some variability of behavior is expected.

3b. Character Disorder: These boys are the hardened set, chronic offenders that show primitive, asocial behavior. They are most likely to continue criminal-like activities. They could be diagnosed as psychopathic personalities, chronic aggressive behavior disorders or severe personality defects. They will be most likely to inhabit "five" (solitary confinement); they sometimes earn a waiver to Ionia (prison), and are least likely to profit from our program. They will seldom settle down to apparent conformity.

4. Mental Defective: These individuals operate on a level of inadequacy and because of a lack of mental ability need special care, education, and institutionalization. They may be characterized not only by a lack of ability to care for themselves, but also by an incapacity to use effectively whatever abilities they do have. They will tend to function low on the Wechsler Scale and show severe academic limitations.

III. CRITERIA AND SELECTION

After an investigation was made of available data from the clinic, and also a review of the case histories by the directing psychologist and group leader, the following criteria was established for the selection of the control and guided groups:

1. Age: Boys selected for the groups were fourteen years of age but not over sixteen years of age. It was assumed that these boys would verbalize freely and more readily participate in group discussions than younger boys.

2. Race: No discrimination.

3. First committment to the Boys Training School.

4. Intelligence Quotient: 82-112 (dull normal to bright normal.)

5. Clinical Classification: 2a disturbed delinquent.

6. Committed for offenses against property.

7. Economic status: Boys selected for each group came from areas in the lower-middle, socio-economic scale where their fathers are general laborers, with few in skilled trades. Many of the mothers work to supplement the family income. This information was obtained from the court records.

The sample selected for study is non-representative of the whole. It is a selected sample. The school's population was, at the time of the study, primarily composed of the 2a disturbed delinquent. The directing psychologist advised that these individuals would be the most likely to profit from group counseling. Two major considerations were their need to re-establish identification with a male adult figure in a positive manner and their family breakdown as the initial cause of their delinquency and not necessarily their environmental surroundings. Each group was limited to ten members in order to observe rehabilitative value more readily.

Group Structure, Methods, and Procedures.

After both groups were psychologically tested, it was necessary to determine the proper location for the group sessions. Two conditions, availability and atmosphere, had

to be considered. Availability was limited because of overcrowded conditions. It was finally decided, with the permission of the directing psychologist, that the group sessions could be held in one of the testing rooms adjacent to the psychological clinic. Three separate rooms were available for group discussions. This was necessary when a particular room selected was unavailable. This arrangement was found a suitable one in which to conduct the group counseling sessions.

The question of how frequent and of what duration the group sessions should be was decided by the group leader and the directing psychologist. In order to comply with the routine program at the training school, it was decided that for the purpose of this study, one-hour sessions would be held twice weekly for a four-month study period. Topics for group discussion were selected by the group counseling leader, and were divided into the following phases:

(1) The first phase consisted of group orientation with emphasis on the delinquent's conflict with laws, law enforcement, and social attitudes.

(2) The second phase consisted of penetrating the delinquent's hostile defenses and fear of rejection. During this phase, an attempt was made by the group leader to

motivate the individual delinquent into discussion, stimulating interaction within the group, thus focusing upon his own personal experiences and the reasons he was in training school.

(3) The third phase was directed toward re-educating the group to becoming aware of their distorted values concerning right and wrong, hoping to redirect their attitudes toward authority, morality, and social behavior.

The study was directed with hope of obtaining the following results:

(1) The attainment of more self-confidence, thus building a needed personality trait for approaching life and its problems more realistically;

(2) A growing awareness of personal limitations and assets, thus showing increased maturity in handling personal problems and individual needs;

(3) Enough motivation to desire a change of self-conception through the group experience, by finding a new dignity and personal worth;

(4) The personal satisfaction of conforming to environmental restrictions, thus striving for more acceptable rewards for good behavior.

CHAPTER IV

REPORT OF THE STUDY

Selected by the directing psychologist and the group leader, the following tests were administered to measure group responses of the control and guided groups before and after exposure to guided group counseling sessions:

1. Stanford Achievement Test (Intermediate Battery, Partial Form)
2. Mooney Problem Check List (J-Junior High School Form)
3. Machover Draw-A-Person Test
4. Bender Gestalt Test

The Rorschach test was not used because of staff limitations and time required for its application and interpretation although this projective test would have been preferred because of the qualitative nature of the investigation. The Rorschach technique offers a more definite response pattern of a person's emotional growth, or lack of emotional

growth. Its intended use in this study was to measure any gain of individual personality maturity after exposure to guided group counseling. The omission of this test was compensated for by other institutional behavioral reports and the use of the Machover Draw-A-Person Test.

Disciplinary reports before, during, and after guided group counseling sessions were recorded to follow the adjustment of the control and guided group members. These reports came from cottage parents, school personnel, and other staff members, and consisted of the following incidences:

1. Fighting (among peers)
2. General Misbehavior (smoking, petty stealing, and general horseplay)
3. Truancy (runaway from the school's grounds)
4. Defiance of authority (rebellion against staff and institutional rules)

I. CRITERIA FOR MEASURING ADJUSTMENT

John N. Washburne says of well-adjusted and maladjusted individuals that the "...co-operative, happy person who

seems to be dealing effectively with his environment was counted well adjusted; the unco-operative, discontented, disorderly, estranged person or one who seemed to be unable either to alter his environment or to adapt himself to it was counted maladjusted."[1]

This general definition of "well-adjusted" and "maladjusted" seemed appropriate for qualifying the measure of adjustment used in this study. With this broad differentiation of the well-adjusted and the maladjusted in mind, the records of each individual delinquent selected for study were examined to extract those factors pertaining to the measure of, or the degree of, adjustment and maladjustment within a training school setting.

It is important to consider the length of time spent at a juvenile training school in measuring adjustment. At the Boys Training School five months is the minimum amount of time spent before a boy can be released on parole or discharged, the average stay being approximately seven or eight months. If a boy is motivated enough to do well in his adjustment within the institution, he will usually keep out of trouble, and attempt to "join" the system rather than rebel

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[1]John N. Washburne, Washburne Social Adjustment Inventory, 1936, Manual, p. 1.

against it. The length of stay is important when compared to other concomitant factors shortening or lengthening the individual's confinement at the institution.

School progress during this study could not be measured accurately since the investigation began in April and school classes closed in June. However, a delinquent's motivation, attitudes, progress, and general conduct are usually indicative of positive or negative gains not only in academic work but in behavior with peers and teachers, as well. This study measured only reading and arithmetic changes, using the Stanford Achievement Test.

Modern educational philosophy sees the school as being concerned with the whole person. Obviously, the delinquent has problems; even if he himself doesn't think so, society does. Within the "normal" school setting certain types of tests are administered to indicate personal problems affecting the student, and to suggest means by which the student may adjust to his problems. The Boys Training School approaches such problems in the same way. Knowing that problems of both an individual and group nature exist, the school mobilizes its counseling services to meet particular individual and group needs. In this study the increase and decrease of "problem" adjustment was measured by the Mooney

Problem Checklist.

The delinquent group used in this study was classified as having had poor or diffused relationships with one or both parents. If these relationships are assumed to be a leading factor in causing delinquency, the expression of this diffusion may carry over in affecting the delinquent's relationships with other adults he encounters. The delinquent having a diffused identity with his parental figure may become hostile, aggressive, and jealous. These overt characteristics serve as his defense against fear, anxiety, and loneliness. Other defenses suitable to his personality may force him to withdraw and become constricted during stress situations. In this investigation the Machover Draw-A-Person Test was used to interpret the boys' projected identification in their relationships to male and female figures. If there was poor identification or diffusion, it was important to note and interpret any change taken place within the institutional setting.

Inside the training school there may be some delinquents who have difficulty adjusting because of injury, however slight, to the brain region. Knowing what the disturbance is not only suggests cause and effect, but may be vital to catching any disturbance at the earliest possible

date. In this study a possible organic disturbance originating in the brain region of the delinquent was measured, at least on a surface level. To indicate or suggest possible brain damage or organic disturbance, the test used to measure and/or suggest any follow-up diagnosis of injury was the Bender Gestalt.

The type of misconduct report recorded by officials within the training school is considered important and was viewed with such questions as when, where, why, and how the misconduct occurred. Misconduct in the training school, may be best understood in terms of aggression, perversion, or accident. From the standpoint of successful adjustment, fighting in the training school is deemed more serious than sneaking cigarettes. Stealing may be symptomatic of even deeper problems, especially when it occurs within the confines of a training school. "Horseplay" or general misbehavior are regarded as less serious misdemeanors, but truancy and overt defiance of authority are serious violations in the training school setting.

The criteria used to measure adjustment in this study followed no standardized adjustment forms. Most feasible at the time of this study in approaching the measurement of adjustment, was the use of the school's already existing

indexes. In this study, then, the criteria for adjustment was based principally on the clinical diagnosis and prognosis reported at the time of inmate classification. Included were the official records stating the delinquent's progress in the institution and his social history from the court records.

II. REPORT OF THE DIRECTING PSYCHOLOGIST

This report, by Mr. M. Keyser, directing psychologist at the Boys Training School, Lansing, Michigan, is an interpretative summary appraising the adjustment of the guided group as compared to the control group:

"The ten boys in the Guided Group were released in a period averaging 7.25 months. The Control Group obtained their release in an average period of 7.32 months. The releases are dependent upon length of stay, conformity, and grades from the various areas within the school.

The Guided Group increased reading ability an average of 1.75 grades. (The range went from a loss of 2.2 grades to a gain of 2.4 grades.) The Control Group indicated an average gain of 1.96 grades (with a range from minus 1.1 to a plus 1.7). The Guided Group gained in arithmetic an average of .76 grade with a range of minus 1.9 to a plus 1.9.

The Control Group gained an average of 1.34 grades with a range of minus .5 to a plus 2.4.

On the Mooney Problem Check List the Guided Group decreased the number of problems underlined an average of 12.3 problems with a range from plus 49 to a minus 47. The Control Group decreased an average of 16.4 problems with a range from 0 to 34.

Quantifying the Machover Draw-A-Person was done by taking the projected age of the male figure, and the Guided Group indicated an average gain of 2.1 years. The Control Group indicated an average gain of 1.6 years. The Bender Gestalt was quantified by using the size of figures in relation to the total space and the Guided Group indicated a decrease of .38, or roughly one third of the sheet. The Control Group decreased their average utilization of space .16 or roughly one-sixth.

The number of disciplinary reports or write-ups for the Guided Group during the period tested was 30, or an average of 3.0. The number of write-ups for the Control Group for the period was 36, or an average of 3.6.

The directing psychologist who interpreted the quality of the Machover drawings and the Bender Gestalt

found that there were no significant psychological differences in either group.

Generally, it may be noted that the boys in the Guided Group had a slightly better performance advantage which was not felt to be significant in their obtaining early releases. It was found that they were at a slight disadvantage in their capacity to gain in arithmetic. It was also found that there was a great deal more variability and less decrease of expressed problems in the Mooney Problem Check List. Also noted on the Machover test was the more extreme variability in the Guided Group compared to the Control Group, even though their average indicated more projected maturity within the Guided Group. Decrease in size on the Bender Gestalt suggests that the Guided Group gained greater constriction of impulsiveness and was more acceptive of external controls. It might even be said that they had a more fearful approach towards utilization of their performance tasks.

The disciplinary writeups contained about the same variability within each group, and the fact that the Control Group had slightly more impulsive behavior than the Guided Group during this time is not, in itself, significant.

In no case was the change of any of these medians

large enough to be statistically significant since the variability within each range was greater than the difference between the two groups. The relatively small number used in this study also precluded any possibility of making a definite statement; it should be considered more of a pilot study, for it is only suggestive. From these reports it would seem that if there were therapeutic benefits which could be measured by these instruments in a Guided Group Counseling setting, that there would also be concomitant therapeutic benefits within the entire program. If, when a boy was removed from a regular program setting, he was in some way deprived of the benefits of that specific program, then the additional benefits which might come from Guided Group Counseling sessions would not be significantly more beneficial, at least not in terms of the instruments used."

III. SUMMARY

The purpose of this study was to evaluate the adjustment of a group of disturbed delinquents and was particularly concerned with juvenile offenders who have been placed in a correctional training school and their responses to the use of Guided Group Counseling as a method of rehabilitation. The study proceeded on the hypothesis that a selected group

of delinquent boys exposed to Guided Group Counseling would make a more satisfactory adjustment within the training school setting than a delinquent peer group not exposed to group counseling. Two principal problems during the course of this investigation were: (1) determining the criteria for measuring the individual delinquent's adjustment within the guided group, and (2) evaluating the effectiveness of guided group counseling as a rehabilitative technique.

A review of the literature indicated that group therapy techniques are many and varied; yet the different approaches, regardless of their professional or non-professional application, can be divided into two general categories: the analytical and the repressive-inspirational. Those methods specifically designed for the rehabilitation of the institutionalized delinquent are the exception rather than the rule, although research efforts have shown the potential of group therapy techniques in the alleviation of psycho-social problems.

This study applied the repressive-inspirational approach with the purpose being to offer the delinquent a chance to share, exchange, and express his feelings, opinions, and attitudes through group sessions. Group interaction was guided with the hope of redirecting those boys who's values were distorted and unrealistic. Group direction and discussion fol-

lowed an eclectic approach in this effort to re-educate the delinquent.

The results produced by this study were inconclusive. The study established no definite criteria by which to measure the degree of personality growth that may have taken place within the guided group sessions. However, a number of impressions have been recorded which indicate the personality growth of some of the boys in the guided group.

IV. CONCLUSIONS

The conclusions reached in this study are subjective, being based on the writer's direct observation, interaction, and verbatim reporting of the guided group's progress during the four-month study period.

A number of inherent limitations must be stated before proceeding with the findings of this study. First, there can be no quantitative significance attached to the clinical findings reported by the directing psychologist, for the sample selected for study was too limited for any statistical verification. Second, the length of stay of the individual delinquent boy participating in the guided group was in no way dependent upon his progress within the group

counseling sessions and was therefore unpredictable. Third, the many variables found in the training school setting were not controlled, thus making it impossible to determine whether guided group counseling was directly responsible for any improved institutional adjustment. Lastly, there was always the danger of personal bias, on the part of the investigator, in reporting his findings.

Group progress within the guided group was recorded in a verbatim report after each counseling session. The following observations were based on the writer's direct experience as group leader of the guided group counseling sessions:

1. Within the guided group there was observed a marked decrease in the overt hostility exhibited toward the group leader. This was particularly so during the later group sessions.

2. Some boys within the guided group were observed to lose some of their constricted personality traits, becoming more extroverted and better able to express themselves. This was more apparent as their group experience increased.

3. It was observed that some boys displayed more self-confidence in their interaction with the group leader by

being more relaxed in verbalizing their feelings. Increased self-confidence was also noted between the group members.

4. During the later group sessions, the majority of the boys were observed to be more cohesive, responsive, relaxed, alert, tolerant, and friendly, and seemed more willing to try pleasing others within the group.

Guided group counseling, as used in this study for the institutionalized delinquent, was an attempt on the part of the investigator to fill the gaps left between individual psychotherapy, academic education, and social recreation. The above considerations of personality growth do not infer or suggest that the members of the guided group were rehabilitated because of exposure to guided group counseling; however, the recorded responses compiled during the group process may serve as indicators that the technique is worthy of further research.

The future potential of group therapy techniques, particularly those applied for the rehabilitation of institutionalized delinquents, depends on continuing research efforts. During the course of this study, a number of unanswered questions became apparent, but answers to these questions are beyond the scope of the reported study. Future research

might explore the following:

1. Where in the training school can group counseling techniques be integrated? Could research designs determine that the cottage setting is more workable than any other in the training school?

2. What group therapy techniques work best with what type problem-boys and why?

3. If the cottage setting were found the most workable environment in which to hold group sessions, what role, and what kind of in-service training would be required for cottage parents?

4. During the re-education of the institutionalized delinquent using group approaches, what areas of discussion are most useful and effective in directing the delinquent's values?

5. What is the correlation between success or failure for the institutionalized delinquent exposed to group counseling (or other group therapy approaches) and the offense committed?

6. What factors in the group process can be isolated and determined successful with any delinquent group in need

of corrective treatment?

7. Can group counseling effectively prepare the juvenile inmate for parole?

8. How effective would group counseling be as a post-institutional service in the community for boys on parole?

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APPENDIX A

"JAY," WHITE, BORN, 3-7-42, ADM. 1-13-58, WEIGHT 125 IBS; HEIGHT, 5'8"; EYES, BROWN; HAIR, BROWN; COMP. FAIR; BUILD, MEDIUM.

Case History, White Protestant

Problem: Jay first became known to the court in November for larceny of bicycles. In December while again accompanied by some other boys, he ran away from home and stole two automobiles. They were also involved in numerous breaking and enterings of dwellings and business places. The B and E's numbered about ten in all and quite a bit of property was also damaged. Jay feels the court was fair in sending him to B.T.S. and he cried all during the interview. He wants to do a good job here and be released in the minimum amount of time.

Background: Jay last lived with his mother and step-father in Michigan. He has two sisters, 13 and 20, who are married and five half-brothers living at home, the oldest being eleven years old. He says the neighborhood was poor and that most of the kids in the neighborhood got into trouble. Jay states his father worked as a janitor, earning approximately $80.00 a week and sometimes $100.00 a week when he makes overtime. He says his step-father has been employed as a janitor for ten years. He says there is never any arguing in the family and that they seem to get along quite well. Jay states the main reason he got into trouble was that after stealing the bicycles he was supposed to be in at 8 o'clock every night, and that he just didn't want to stay in, so he ran away from home. There was no social history contained in the court papers and most of this information was gained from a personal interview.

School Background: Jay attended three grade schools, one junior high school where he was last in the eighth grade. He says he made poor grades in school and that the work seemed hard. He says he became discouraged and truanted often from school. In fact he goes so far to say he even hated school. He does not want to attend here but realizes he has to because of his age. He gives a preference for men teachers because he feels they understand his problems better. Despite the fact that his official delinquent behavior began only a few months ago, it is evident that Jay has been having difficulty in school for some time.

Interests: Jay says he has belonged to the Boy Scouts and a Teen Club at one time. However, he has no hobbies or sports interests. He used to work at a grocery store once, and for a future job he would like to be a store keeper. He has never used any narcotics, doesn't drink, smoke, and has never had sexual relations with girls.

Health: Jay says he has never been seriously ill and appears in good health at the present time, although he is rather thin.

Religion: Jay lists himself as Protestant, but says he never attends church and that his parents never attend either.

Intelligence: Full scale IQ 88, dull average range.

Test Findings: The Stanford reveals an academic retardation of about four years. The Mooney emphasizes a very immature, passive, dependent, narcissistic syndrome. The Sentence Completion Test emphasizes the severe limitations of his personality with immaturity, dependency needs, and low psychic energies. The Machover

confirms the dependency needs to both parent figures and the lack of an ability to give anything toward the interpersonal relationships that he needs. Despite the cross-dominant factors, there were no major deviations to indicate an organic limitation on the Bender-Gestalt.

Interview: Jay indicated that he gets along well at home with his step father and mother but said he would prefer to live with a sister. When pressed on this point he withdrew his preference and indicated disinterest. This is felt to be another weak point in his total picture.

Clinic Report: Jay is near average size and physical development. He tests to be right-handed and right-eye dominant with the usual borderline capacities associated to this syndrome. He has dull average intelligence and is academically retarded four years. His personality contains an extremely large number of immaturity and emotional tendency signs.

Behavior to watch for:

1. Crying
2. Truancy
3. Temper tantrums

What this boy needs:

1. A great deal more than the average amount of supervision, support, and time.

VINCENT, BORN 11-7-42, ADM. 2-17-58, WEIGHT 115 LBS., HEIGHT 5'6½"; EYES, BROWN; COMP. RUDDY; HAIR, LT. BROWN; BUILD, SMALL.

Case History, White Catholic

Problem: Vincent first came to the attention of the court in September, 1955, when he was charged with petty larceny. Similar offenses were reported in March and May of 1956. He was placed on a year's probation to June, 1957, at which time he was released. On January 27, 1958 this boy, with other juveniles, was involved in a car theft. At a hearing in February he was committed to the B.T.S. Vincent feels the court was fair in sending him to B.T.S. and he hopes to do a good job and be released in the minimum amount of time.

Background: Vincent last lived with his parents in East Detroit, Michigan. He has two sisters and two brothers living at home. The father works in an automobile factory. The mother maintains the home. Vincent claims the present neighborhood is a poor neighborhood and that most of the houses are run down. He says he has difficulty getting along with his mother and that he also has some difficulty with his father. He says his mother is more quiet than his father and that for punishment his father would usually send him to his room. He says he loves both of his parents and he feels that they love him. He says his father counseled with him when he got into trouble but that he just would not listen to his parents. He feels that they are both very understanding. Vincent says he got into trouble because he wanted to, and not because he was influenced by his friends. The above was taken directly from the boy's statement as the court records contained no social history.

School: Vincent attended two grade schools and one junior high school where he was last enrolled in the 9th grade. He claims he made poor grades in school but that he liked school even though it was fairly hard for him. He likes men teachers better than women teachers because they explain the work better. He has never been expelled from school, but says he truanted frequently.

Interests: Vincent says he has never belonged to any clubs or groups but likes basketball and has no other hobbies. He says he has worked on a paper route, milk route, and has done odd jobs. He would like to be a mechanic for future vocation. He says he has never used narcotics, does not drink, and has never had any sexual relations with girls; however, he has smoked.

Health: Vincent says he has never been seriously ill and he appears in good health at the present time.

Religion: The boy says he is Catholic and attends church regularly. He says he has been baptized, has had his first communion, and has been confirmed. He says he has no special interest in this area.

Intelligence: Full scale IQ 86, dull average range.

Test Findings: The Stanford reveals an academic retardation of about three years. The Bennett shows above average hand tool skills. The Mooney Problem Check List allows him to emphasize his needs for a great deal of freedom, money, and difficulties in school. The Sentence Completion Test suggests this boy is extremely immature and has had very poor social development. The Machover demonstrates feelings of dependency toward all adult figures and a need for external controls. He consciously rejects

the supervision and the obedience necessary to satisfy these dependency needs.

Clinic Report: Vincent is of average size and physical development. He is left-handed and right eye dominant. He tests to have dull average intelligence and is academically retarded about three years. He does possess above average hand tool skills. This boy's personality shows the effect of over-indulgence and permissive controls of a family that has allowed him to travel with an antisocial peer group and identify with them. He may be expected to conform to group pressure and will display only minimum difficulties in adjustments. Prognosis average.

Behavior to watch for:

1. Immature temper tantrums and possible truancy.

What the boy needs: Strict external controls and quite a long time in one school.

MARVIN, BORN 6-10-43, ADM. 1-28-58, WEIGHT 138 LBS., HEIGHT 5'8"; EYES, BROWN; HAIR, BLACK; COM. DARK; BUILD, LARGE.

Case History, Protestant Negro

Problem: Marvin was first referred to the court by the police on 12-19-55 for a B and E of a grocery store. Again he was referred on 1-26-56 for larceny of ammunition from a Goodyear store. He distributed the ammunition to other boys at school where he was a student. On 11-13-57 another petition was filed on Marvin alleging that he broke the showcase window of the Western Michigan Trailer Sales Building and reached through the broken glass and took four guns. These guns he sold, traded, or gave to boy friends. The last referral on 1-11-58 alleged that he had broken into a grocery store looking for a gun but failing to find one there he broke the glass door where he again entered and committed larceny of four guns. Earlier in January, about 1-4-58, Marvin had broken into a candy truck and had stolen $65.00. Marvin had truanted from home to Gary, Indiana, where he was apprehended.

Family Background: Marvin comes from a broken home. His father, age 37, and mother, aged 37, were married in 1942 in Mississippi where both were born and raised. They were divorced the following year. Marvin was born to the marriage on 6-10-43. In 1948 the mother was again married to a Mr. White. There was a divorce in this marriage in 1954. One daughter, Janet, was born to the union on 6-19-50. Since the divorce another child was born out of wedlock on 5-13-55. This child is supported by the father who is a married man whose wife lives in Mississippi. In addition to the support that Mr. W. gives

the mother, she also receives the sum of $130.00 per month from A. D. C. The home in which this family lives is a five-room bungalow type. The home is kept neat and clean. Marvin says his mother is very nice. The record indicates she is pregnant again by Mr. W.

School: Marvin was last enrolled in the 8th grade. He says he has difficulty in reading. Though dull, he stated that he liked school.

Religion: Marvin, with his family, is Protestant. His mother is an active member of the Second Baptist Church.

Health: Marvin states that he has good health though he is enuretic.

Interests: This boy is not especially fond of school sports, except track. He also likes archery. He would like to do machine shop work, but has been guided to general shop.

Intelligence: Full scale IQ - 90.

Test Findings: The Machover Test indicates evasiveness, difficulties in relation to women, infantile jealousy, and repressed hostility. The Sentence Completion Test emphasizes also repressed hostility and a neurotic manner of dealing with his impulses.

Marvin has had a spasmodic record of stealing, mostly guns. His personality and habit problems are nail biting, enuresis, sensitivity, teasing, day-dreaming, and inability to learn. His conduct problems are lying and stealing. In the interview Marvin tended to be somewhat naive and open with his problems. One of his chief difficulties, according to him, is the fact that when he gets worked up, he is afraid that he might hurt somebody.

Clinic Report:

Marvin is a large, mature looking colored boy of high dull intelligence, four years retarded in reading, and three years retarded in arithmetic. His hand tool dexterity is superior. Outstanding feature of his test results is the great degree of repressed hostility which comes out in various symptoms. This boy appears will meaning, but with a number of disturbing problems. He may be the target for sexual and agressive behavior. The prognosis is average.

Behavior to watch for:

1. This boy does not recognize his own anger and may be teased into violent behavior.
2. However, on the whole, he is quite submissive and appears to be easy to get along with.
3. May be target for sex and agressive behavior.
4. Also is embarrassed when someone praises him.

What the boy needs:

1. Emphasis on easy-going treatment and supportive counseling.
2. Remedial training.

MAJOR, BORN 11-21-42, WEIGHT 156, ADM. 2-4-58, HEIGHT 5'6" EYES, BROWN; HAIR, BLACK; COMP, DARK; BUILD, LARGE.

Case History, Negro Protestant

Problem: Major has been involved in many difficulties which date back to May 18, 1957, when he and another boy stole a letter. In the letter there was a government check, which the boys had in their possession when apprehended. In July of that year he was placed on probation. In December of 1957 he was apprehended for purse snatching. He admitted to the police that this was not the first purse he was involved in stealing. During the early part of 1958 he again was caught stealing purses. All in all, Major has admitted his part in at least six purse thefts. He was in the detention home on at least one occasion. He has been a chronic truant from school and his behavior record was far from good.

Family Background: Major's father was born in Alabama, presently he is working for the Dodge plant in Detroit earning around $80.00 per week on the assembly line. Major's mother stays home and keeps house for the children, which number nine in total. The family lives in a very poor environment and the house standards are low. The probation officer felt that the home was responsible in a large part for the boy's delinquency. He also felt that the parents did not understand Major very well, as far as his problems were concerned. The family has had various contacts with social agencies. Their contacts with the family date back several years. A brother James is suspected of being mentally retarded. Major told the worker that he gets along with both his parents, but prefers his mother over his father. He claims his father is always bawling him out and seldom has anything nice to say. The father had been

giving him $5.00 per week for spending money, according to the boy. The parents are supposed to have a good relationship with each other according to the boy. They have seldom displayed any differences between them in the presence of the children.

School: Major last attended a special school. His IQ there was tested as 72. His school work was poor, and he put forth little effort to improve his conduct.

Religion: Major told worker that he was of the Protestant faith and that he attends services regularly.

Interests: Major says that he attended the recreational center near his home. He enjoys dancing, and going to movies, and watching TV. This he likes to do with his girl friend. He claims that he got in with the wrong crowd and that it is difficult for him to break away from them. He particularly enjoyed picnics with the family and outings on Belle Isle. He mentioned the times he went canoeing and the fun that he had.

Health: Major and the other members of the family are all in good health.

Intelligence: Estimated Wechsler IQ 82; dull normal range.

Test Findings: The Machover Test shows a rather immature personality with constriction and a good deal of evasiveness. He would seem to be orally aggressive when under stress and shows characteristics of insecurity and sexual immaturity. Anxiety is present. Major's Sentence Completion Test stresses his preoccupation with the manner in which his gang led him into delinquency. He appears convinced in his mind that he will

give up his former ways. The boy is extremely lonely for home and family. Principal preoccupation on the Sentence Completion Test involves many worries.

Education: The probation officer indicated that Major has had some difficulty in school, mainly due to his suspected I.Q., and the family has had numerous contacts with social agencies.

School reports say that the boy's school work, efforts, and conduct are relatively poor. He is a quiet lad, but rather determined, according to school reports. The low I.Q. is stressed in this report. It was also said that his attitude is that of not comprehending the seriousness of his behavior. One of the principal preoccupations stated was regarding his loneliness for home.

Clinic Report: Major is a large colored boy of dull normal intelligence, a year and a half retarded in reading, and two and a half years retarded in arithmetic. His hand tool dexterity is above average. The boy seems to be a rather passive, constricted, very slow-working boy whose principal problems appear to be dependence and insecurity; low intelligence and material deprivation associated with a large and inadequate family have contributed to his delinquency. It is believed that the prognosis will not be very good.

Behavior to watch for:

1. This boy is very constricted, quiet, and thinks very slowly.

What the boy needs:

1. Efforts to build up the boy's security such as praise for persistent effort.

2. Draw the boy out.

RALEIGH, BORN 9-21-42, ADM. 2-4-58, WEIGHT 110 LBS., HEIGHT 5'5½", EYES, BLUE; HAIR, BROWN; COMP, DARK; BUILD, SMALL.

Case History, White Catholic

Problem: Raleigh was first referred to the court in January, 1955, for "being" involved with another boy in taking wallets from the hockey player's dressing room. Subsequent offenses included larceny from a cabin, shiplifting (BB guns, fishing tackle, etc.), and UDAA in January, 1958, in the company of other boys. Raleigh remarked that he had broken windows when age eleven, and in the winter had stolen sleighs and four rifles from parked cars for which he was apprehended. He has a record of some school truancy and misbehavior.

Family Background: The court papers contain very little helpful background family information. Raleigh has been living with his mother and stepfather. He has three brothers, ages eighteen, nineteen, and twenty-five (one in the service and one married) and three sisters, ages twenty-two, twenty-six, and twenty-eight (all of whom are married). Raleigh's father died in November, 1950. According to Raleigh, his father drowned while working on a Great Lakes ship at the age of thirty-five. Raleigh commented that his father "used to drink quite a bit and get in fights with my mother." "He broke my mother's ankle one time. Once he tried to throw my grandma out a second story window but my brother hit him over the head with a shoe in time. He used to give me lickings but I was used to it then." From the age of seven to nine, Raleigh remarked, he lived in the Holy Family Orphanage at Marquette. Raleigh expressed resentment toward the institution because of the harsh treatment he received there.

In describing his mother, age fifty-two, he said, "She's short and fat and gets drunk about once a week. She won't start nothing unless someone gets her mad. She will give me money when I want to go out." In speaking of his step father he commented, "He's a nice guy and I've had more fun since I've known him. He works for a dredging company. He never hits me but just bawls me out. I can't stand to have him bawl me out. I'd rather have somebody beat me up." It has been over a year, Raleigh said, since he has seen his brothers or sisters except for two of them. He seems to have a rather strong attachment for one of his sisters, Marie, at whose home he has visited during summer. He said the family lives in an apartment and he hopes to return home upon release.

School: When in school Raleigh has attended the ninth grade. Except for having two teachers who were undesirable from Raleigh's viewpoint, he commented that generally he liked school. However, he has truanted and had some behavioral difficulty in school.

Religion: The court papers state that Raleigh, his parents, and stepfather are Roman Catholic. Raleigh commented, "I didn't go to church too much because I went hunting a lot." He remarked that he attended once a week and that his parents were non-attenders.

Interests: Hunting and fishing were mentioned by Raleigh as the sports in which he has the greatest interest. He has smoked but questions the advisability while here. According to Raleigh, he has never drunk intoxicating beverages or used dope of any kind. He indicated having had no heterosexual relations and said that he was never a gang member. As far as a trade training assignment goes, he remarked that he wants one where he could "get good

marks."

Health: Raleigh's teeth are in poor condition. When age fourteen he had yellow jaundice. Raleigh remarked that bed wetting has been a persistent problem with him, the source of considerable embarrassment. As far as he knew, other members of the family were in good health.

Intelligence: Estimated Wechsler IQ 112; bright normal range.

Test Findings: The Machover Test shows that Raleigh is a rather dependent, passive personality, who views the female figure as somewhat inadequate and has anxiety concerning her. Identification does not seem to have progressed very far, According to the Sentence Comletion Test, Raleigh has enuresis. Marked dependency feelings to the extent of regressive behavior are evident and the boy feels somewhat rejected by others. The patterns of the Mooney Problem Check List indicates somewhat of a neurotic adjustment. Such problems as worrying, lack of self-confidence, wishing I'd never been born, feeling ashamed of something I've done, and afraid God is going to punish me. Certain identifications throughout the test as a whole suggest that Raleigh may have a tendency to convert anxiety into physical symptoms.

Prior to 1950, the court had received complaints about the parents drinking. A sister took three of the younger boys into her apartment to live. She is also said to be negligent in caring for her children. The stepfather appears to be inadequate. All boys in the family have been delinquent at one time or another. The mother, in the recent court hearing, asked the court if it would put in writing instructions for

Raleigh to obey her.

Raleigh explained his difficulties by the fact that there is not much to do at night, and that he had arguments with his teachers. It appears that Raleigh cannot express himself too well and he appears to be maladjusted socially.

Clinic Report: Raleigh is a passive fifteen-year old of bright normal intelligence, about a half year retarded in scholastic achievement, having above average tool dexterity. Examination indicates that the boy is developing something of a neurotic reaction, is inadequate and maladjusted socially, has a tendency to convert his anxiety into bodily symptoms. He is an extremely dependent boy, and it is believed that his mother has contributed directly to his delinquency by her inability to exert controls. The prognosis is average.

Behavior to watch for:

1. Extremely passive, dependent boy.
2. Enuresis.
3. Maladjusted socially and unable to express himself well.
4. Anxious and lacks self-confidence.
5. Feels rejected by others.

What the boy needs:

1. Regular program will do much toward the boy's rehabilitation.
2. Draw him out. Make an effort to utilize his good intelligence in school.
3. Will profit from counseling.

RONALD, BORN 7-3-43, ADM. 2-18-58, WEIGHT 120 LBS., HEIGHT 5'5", EYES, BROWN; HAIR, BROWN; COMP. DARK, BUILD, SMALL.

Case History, White Catholic

Problem: Ronald was referred to the court and committed to the BTS for a B and E and for larceny of money, watches, and coin purses. However, Ronald was first referred on 2-29-26 by the City Police Department for the B and E of a store where he committed larceny of a carton of cigarettes and the sum of $15.00 or $20.00. He was again referred to the court in a petition which was filed by the school on 5-28-56 alleging that Ronald had stolen a billfold containing the sum of $10.25 and which belonged to one of his teachers. At this time he was released to his parents but was to be placed with his grandparents in Vermont. On 10-8-57 another petition was filed by the City Police alleging that Ronald, in company with two other boys, affected a B and E of the K_____ Company, and maliciously destroyed property in the amount of $2,000.00 or more. In addition to these offenses, Ronald had stolen and dismantled bicycles and had done shoplifting.

Family Background: Ronald is the oldest of six children. He has four brothers and one sister. Another sister is deceased. The parents are both in their middle thirties. Ronald's father is employed, and earns $80.00 per week. The mother is not employed outside the home.

The home in which the family lives is rented at $50.00 per month. It is moderately furnished and though it is clean, it is not very orderly. There are seven rooms and four bedrooms. The father is said to drink

beer but not to excess. The mother does not imbibe at all. Ronald said his parents seem to get along very well with each other. He said his mother used to spank him and when she did she told his dad of it, who "whips me all over again." Ronald spent six or seven months in Vermont with his grandparents, but because of the illness of his grandmother, he had to return to his parents in A--. Ronald said that a gas range had blown up and his grandmother was burned. He said that she seems to be all right now, and he hopes to return there when he is released from the school. Ronald says he obeys his parents sometimes, but says he "wouldn't be here if I did."

School: Ronald was last enrolled in a parochial school. He likes spelling and English. He skipped when he was real small. He likes his teachers who are Sisters, he said. He has attended school in a number of different ones. He hopes to finish high school.

Religion: Ronald's religion is Roman Catholic. He has been confirmed and has made his First Communion. His mother is also Catholic, but his father is Protestant. There has been some talk among his parents that his father too might join the Catholic faith.

Health: Ronald said that his health is all right now but that he has had pneumonia three or four times. He is quite susceptible to colds, but has not had pneumonia for three or four years. His sister (deceased) died of pneumonia.

Interests: Ronald does not have a hobby but he likes to hunt and fish, and he likes school sports such as football and baseball, but not basketball. He hopes to be a tool and die

maker or some sort of an engineer when he has to earn his own living.

Intelligence: Estimated Wechsler IQ 103, average range.

Test Findings: The Machover Test shows a disturbance regarding the female figure, some anxiety, perhaps homosexual problems. Ronald is inclined to be somewhat anxious and immature. Very little diagnostic information could be obtained from the Sentence Completion Test as Ronald tended to be quite evasive and probably tends to repress a great deal. There were some inconsistent, odd responses. According to the Mooney Problem Check List the boy has a large number of problems having to do with self-centered concerns and relationships to other people.

The records state that Ronald tends to be exceptionally quiet in school and he is described as a nice looking, mild mannered, passive boy, well dressed and neat looking. The family is said to move around frequently for no known reason.

The boy insists that his relationships with his parents are about the same, but admitted that his father talked things over with him more than his mother did. When asked the reason for his trouble, he stated that he only wanted to see if he could get away with it, to see if he got caught or not. Ronald admitted that he got into quite a few fights and lost his temper when people called him names. He described episodes which suggest blind rage reactions.

Clinic Report: Ronald is a fourteen-year old of average intelligence, one year advanced in reading

and who achieves at his proper grade in arithmetic. His hand tool dexterity is above average. The boy is somewhat disturbed, being rather infantile at times and subject to rage reactions. He appears to lack self-understanding. The test brings out a very disturbed relationship with his mother. The prognosis is below average.

Behavior to watch for:

1. The boy is very open in his conversation but tends to lack self-understanding.
2. Watch for rage reactions when fighting. Also, watch for temper tantrums.
3. Watch for some sex play.

What this boy needs: More than average support and discipline.

ROBERT, BORN 9-13-42, ADM. 3-3-58, WEIGHT 138 LBS., HEIGHT, 5'3½", EYES, HAZEL; HAIR, BROWN; COMP. DARK, BUILD, MEDIUM.

Case History, White Protestant

Problem: Robert, having been known to the court since January of 1957 for theft of 25 automobiles, B and E with theft of $540.00, a theft of drums, wheel, and top coat from the back of an automobile, school truancy, and is also responsible for the pregnancy of a 13-year old girl, who gave birth to Robert's child in January of 1958. During the interview, he stated that he always picks up "things that don't belong to me." The court papers state that Robert admits his guilt when accused of the various crimes but often presents complicated alibis in defense of his behavior.

Family Background: Robert was born in Tennessee and moved to Michigan when he was two years of age. He lives with his mother and stepfather. Robert has two brothers, ages 17 and 18, and two stepbrothers, ages 5 and 7. Robert states that his mother and stepfather have been married nine years.

Robert lived with his father until he was seven years old. He says, "All I remember about my father is him beating me." Robert states that his father works in the C_____ plant, is 35 years old and the only time he sees his father is when he gets in trouble. Robert says his mother is 32 years old, a waitress and is always nice to him. He states that he gets along with her and never argues, and that she would do anything for him, and that she was what a mother should be. Robert says his stepfather is 29 years old and got out of prison 4 or 5 months ago. He was sent to prison for forgery. Of his

stepfather Robert says, "He used to just lay around the house and drink wine and make us all do the work, and him and mother used to argue all the time." He says that he got along well with his brothers. The family home is in a nice neighborhood. He said he gets along well at home and gets everything he wants. Acutally, the home situation and the family relationships are not as positive as he describes. Robert became a father in January, 1958. He intends to marry the girl.

School: Robert last attended the 9th grade in school. He truanted frequently during the last three years and attended many different schools. He says he fights with the other kids. He states that he would like to attend school at BTS because he wants to get all the education he can.

Religion: Robert is of the Protestant faith and has a preference for the First Missionary and Baptist Church. He attended only occasionally while at home. His older brother and mother attend church occasionally.

Health: Robert has never been seriously ill or injured. He states that his stepbrother, age 7, has a brain disorder and is always doing silly things.

Interests: Robert likes to swim and play baseball and basketball. He smokes and drinks a lot with older boy friends. He claims to have had heterosexual relationships this year with many girls. He is interested in either the paint shop or bakery, besides school here at BTS.

Intelligence: Estimated Wechsler IQ 85; dull normal range.

Test Findings: The Machover Test shows emotional immaturity,

some evidence of rejection of the female, and dependent feelings. Sexual preoccupation is also noted. The Sentence Completion Test emphasizes Robert's sensitivity to criticism and feeling of being rejected by others. He is also nervous. A large number of problems were checked on the Mooney Problem Check List (99). The areas of greatest concern were in self-centered problems, difficulty involving people in general, and school problems.

Robert is alleged to have stolen twenty-two automobiles. He also is charged with causing the pregnancy of a 13-year old girl. When the boy just began to have difficulty he had run away from home because he had been told by his older brother that his mother and stepfather were separating and that there would be no room for him in the new home. The mother, however, stated that Robert was drawing upon his imagination.

Robert seemed very remorseful about his poor behavior in the past; however, he tended to make excuses. Even so, his general manner of speaking was candid. He stated that the reason that he became involved in difficulties including fighting, was that he wanted to show his friends what he could do. He related some worries which were bothering him, presently, one of them being that he sometimes acts younger than he is and says silly things. He concluded the interview by emphasizing that he wished to go back and prove to people that he could do a good job; he would find work and pay money regularly to his girl friend's mother.

Clinic Report:

Robert is a fifteen-year old of dull normal intelligence, about a year and a half retarded in reading, and two and a half years retarded

in arithmetic achievement. His hand tool dexterity is below average. Examination indicates that the boy apparently feels rejected by other people, is very sensitive to criticism, and tends to attempt to prove himself to his friends. It appears that rejection and insecurity in the home have been contributing factors to his delinquency. His dull intelligence also works against him, although he seems to put forth considerable effort. The prognosis should be good here if supervisors will accept him.

Behavior to watch for:

1. This boy seems to be unusually sensitive to criticism and needs the approval of others.
2. Fighting.
3. Possible truancy.
4. Has interpersonal difficulty.

What this boy needs:

1. Above all, he needs to be accepted by others.

GARY, BORN 3-24-42, ADM. 2-11-58, WEIGHT 145 LBS., EYES, HAZEL; HAIR, DARK BROWN; COMP. DARK; BUILD, MED.

Case History, White Protestant

Problem: Gary first became known to the court in February of 1957 for nine known instances of car theft. Gary was placed on probation and reported faithfully each week. In June, 1957, he was placed in the detention home for the larceny of a transistor radio. Restitution was made for this, however, and he started in the tenth grade at T_____ High School in good shape. In November, he began fighting and was suspended from school. In December, he enrolled in continuation school and was taking a trade. He was there from the second of September through the twenty-fourth, but did not earn any credits as he did not complete any of the work. On January 20 to January 26 Gary was involved in the theft of five automobiles. Committment to BTS followed. Gary feels the court was fair in sending him to BTS, and he wants to do a good job here and be released in the minimum amount of time.

Family Background: Gary lived last with his parents. His father is 46 years of age, is Protestant, and is employed as an electrician. His mother, age 41, is Protestant and maintains the home. Gary has one sister, aged 20. She is married and lives outside the home. Gary expresses love for his parents and feels he gets along at home very well. Gary says he lives in a fair neighborhood of negro and white mixed. He says that there are kids in his neighborhood getting into trouble. Gary feels his home is adequate for his family and according to the court records they are buying this on a land contract. Gary says his father tried to teach him electricity and brought home radios for him to work on, but he was not

interested in these things. He says he wanted to drive a car and his father would not let him. He says he feels his father understands him and that he can sit down and talk with him, but that he went ahead and did as he pleased. The following was mostly gained from the boy, as there was little or no social history contained in the court records.

School: Gary attended one grade school, one junior high school, and one high school where he was last enrolled in the 12th grade. He says he made poor grades in school but that school was not hard for him. He says he just had no interest in school and truanted and was expelled for incorrigibility. The court records state that he has a lack of application in school. He likes men teachers better than women because he feels they are easier to get along with. He would like to go to school here and also when released.

Interests: Gary says he has never belonged to any clubs or gangs. Gary likes to collect car magazines but has no other hobbies or sports interests. He says he has worked in a Drug Store and has done odd jobs for work history, and would like to own a body shop for a future vocation. He says he has never used narcotics, does not drink, and has never had sexual relations with girls. He does smoke.

Health: Gary says he has never been seriously ill and appears in good health at the present time.

Religion: Gary says he is Protestant but that he does not attend church. The court records also say the parents are Protestant.

Intelligence: Abbreviated Wechsler IQ 94; average.

Test Findings:

The Machover Test shows emotional immaturity primarily. Certain characteristics are evident, such as tendency toward verbal hostility, dependency, sensitivity, distrust, and a tendency to project and repress. There are masculinity strivings and poor controls. The Sentence Completion Test points out a number of conflicts. One is in the area of trustworthiness. He is greatly preoccupied with the need for trust from others, yet frequently finds himself unable to be trustworthy. He is easily influenced by others but yet is immaturely stubborn. He has a need to be accepted but yet frequently comes in conflict with others and is disappointed when people don't live up to his expectations. He is also conflicted regarding authority. In addition, he has problems in lack of competence and achievement. Defensively he tends to project, rationalize, and repress. He is a neurotic boy.

The records state that Gary was expelled from school for fighting and is said to lack application in his studies. In talking with Gary, one finds that he puts a great deal of emphasis on good family relationships, but one gets the impression that he is repressing a great deal. Much of his conversation indicated problems with sensitivity and conflict with peers. He is aware of his lack of control and admits that he is a rather contrary individual.

Clinic Report:

Gary is a fifteen-year old of average intelligence, about a year and a half retarded in scholastic achievement, having average hand tool dexterity. A large discrepancy in IQ in favor of verbal indicates severe inhibiting factors in the personality. Examination indicates that emotional disturbance is responsible. He

is extremely immature with a lack of self-control and is developing a number of neurotic conflicts. Personality problems show up in difficulty in grasping directions. The prognosis is questionable.

Behavior to watch for:

1. Difficulty understanding directions.
2. Touchiness, defensiveness, easily irritated.
3. Hostile, fighting, stubborn, contrary.
4. Poor self-control.
5. Lack of confidence.

What the boy needs:

1. Work him gradually into assignments.
2. Help him achieve recognition in school.
3. Consistent handling.

GARY XII, BORN 1-15-44, ADM. 3-10-58, WGT. 105 LBS., EYES, BLUE; HEIGHT 5'3"; HAIR, BROWN; COMP. DARK; BUILD, SMALL.

Case History, White Protestant

Problem: Gary, age 14, has been known to the court since August, 1957, for bicycle theft, truancy, keeping late hours, theft of seven automobiles, breaking and entering two barber shops and three schools, safe-cracking and larceny. Gary reported his delinquent record in a non-committal fashion and said he only went along with the other boys. He said his truancy was the result of nobody being at home to get him up in time for school and that it was easier to stay home than to go to school late.

Family Background: Gary was born in Michigan, and has lived here all his life. He lives with his father. Gary's parents separated about six months ago and his mother has taken the four younger children. Gary says he gets along well with all his siblings and misses the younger ones. He said he was not happy about the separation but there was nothing he could do about it. He became very apprehensive when the subject of his parent's separation is mentioned. Gary says that he lives in a nice house but it was pretty small and his father hopes to buy a larger one soon. The father is employed at car manufacturing, and gives him all the money he needs. He claims that not having anyone at home to get him up for school caused him to be late, so he skipped school.

School: Gary last attended the seventh grade at B____ elementary school. He says he was able to do the work but did not go to school every day and this made school hard for him. The court papers stated Gary

was an eighth grade student, a chronic truant, and brought obscene literature to school.

Religion: Gary is of the Protestant faith but he does not attend church and has no preference for any denomination.

Interests: Gary says he likes to watch and to play baseball. He belongs to no clubs or organizations. He says he has several buddies he hangs around with, but does not belong to any gang. He said he smokes a little, does not drink, and denies heterosexual relationships. In fact, he stated that he did not know anything about sex "and that stuff." He said he would like to attend school full time at BTS. His future occupation goal is to get a job, maybe as a truck driver, but he wants to finish high school first.

Intelligence: Estimated Wechsler-Bellevue IQ (Form II) 100; average range.

Test Findings: The Machover Test shows that Gary is emotionally immature, with an unusually high anxiety level; however, this is not particularly manifest clinically. The manner in which the drawings are executed suggest rejection by the female figure. Hostility is prominent and the boy appears to be rather selfish. The Sentence Completion is that of an insecure, lonely, dependent boy. Relations with people and self-centered problems predominated on the Monney Check List. The records indicate that Gary has been a truant from school many times, keeps late hours, sleeps days, and brings obscene literature to school. The boy was involved in B and E, UDAA, and safe-cracking. He also did great damage to the inside of a house. His delinquency appears to be of a

rather short duration.

Gary lives with his father and stated that his mother left home around August and he does not know the reason. He stated that he got along better with his mother, but one suspects a poor relationship with both parents. When asked about his temper, he admitted that he has a temper, but he can hold it when he knows he has to. This would appear to characterize his other behavior, also indicating the need for close supervision.

Clinic Report: Gary is a slender fourteen-year old of average intelligence, about one year retarded in scholastic achievement, having superior tool dexterity. He is a rather anxious, insecure boy, whose home has been recently broken by the desertion of his mother. Gary's delinquency appears to be of a rather recent origin, perhaps associated with the above. This boy would require rather close supervision.

Behavior to watch for:

1. Rather immature, impulsive boy.

What this boy needs:

1. Close supervision and acceptance by supervisors.

HENRY, BORN 1-5-43, ADM. 1-20-58, WEIGHT 144 LBS., HAIR, BLACK; EYES, BROWN; COMP. LIGHT; BUILD, TALL THIN.

Case History, Negro Protestant

Problem: Henry was committed to our school for his part in the B and E of a grocery store, from which he and his co-delinquents stole beer, wine, and canned goods. On August 14, 1957, he was placed on six months probation for difficulties he had been into prior to this date. His delinquencies go back to August 23, 1955, when he and a companion were in a car which was parked on a lot. They were maneuvering the car to get it off the lot and drive it away. They were caught by a police officer and the owner while attempting to escape. They were given a warning at this time and placed on unofficial probation. In September of that same year, Henry and another boy used a truck to drive around the grounds of the company. They also had on their persons some cigars that they stole from the offices.

Family Background: Henry had been living with his mother and stepfather just prior to his committment to BTS. His mother gave birth to Henry while living illegitimately with the boy's father. He was last known to be living in Chicago, Illinois. The boy's mother remarried in 1943, the husband never divorced his previous wife. They had two children by their marriage. The father of these children was supporting them until August, 1955, after he had divorced Mrs. Y. The two girls at the time were temporarily removed from the mother's one-room home and placed in the home of the father. According to the court papers, the one-room home was not enough room for the children and there was hardly enough room to eat. Mrs. Y. has since then

married a Mr. L. who is 42 years old. They presently have a new-born girl in the family. The mother has given the court reason to believe that Henry is far beyond her control. If he behaves, he may stay at home, and if he doesn't, then the court can just take over. The home of Henry is such that he has learned to do things for himself, especially in school, since he had no incentive at home. Henry told the worker that he had no particular problem in the home.

School: Henry was last enrolled in the 8th grade. He was an excellent student in the past, as he has three report cards with all "A's" and "B's." During the past few months he has let his work habits slip considerably. There were no problems reported in school with Henry in the past.

Interests: Henry does not have any affiliation with any organized groups or clubs. He told worker that he smokes and drinks but has had no experience with any kind of dope. He likes parties and dances as part of his recreation. There is some interest in sports also.

Health: Henry told worker that his present health is good and that he has never been seriously ill in the past.

Intelligence: Full scale IQ 104, average range.

Test Findings: Henry shows on the Sentence Completion Test that he would like to have his own way and feels quite adequate in levels that make the acceptance of authority control rather difficult. He lists about the usual number of problems on the Mooney Problem Check List and feels that his most important problem is four infected teeth. The Machover reveals a rather inadequate identi-

fication to the father figure and extreme variations in his feelings toward the mother. This may be seen as wanting the mother to accept him but not to control him. It is felt that he has not accepted the stepfather on an emotional basis.

Clinic Report: Henry is a tall slim boy who tests to have average intelligence and superior hand tool skills. He is retarded one year in arithmetic but shows above grade level reading ability. This boy has much better capacities and social talents than would be expected from a rather poor home situation. It is felt that he was attempting to establish independence rather than trying to be anti-social. This boy should be easily handled in our program and will probably benefit from the experience here.

Behavior to watch for:

1. No special pathological behavior is expected.

What the boy needs:

1. The average support and supervision.

APPENDIX B

THE STUDY

April 4, 1958

Today the group leader met with the selected "guided group" for the first time. The room designated for the group sessions was not unlike any other room except that there were two small tables and a number of chairs around the tables. Leader arranged the tables similar to ones found at an executive board meeting with the director at the head of the table.

A knock on the door signified the boys' arrival. One by one they filed in, some occasionally glancing at Leader, but most of them quiet and glum. Together there were eight boys present, two being absent from the first session. During the pre-session gathering of the boys Leader noticed that there was very little conversation among them. There was no laughter; most of the boys sat down quietly as if awaiting the next order.

Leader sat directly at the head of the table. The session began with Leader asking each boy his name. This was repeated as Leader pointed to each boy a second time to be sure he had their names right. Robert corrected

Leader that he was "Bob;" he told Leader this was what he was usually called. Leader said, "Okay," and proceeded to introduce himself. Ronald, who was sitting next to Bob, laughed and told Bob that "Robert" was the same as "Bob." In return he received a not too gracious look from Bob who blurted, "No kidding."

All attention was on Leader now who had introduced himself and was telling the group a little about his background, his interests, and his relationship to the group--more or less a guiding sounding board. Leader continued informing the group that this was their group, their time, their privilege to discuss whatever they cared to discuss, and that the sessions were to be informal with their interests in mind. Also, they were informed, they really didn't have to say anything if they didn't want to. Furthermore, the boys were told, the leader might occasionally lecture or talk about juvenile delinquency, sports, religion, girls, sex, and ask questions like, "What do you want out of life?" At this point the boys looked at each other, mumbled a few unheard phrases, as if to as "What's with this guy?" They already were sizing up the group leader. Leader casually drifted into a brief description of juvenile delinquency,

explaining to the group that legally they were here because they had broken the law. Leader emphasized that they all would be leaving in a few months and taking their places in their respective communities.

Up to this time Leader's informal introduction revolved around delinquency, society-rules, the Boys Training School, and its place in society. The group remained quiet. Leader went over the point that he did not expect anyone to trust him right away (especially since some adults had already abused these boys), and that any topic to be brought up could be done with free-feeling regardless of what they wanted to talk about. They were informed that all group sessions would be confidential. Leader then asked the group if they all went to school here, and all answered affirmatively. Leader followed this question with one concerning their rate of progress. The silence was broken by Gary H., who stated he had much difficulty in school on the outside, and was having some here but was changing his attitude. Leader interrupted here, asking Gary what he meant by "change of attitude." Gary told the group he used to think he was better than anyone else and did not have to pay attention to anyone, especially his

teachers. He continued telling the group, who now focused their attention on Gary, that he, or anybody else with this poor attitude about school, was only fooling himself. Leader agreed, reminding the boys that it was better to join society than fight it. Gary nodded in agreement and looked at Leader with a look that asked for a thank you for speaking up. Gary was thanked for his contribution. Leader then asked how many agreed to this line of reasoning. Jay, Ronald, Vincent, and Gary G. nodded in agreement. Henry, Bob, and Ralleigh continued staring into space. The conversation continued between Gary H. and Leader, who continued supporting Gary in his positive remarks. Suddenly Ralleigh broke in, looking at Leader and offering his "two cents worth," "A boy may do good here just to get out and goof up again on the outside." Leader agreed with Ralleigh one hundred per cent but fired back the question to Ralleigh, "Who is really getting fooled either way?" Ralleigh looked from Leader to Gary H. and back to Leader without answering the question.

Leader dropped the school subject telling the boys that this was just one area the group could discuss at their meetings and that other topics might be discussed,

topics such as girls, dating, drinking, etc. This brought an "ooooh" from the boys, then silence. Leader took the cue by stating he was confused by the present day definition of "going steady." Leader directly asked Gary G. if he ever went steady. Gary G. was mildly surprised by the question, looked at the other boys, straightened up in his seat and said, "Well, I go steady." He explained to Leader that going steady meant "...kind of a half-ownership in something that ain't quite anybody elses's." Leader smiled, observing Henry, Jay and Vincent also smiling. Bob continued to be very serious as if he were pre-occupied with other thoughts. Ralleigh at this time appeared pre-occupied, also, and put his head down on the table. The leader then asked who else had gone steady. Jay remarked that he did but was not now; everybody laughed but Jay. Leader asked Henry who replied he had a "chick" but not a real steadygoing thing. The boys laughed again at this, and Leader joined in the group laughter, too.

The leader told the group he enjoyed talking with them and asked them if the group sessions were interfering with any activities. The boys said no. Leader stated that he would see them next week and dismissed them.

April 10, 1958

The boys came in together this afternoon. All were present. Seating arrangements remained the same, and the group leader observed that the majority of boys seated themselves in the same positions as last time. However, Bob and Gary G. pulled their chairs away from the table making them somewhat individually seated. Major and Henry sat next to each other; Marvin did not sit with the others but placed himself near the end of the table.

Leader greeted some of the boys by their first names. Before proceeding with the group session, Leader observed that the group seemed a bit more talkative than before and possibly a bit more relaxed. Discussion by the Leader was guided into a review of the initial session. Review of the objectives of the group was presented, especially to Marvin and Major who missed the first session.

Leader again guided the discussion into school progress, telling the group that Gary H. had made a most significant contribution to the group last week by stating one had to change his own attitude if he wanted to progress. Leader reinforced Ralleigh's opinion that doing good here only to get out might be the motivating force for a boy.

There was no comment from the group here, and Leader talked about the value of school remarking that perhaps a boy's stay at B.T.S. should be for one year. Ronald immediately broke in by stating, "This would not benefit anyone, and if it became law, there would probably be a mass break." From this point the session became a give-and-take affair with discussions involving all but Bob and Gary G. who remained silent and only talkative among themselves.

Henry, Major and Gary H. were the most talkative today. However, Ronald and Ralleigh took an active interest in whatever particular discussion was taking place. The session, which was continuous for two hours, brought out some significant repressed attitudes of the boys. Following are the highlights of this group session.

The leader, pinpointing the fact that B.T.S. houses the least of society's so-called delinquents, stressed the fact that the great majority of teenagers were law abiding and did not fall into the class labeled "juvenile delinquent." Leader continued his discussion by lecturing on the small difference between people in their real wants out of life, i.e., love, understanding, security, a chance to belong, to believe in something, religion. Leader projected himself

as an example, showing the boys that he was no different from most of them; that he may have had better breaks, may have had parents who "ain't" alcoholic, that don't commit adultery, that set an example, that are standard middle class followers, but he was still essentially the same in his wants and needs as they. Silence. Leader felt the boys understood that he was trying to be fair in not labelling them human guinea pigs or some other name. Leader shifted his question to a direct manner and asked the group why they were here at B.T.S.

Ronald: "One reason is our families; mother and father divorced, bad home, you know..." Leader nodded affirmative. Ronald continued, "...bad neighborhood, no choice to do anything but become part of the gang..." Ralleigh broke in here to say, "All gangs ain't so bad." Leader promptly supported this stating that this group could be considered a gang, a good gang. Ralleigh agreed, turning his head to look out the window.

Bob finally spoke up adding that he thought the family was not always responsible for delinquency, "A boy is responsible for his own acts." The group acted surprized when Bob spoke up.

Leader told the group Bob was also correct, that all in all, one is responsible for his own actions, but there may be some factors or influences responsible for being a juvenile delinquent. Gary G. told the group, "Not having money produces delinquency." Henry followed by stating that drinking was a bad influence or parents not being strict enough. Ronald, Gary H. supported these factors as contributing to delinquency. Marvin told the group softly that parents might be too strict and agreed with Leader that this might cause a resentment on the part of the boy. Ronald again contributed significantly by asking the group: "If your mother worked and your father drank, what would you do, sit in the house all day?" (This area of discussion carried over to the "bad companions" theory which Henry and Gary G. thought was a major contribution to delinquency.) Leader broke in here saying, "What you say may be true, but you are the ones responsible for your acts." "Maybe," said Henry, "but if you don't follow the gang around, you're chicken." Leader supported Henry positively and added that this was a reality they must face upon their release from B.T.S. Henry, Major, Gary G., Jay, Ronald and Ralleigh stated they were not going to go back to the gang. Bob,

Gary G. and Marvin remained noncommittal.

Leader asked why a boy joined a gang. Major and Henry contributed much to this discussion since both boys were from high delinquency areas in "The Big D" (Detroit). Major began by stating there was no choice but to join a gang when they're going strong in a neighborhood, "Anyway, not being part of the gang makes anybody feel left out." Gary G., Marvin, Jay, and Ronald nodded in agreement. Bob remained silent on this point and was talking to Gary G. in a private conversation. Suddenly, Ronald shouted, "Why in the hell don't you guys shut up and listen!" Henry, sitting near Ronald, gave him a sarcastic look as if to imply, "Who are you trying to impress?" Bob and Gary G. looked from Leader to Ronald but became more attentive. Leader shot another question to the group, asking how long a boy could keep himself from joining the gang. Henry turned the group's attention to himself by immediately answering, "Not very long." Again he and Major told the group that in areas where they lived, not being in a gang could prove to be "very unhealthy." Henry added, If you can whip the gang leader, you can take over." It was obvious that Major and Henry enjoyed being in the spotlight,

and were basking in the glory of their past gang experiences. This group topic gave Henry and Major a chance to outline the operation of a teenage gang in a big city. Leader asked Henry what made a smooth operating gang different from the Boy Scouts. Henry laughed, thought, and replied, "Man, we ain't no tenderfoots." (Group laughter--Henry beaming.) Leader asked again if there was really much difference. Henry knew what Leader was after and stated, "Yeah, there is and it's in what you want to do or get." Leader said, "I see. Thanks, Henry." "That's okay," replied Henry.

Ralleigh was leaning back in his chair with his eyes shut. Marvin seemed uncomfortable in his center-table chair and remained quiet and noncommittal. Bob was strong-jawed and quiet; so was Jay, but Jay seemed to be sizing up the rest of the boys.

Henry and Leader discussed the pros and cons of being in a gang. Henry stated that it was profitable, referring to syndicates of organized crime. Major was in agreement with Henrywhose main point was "Crime does pay." Why shouldn't anyone want to be a king pin like Costello or Luciano? Henry pointed out at length the advantages of a

guy like Costello who has money, women, booze, and clothes. The group leader realized that Henry was verbalizing his values and obviously had a distorted idealization of a gangster. Henry continued his glamorous dissertation on "Mr. Somebody, U.S.A.," and all were attentive except Ralleigh, who, on the surface, seemed indifferent to the whole discussion. Leader told Henry and the group that anyone could be like Frank Costello, that is, be in the rackets, but that most people were law abiding citizens who valued a life devoid of fame achieved by criminally exploiting fellow citizens. At this point the boys were glancing around at each other, as if to side against the group leader as a representative of law and order.

The leader was looking right at Henry in his reply. Henry became slightly restless in his seat and appeared to lose some of his aplomb. Leader's argument against Costello appealed to the group from a sense of values--what did they want out of life, to rob, cheat, maim and kill, or to settle down, work, get married, and have a family? Leader noticed that Bob looked up from the floor at Leader when Leader said, "...have a family." (One must remember that Bob already had a family at sixteen years of age, and the men-

tion of getting married and having a family was a sensitive area which came too close to unveiling his secret to the rest of the group.) Leader continued his ego-defaming speech of Costello and compared Costello to the President of the United States. The entire group was, perhaps, in serious self-soul searching (they were still sizing Leader up as a person and in the way he was talking to them). Major interrupted by saying, "But everybody else is trying to cut you down." Leader stated that not everybody was, but that the world is a competitive place where success cannot always be measured in monetary value or prestige. What Major was really asking was if there was another way to view life, at least from his frame of reference. Leader lectured on the foundations of our country, explaining the principles of democracy: that there was a majority and minority, and that at present they were in the minority. Leader felt safe in stating that because these boys were different: they were so accustomed to dishonesty that honesty made them take notice.

Leader directed his talk toward Major and Henry, allying support between the two. These two Negro boys knew something could be better for them in the future, and to

do a good job at B.T.S. was their present challenge.

At this point Leader, on reviewing the progress of the first two sessions, felt a fair amount of hostility and catharsis had been released and directed toward him. However, this was mild in contrast to the "hot" discussion which followed and revolved around the boys' contact and attitudes toward law-enforcement officers. Interest in this subject involved the entire group, and even Ralleigh "woke up" to hear what was going on.

Major, Henry, and Gary H. were the main debaters presenting their negative experiences with local police officers. All three boys verbally expressed their disrespect for "cops;" they hated them. The reasons given were for rough treatment and unfair police enforcement. This point was brought out by Major, with whom Henry wholeheartedly agreed. Gary H.'s main argument was given in a serious tone of voice, while Major and Henry laughed about their episodes with the police, thus giving the impression that they, perhaps, were playing a game of "cops and robbers" with the group. Gary H. thought police were not only unfair, but "on the take." Leader heard all this hostility pour out, then asked who else would like to

give the police a going over. Silence. Leader then asked, "Do any of you feel that all police officers are unfair, crooked, and out to get you?"

Henry: "Yeah." (Quickly)

Major: Agreed, but was unsure of his answer.

Gary H.: "Positively."

Ralleigh: Just kept looking at Leader sternly.

Jay: Noncommittal.

Ronald: Defended the police, stating there was good and bad everywhere.

The leader held onto Ronald's objective answer and lectured to the group on the role of the police in society and in crime prevention. The group was in silent attention, except for Bob and Gary G. who were looking at a magazine behind them. Leader disregarded their stray attention and continued his speech on the number of good police officers he had met, stating that one must understand they have a most difficult job to perform, and the authority of their badge is sometimes resented, psychologically, by many people in our country. Leader ended his power-packed lecture by asking the group what would be like if there were no policemen to enforce the laws.

Silence. Henry and Major were staring at Leader. Henry asked Leader if he was going to be a cop, and what Leader was studying in school. The cross-examination question had the group awaiting the Leader's response. Gary H. asked Leader if he liked working with kids. "I do, because I feel most kids will find the way if someone shows the way," Leader stated. Gary H. replied, "Yeah, but my cottage parent thinks we're all going to Jackson Prison." Leader asked, "Well, are you?" Gary, caught off guard, looked at the floor replying, "No, Sir, not me." "Good."

Leader, feeling it was nearing the time to close the session, reiterated some of the important items discussed, and signed off with the boys, telling them the challenge is partly theirs.

April 16, 1958

A review of what was discussed last week was directed by Leader, who, after pointing out how some boys felt about the world and people around them, asked Ronald to point out what he thought was significant. Ronald accepted the question with grace and thought, his answer coming a moment later. Ronald told the group he thought last week's discussion on family life, school, and the

police was about the most important areas he could think of. Leader asked Ronald why he thought these areas were important. Ronald stuttered a few seconds, then said, "Because we're here, not because all these other people were wrong, but because we goofed up."

The leader continued bringing up examples of how a boy finds his way to B.T.S. Silence. No one had anything to say. Leader shot a question at Gary H., asking him to ennumerate what he thought were the most important things in adjusting to his situation, taking school for a prime example. Gary confidently answered, "You've got to think for yourself as the same as everybody else; I mean, not as a somebody who is really nobody."

Leader continued this line of trying to give the boys some insight awareness, then reversed the trend of thought by citing what Ralleigh stated last week when, in effect, he said a boy may do good at B.T.S. just to get released and get into trouble again upon getting home. Ralleigh told the group he would do good here just to get out. Leader asked if he would "goof" up again on the outside. Ralleigh replied he would. Leader asked why. Ralleigh said, "Because anything you do in school that

makes them mad, they'll send you back here." Ralleigh and Leader discussed some of his hidden hostility toward teachers and his poor capacity in getting along with teachers, but Leader felt that Ralleigh never thought of himself as belonging to the group.

At this point Mr. Keyser entered the room requesting some information from the boys relative to their cottage assignments and detail hours. The boys were cooperative with Mr. Keyser, answering with a "Yes, Sir," or "No, Sir." Mr. Keyser stated that he would stay with the group for a while and hear some of the discussion. The boys did not feel uncomfortable with him present since they had talked to Mr. Keyser individually upon entering B.T.S. (Mr. Keyser is Head Psychologist at B.T.S.)

Free discussion continued. Leader explained to Mr. Keyser that they had discussed "good" and "bad" cops last week, which not only was an interesting subject, but gave the boys a chance to look at both sides of the badge. Mr. Keyser asked the group how many boys would like to be a cop when they were older. Jay, Gary H., Gary G., and Ronald answered affirmative; Bob, Major, Henry, Marvin, Vincent, and Ralleigh answered negative. Henry emphasized

"never." Leader asked why. Henry said, "Because I just couldn't do the things a cop has to do." Mr. Keyser broke in here telling Henry that perhaps his earlier experiences made him sour on cops. Henry smiled and the group joined in in an undertone of laughter. Henry said nothing. Leader then asked Henry what he would like to do after he finished school or when he had to go to work. The question was too quick for Henry, who stumbled for an answer. "Well, I would really like to be an engineer." Although Henry had little conception of the amount of schooling involved in becoming an engineer (electrical), he seemed to be able to converse well on this subject which he had read something about. Seeing that a question like this one would draw answers from the boys individually, Leader went around the room asking each boy what he would like to do or be in the future.

Henry: Engineer

Ralleigh: Mechanic (automobile). He has some experience.

Ronald: A policeman or engineer.

Marvin: A miner or engineer. (Henry and Major laughed, Marvin pretended not to notice.)

Bob: House painter (He has had work experience.)

Gary G.: A policeman.

Gary H.: A state policeman. (He hated police last week but said he knew a nice cop in J_____.)

Major: A professional football player.

Jay: A jet pilot or policeman.

Mr. Keyser interrupted here, telling the group it was a long time since he saw a group of boys in this school express their future desires or even think about them. Leader complimented the group for giving themselves some thought.

The remainder of the session found Leader and the group involved in a problem presented by Ronald. Ronald told the group about a book he was being held liable for at the school library, and that he never had the book nor did he sign his name for it. He further added that if he got called to a case-conference (a team approach by the staff at B.T.S. in reviewing disciplinary problems of the boys) he could get added time (punishment in added days to be spent at the institution), and if he did, he would run the first chance he got. Mr. Keyser broke in here asking Ronald if it was worth 30 days for 75¢ worth of book. Ronald, seriously, replied he did not

have any knowledge of the book. Mr. Keyser stated, "Okay," excused himself and told Leader and the group this was a good problem to help Ronald solve. Leader, taking the cue, asked Ronald if worse came to worse, and he did run, what would he solve. Ronald was silent for a few seconds.

Gary H. shouted out, "They would get him back." Leader said, "Right, sooner or later he would be back, having gained nothing." The rest of the group was quiet. Leader said, "Let's see if there's another way to solve Ronald's problem, assuming Ronald's telling us the truth about the missing book. Jay, what would you suggest he do?" Jay answered, "I think he should see the guy in charge of the library and tell him the story." Leader said, "Good idea--why don't you do that, Ronald?" Ronald stated he would think about this alternative. Ralleigh, looking at Ronald, broke in stating, "He should run first, then see who's right or wrong." Ralleigh seemed to be heckling Ronald in the group discussions (privately they were good friends.) Major, after being quiet for most of the period, said, "I got five writeups; can't get no more." "What did you get them for?" Leader asked. Major answered, "Fighting." Leader asked, "Was it worth it?" Major looked at Leader puzzled but answered, "Well, I'm

not about to be pushed around by some other punk."

Discussion immediately shifted to fighting for your rights, or just plain fighting to cause trouble and have fun. Henry said, "I don't start nothing, but nobody pushes me around, either."

Leader interjected into the discussion the comment that most fighting is caused by temper flaring with little control over impulses. Vincent spoke up for one of his few times stating he had little control over his temper. Leader and Vincent discussed fighting. Vincent agreed he got into fights over little things. "I just can't keep from getting into somebody's argument." Vincent did agree with Leader that he might try talking to people instead of feeling he had to strike out at them. Vincent thought he might try it, but he didn't feel it would control his temper.

Leader brought up the question of what Ronald should do. The group agreed that he should go ahead and talk with the man in charge of the library, politely tell him the situation, and await the results. Looking at Bob, Leader awaited his approval. Bob finally managed a grin and nodded affirmative.

Henry asked if they received a grade or something for being good or contributing to the group. Leader told Henry and the group that being in the group was more of a privilege. "The benefit of having these group sessions lies in what you learn, what you contribute, and how you find yourself getting along with others at B.T.S. I hope we can help in all these ways," Leader said. Ronald asked, "How much do you get paid for this?" Leader said, "Let's say I get paid in other ways besides money." Leader went on, informing the boys of his work at MSU and the fact that he was conducting these sessions in the interest of the boys, the school, and himself. Leader again reminded the boys that what was being said in the group would never be directly connected to their full names.

The boys seemed a little relieved and talked among themselves a few minutes. Leader held a small conversation with Gary H. who seemed to be buttering up Leader, telling him he had found himself and would never come back here.

Leader felt that the session went well. Henry and Major formed their own team; Bob and Vincent were the most quiet and attentive; Jay, Vincent, and Marvin were fairly

independent of the group, while Ronald and Ralleigh were interdependent; that is, they supported themselves by each other's wisecracks. Gary G. followed Henry, and considered Henry and Gary H. peer leaders in the group.

April 18, 1958

The boys seated themselves more informally during this session than at any previous time. Henry, Major and Ronald seated themselves near a window gazing outside. Leader noticed they were looking at some other boys strolling the grounds with their parents and girlfriends. This was verified after Leader asked Henry if there was anything going on outside. Henry told Leader that nothing exciting was happening, but he hoped to be going home for a visit soon, but then added he didn't think he would because of a bad home report by the court. Leader reminded Henry that it wasn't his fault that the court might not let him have his visit. Leader told Henry to be sure to check with his counsellor in order to make sure of latest developments. Jay, Gary H., and Ralleigh all put their feet on the table. Leader also removed his shoes to show he was part of the group. Evidently, everybody had clean socks on, as there were no complaints of smelling feet.

Leader started the discussion by following up on Ronald's decision to see the librarian about his problem of the lost book. Leader asked Ronald what action he had taken. Ronald told the group he saw his counselor who helped him to solve the conflict. Ronald said, "I thought I handled that pretty good." Leader said, "Are you sure what you did was better than running?" "Yep!" replied Ronald.

Leader then switched to Ralleigh, who thought he should run first, then see who was right or wrong later. Leader asked Ralleigh if Ronald did the right things. Ralleigh laughed softly and thought for a minute, looking for the right words, finally admitting Ronald did the right thing. Leader thanked Ralleigh for his opinion which brought group laughter and a comment from Ronald to Ralleigh, "You wise punk."

Conversation and discussion shifted to numerous subjects including probation, parole, status on leaving B.T.S., home visits, the armed services. Major, Ronald, Marvin and Henry were the boys asking about these subjects. The following brings out the highlights of the group session.

Henry: "Suppose a guy gets out of here on parole; how long does he have to stay on parole?"

Leader: "Depends."

Henry: "On what?"

Leader: "Age, record, job, court, county in which you live."

Ronald: "But you'd be right back here if you violated parole?"

Leader: "Right. There are some parole violators in B.T.S. now."

Major: "You mean by parole that a guy has to be in early, or at a certain time?"

Leader: "Yes, that's a condition of parole."

Major: "I don't know. Suppose I went to a party and didn't get home until 5:00 a.m.?"

Leader: "What kind of a party?"

Major: "You know, the swinging kind." (Group laughter.)

Leader: "Well, not all parties last till that hour; you've got to draw the line somewhere, Major."

Major looked at Leader rather puzzled, shaking his head and peering at Henry who was smiling. Leader ended up by telling him that swinging party or no swinging party,

5:00 a.m. may violate parole.

Gary H.: "Who sets the rules for probation and parole?"

Leader: "The state laws. Your county enforces them, but they could be different in each county."

Gary H.: "Then B.T.S. doesn't tell us when to go home."

Leader: "Yes and no. Your county court has a say-so here, too."

Gary H.: "I see, thank you."

Leader: "I think you guys should understand probation and parole as separate things." Leader explained the P and P functions and differences.

Henry: "Well, I know I got caught for things while on probation, and they never did nothing."

Major: "Same here."

Leader: "Well, you mean you didn't come to B.T.S. for everytime you got caught stealing, but in the long-run, you're here."

From this point on, Major and Leader were in direct discussion with Major asking Leader what he would do if somebody "mouthed" on him (squealed). Major here felt the only reason he was in B.T.S. was because a boy squealed and he got caught. He acted as if he had no idea that he

had been doing anything wrong by stealing. Major continued getting himself wound up over being told on, and then told Leader he would get the guy after he got out of B.T.S. Major stated he would fight fair, but didn't know how to answer Leader when he asked him if he had to show his hostility in this way. Major was not about to accept this; he quickly took up conversation with Henry, who supported his feelings. Most of the boys thought a squealer should be taken care of for violating a trust. Marvin, Vincent, and Bob were noncommittal. Leader asked Major if he was back in school.

Major: "No, I'm still in the 'spud room.'"(Peeling potatoes.)

Leader: "What happened?"

Major: "I guess they think I'm going to wreck the place. Maybe they think I'm taking over this place." (His eyes lit up.)

Leader: "I doubt it." (Major looked at Leader sharply, then began talking with Henry.) Bob and Vincent, during this time, had taken a little nap, and conversation drifted to Jay who asked Leader whether being at B.T.S. meant having a record.

Leader: "Only in your county. When you're under 18 years old society believes in giving you a chance. For example, you can get in the Service, but one must prove himself, and this is the place to start."

Jay: "Okay, I have no writeups."

Major and Henry were staring at Jay who finished by telling Leader he intended to stay clear of all trouble. Leader said, "Keep up the good work, Jay."

Discussion now centered around release from B.T.S. Leader told the group that if they didn't go back to school, they should work instead of running the streets.

Marvin: "I tried to get a job, but I just couldn't."

Leader: "What would you like to do, Marvin?"

Marvin: "Anything."

Leader: "Marvin, you've got two things working against you--your age and lack of experience," (to say nothing of his color.) Leader observed Major and Henry were looking at Marvin with smiles on their faces.

Leader: "Marvin, when you're about to leave here, make sure you talk with your counselor about his talking to your probation officer about getting you a job."

Marvin: "Yes, Sir."

Leader: "Vincent, what do you intend doing when you leave?"

Vincent: "I don't know."

Leader: "Go back to school?"

Vincent: "Maybe."

Leader: "Would you goof up and come back here?"

Vincent: "Maybe."

Leader: "Why? Who is responsible for this?"

Vincent: "I guess I'd be the one to blame if I came back."

Leader: "I guess so."

Leader reminded the group they must value freedom in terms of getting along with law and order.

Ronald: "Crazy, but what happens when they come picking on you?"

Leader: "Who and why?"

Ronald: "Everytime something happens in my neighborhood, they see me."

Leader: "You mean the police or court, right?" (Affirmative nod from Ronald and Major, too.) "You feel this is unfair?"

Ronald: "Yes, I'm not always the one they're looking for."

Major: "Same damn thing happens to me. I get picked up, questioned, pushed around. They tell me to confess or I'll get sent here. I don't know nothing--they beat me up." Major again fancied he was a big-time hood. When he finished, he was smiling at Henry.

Leader: "Major, if you're telling the truth, you must try to understand that being in here or having broken the law has placed a black mark against your name and in your neighborhood the police know you--know you've been in trouble before, and if you were the police, wouldn't you come calling on a kid you knew might be a trouble-maker?"

Major: "Maybe. Yeah, I guess I'd pick the guys up I knew were trouble-makers."

Leader: "Okay." (Silence.)

Ronald: "So what can I do to stop this?"

Leader: "Steer clear of anything that would place you in direct fault or payment for consequences. In other words, fellow, keep your nose clean."

Ronald then told the group of experiences he had causing him to get into trouble. "I was accused of breaking into a sports store and taking some guns and stuff.

Well, I didn't do it, but when they sent me up to probation, I was mad...I really got that store; guns, ammo, busted the shit out of everything."

Leader: "You really got even?"

Ronald: "Yes."

Leader: "Well, this brings us to the fact that we must play ball with society. Of course, we don't all like to take orders, but we must learn that no civilization can go on if people play the game of life without rules; there must be law and order."

Gary H.: "Yeah, that's right. You can't buck the system all your life; I learned that."

Leader: "Well, I guess you'd have to say our prisons are full of people who tried but failed. See you next week."

The boys filed out, Bob being the last one. Leader asked him how things were going. He replied, "Fair."

Leader: "I'm glad to see you've got some houses to paint when you get out of here."

Bob: "I have to. I've got a daughter to support."

Leader: "No kidding. Well, congratulations."

Bob showed Leader a picture of his little girl. It

was obvious that this boy could not verbalize his thoughts about his mistakes or his need to have himself and his situation understood, although he confided to Leader. Leader was already thinking of transferring this boy to the psychological department for individual attention. Bob told Leader he intended to marry the girl. Leader again saw the signs of deep guilt feelings in this boy and the poor capacity he had to relate to others even in commonplace social situations let alone handling his problems in a group.

April 22, 1958

Jay, Vincent, and Gary G. were the first to arrive during today's group session. All wondered why they were being called today for a group session since Leader told them last week he would see them on Wednesdays and Fridays. Leader explained he felt this would be a good time since other arrangements would make it impossible for a meeting on all Wednesdays. The rest of the boys arrived shortly; again, the remainder of the group wondered why the change in days for their meeting.

Ralleigh expressed his feeling by stating, "I was catching up on my homework today so I could look forward

to coming here tomorrow." Leader told Ralleigh he was sorry, but that, "Life happens to be this way sometimes." Ralleigh smirked a few seconds, then looked out the window. Major had a towel over his head since a downpour had caught him on the way over to the administration building. Vincent took his place by the window and stared outside. Bob showed little attention and rested his head on the table. Leader, seeing the group was somewhat upset by the change in meeting-days, opened the discussion by asking if anyone had anything they would like to discuss. There was silence.

Leader lectured on the negative influences they would likely run into in their communities, tempting them and resulting in delinquent acts. There were no questions. Leader asked Major if he was coming along better in school. Major nodded yes.

Leader: "Everything under control, huh?"

Major: "Not everything, but pretty much so, I guess."

Leader: "Are you having trouble with any subjects?"

Major: "Math. I can't do the sonofabitch stuff."

Leader: "Major, I wish you'd watch your language. It's a bad habit to swear. Okay?"

Major looked at Leader with a confused glare, then glanced at Henry and smiled.

Ronald: "You know, it's tough to get A's in this school."

Leader: "You know, it's tough to get A's in any school unless you put out. I know." (Group laughter.)

Ralleigh: "Yeah, but here the grade counts on going home, too."

Leader: "That's right; I guess there's a good reason for trying harder."

During this part of the discussion, Bob continued to rest his head on the table, Vincent napped near the window, and Major kept the towel wrapped around his head as if to shut out all outside interference.

Leader: "You guys remember last week we discussed probation and parole and their differences? Well, this week I thought we might go over some of the things you'll face when you leave B.T.S."

Leader kept repeating the challenge they would face upon returning to their old neighborhoods. He asked, "What about your neighborhood?"

Ronald: "It's an influence."

Leader: "How?"

Ronald: "By being in a certain section where all the gangs or trouble is."

Leader: "You mean near downtown where a lot of gangs are?"

Gary H.: (Interrupting) "Not so. I lived in the suburbs, and I'm here."

Leader: "You're right, but generally speaking, the closer to the city, the higher the delinquency rate."

Henry: "I live right in the center of the city."

Leader: "What are some of the influences working on a boy there?"

Marvin wanted to answer this, and he hesitantly waved his arm, not sure whether he would be rejected or not. Leader called on him, and Marvin said, "Being in a certain neighborhood you have to act a certain way. A guy has all these stores around him and things to take."

Leader: "You mean because of the stores, you have to take something?"

Marvin: (Slowly) "Not necessarily, but maybe." (Marvin seemed unable to accept the fact that things not belonging to him were not his to take.)

Leader: "Marvin, you're here for taking something that didn't belong to you, right?"

Marvin: "Yes." (The way the rest of the boys were looking at Marvin, Leader felt they were looking down on him instead of accepting his opinion.)

Ronald: "I know some kids that live near me never get in trouble."

Leader: "True. Why?"

Gary H.: (Hurriedly) "Probably because they didn't fool around with the wrong guys."

Leader: "You mean you're here because you ran around with the wrong guys--or companions?"

Gary H.: (Pausing for breath) "Yes, but I never did get in real trouble until I started running around with those older kids. I stole for the hell of it--just for kicks."

Ronald: "Lots of people think, as does my mother, that other guys are to blame, but you are to blame any way you look at it."

Leader: "Very well put, Ronald." (Ronald glanced at his buddy, Ralleigh, and gave him the "finger" sign. Ralleigh retaliated by calling Ronald a "Punk." I suppose that this

is a way of communication one has to see to accept as real.) Leader lectured awhile on Ronald's insightful statement of self being responsible for self, and tied in the job these boys would have to do in understanding the surroundings and temptations they must learn to handle in their neighborhoods.

Leader: "The big question--can you keep out of trouble?"

Gary H.: "I can."

Leader: "How?"

Gary H.: "I don't have to steal."

Leader: "I'm glad you feel that way."

No one said anything regarding the subject of neighborhood and influences affecting right and wrong behavior, and the boys appeared to be studying Leader's motives. Leader talked about home life and the differences in the home lives of these boys. The group--all but Bob and Vincent--were attentive. Bob looked at Leader, asking what time it was. Leader told the group it was time to go. Bob smiled at Vincent who was in dreamland. Leader woke up Vincent who, instead of apologizing for his sleeping during the session, told Leader, "What a nice snooze." Leader replied, "Glad you enjoyed it. See

you next time." Vincent was ready for a reprimand and Leader's reply surprised him as he left the room. He continued to display considerable hostility toward the group leader.

April 25, 1958

The group session for this afternoon was non-directed. Leader observed that the behavior of the boys was restless. The group meeting room was changed, and the session was held in the psychological testing room where there was a desk, a blackboard, and some testing exercises (manual dexterity). Jay, Marvin, Ronald, and Major arrived, seating themselves in the rear of the room, looking out the window. Leader overheard part of their conversation that went like this:

Ronald: "That's what I may have next Friday." (He was envying a boy whose parents were visiting.)

Leader: "What?"

Ronald: "A visit."

Leader: "Good."

Leader observed that Major just kept on looking out the window, but looking back at Ronald occasionally when he spoke of a visit. Jay was quiet and only stated

he would be getting out of here soon for a permanent home visit.

Leader: "How long have you been here?"

Jay: "Three months."

Leader: "Hummmm, the average stay is about seven months, you know."

Jay: (Silent. Disappointed look.)

Leader: "Don't worry, Jay--you'll be out sooner since you're doing well here; even if you did have thirty days more than anticipated, you'd breeze right through, right?"

Jay: (Confidently) "Yes, Sir."

Henry arrived with Gary H. and Gary G. and Bob. Henry seated himself at the desk. He began looking over some tests, stopped to examine a stop watch, and began writing on a pink slip of paper which is used for write-ups. Occasionally, he looked up to see who was watching but seemed right at home.

Bob sat down and took the stop watch with him; he began timing himself in holding his breath. Gary G. just sat in a chair facing Leader who was near the middle of the room leaning on the wall observing the behavior of

each boy.

Gary G. joined Gary H. in watching a boy talk with his family outside the Administration Building. They also observed how "stacked" the boy's sister was. This brought a rush to the rear of the room where all gazed upon a teen-aged girl. As Gary H. started to raise the window to acknowledge a peer friend, Leader told him to refrain from this. Gary shut the window. Bob had now moved to the front blackboard and drew a picture of a man, framing it and printing the name of John Dillinger as identification. The drawing was quite good, and Leader asked Bob if he ever thought of going to art school. Bob stuttered briefly replying he had not. A discussion followed when Marvin asked who "Baby Face Nelson" was. Leader explained he was a punk who became Number One on the F.B.I.'s list back in the 1930's. Leader continued observing that Henry stopped what he was doing and became attentive, as did Bob and Gary G.; Ronald, Gary H., and Major were asked to pay attention. Jay was leaning back in his chair acting as if he were aloof from all this, but asked the question how the F.B.I. got "Baby Face." Leader continued his explanation of how the F.B.I. got Nelson.

Marvin: "But John Dillinger was smart, huh?"

Leader: "Yeah, so smart he finally ended up getting what he gave to others--he died in the gutter, Marvin."

Marvin's face dropped a mile with no further questions. Bob, Henry, and Major kept their hero worship right up on Dillinger, Nelson, and Costello. Leader kept tearing it down until the thought of being public enemy number one was a picture painted in red--blood.

Henry: "How come they don't get Costello? He kills people."

Leader: "Well, Henry, it's like this; Costello has a big organization working for him; he gives orders and doesn't execute anything himself, so he's clean legally unless its proven he gave the order for a certain crime. Mr. Costello has been caught on income tax evasion, giving him some time in prison. The important thing to remember, Henry, is that Costello probably wants out of the rackets but maybe he's a sick man; he can't quit--you see, it's usually a one-way ticket from there on in."

Gary H.: "What do they call them guys who study all about

criminals--criminologists or something?"

Leader: "Yes, something like that."

Marvin: "Can you destroy your finger prints?"

Leader: "You'd have to cut your fingers off, Marvin."

Laughter from Gary G., Henry, Jay, Bob, and Ronald. Major was resting comfortably, trying to nap. Marvin was told that nobody had the same set of prints. Marvin smiled, shaking his head in disbelief.

Conversation drifted between individuals at this point. Bob took the stop watch over and began timing himself on the manual dexterity test. Henry was now fooling with the slide rule, and Jay had joined Bob. Gary G. proceeded to the board where Bob's drawing of Dillinger remained. However, Gary G. changed one item; he erased Dillinger's name and added his own. Leader watched him step back a few feet and smile at his phantasy.

Leader: "Would you like to be like him, Gary?"

Gary G.: "No, no; not me." (Retreating to the rear of the room.)

Leader, being disturbed by Major's indifference to the group and Leader, set out to give him a hot foot. All joined around waiting for the result. Would Major get mad and insult Leader? Maybe the boys thought Major

was a tough guy. Anyway Leader proceeded with the show, adding two more match sticks to the frame of his soul (foot). "Where there's smoke, there's fire," stated Leader. Major leaped up, looked at Leader and said disgustedly, "Very funny." Nevertheless, Major put his head down on the table with a slight grin on his face. "Boys," Leader said, "this is one time I don't want you to follow my example." (Group laughter.)

The boys were now becoming more restless than usual. Leader reminded them to think about anything they would like to discuss during the next group session. He then dismissed the group who were already inching toward the door.

Jay, during the last two sessions, had been hinting to Leader that he was capable of going back to his assignment without an office boy to watch him. Leader thought so, too. Jay was to be trusted so Leader did so. He never failed that trust.

April 30, 1958

The boys entered the room seating themselves according to previous sessions. Ronald, Ralleigh and

Vincent seated themselves near the window. Bob sat almost directly in front of Leader but had his back to him and was fooling with a discarded dictaphone tape. Ronald picked some of this up also. Ralleigh and Vincent started their own conversation and involved themselves in some horseplay. Ronald was in their area but did not engage in the horseplay. Marvin took his usual place at the center of the table, keeping quiet. Gary G. sat to his right and Major and Henry sat to the right of Gary G. Henry crowded Gary G. off his seat, so Gary moved closer to Leader. Discussion opened with Leader asking if anyone had any particular subject they would like to talk about with the group.

Marvin: "I'd like to ask if delinquency in Russia is higher than the United States."

Leader: "Good question, Marvin. I'm not sure I can give the right answer, since I have never seen any statistics comparing each country, but I'll take a guess and say the United States has a higher percentage of juvenile delinquency."

Marvin: "Why? Aren't the Russian people poor, too?"

Leader: "Probably poorer, but they are less free to

roam the streets and have gangs. Russia also gives more responsibility to her teenagers. School in Russia is rough--I mean that their subjects are harder. Family life is very close-knit in Russia, and everybody usually works for the welfare of the whole family." (Marvin had a puzzled look on his face). "You see, Marvin, in Russia, being a top student wins much praise and prestige. In the United States, being a top hood also means this in some circles."

Gary H.: "You mean we do more stealing over here?"

Leader: "Maybe; I don't know."

Leader then proceeded with a lecture on capitalism and communism, their basic differences. Leader also hit upon the "something for nothing" attitude of some U. S. citizens. Leader asked, "Did I answer your question, Marvin?" Marvin nodded affirmative.

During this exchange, Ralleigh and Vincent were fussing over a magazine and were not with the group. They kept glancing at Leader occasionally. Leader asked these boys for their courtesy in making less noise for the benefit of the rest of the group. Both boys turned towards

Leader waiting for the next discussion.

Leader brought up an incident that happened before the session began. This incident involved Major in a riff with a staff member in charge of a boy's clean-up detail. It seems that Major had passed a detail washing walls, spotted a buddy, and called him a working fool. This, of course, did not meet with the approval of the man in charge, who followed Major into the group session room and stated he was going to write him up for "talking back to an adult." Leader told the man in charge of the detail he would talk to Major and would have him apologize. Leader wasn't quite sure if Major would go along with this, but threw the question up to the group. The boys unanimously told Major it would be best for him to apologize and say he was only kidding than to face added time. Major left unwillingly, apologized, and re-entered the room smiling. Leader asked if that was so hard to do. Major made no comment.

Ralleigh said that this incident was similar to one when a guy had been joking with a gun and fired blanks at a man but didn't hurt him. Ralleigh was told his joke could have been a more serious one; besides he should

never point a gun at anyone. Meanwhile, Henry kept poking fun at Major, who had now laid his head on the table, becoming out of touch with the group laughter about him. Major said nothing the remainder of the hour.

Leader overheard some of the conversation between Ralleigh and Vincent, the latter telling Ralleigh, "We ought to get the hell out of here." Leader again mentioned to both boys that these sessions were for their benefit; besides the way they were carrying on reminded him of two kindergarten children. This brought laughter from the group and seemed to make for more peer conformity from these boys. Gary H. and Ronald told both boys to keep their damn mouths shut. Vincent seemed quite restless during the entire session and kept looking out the window. Ralleigh became more attentive and got up to sit near Ronald. He then popped a question to Leader.

Ralleigh: "If you were judge, and a boy killed another teenager in a gang war, what would you do to the boy?"

Leader: "Let's say the group is the jury and you are the guy that did the shooting, Ralleigh." (Ralleigh gulped and looked at the boys smiling.)

Ronald: "Let him go."

Leader: "Be serious, Ronald."

Ronald: "Hell, give him 20-40 years--teach him a lesson."

Gary H.: "Shoot him." (Ralleigh called Gary a punk.)

Bob: "Gas chamber." (Very cooly.)

Gary G.: "Prison."

Vincent: "Shoot him."

Ralleigh: "Waiver to criminal court." (Leader smiled at this as did Ralleigh who was playing the "role.")

Marvin asked what a felony was. Leader explained. Marvin then brought up an example, placing himself as the principal involved. He wanted to know if, upon committing a B and E, he shot somebody, if it would be murder.

Leader: "Marvin, it sure would."

Bob suddenly asked Leader what his name was. Leader repeated his name, telling the boys that they could call him Mr. Caronis or George, if they thought that was too hard. Some of the boys tried calling Leader by his first name. As of now, only Ronald, Gary H., and Gary G. called Leader by last name; the other boys didn't refer to Leader by any name. Bob had now turned his chair to face leader, and discussion shifted with Ronald,

Bob, and Gary H. asking questions regarding Leader's personal life.

Bob: "Are you married?"

Leader: "No."

Bob: "I thought you were. When you gonna get married?"

Leader: "I think I'll wait till I get out of school, have some money in the bank, and find me a girl." (Group laughter--group watching leader.)

Ronald: "How do you live?"

Leader: "Well, when I go to school, I work for a Catholic priest--you know, counseling and that stuff."

Ronald: "Were you in the Army?"

Leader: "Yes."

Bob: "Where?"

Leader: "Ft. Eustus, Virginia, Korea, Japan."

Bob: "Meet any Korean girls?"

Leader: "Some."

Bob: "You go out?"

Leader: "On dates, you mean? No."

Gary G.: "Were they nice?"

Leader: "Some were quite pretty."

Bob: "Guess a lot of guys got diseases though, messing with them."

Leader: "That's right."

Ronald: "Did you mess with them?"

Leader: "Not on your life."

Gary G.: "Guess you had your pick, huh?" (Giggling.)

The discussion was nearing the sex angle. Bob was obviously trying to put Leader on the spot with Gary H. following.

Leader: "Fellows, a man's personal life is just that--personal. I don't mind discussing sex, because it's here to stay (laughter), but we should talk about no one in particular; we should try to broaden our knowledge of what sex means in life."

The conversation drifted into sexual relations with peer girlfriends.

Ralleigh: "How does a woman keep from having babies?" (Serious.)

Leader explained the use of contraceptives and the rhythm system. Only Gary H. seemed familiar with the various techniques. With the exception of Henry, the group became cohesive during this particular subject.

Bob: "What's a bastard?"

Gary H.: "That's a kid with no father."

Leader: "That's right."

Bob looked at Leader, becoming nervous, not noticeable to the group, because only he and Leader knew his past record and that he had an illegitimate child.

Gary H.: "You know, I've been sticking my girl, but I think I'm starting to respect her more."

Leader: "That's the way it should be. No one can tell you what to do or how to act, but you should have feelings about the other person and, fellows, it's all true about love, marriage, and sex going together for true happiness."

Ronald: "But you know lots of people don't live the right way."

Leader: "Lots of people don't make a wrong thing right either, Ronald. You see, one must live with himself. Lots of guys brag about all the women they have had, simply to prove they're somebody. None of us like to be a nobody--that's why some of us may be here at B.T.S." (Silence.)

Gary H.: "Would you marry a girl if you knocked her up?" (Made pregnant.)

Leader: "If it was me, yes. Morally I'm bound to--psychologically I would feel better."

Leader noticed Bob was slightly more relieved when Leader supported the issue by approving of marriage, working, and raising a family. It is this point that Bob's thoughts were preoccupied with.

The discussion continued on sex, revolving around contraceptives, prostitution, V.D., consequences, and marriage.

The session ended with the boys having no direct questions. They filed out chatting among themselves. Jay told Leader he was going back by himself. He also stated he got some A's on his cottage report and in school. A pat on the back produced a smile from Jay.

May 2, 1958

Leader arranged the chairs around the square table like they were during the first meeting. It was interesting to see how some boys stayed close to it and others were apart, isolating themselves in this manner. Ralleigh pulled his chair to the corner of the room near the window, Henry sat at the desk used by the psychologist, Jay and Gary G. seated themselves at the table proper, Gary H.

putting his feet on the table. Major, Vincent, Ronald, and Bob came in a few minutes late. Ralleigh had gotten up from his chair to visit with Jay. Vincent made himself comfortable in Ralleigh's chair and upon returning, Ralleigh had to convince Vincent it was his chair. Ralleigh pleaded to Leader to tell Vincent to find another chair. This Vincent did, reluctantly. Henry was fooling around in the desk drawer. Leader informed him to stop since he had no business in there. Since Henry was in the Leader's seat, Leader said, "Henry, since you're in the chief's chair, suppose you start the group discussion." Henry, surprised for a few seconds, gained his composure, smiled, and said, "Gentlemen, what would you fellows like to discuss about your problems?" He started around the group, calling each boy by name.

Gary H.: "No problems." (Kidding himself.)

Bob: "Everything fine." (Looking at Leader and group.)

Major: "I have a problem in the cottage."

Henry: "What is it?"

Major: "You." (Group laughter.)

Henry: "Get serious--we won't discuss that here."

(Group laughter.)

Jay: "No problems." (Seriously.)

Marvin: (Boldly) "I have a problem; how do you get some matches around here?"

Henry: "Eh? That won't be discussed here either." (Glancing at leader.)

Ralleigh: "No comment."

Ronald: "When am I leaving here?"

Vincent: "No problems." (Slyly looking at Leader.)

Gary H.: "What about Mr. Caronis?"

Leader: "Yeah, man, I had a fight in the cottage last night, couldn't help it--some joker hit me, I hit him back. What should I do, Sir?" (All eyes on Henry, beaming at the attention.)

Henry: "Well, let's see, now. First I think you should see your counselor; second, hit the guy again." (Laughter.)

Leader: "Thanks!"

Immediately following this small scene of role-playing, Vincent, Ronald, and Ralleigh had a private discussion. Vincent kept glancing at Leader, occasionally forcing a smile (pretending that nothing was going to happen that shouldn't). Ralleigh and Ronald had their

backs turned to Leader and were looking out the window. Vincent went to the bathroom (which is located in the same room). Ronald followed; they shortly emerged. Gary H. went in, followed by Vincent. The topic by now had switched to smoking and Vincent, for once, spoke up and asked politely, "What would you do to us if you caught us smoking? Write us up?"

Leader: "I don't think so, but I don't think it would be be a good idea to go on smoking in here. You get three cigarettes a day in the cottages, and I feel sneaking a smoke will only get you added time."

Vincent: "Oh."

Leader: "But, Vincent, you sure can't be as clean as you think."

Vincent acted surprised when Leader asked them to stop going to the bathroom to puff on a cigarette butt. Vincent became embarrassed and laughed, looking around for others to join him. Henry was smiling, Bob laughed, as did Ralleigh, Ronald, and Gary H. Marvin was smiling, but Jay and Major remained unconcerned about the incident. Leader passed over the incident, not blaming them or saying it was wrong, but that it would have to be done in the

designated area--the cottage, under permission. The discussion on smoking continued.

Gary G.: "What if I had a home visit and I brought back some cigarettes and passed them around to the boys while you were outside the room?"

Leader explained that what Gary wanted was to show that Leader would pretend to see nothing and permit the group to violate the school's rules on smoking.

Major: "Do you smoke, Mr. Caronis?"

Leader: "No, only rarely."

Major: "Me too. I gotta have a big cigar when I go out with my baby sometimes." (Group laughter.)

Major changed the subject by asking Leader if he had read about that teenage killing in New York.

Leader: "Yes."

Major, Henry, and Marvin became involved in a three-way discussion with Leader about gangs. Major, as usual, defended them in honor. Henry was more realistic, stating that all gangs were not bad. Marvin told the group he organized his own.

Henry: "What was the name of your gang?"

Marvin: "I didn't have a name, we just got together."

Leader: "What did you do, Marvin?"

Marvin: "B and E's, break windows, throw stones, watch the police chase guys--lots of fun; you know, something to do."

Gary H.: "That's it; that's why most guys get in a gang--nothing to do--you know, excitement, adventure."

Leader: "Gangs are good or bad; what was yours, Marvin?"

Marvin: "Bad."

Major: "Hell, man in my neighborhood you gotta join." (Excited.)

Leader: "Why?"

Major: "Cause the gang don't mess around."

Leader: "I read in Life Magazine where they presented a story of a gang leader in New York. You know, he quit and became a doctor."

Major: "Shit! Ain't no real gang leader ever quit and give up his gang."

Leader: "This guy never wanted to go back, either. Henry, could you quit your gang?"

Henry: "It's not always easy unless they disbanded or got busted up."

Leader: "Marvin, would you organize another gang when

you return to your old neighborhood?"

Marvin: "I refuse to answer that."

Leader: "Okay, so you plead the fifth amendment."

The rest of the group was listening to Major, Henry and Marvin expound on past glory. Major, in this light, may feel much status in his gang identification. Henry also. Major remarked that Ralleigh was a "square."

Leader: "What do you mean?"

Major: "You know, not with it."

Ralleigh: "I don't give a damn about your gang."

Leader: "Hurrah for you, Ralleigh. You see, Major, he just doesn't see any point in a gang raising hell. Besides, some squares never come back here." (Major looked at Ralleigh, then at Leader, then turned away inapparent disgust.)

Henry: "What time is it?"

Leader: "Time to go--see you all next time."

May 7, 1958

The boys arrived in twos and threes. Major and Henry seated themselves near the window, Ralleigh isolated himself in a corner, Marvin was at the usual center table chair, Bob, Jay, and Gary G. seated themselves at

the table and Ronald brought his chair and sat near Leader.

Leader, seeing that Vincent and Gary H. were absent, asked the group where they were. Gary G. stated Vincent was in a case conference (disciplinary board) for some kind of trouble in the cottage. Ronald told Leader that Gary H. had an off-grounds visit. Major, Henry, Gary G. and Bob told Leader they were having them soon. (Temporarily these boys seemed to be thinking about these future visits.) Leader noticed Bob and Marvin appeared nervous and could not sit still in their chairs. Marvin's eyes were constantly shifting around the group, while Bob could not keep his attention on the discussion for very long and was very restless. Leader was thinking seriously of dropping these boys from the group, and would confer with Mr. Keyser on a decision as to whether being in the group was not doing these boys more harm than good.

Ronald thought Gary was a lucky punk for having his visit. He also told Leader Gary had wanted to make the group meeting. Leader stated he didn't expect any boy to be here, for the visit home was more important.

Jay told Leader he had a home visit soon. Discus-

sion then became involved around what the boy would do on his home visit or how to stay out of trouble.

Major: "I get my home visit Friday."

Leader: "Good. What you going to do at home?"

Major: "Stay home."

Leader: "You mean just stay home?"

Major: "Oh, no! Go to the show or my cousin's house."

Leader: "What, no parties?"

Major: "Can't afford to get caught--violating the rules, you know." (Smiling at Henry.)

Leader: "I see. Well, if you're honest, I think you'll really stay out of trouble."

Major: (Nodding.) "Yes, sir."

The remainder of the afternoon discussion centered around the group's progress and redefining its purpose. Henry, Ronald, and Gary G. were inquisitive into why they were selected for the group. Ronald asked Leader if they were getting graded. Leader explained there were no grades.

Ronald: "How do you know we're doing anything?"

Leader: "Well, Ronald, when a boy goes along in here getting good marks, stays out of trouble, gets along with his supervisors, is able to give and take in

our group discussion, and finally admits he's to blame for a lot of his bad record, he's progressing. How about it, Ronald, are you progressing?"

Ronald: (Directly to Leader) "I ain't got but one write-up up to now. Yeah, I'm progressing."

Leader: "Good." (Leader corrected Ronald to say "I haven't.")

Henry: "We have to come here to the meetings?"

Leader: "You could say that, yes."

Henry: "Why?" (Demanding explanation.)

Leader: "Mainly because it may help you view other problems with your own and talk about things that may give a better understanding of where you're going--kind of a radar line, Henry. Does this make any sense?"

Henry turned his back on Leader, looked out the window, and nodded affirmative. Discussion shifted to music--the rock and roll kind. Leader asked for an opinion from the boys.

Ralleigh: "It's okay."

Marvin: "Makes you want to dance--move--do anything."

Bob: "Sexy. Good beat to dance to."

Gary G.: "I like it because it's got rhythm."

Jay: "I just like it."

Major: "It's cool, man."

Henry: "It's not square." (Lawrence Welk type.)

Ronald: "Makes you forget your troubles."

None of the boys cared for other types of music, but Ronald did comment that musical tastes depended on what class (social) you were in.

Leader: "How do you mean, Ronald?"

Ronald: "You know, classical music belongs to the high brows--the squares."

Leader: "What makes you think they don't like rock and roll?"

Ronald: "I don't know. Maybe they do."

Henry: "They're all square." (Hostile.)

Leader: "Not all, Henry. You see, you can't judge all people by your experiences only."

The majority of the boys didn't think much of Elvis Presley, but they liked the type of songs he sings. Most of the group thought the trouble at teenage dances started with most of the boys getting jealous of their girls becoming too "hot and bothered" due to the singers' motions and

suggestive styles.

Major: "Mr. Caronis, you ever been to Detroit?"

Leader: "Yes, twice."

During the remaining five minutes, Major, Bob, and Henry questioned Leader on his Army career. The boys wanted to know about the food, the pay, judo, and the rangers. Ronald asked questions about the F.B.I. Leader took advantage, telling the group what the F.B.I stood for other than the common meaning. The boys were attentive until the group disbanded.

May 9, 1958

Leader spent half of this group session discussing what the good life may mean in these changing times, also what the bad life means any time. The boys were fairly attentive. Bob appeared the most restless; he kept moving about in his chair. Mr. McKitrick of the psychology department entered, sat down with the group, and observed the interaction taking place. The boys felt at ease, since they knew Mr. McKitrick. However, there was less talking by individuals in the group than usual. Leader picked up the discussion with Vincent.

Leader: "Vincent, what happened in case conference?"

Vincent: (Looking at the floor.) "Oh, I got a suspended thirty days."

Leader: "What does that mean?"

Vincent: "Means I get thirty days added if I goof again." (Vincent smiling at the group.)

Ronald, Marvin, and Henry smiled back. Henry told Vincent he'd goof up again. Vincent shook his head negatively.

Leader: "What happened in the cottage, Vincent?"

Vincent: "I was fighting; I hit this kid after he messed with me."

Ronald: "Did you get him good?"

Vincent: "No," (disgustedly) "They broke it up."

Ronald: "I know a kid I'm gonna get when I get the chance--the sonofabitch." ("Not you, Mr. Caronis," apologizing.)

Leader: "You mean in here?"

Ronald: "Yeah, I mean here. He's a squealer--told on me on various B and E's. I'll fix his wagon."

Henry started laughing, snapping at Ronald, "Suppose he gets you first?"

Ronald: "Shit! I can handle him."

Leader: "Do you think it's worth it?"

Ronald: "Not in here."

Leader: "Well, you'd better think twice in here. Let's see what the rest of the boys think about this."

Marvin: "He should see his counsellor."

Jay: "No use getting added time for fighting."

Gary G.: "That's right--keep out of trouble."

Bob: "I don't know."

Henry: "Added time is added time."

Vincent: "No, I would not hit him unless he picked on me."

Gary H.: "No, man."

Leader: "See, Ronald, the boys feel you'll be getting added time for nothing."

Ronald: "I'll get this jerk on the outside."

Leader: "You'd better think about getting yourself able to accept the fact that getting even with somebody and losing your temper gets you no place."

Leader lectured briefly on individual differences and temperament of people--that control must be mind over boy. Vincent appeared puzzled, Ronald was staring at the floor.

Gary H.: "You know, Mr. Caronis, that the trouble with some guys is that we do things on impulse and

think about it later."

Leader: "Excellent point, Gary. You know, this is one area you fellows will have to face when you leave here. In your own homes you'll have to adjust to the fact that you can't have your own way all the time. How many boys feel they don't deserve B.T.S.?"

Gary H.: "I should have been sent here the first time I got in trouble."

Leader: "Why?"

Gary H.: "Because they don't do nothing by giving a guy ten chances."

Leader: "What could they do?"

Ronald: "Be stricter with you--like making sure you'd be learning a lesson." (Ronald didn't state how they (society) could teach him a lesson.)

Gary H.: "Yeah. Hell, detention or probation is a joke."

Ronald: "You remember, Mr. Caronis, telling us about why probation officers have a lot of cases? Well, you just go in, report, say "I'm fine," and that's it. That night you're out screwing around."

Leader: "Let's not blame the probation officers for what the tax payers are not willing to improve."

Leader closed the session by lecturing on feelings about authority (adult), it's meaning to them, negatively and positively. The boys asked no questions and Leader tried to get them to accept the fact that unless they adjusted to people giving orders, whether in or out of B.T.S., the chances of their getting along well in society were not good. The group was dismissed. Jay saw Leader as he was leaving the room and reminded Leader that he was having his date set for parole.

April 21, 1958

Vincent and Major were the first to arrive at today's meeting. Vincent arranged his chair near the window. Major, too, pulled his near the window. Vincent asked Leader where he was last week. Leader explained he was absent because of an infected tooth and this had kept him from attending the meeting. Ronald asked Leader, jokingly, if he had given up on the group. Leader replied, "Never say die." Ronald laughed. Gary G. and Gary H. arrived and also inquired where Leader was during the past week. Raleigh entered looking very depressed. Henry arrived with Bob. Henry took a small pocket book out and began reading. Marvin sat near the center of the table. Conversation

started when Leader asked Major how he enjoyed his home visit.

Major: "Okay."

Leader: "Everybody okay at home?"

Major: "Yes."

Leader: "Would you mind telling the group what you did during your visit?"

Major: "Well, not too much. I saw a few of the boys, went to a couple of movies with my girl, and got in early every night."

Leader: "You mean you were careful not to let yourself get into trouble?"

Major: "Yes, but I thought of not coming back."

Leader: "What made you change your mind?"

Major: "I didn't think it was worth spending any more time here."

Leader: "Smart boy. I'm glad you're thinking about yourself and your do's and don'ts." (Major looked away from Leader with apparent satisfaction.)

Ronald: "Ralleigh had a home visit, too." (Smiling.)

Leader: "Oh! How did it go, Ralleigh?"

Ralleigh: "Okay, I guess." (Shrugging his shoulders, looking at the floor, non-enthusiastically.)

Ronald: "He got a two week writeup for smoking on the grounds when he came back from his visit." (Laughing.)

Leader: "Is that right, Ralleigh?"

Ralleigh did not look at Leader. He was non-committal and remained quite hostile about the writeup, showing it toward Leader.

Leader: "I guess the rules mean what they say."

Ralleigh: (Almost apologetic, looking out the window.) "I didn't know you couldn't smoke on grounds."

Ronald: "You know it now." (Rubbing it in.)

Ralleigh and Ronald are pals, but during this session Ralleigh was not feeling in a kidding mood. Leader pressed no further questions his way.

Ronald: "I went home, too."

Leader: "Good. How did you get along?"

Ronald: "Fine." (Buttering up to Leader.)

Leader: "Gary G., your mother was here over Mother's Day, wasn't she?"

Gary G.: "Yes, she came. I showed her the grounds. By the way, I almost got a writeup for fighting." (Changing the subject quickly--perhaps defensively.)

Leader: "What happened?"

Gary G.: "Some kid in the cottage hit me in the mouth, but I didn't hit him back."

Leader: "Why not? You could have."

Gary G.: "I guess I thought...about whether or not it would be worth it."

Leader: "How do you mean?"

Gary G.: "You know, added time."

Leader: "It sounds like you're putting your thinking cap on, Gary, because you not only thought it out, you controlled your impulse to strike back. Now, isn't that easier to use when you want to get along with people?"

Gary G.: "Yes, sir."

Leader went into a brief lecture on how impulses, their instigation, and lack of control may get one in trouble anywhere, anytime. Numerous examples were furnished that indirectly tied in some previous experiences of the boys.

Major: (Interrupting.) "I have a cousin who's that way."

Leader: "What way, Major?"

Major: "Well, he's got a temper, will fight right away.

No control."

Leader: "I see; short tempered."

Major: "Yeah."

Leader: "I'd say we can all be that way, but most of us learn to control our selfish desires by getting along with one another."

Bob interrupted Leader at this point to ask what time it was. He was impatient and restless in his chair. During this hour, Marvin, Gary H., and Vincent sneaked smokes in the bathroom. They continued their testing of Leader, who could have reported them but didn't. Instead, Leader let them know that he felt these boys had let him down in their trust. (Marvin and Vincent admitted smoking and flushing the butts down the toilet. Gary H. at first rationalized the need to smoke during this hour because he had worked hard all day. He appealed for group sympathy but did not receive any.) The remainder of the group, in an opinion poll from Leader, felt that the boys should not smoke, even though Henry, Ralleigh, and Gary G. would like to have done so. Leader cautioned the violaters by asking for fair-play. He brought up an example (reality) when the Superintendent of the B.T.S. had fought to get them the privilege of having three cigarettes a day. Why

should they abuse this privilege? Silence. Leader told the group again that since the group session was not the place or time to smoke, to please control their need for "butts" until later. (Most boys picked butts off ash trays or the ground.)

Discussion then followed which centered around, "What's prison like?" This was also tied in with the question of why Frank Costello was not in prison which Major had asked.

Leader: "Costello's been in prison, Major, for income tax evasion. However, Major, the majority of prisoners are small-time punks who fill all our prison-cells all over the United States. You know, three-time losers." (Group attention). Leader made prison life sound almost completely devoid of freedom or creativity.

Major: "Is it true that some guys in prison are married to each other?" (Group looking at Leader now.)

Leader: "I wouldn't know about that, but I can tell you when a man goes to prison, he loses his normal sex outlet with his woman or wife."

Major: "All those guys queer?"

Leader: "Nope, just some. I'll tell..."

Major: (Interrupting.) "They wouldn't turn me queer."

Leader: "There's only one way to avoid that for sure, and that is to keep out of any prison."

Discussion continued but mainly directed by Leader on prison reform, the differences between B.T.S. and adult prisons, and the idea that a boy is getting one more chance before his eighteenth birthday. The boys knew this would be the end of the line for some of them. They had to face up to their responsibilities or end up in Jackson Prison.

The period ended with some questions thrown at Leader concerning discipline in prison, food, privileges, etc. The group seemed interested in prison. Leader did not pull any punches here but gave the group the facts that prison life is not for anybody, (unless you think you'd like it there) besides wasting a lifetime behind bars. The whole subject of prison was treated by Leader in the realistic framework of how far prisons have gotten in modern America. The boys left with no smiles on their faces, perhaps even thinking about their futures.

May 23, 1958

The leader held a non-directed session this afternoon

for the most part. The boys were quiet and unassuming. Jay and Vincent were first to arrive. Vincent took his chair near the window and began peering out. Jay and Leader talked casually. Jay told Leader he would be going home during the the second or third week in June.

Leader: "You mean you're getting out in five months?"

Jay: "Yes."

Leader: "What's your secret?" (Five months is the least a boy can stay at B.T.S.)

Jay: "Just to act, I mean, do what you're supposed to do; keep out of trouble."

Leader: "I see. Then it's really a matter of playing ball with the right team."

Vincent during this brief conversation was pretending not to hear and restlessly began adjusting his chair. Leader interrupted him by asking if he agreed with Jay.

Vincent: "Yeah." (Rather indifferently.)

Leader: "What don't you agree on?"

Vincent: "He's right. You got to keep out of trouble."

Leader: "How are you doing in this respect?"

Vincent: "Oh, well, er, I'll probably be here six or seven months."

Leader: "But are you trying your best?"

Vincent: (Smiling and looking away from Leader) "Yeah."

Ronald, Ralleigh, and Gary G. came in next. They greeted Leader. Ronald sat next to Leader. Ralleigh sat near a corner with Gary G. They held a minimum amount of conversation. Bob, Gary H., Henry, and Major entered. Henry looked disgustedly at Leader and asked: "Do I have to come here?"

Leader: "Yes."

Henry: "But I was doing some important work in the print shop this hour." (Henry feeling angry.)

Leader told Henry he was sorry he was taken away from a job he liked to do. Henry became aloof and began reading a comic book he had in his back pocket. He remained silent during the entire session. Major, looking at Leader, stated that this group hour session was interferring with his work. Major appeared frustrated but contributed to the discussion.

Bob, in his white work coveralls, came from working in the kitchen. He kept more to himself, conversing softly with Ronald and Gary G. Gary H. seated himself across from Leader, took a pocket book entitled, "Sayanara" from his

pocket and began leafing through it. He stopped in a few minutes and put the book back in his pocket. The book dropped on the floor. Major picked it up and, motioning Leader to play dumb, hid it. Before this, Ralleigh, smiling, commented to Gary G., who was trying to get his book from Major, that he wouldn't know what he was reading, anyway. Gary G. looked at Ralleigh and blurted, "You're nuts."

Major: "Any sex in there?"

Gary G.: "Not much. It's a story about Japan."

Leader: "You see the movie?"

Ralleigh: "The book's different."

Leader: "What do you mean?"

Ralleigh: "The book's better."

Leader: "Oh! I never read it. I enjoyed the movie."

Gary G.: "Where is the book? Hell, give it back."

Major: "No sex in it, huh?"

Gary G.: "No!"

Major unwillingly gave the book back to Gary G. Leader then heard the most intelligent statement come out of all this horseplay.

Gary G.: "When we gonna get started?"

Leader: "Right now, partner."

The boys turned their attention to Leader who began to lecture on individual differences, and indirectly touched on earlier experiences they might have had in relation to delinquent ties in the family, the neighborhood, and "the other side of the fence." The boys didn't comment on the lecture. Leader followed up by telling the group that Jay would be going home soon--a five month boy. All eyes turned to Jay, who remained poised in accepting some praise that Leader bestowed upon him.

Leader: "Jay, tell us what your secret is?"

Jay: "Well, I just keep out of trouble. I do what I'm told and do the best I can in everything I do."

Ronald: "Shit! You kiss-ass!"

Leader told Ronald that such an exclamation was uncalled for. Ronald looked at Leader and said nothing. He stared away.

Leader: "I don't think anybody has to be an 'apple-polisher' to get along."

Silence. A few of the boys unexplainably looked at Ronald, who may have projected his own feelings of being himself an "apple-polisher." Leader went into a brief talk on how to use a little applied psychology with people,

especially adults, to be able to get along without giving people the impression you're a "Mommy's boy."

Leader: "Can you tell us, Jay, what you're going to do after leaving here?"

Jay: "I'm going to try and get back in school."

Leader: "Good. I'm sure you can finish."

Jay: "I'm also going to have a part-time job."

Leader: "Give you a little spending money, too, huh?"

Jay: (Smiling.) "Yes, sir."

Informal discussion picked up among the boys. Ralleigh and Ronald were kidding around about the time element --regarding when they would be released from the school. Leader was quietly having a conversation with Major who thought there should be no marking a boy here. Vincent agreed, "Everything you do, they give you a grade." Leader explained this was a good-sized institution where the handling of boys in numerous ways such as school, cottage, and recreation, all revolve around discipline. (It's a do-it-if-you-want-to system. You know--competitive.) The boys agreed, but still didn't like getting a mark for everything especially if they were poor in a particular area. Who does? Major dropped the argument. Vincent turned to the

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window for escape.

Gary G.: "Why are we picked for coming here? We aren't crazy."

Leader: "I'm sure none of you are crazy. All of you were picked, at random, for group participation to talk over some of the problems you may have and to gain some understanding and insight so that you may not have to come back to this institution again."

Henry: "What problems?" (Waking up.)

Leader: "You don't have any?"

Henry: "No. I'm here because I got caught."

Leader: (Directly at Henry.) "But, that doesn't explain why you got caught, or why you were doing something against the law, does it?"

Henry: "I did what I did just to be doing something."

Leader: "I see. You feel you understand all about yourself and the people around you?"

Henry: "Almost. Nothing this place can teach me!"

Leader: "Well, if you feel you can tell us anything, we can learn from you, or if you're not sure you understand something, let the group know. We'll be happy to help you." (Henry looked at Leader and

took out his comic book. Hostility released--both ways.)

Bob: "What time is it?" (His only contribution.)

Leader: "Five more minutes."

Major: "Why are they making prisoners sleep in tents at Jackson Prison?"

Gary H.: "No room, man!"

Leader: "If so, that's probably true."

Major: "Why don't they build a prison in every county?"

Leader: "Too expensive. You see, each county may have detention facilities, but a prison usually belongs to, and is operated by the state government."

Major: "What about guys on parole?"

Leader: "If you've got no job, home, or sponser, most guys end up back in the "big house." You see, Major, there's nothing wrong with the way probation and parole are meant to work. They just don't always work like they say they should or could."

Leader dismissed the group.

May 28, 1958

The group leader was confronted with a problem today. It seemed that some of the boys felt the group sessions held in the afternoon on Wednesdays and Fridays were interferring

with some of their work program.

Ralleigh: "Do I have to stay today?"

Leader: "Are you sick?"

Ralleigh: "No, I just don't wanna come. I've got work to finish in the print shop."

Leader: "It's important to you to finish it?"

Ralleigh: "Yes. Besides, I'm not learning anything that I didn't know before coming here."

Leader: "I see, but I think you've shown me and yourself that by speaking up, you have acquired a means to express yourself in a group."

Ralleigh: "I wouldn't mind in the morning."

Leader: "Good. Excuse me while I see Mr. Keyser about different arrangements."

Leader conferred with Mr. Keyser about four boys who felt the group sessions were interferring with their work program. Mr. Keysercame to the meeting room where the following significant interaction took place. The two Gary's and Bob were not present.

Leader: "Mr. Keyser, we have some boys here who feel the group session is interferring with their work detail program on Wednesday and Friday. The boy sitting behind you, Ralleigh, is one of the boys

requesting to be excused from the afternoon sessions."

Mr. Keyser: "I see." (Taking pencil and paper.) "Where do you work, Ralleigh?"

Ralleigh: "Print shop."

Mr. Keyser: "Are you working on a special job over there?" Ralleigh explained that he was.

Mr. Keyser: "I see. Are you getting anything from coming to the group meetings?"

Ralleigh: "A little."

Mr. Keyser: "You know, it's hard to say just what you are getting out of coming here. But even if you're becoming part of the group, whether it be in discussion or gaining some points on another's thinking, you're getting something out of it, aren't you?"

Ralleigh: "Yes, sir."

Mr. Keyser: "Do you participate in the discussion?"

Ralleigh: "Sometimes."

Mr. Keyser: "Good. Now, do you feel you would like to be completely dismissed from the group, or just for the afternoon?"

Ralleigh: "I'll come in the mornings."

Mr. Keyser: "I see. We'll let you go back to shop now. Okay?"

Ralleigh: "Yes, sir."

Leader: "See you, Ralleigh." (Ralleigh gave a smile and meekly waved so long.)

Mr. Keyser: "Now who's next?" (Henry raised his hand.) "What is your job, Henry?"

Henry: "It's in the print shop, too--can't finish my work."

Mr. Keyser: "Aren't you getting anything out of these group sessions?"

Henry: "Not much. I haven't learned too much I didn't know already."

Mr. Keyser: "Except you couldn't have known too much or you wouldn't be here."

Henry: "Yes, that's true." (Sheepishly amidst slight group laughter.)

Mr. Keyser: "Would you like to come to any more group meetings?"

Henry: "Yes, I'd come in the morning."

Mr. Keyser: "Okay. You can go back to your job now."

Leader: "See you next week, Henry."

Henry: "Okay."

Leader: "How many boys here like coming to meetings?"

Major: "I do, but not in the afternoon." (Vincent, Jay, Marvin, Ronald, Gary G., and Gary H. answered affirmatively.)

Mr. Keyser: "Where do you work, Major?"

Major: "Print shop."

Mr. Keyser: "Do you mind coming here?"

Major: "I'd like maybe to come just on Friday--twice a week at other times."

Mr. Keyser: "Do you feel you're gaining something from coming here?"

Major: "Yeah."

Mr. Keyser: "What?"

Major: "I don't know for sure."

Mr. Keyser: "Do you want to go back to your job now?"

Major: "Yeah."

Mr. Keyser: "Okay. Get an office boy to take you back."

(Major seemed rather surprised he was in a democratic group. He smiled as he walked past Leader.)

The remainder of the group thought the group sessions were beneficial in some ways but most could not explain why. Opinions follow.

Vincent: "I don't know for sure."

Ronald: "I like coming here."

Gary H.: "It relaxes me."

Marvin: "I'm learning new things about life."

Jay: "I like to hear other boys' problems and experiences. It helps me."

Gary G.: "You can talk here. I can't this way any other place."

Bob: "I don't know."

The remainder of the hour was spent in giving the boys some ego build up--that they had come along some since the first group meeting. However, Leader was probing the question on whether to drop Marvin and Bob since the group might be posing a conflict by doing what these boys could not do well--relating--as seen from the disciplinary record. Marvin and Bob were having personal problems that they could not verbalize to the group--that they could only act out. Both boys went A.W.O.L. shortly after. For these reasons Leader referred both boys for individual counseling with the psychological department.

June 5, 1958

The group meeting room was temporarily changed to the psychological testing room since the regular meeting

room was being used. Jay was the first to arrive. He and Leader talked about his plans for the future. Jay told Leader if the probation officer could help him find a job or if his relatives can through in their plans to secure employment for him, it would help a lot.

Jay and Leader entered the hallway to wait for the rest of the boys who were a few minutes late. Jay and Leader sat down at a small table where a chess set was rigged up. Jay began arranging the chess men in order, then asked Leader if he knew how to play. When Leader said no, Jay said, "I'll teach you." Jay proceeded to show Leader the intricate game of chess which he seemed to enjoy. Jay had a good laugh at Leader's blundering mistakes. Conversation between Jay and Leader, although concerned with Leader's chess play, was relaxed. The individual conversation was cut off after the remainder of the group appeared.

The boys filed in the big testing room scattering themselves around. Vincent, Major, and Bob began looking at some Saturday Evening Posts. Vincent soon dropped this activity. He and Bob began playing with some stop watches. Gary G., Ronald, and Gary H. asked Leader why the group

could not go in the regular meeting room. After Leader explained, Mr. Keyser came out stating they were through with the room.

Bob, Ralleigh, Major, and Vincent brought some magazines with them. Henry sat by the window, turning his back to Leader. As Ronald started looking through the magazines, Bob picked up one magazine after another, looking at the pictures for a few seconds, picking up another one, and repeating this. Leader observed Bob did this for fifteen minutes--occasionally glancing at Leader and forcing a smile that really asked, please help me. But this boy did not belong in the group, as stated before, due to his own problems unable to be verbalized in a group setting, and the fact that this boy needed a one-to-one relationship with an individual therapist.

Leader: "How are things at the cottage, Bob?"

Bob: "Not too hot."

Leader: "What's up?"

Bob: "Oh! I got a writeup for smoking and 'fuse juicing.'"

Leader: "Fuse-juicing--what's that?"

Bob: "Trying to get a light from a light bulb."

(Marvin, Ronald, Gary G., and Ralleigh laughed.)

Leader: "Isn't that taking a chance on getting added time?"

Bob: (Defiantly.) "Yeah. But I wanted to smoke. Besides, everything you do in life's a chance."

Leader: "Only when you don't think about what you're doing, chances are it's less of a chance." (Bob turned his attention to the magazines and, once again, began leafing through them.)

Leader: "Tell us, Bob, wouldn't you think before doing this again?"

Bob: "Yeah. Trying it was fun, anyway. I know I'd probably get caught the second time. So what?"

Leader: "What about you, Vincent? Would you juice a fuse for a butt light?"

Vincent: "I don't think so."

Leader: "Why not?"

Vincent: "Too much risk of getting wrote-up."

Leader: "I see. What about you, Jay?"

Jay: "Heck, no!"

Leader: "Guess you would be kind of stupid, of course --Jay's on his way home, fellows, in a week--a five

month boy. You really must have played ball with everybody."

Jay: "I did." (Group looking at Jay.)

Gary G.: "Mr. Caronis, I got my date set next week."

Leader: "Good, Gary, keep the good work up."

Major: "Me, too."

Leader: "No kidding!" (Acting surprised.)

Major: "I gotta get outta here--this joint stinks."

Leader: "What's the gripe now?"

Major: "A woman school teacher--I just can't get along with her."

Leader: "Why?"

Major: "She's always hawking me."

Leader: "What do you do to invite trouble?"

Major: "She--she better keep clear of me." (Seriously.)

Leader: "Ralleigh, tell Major what the best way to avoid trouble in here is."

Ralleigh: "Mind your own business."

Leader: "Right, Vincent?"

Vincent: "I guess so." (Indifferent.)

Silence. Leader talked about what is expected of a boy in B.T.S. and what is expected of him after he leaves.

The group was attentive except for Bob who continued looking through the magazines. Henry kept quiet. Marvin was silent, but his eyes shifted from Leader to the various members in their group interaction.

Gary H. got up from his chair and became interested in some old files stacked in the rear of the room. He began looking at these confidential files and was stopped by Leader who told the group and him that they were confidential.

Leader: "What's that you're reading, Gary?"

Gary H.: "Oh, just some papers."

Leader: "Well, let's see one. Oh! Records, huh, pretty interesting."

Gary H.: "I guess so. Boy, some of these guys are sure dumb--75 for an I.Q."

Leader: "Everybody be seated. I'll read a record to you. Just imagine your own being something like this one."

Leader picked an old boy's file at random and began reading it, disguising the pertinent information regarding the boy's identification. Leader read parts of the delinquent problems, school report, interests, health, family background, psychological evaluation, etc.

Major: "You mean they have one of those on me?"

Leader: "Yes, on every boy in B.T.S. It helps to better help you."

Gary H.: "What's psychological mean?"

Leader: "Can mean test results from certain tests showing your I.Q.--and other personality characteristics."

Marvin: "What's U.D.A.A. mean ?"

Leader: "Unlawful driving--taking of an automobile."

Leader continued. The boys were very attentive. Leader went through the case history, bringing up reasons why this boy was here at B.T.S., what his good points were, and what his bad ones were.

Major: "What's his name?"

Leader: "Confidential."

Major: "What the hell, he's in the same class we are."

Leader: "He was here. He never returned, however."

Vincent: "What time is it?"

Leader: "Time to go. See you all tomorrow afternoon."

Vincent: "In the afternoon?" (Puzzled.)

Leader: "That's what the group voted on, and this is a democratic group in a democratic country. See you."

Vincent strolled out last, looked at Leader, and said, "Okay."

June 6, 1958

Major was the first boy to arrive for the meeting. Entering, he greeted Leader, took a seat at the table, removed a brush from his pocket, and started brushing his hair.

Leader: "I see you got a haircut--looks nice."

Major: "Yeah! I'll never be butchered in here again. I'll kill that guy next time."

Leader: "It might be a little short, but it looks even."

Major turned his head to the rear showing Leader the back of his head. He continued brushing it. Leader made no further comment.

Major and Leader talked casually about B.T.S. Major didn't like it, didn't like working for a grade, and hoped to never come back.

Major: "They're always watching you here."

Leader: "This is an institution for juvenile law breakers, you know. Not like ordinary school, huh?"

Major: "No, but I'm getting a job when I get out."

Leader: "Who's getting it for you?"

Major: "P.O." (Probation officer.)

Leader: "What if he can't?"

Major: "I'll steal again--snatch purses." (His specialty.)

Leader: "You know what will happen eventually, don't you?"

Major: "Yes, but they have money--why shouldn't I?"

Leader: "They don't snatch purses, especially from kind old ladies."

Major: (Pausing.) "Hell, they're the easiest touch."

Leader: "What do you do with the money you get?"

Major: "Shoot dice--win sometimes."

Leader: "Lose sometimes, too, huh? You mean you snatch purses to shoot craps?"

Major: "Not unless I have to, you know."

Leader: "Where are you going to work?"

Major: "The Big D; wax floors downtown, big office building."

Leader: "I see. Hope you try real hard to keep the job if you do get it."

Major: "I hope so, too."

Leader preached to Major about those two sides in life --the good and bad. Major was informed about the five, four, or three per cent of the teenagers who are termed "delinquents." Major looked at Leader as if to imply he wasn't so sure he could ever break his present way of life.

Ralleigh and Henry arrived looking perturbed.

Leader: "Well, what's the matter? Did I pull you out of something you like to do?"

Ralleigh: "I thought we were coming in the morning instead of afternoon." (Henry nodded affirmatively.)

Leader: "If you two have jobs you're doing, you may go back. See you next week."

Both boys thanked Leader and left for their print shop work assignments. Vincent, Marvin, Gary G., Gary H., and Jay entered. They asked where the rest of the boyswere. Leader explained that they were excused for some work program they were on. Leader asked if any other boy wanted to be excused this afternoon.

Marvin: "I'd like to be excused. I have a school maintenance job I'd like to help finish."

Leader: "Okay, Marvin."

The remainder of the group were there as a matter of choice. Bob was excused this afternoon--getting permission from Mr. Keyser to finish his job at the bakery. Bob admitted earlier to Leader that coming to the group made him miss his afternoon cigarette which was highly important to his morale.

Discussion centered around how important it would be for the boys to work or go to school after their release from

B.T.S. Leader again went over the value of education. The work subject brought some anxiety from Gary H., Gary G., Major, and Ronald, who stated they would be going home in August.

Vincent was rather quiet. He told Leader he had to go to case conference for disciplinary action.

Leader: "Vincent, can you control your temper?"

Vincent: "No, never could."

Leader: "Guess you'll have to learn before you leave this place. Anybody have any suggestions on how Vincent could gain some control?"

Ronald: "Just keep from getting yourself in situations you've got to fight."

Leader: "Can you do that, Vincent?"

Vincent: "Not without supervision."

Leader: "Guess you'd better be near the supervisor most of the time." (A knock at the door came. Parole officer to see Vincent.)

Major: "Oh! Going home."

Gary H.: "Could be a lot of things."

Leader: "That's right."

Vincent: "So long."

Leader: "See you next week.

Conversation drifted into what Gary H. was going to do on his home visit.

Gary H.: "Boy, when I get there, I'm calling my girl and getting you-know-what, and if she don't, I'll get it someplace else."

Leader: "What if you got a girl pregnant?"

Gary H.: "I'd marry her. I'd marry any girl I knocked up. If I didn't, I'd have a hellava responsibility on my conscience."

Leader: "Guess everybody has to live with themselves before they can live with other people."

Leader then lectured on the moral obligation each boy had to himself and society. The group was attentive but seemed to get restless.

Major: "I'm not getting married till I'm thirty."

Leader: "You should have some money in the bank by then."

Ronald: "One way or another." (Group laughter--Major smiled slowly.)

Leader: "Tell us, Major, did you ever think of hurting any of those women you snatched purses from?"

Major: (Pause.) "Hell, no!"

Ronald: "What about going up so somebody and telling them you're going to beat them up?"

Leader: "If you have the intention of doing so and lay a hand on them, they can hit you first in self-defense. You'd be committing assault and battery."

Ronald: "Yeah, but I ain't gonna really beat them up."

Jay: "You threatened them, didn't you?"

Leader: "That's right. You can't go around threatening citizens, you know."

Ronald: "I mean those punks in the neighborhood."

Leader: "Ignore them if you can."

Ronald seemed unable to understand his need to act tough.

Gary H.: "Cops push you around?"

Ronald: "Yeah, search you--rip your buttons off your coat."

Leader: "We talked before about law officers and most of us finally agreed they had a job to do that many people would like to do, but they just wouldn't make good cops. Like apples in the barrel, you get a few rotten ones."

Major: "Yeah, but they're always watching you. Every-time I go home, they're in the neighborhood."

Major built this point up as if he were public-enemy-number-one. Leader tore down this fantasy.

Leader: "Major, the police know when you'll be getting

home from B.T.S. Besides, they are not after you, 'cause you are a small-time punk in their books. Besides, most big time hoods like Costello are always being watched--either way you are the loser. Besides, were you doing anything wrong?

Major didn't like taking this from Leader and stared out the window.

Major: "No."

Leader: "Okay, so keep it that way."

Gary G.: "I'm going home next Friday on a visit. Get my date set after I come back."

Leader: "Good, Gary."

Ronald: "Me, too. I think I'll run away from home." (Jokingly.)

Leader: "Really?"

Ronald: "No, just kidding."

Leader: "Good. Time to go, fellows?"

It was interesting to note that the boys appreciated having candy bars at the beginning of the session. They acted like a bunch of grade-school children getting their first "lollypop."

Jay was the first boy arriving for the morning session. He seated himself asking Leader if he would call him out earlier in the afternoon. Jay talked about his going home soon. He asked Leader if he knew of any other boys in the group leaving in the minimum amount of time. Jay was proud of himself. Leader asked Jay if the group had help him in any way. He replied it had given him more confidence in mixing with other boys and that before coming to the group, he had thought of running away, but after two sessions in the group, he changed his mind. Leader and Jay exchanged smiles.

Major entered humming a tune. He grabbed a chair by the window (which I think represents freedom.) He talked about himself, telling Leader he would be leaving soon. Leader asked him how he was coming along in his other activities. He said all right, and he was not about to get "copped," (caught) for doing anything wrong. The discussion shifted between Leader, Jay, and Major and what they were going to do after they got home. Major seemed to be somewhat envious that Jay was leaving after only five months.

Ronald, Marvin, Ralleigh, Gary G., Gary H., and Henry came in. Ronald offered Leader his hand for a shake. Henry walked by Leader glancing at him, then seating himself near

the window. Gary H. started looking over the books on the psychologist's desk. Gary G. spoke up, "One of the boys ran."

Leader: "Who?"

Gary G.: "Bob."

Leader: "What happened?"

Gary G.: "Guess he just had to run, but they caught him."

Ronald: "He'll probably go to five." (Detention cell.)

Leader: "I'm sorry to hear he ran." (Bob unsuccessfully tried to reach his girlfriend's home.)

Gary H.: "Got two months added time for it, too."

Leader: "I see."

Gary H.: "You know, Mr. Caronis, I was going to run the the other day, too." (Priming for attention.)

Leader: "You want to tell us why you didn't?"

Gary H.: "I don't know. Guess I want to get out too bad."

Leader: "You will in a few months."

Gary H.: "I know it's foolish of me to run. I--I--don't think I'll get the urge again." (Questionably.)

Leader: "Henry, didn't you tell me you were thinking of running last week?"

Henry: (Surprised.) "Hell, no! My date is all set. I'm staying right here." (Smiling, group laughter.)

Just then, Bob entered. The group looked at Bob who sat down, opened a magazine laying on the table, and began leafing through it without intent to read or even look at the pictures. He felt uncomfortable, and he kept glancing at Leader with a guilty expression. Leader was about to redirect attention from Bob, when Ralleigh blurted:

Ralleigh: "How long were you away?"

Bob: "Five days."

Ronald: "Shit, you lie, man." (Hostile.)

Bob: "Naw, I was caught a half hour after I ran." (Looking at Leader.)

Gary H.: "You get two months added time."

Bob: "I don't know, haven't been to case conference yet." (Bob continued leafing through magazines; the group was confused why he ran.)

Gary G.: "Where could you have gone? Home?"

Bob: "No, I would have gone to some other house in the neighborhood."

Bob was reacting nervously to these questions as noticed in his stuttering speech. Leader shifted the conversation into another subject--why not to run. The lecture continued for ten minutes. The boys were attentive, but undoubtedly had

their own opinions on "why to run."

Leader: "Major, what keeps you from running?"

Major: "Me. I mean, I don't get nothing from running, so I mind my own business."

Leader: "How?"

Major: "Just mind your own business." (Group laughter.)

Leader: "Thanks, Major. That's a good point."

Major: "But--uh--I don't let nobody step all over me for nothun."

Leader: "Right. Marvin, how have you been controlling your temper or other impulses to do something without thinking about the consequences?"

Marvin: "Not too good. You see, I got a writeup for fighting two days ago." (Standing next to Leader's chair, fumbling for words, smiling, then somewhat withdrawing his position but smiling defensively.)

Leader: "You know, Marvin, I think you've improved quite a bit since I met you. But I hope that you learn that Marvin can only be controlled by Marvin."

Marvin: "Yes, sir. But everytime I get in trouble and get bawled out, I just laugh inside. I almost started laughing at the judge when he sent me here, but I knew

I had it coming."

Leader: "Well, Marvin, I must say that's being honest with yourself. We all laugh when we're really scared, Marvin."

Marvin: "Yes, sir." (Sitting back down.)

Leader: "Henry, what are you going to do when you leave here?"

Henry: "Work."

Leader: "Where?"

Henry: "Downtown--stockboy."

Leader: "Pretty good deal." (Henry nodded positively.)

Leader: "Henry, without pulling any punches, I'd like to hear your opinion of what the group has done for you."

Henry: (Half smiling but serious.) "Well, Mr. Caronis, I really didn't learn too much I already didn't know, but I did learn a little that made me understand a little more that I couldn't fit in by myself--that's all."

Leader: "Thanks for being honest, Henry. You kind of seem to know where you're going. That's good." (Henry smiled.)

Major was looking at Henry as if to say, "You phony." However, Henry's disposition has changed from one of trying to

take over the group to one of passive contribution.

Leader: "Ralleigh, you haven't said much. Everything under control?"

Ralleigh: "Yes, I have my date set for August."

Leader: "Good."

Ralleigh got up and went over to where Ronald and Gary H. were looking at some psychology books. He too was interested in a chapter entitled, "Why Delinquents Become Delinquent." Pretty soon the entire group was reading about Freud.

Ralleigh: (Looking at Leader.) "You take this stuff at college?"

Leader: "Yep!"

Ralleigh: "Huh! What are you majoring in again?"

Leader explained and reminded Ralleigh that he had the intelligence for college and might someday be a graduate. Ralleigh looked at Leader intensely for a few seconds, shrugged his shoulders, and said nothing. Ronald overheard Leader's statement and told Ralleigh he doubted he would ever go to college. Ralleigh's reply to Ronald was a thumbed nose.

The remainder of the hour was spent in lecturing by Leader about why a good record at B.T.S. would stay with a boy during his lifetime. "It's never too late."

June 13, 1953

Leader lectured during three-fourths of the group session this morning. The topic discussed was something the boys didn't figure, at least, not in these group meetings. The subject was religion--the freedoms of, for what, how, when, where, and why. The boys were attentive. There was little said, and no boy offered any comment during Leader's lecture. They had heard similar lectures before. Most boys admitted not going to church often. Major stated this didn't make one a good Christian. He did agree that church-going was a good habit, and, in some religions, a must. Most of the Catholic boys in the group admitted letting the church down while on the outside. They had participated or followed the codes of their church very little. This was also true of the other faiths represented in the group. The lecture was given in a fashion allowing for self-appraisal and not to pass judgement.

The only question asked upon the termination of the interview was by Ronald who asked Leader what church he went to. Leader explained that he felt more complete as a religious being and what his faith meant to him. Leader opened the floor for discussion. There was very little. The boys kept to themselves. The group was dismissed.

June 13, 1958

This morning we used Mr. Keyser's office since the regular meeting room was occupied. Jay was the first boy to arrive. He was in jolly-good spirits. After all, he was leaving tomorrow. Jay started a conversation with Leader.

Jay: "I'm counting the hours now."

Leader: "Guess you're a clock watcher for real, huh? This will be your last session with the group, won't it?"

Jay: "Yes, sir."

Leader: "You know, I have a hunch you'll never come back here."

Jay: "I know I'm not."

Leader: "Well, since we can't use our regular room, would you mind helping me set up in Mr. Keyser's office?"

Jay: "Be glad to."

The set-up was completed, and Jay directed the uneven flow of group members to Mr. Keyser's office. Henry and Rall-eigh arrived first. Henry's first question was why we were meeting in the psychologists' office. There was some anxiety. Perhaps the boy felt Leader was going to hang them for sneak-ing cigarettes on him during the past two group meetings.

Ralleigh lay down on the couch in the room. He, also, wanted to know why were we meeting in here.

Vincent arrived in his cafeteria whites. He told Leader he couldn't stay long since the time was interfering with one of his rights--lunch. Ronald, Gary G., and Gary H. came in wondering why the group was meeting in here. Ronald asked where Major was. The boys knew that Bob and Marvin had been dropped from the group. Leader told Ronald that Major was in the hospital.

Ralleigh: "But I just saw him outside. He wanted you to call him out." (Leader sent for Major who told him he had just got out of the hospital.)

Discussion started over Leader's bringing up Bob's theft of a stopwatch during the past two weeks. Without meaning who took the watch, Leader asked the boys who took the watch from the desk of one of the psychologists.

Ronald: "I know, but I ain't tellin'."

Gary H.: "Me, too."

Ralleigh: (To Leader.) "You know who took it."

Leader: "You're right, Ralleigh. Fellows, I didn't expect you to say who, but I guess none of you bothered to correct the boy that did take it."

Gary H.: "He's crazy to pull a stunt like that."

Ronald: "Bob took it, didn't he?"

Leader: "Yes, he received added time for it, too. Maybe the group wasn't helping him much."

Ronald: "He's much smarter than you think."

Leader: "I don't know really."

Leader then went into an explanation of why Bob might have taken the watch--attention, hostility towards Leader, or perhaps just for fun.

Gary G.: "Maybe he was just testing you. You know, guys in here do this."

Leader: "It wasn't much of a test. I didn't even know he took anything."

Gary H.: "He's nuts."

Leader: "I wouldn't say that about anybody. The boy had his reason--we don't know. He'll be getting individual attention from Mr. Keyser." (Henry was smiling at Leader, Vincent was stone sober.)

Leader then brought up the subject of "smoke sneaking," the incident in which Henry, Vincent, and Gary H. were directly involved. As Leader set the stage, Henry began squirming in his seat. He got up, went over near Ralleigh, and demanded

that Ralleigh let him lie down on the sofa. Leader corrected him and told him to sit down near Ralleigh. Henry looked at Leader and sat down.

Leader: "Henry, I would really like to have an honest opinion regarding the right to smoke when the rules say no--you know, like last week."

Henry: (Chuckling.) "I--I--think we were taking advantage of you." (Leader shook Henry's hand for being honest. Henry wasn't sure if Leader was going to give him a writeup or not.)

Leader: "Now, Henry, you feel it was not within the rules?"

Henry: (Thinking, then speaking softly.) "Yes, it was not." (Major was eying Henry sternly. Henry glanced from Leader to the floor.)

Ralleigh: "Most of us can control our smoking if we want to, but we sneak a puff lots of places."

Leader: "Gary H., appealing to your sense of fair play, what do you think is right."

Gary H.: "Personally, I see nothing wrong with it--except there's a time and place. But, what the hell, being in here means time and what a place--ha!" (Group laughter.)

Ronald: (On the quiet side, blurted.) "Mr. Caronis, honestly, we took advantage of you last week. It won't happen again."

Leader: "Thank you all for being able to face the truth. I'm sure we all profited from knowing where we stand as individuals and as a group. By the way, fellows, Jay is leaving us tomorrow. I personally congratulate him on being a five-month boy."

Leader shook hands with Jay who had a big smile from ear to ear. Ronald and Gary H. started to say Jay was a teacher's pet, but refrained from saying anything after Leader gave them a not-too-gracious look.

Major: "Let's have a party."

Gary G.: "Yeah!"

Vincent: "Drinks and everything." (Rare contribution.)

Leader: "Good idea, Vincent. Gary G., you take Major and go downstairs and get some cokes."

At this point, Leader was surrounded by Henry, Ronald, Gary H., and Vincent who wanted to run this highly important errand. Arriving with cokes, Major and Gary G. handed them out but were short two.

Leader: "Where's the rest?"

Major: (Calmly.) "Right here, Mr. Caronis. I got a candy bar for myself and Ronald."

Leader: "I think it would be nice if we all joined in and sang 'A Jolly Good Fellow' for Jay--a one--two--three--."

The boys all joined in, non-harmoniously, singing "the good fellow" song. Jay was shyly smiling. Leader was surprised to see that even Ralleigh and Vincent joined in the "bon-voyage" party.

Gary H.: "You know, Mr. Caronis, we should have a party or a picnic--yeah! A picnic on the last day."

Leader: "Splendid idea--we'll try to clear it with Mr. Keyser."

Gary G.: "Mr. Keyser's gotta clear it with the superintendent, right?"

Leader: "Right." (A knock at the door.) "Come in."

Office boy: "Henry here?"

Leader: "Sure is. Who's calling?"

Office boy: "Mr. Smith (assistant superintendent) would like to see him." (Henry was beaming.)

Major: "You're in now, boy."

Leader: "What's the deal? Henry in trouble?"

Gary H.: "Naw, seeing old man Smith means some kinda assign-

ment."

Henry: "Can I go down now, Mr. Caronis?"

Leader: "Wait till we've finished up here."

Henry: "But the suspense is killing me."

Gary H.: "You know, Mr. Smith's a nice guy." (To Leader.)

Henry: "I don't see how he keeps going, he's so busy."

Gary H.: "I really like most of the staff here."

Ronald: "Yeah."

Leader: "Yeah, what?"

Ronald: (Laughing--no comment.)

Leader: (Kidding Ronald.) "I hear you're a big wheel--the best wheel-barrow pusher in the school." (Ronald looked at Leader questionably.)

Henry got up, seated himself behind Mr. Keyser's desk, turned to face Leader, and said pleadingly, "Please, Mr. Caronis, may I have permission to go now?"

Leader: "Take off, Henry."

Henry: "Thanks." (Strutting out--smiling at Major, who turned and looked out the window.)

Vincent was excused stating he would see Leader next time--then corrected himself, reminding Leader he had a home visit. Leader told Vincent to have a nice time. Vincent said

he would.

Ronald: "So long, Hollywood." (A name acquired for having grease-combed hair and spit-shined shoes.)

Leader talked the remaining time on the significance of the boys admitting an error in taking advantage of him during the smoking incident. This involved a discussion on trust, integrity, and conscience. Ronald again spoke up for the group stating of the situation that the group would not take advantage again.

As Leader was preparing to dismiss the group, Henry burst in the room with an air of distinction about him. He showed the boys a little white card giving his name and designating him as an office boy. (This holds much status during the latter part of a boy's stay at B.T.S. and is the same as a trustee.) For a moment Leader thought Henry had gold bricks in his pocket the way the boys gathered around and looked at the white card.

Leader: "May I see it?"

Henry: "Sure--be careful where you put your prints."

(Group laughter.)

Leader: "Congratulations, Henry."

Henry: "Thanks."

Still highly elated over his elevation to the rank of office boy, significantly interpreted as thirty days to go, Henry was eyed with envy by the group.

Leader: "Henry, would you excuse the group please?"

Henry: "My pleasure. Gentlemen, you are all excused."

The boys departed with a see-you-next-time attitude. Leader shook hands with Jay, reminding him that he had many good deeds to do in life and one of them was to steer clear of B.T.S.

June 20, 1958

Mr. Keyser's office was used again since the regular meeting room was occupied. The boys were more aware or conscious of being less segregated from the staff when this room was used. Major was the first to arrive. He seated himself facing Leader who was not sitting behind the desk. Major made the appearance of being more relaxed and started looking through some of the psychology books in the bookcases.

Major asked what he thought of Henry returning, or not being able to take the cigarette butts from the ash trays. Recalling the incident, Henry had told Leader he now felt guilty in trying to take these cigarette butts. Major was

laughing, but blurted, "I'm surprised at that boy." Both he and Leader smiled.

Major: "Won't be many here today."

Leader: "All the guys on home visits, Major?"

Major: "That's right. I get my second visit next week or two." (Major radiated when he said this.)

Leader: "That's fine. Guess you'll be getting your date set for discharge after that."

Major: "Can't wait. I'm being good till then."

Leader: "How about after you get home?"

Major: "Depends on if I get the job I'm supposed to have."

Leader: "You mean the one downtown?"

Major: "Yeah, that's it. I should get it. My old man is a friend of the manager."

Leader: "I hope you get it--spending money, you know."

Major: "Yes, sir, that's right, too, I know." (Smiling.)

Leader: "What if you don't?"

Major: "I'll be tempted to snatch old ladies' purses again."

Leader: "Tempted? You mean you might not?"

Major: "I don't want to come back here."

Leader: "This may be better than Ionia." (reformatory.)

Major: (Looking cautiously at Leader.) "I came close to getting sent to Ionia."

Leader: "Oh! Guess you were important."

Major: "Well, I didn't get caught by the cops myself."

Leader: "You snatched a lot of old ladies' purses, didn't you?"

Major: "Sure, easy tough."

Leader: "Why?"

Major: "I needed the money."

Leader: "What for?"

Major: "Clothes, shoes, treats for the girls--you know, put on a show."

Leader: "I see. Didn't you feel sorry for the old ladies?"

Major: "I never hurt them. Besides, they got money, why shouldn't I?"

Leader: "Because your way of getting it was against the law, morally and legally, right?"

Major: "Yeah."

Leader: "And you, Major, say that you want to keep your nose clean when you get out--ha!"

Major: (Looking at Leader very soberly.) "I'm going to try, 'cause if I goof up, I'm going to the big house next."

Leader: "I'm glad you know where you stand."

Major: "Where's the other guys?"

Leader: "Here comes Ralleigh."

Ralleigh entered saying nothing, but sat down behind Mr. Keyser's desk. He glanced at Leader and stated that Gary G. would be here soon.

Ralleigh: "Mr. Caronis, you suppose we can have that picnic during the last week of your group meetings?"

Leader: "I'll try to have it arranged, Ralleigh. I think so."

Gary G. walked in nodding hello to everybody.

Leader: (To Gary.) "What's new?"

Gary G.: "Not much. Some boys ran yesterday. Marvin was one of them."

Leader: "I thought he tried to run last week."

Ralleigh: "He did, but they caught him." (Major shaking his head.)

Gary G.: "Boy, I'd never run, but I've thought about it many times since I first came here."

Leader: "Guess you kinda looked at the long shot results. Gary, I think you, Ralleigh, and Major have been able to bring some of your behavior under control. What I

mean is instead of doing something like fighting back or hitting first, you think more about what you're going to get out of it. Am I wrong?"

Major: "You're right, 'cause I've been staying outta trouble in the cottage."

Leader: "You mean it, I hope, when you get out of B.T.S., Major, because we said in our early meetings that no one can really buck society."

Ralleigh: "You know, I thought of running twice when I was here for the first month and a half, but I got used to it."

Leader: "Your adjustment has been pretty good here, Ralleigh. Do you think coming to the group sessions has helped you any?"

Ralleigh: "Some."

Leader: "Good."

Discussion and interaction followed and the group moved on to why boys sneak smokes: do they have to, or can they control themselves? Gary G. and Ralleigh were for smoking but admitted that they could control their actions by more supervision. They felt that if they were given the slightest chance, they would sneak smokes. All boys thought it was next

to impossible to be watched closely all day. The discussion shifted into why the boys tried to sneak smokes during two or three of the group sessions. They admitted that part of the group took advantage of Leader during the last two sessions when they "lit up." Both now felt it was silly, and not really called for, but no boy could explain why he felt this way. Major offered some explanation stating that before, he rarely smoked. However, being part of the gang makes one conform. Major thought some boys would even smoke due to pressure from other boys in the cottages.

Leader: "Ralleigh, how's things at the cottage?"

Ralleigh: "Okay, I was in my cottage parents apartment all by myself." (Major and Gary G. looked at Ralleigh.)

Leader: "Did you have permission?"

Ralleigh: "Yes, sir, I was cleaning some things. Another boy and I do this for them. He's got cigarettes and loose money all around, but I never take any."

Leader: "I'm sure your cottage parents trust you, Ralleigh, and I'm sure of your returning that trust. After all, you could have taken just one cigarette or some small change if you wanted to. Ralleigh, I think you've shown us what trust and honesty mean here." Discussion drifted to background.

Ralleigh was the least able to dig into his own background. Gary G., however, provided the group with a tale about stealing nine automobiles from his home town with two other boys. They were caught by the State Police two hundred and fifty miles away. Gary G. related his story in detail but gave no motive for taking the cars other than something to do or have fun. He stated he was not the leader. Leader observed this boy was vicariously reliving these experiences as he told them. He told his story so vividly that even an old timer like Major (age fifteen and a half) was listening intently and was impressed.

Leader: "Was it worth it?"

Gary G.: "No."

Leader: "What are you going to do when a boy asks you to ride in a car?"

Gary G.: "I'm not going if it's stolen. I don't want to come back here. Mr. Caronis, somebody said I had to stay eight months."

Leader: "Who?"

Gary G.: "My boyfriend."

Leader: "I'm sure he means well, but he's misinformed. The only people who know are you and the staff. If you're doing well, you'll leave when the time comes.

Gary G.: "I got all B's."

Leader: "Keep up the good work."

The remainder of the hour found Leader relating the personal experiences of the boys which would influence their future lives unless they gained insight into their problems, and were able to steer clear of negative influences and behavior.

June 25, 1958

The group was small because of home visits and required work details. Leader observed the small group present was cohesive, and interaction among the boys was on a level of give-and-take. The boys were curious about the other members but settled down after they were told the situation.

Discussion almost immediately centered around the picnic to be held July 30, if permissible. It was obvious this date meant each boy was closer to going home.

Leader: "I'll get permission for our picnic as soon as possible." (Ronald arrived late--smiled at Leader and seated himself near Ralleigh.)

Ronald: "Hello, Punk." (A conversation followed between these two concerning Ronald's home visit.)

Leader: "How did the home visit go, Ronald?"

Ronald: "Okay. I got sick--drank too much." (Group laughter.)

Leader: "Was it worth it?"

Ronald: "Nope."

Leader: "Did you have to drink?"

Ronald: "Man, I ain't no square--but I shouldn't have never mixed my drinks."

Ralleigh: "How many cigarettes you smoke?"

Ronald: "About four or five packs." (Major was staring at Ronald intently. Gary G. was listening with interest.)

Discussion became more directed by Leader, who lectured to the boys on how behavior on a home visit might indicate behavior every weekend. Leader directed this lecture mainly to Ronald who was sure that a wild drinking party was the only way to have fun. Ronald became more somber in his appearance but resented Leader's code of behavior.

Leader: "Now what would happen, Ronald, if the party got too noisy or rowdy and the police were called?"

Ronald: "I guess I'd be starting all over here."

Leader: "A good chance you'd stay awhile anyway."

Leader continued on what behavior society expects from

its citizens.

Ronald: "You know, Mr. Caronis, I almost pulled a B & E on my home visit."

Leader: "What stopped you?"

Ronald: "I just thought of this place and two more months."

Leader: "Kinda getcha, huh? Well, I'm happy you fellows are thinking before you act."

The remainder of the hour was spent by allowing Major and Ronald to brag about their delinquent acts. The discussion was initiated after Leader raised the question on how a B & E is pulled. Both boys gave no credit to the police. Instead, they griped about being always watched. The presentation by these boys had Gary G. and Ralleigh's intent interest. Major's and Ronald's delinquent acts were in part of the lone-wolf type. Highlights of their stories follow.

Ronald: "I'd pull a B and E in one set of clothes, then go home and change."

Major: "Yeah, I used to do the same thing--fooled the cops all the time."

Leader: "All but once." (Major didn't appreciate this since he invariably built himself up as a real operator.)

Ronald: "I used to steal from my school teacher because

she made me stay after school."

Leader: "How did you get along in school? You know, conduct-wise and grades."

Ronald: "Oh, I was pretty smart, but I messed around all the time."

Leader: "We all mess around some, Ronald, but we don't all steal."

Major: "Hell, that ain't bad--stealing from your teacher. I stole purses from old ladies and anybody do that ain't no good."

Leader: "You stole from old ladies--grabbing purses." (Major was startled with the comparison.)

Major: "I--I--mean I never bother those old ladies--or hurt them."

Leader: "Oh, this is different?"

Major: "Not really, I guess. But when you need the money, you steal!"

Leader spent the rest of the hour lecturing to the boys about crime in general; that is, that it doesn't pay, morally or legally. Comparisons were made to other teenagers who were also in the sadd plight, sociologically speaking, but did not steal. This was treated gently and made the boys aware that

what they had been doing was not acceptable to society.

Ralleigh broke up the discussion getting in a last word about the picnic. All but Major wanted to have smoking rights on that day--to be approved by Mr. Keyser. Major stated he rarely smoked. The group was dismissed.

June 27, 1958

Vincent arrived at the meeting room early. He sat down near the window, smiled at Leader and asked where the rest of the fellows were. Vincent and Leader conversed about how he was coming along.

Vincent: "I'm doing all right, but I got two months added time to pull."

Leader: "For fighting, huh? Bet you're controlling yourself better now, aren't you?"

Vincent: "So far." (Vincent got up, went over to the bookshelf, looked over some books, walked back to his chair, glanced at Leader, and began polishing his shoes with polish.) "You don't mind, do you?"

Leader: "Not if you don't forget where the polish came from."

Vincent: "Don't worry, I ain't gonna steal it."

Leader: "Didn't say you were. Besides, I trust you."

Vincent: (After a moment's silence.) "You know where a glad-rag is?"

Leader: "No, not off hand."

Vincent turned his attention to a stop watch on the desk and began timing how long he could hold his breath. He persuaded Leader to have a contest. Leader won, naturally, since he was a non-smoker. Vincent agreed to this. Vincent continued timing himself as Ronald, Ralleigh, Major and Gary G. came into the room. Henry was excused. He was helping print the school paper and felt this job highly important. Ronald pulled cigarettes from his shirt pocket and showed one to Leader, smiling broadly.

Ronald: "Later, man, later." (Speaking to Ralleigh who was pretending to take it away from Ronald.)

Ronald became indignant by changing his smile to a frown. Leader told Ronald to stop acting like a child. (Group laughter.) He also told him not to cry on anybody's shoulder if he received added time for sneaking smokes. Ronald remained quiet and put the cigarette away at the same time. He drew his chair closer to Leader's.

Leader: "I wonder where Gary G. is."

Ronald: "Haven't seen him for a week."

Ralleigh: "He got kicked out of the laundry and assigned to

the bakery."

Leader: "I see. Well, let's get started."

Discussion from here concerned the progress of the boys within the school and the group--their good points and their weak points. After some serious discussion, Major spoke up.

Major: "Ain't nobody perfect."

Leader: "But you've learned it's best to try."

Major: "If you mean coming back here, I ain't."

Ralleigh: "I hate this joint." (Hostile.)

Leader: "Ralleigh, I was looking through your records, and you're a pretty bright boy." (Group turned to look at Ralleigh.)

Ralleigh: (Surprised.) "I am?"

Leader: "Yep! I don't think you always use it though. Instead, you strike out at something you can't handle like running or just keeping quiet."

Ralleigh shifted his eyes continuously from the group to Leader. He remained silent. Leader followed this directive at Ralleigh by lecturing on how each boy in the group had positive potential to make something of himself. The group was very attentive. After Leader finished, Ronald asked Leader what his I.Q. was.

Gary G.: "Zero." (Sneakingly.)

Leader: "It's bright-normal, Ronald. I'd have to say you are right up there, too."

Ronald: "Thanks. I already knew that."

Ralleigh: "Why don't you use it?"

Ronald: (Pausing, glancing at Leader who was nodding affirmatively.) "Why the hell don't you mind your own god damned business?"

Leader: "Ronald, I do not wish to have to speak to you about your swearing again."

Ronald: "I'm sorry."

Ralleigh: "I'll be leaving before you, Punk."

Ronald: "Ha!"

Vincent had been roaming the room looking for anything to keep him occupied. He found a golf club in the corner of the office and innocently acted like he knew how to use it. Major began laughing at him, as did the whole group. Just then, Henry burst into the meeting room wearing his blue work apron. He handed the "News" of B.T.S. to Leader. Henry's entrance was self-assured, and he made it plain he was a big wheel. Major looked at him smiling. Ralleigh grabbed the paper from the desk and started reading it.

Ralleigh: "Oh, wait a minute! I see Major's name in here!"

Major: "Where can I get a dozen papers?" (Group laughter).

Gary G.: "Come to B.T.S. twelve times." (This, incidentally, made the group roll on the floor. The only one who did not respond was Major who said, "Very funny, Jerk.")

Major got the paper from Ralleigh and began intently looking through it for his name. Everybody was looking at Major who's stone sober face suddenly changed to a slow grin when he came across his name. He showed Leader and was patted on the back for a job well done. (Sports acknowledgement for winning a track race.)

Leader: "I didn't know you were a track man."

Major: "Yeah, didn't get first place cause I started laughing."

Leader: "Guess you can't laugh and run too fast at the same time."

Gary G.: "Mr. Caronis, we get a review in July." (Review meant review of records to see if a boy is measuring up to go home.)

Leader: "If you guys keep up the good work, and keep out of trouble, and try to mind your own business, and do what you're told, and ---." (Leader went on and on and the boys understood.)

Ronald: "Whew!" You blew a fuse, Mr. Caronis."

Leader: "Almost."

Ronald: "We're doing okay."

Leader: "Fine. Let's talk about something else."

Vincent: "Yeah, what about the picnic?"

Leader: "Still in the planning stage." (Major was almost leaning out the window, eying a girl walking by.)

Major: "Man, how stacked can they get!"

Vincent: "That is nice." (Glancing at Leader with a smile.)

Ronald: "Can't wait to get out."

Ralleigh: (Seriously.) "If I don't get my date set, I'll split (run) right outta here."

Leader: "Remember your I.Q., Ralleigh, think." (Ralleigh couldn't take that and turned his back toward Leader. Ronald was now laughing.)

Ronald: "And where would you go, Ralleigh?"

Ralleigh: "Right back where I started from--only freedom might be worth it." (Ralleigh went over, sat down on the sofa, removed his shoes, and put them on the desk to show his hostility. Leader asked Ralleigh if he was that mad at him. Ralleigh gave a reserved chuckle and resumed smiling.)

Ronald: "I got caught smoking in the cottage, Mr. Caronis."

Gary G." "What do you want, a medal?"

Ronald: "But I ain't getting no added time."

Leader: "You're lucky."

Major: "You either get caught or you don't."

Leader: "True. You mean, Major, you would have kept right on snatching purses?"

Major: "Yes."

Leader: "What about you, Vincent?"

Vincent: "I didn't get caught. This girl squealed on me, the dirty bitch, but I'm kinda glad."

Leader: "You know, some of you guys are beginning to place yourselves in front of a two-way mirror showing a reflection of somebody other than a so-called bad boy." (The boys were staring at Leader who pounded away at distorted value systems.)

Ronald: "Let's put it this way, Mr. Caronis. You'll try anything until you get caught."

Leader: "Some people will, Ronald, but most never need to do so."

Major: "There's only one way to stay outta here."

Leader: "How?"

Major: "Mind your own business--steer clear of trouble."

Leader: "Major, I hope you practice what you preach. What other ways are there?"

Gary G.: "Work."

Leader: "That's right, it's very important."

Ralleigh: "School helps. By the way, school's out next Monday."

Leader: "You glad?"

Ralleigh: "Yes."

Leader: "It's time to go."

Major: "Already?"

Leader: "See you next week."

July 2, 1958

Since the groups main meeting room was occupied by records, the group met in Mr. Keyser's office which is part of the psychological clinic.

Vincent and Gary G. were the first ones to arrive. Vincent sat at Mr. Keyser's desk while Gary G., at Leader's request, set up the chairs for the group session. Gary G. looked rather down-in-the-dumps and Leader asked him what was the matter. "You feel okay, Gary?"

Gary G.: "Yes, sir, I just have two teeth bothering me."

Leader: "Oh, I see. They really can make you feel lousy."

Gary G.: "I bawled last night, and at midnight I had to go to the hospital for medicine."

Leader: "They hurt now?"

Gary G.: "Not as much--they're going to pull them." (Fingering his mouth.)

Leader: "Good. Have fun." (Joking.)

Gary G.: "But it won't hurt."

Leader: "I know, just teasing."

Gary G.: "Oh!" (Smiling back at Leader.)

Leader: "Vincent, what's new with you that wasn't the last time I saw you?"

Vincent: "Nutting." (Preoccupied.)

Ronald, Ralleigh, Major, Henry, and Gary H. filed into the room. Henry looked at Leader as if to imply he was too busy to come.

Henry: "Why'd you call me out? I'm busy. I didn't feel like comin' anyway." (Hostility directed toward Leader.)

Leader: "Henry, last week I excused you for two sessions on the grounds that you would be present for the group

sessions once a week, and you agreed to this."

Henry: "But I didn't promise anything." (Looking sternly at Leader.)

Leader: "Look, Henry. I've been a square shooter with you on this deal, and I expect the same from you--okay?"

Henry: (Sat down and looked out the window.)

Ralleigh: "What about our picnic? Did you decide to ask permission for it?"

Leader: "Let's talk about it later."

Gary H.: "Mr. Caronis, where you been last week?"

Leader: "Here. Where were you?"

Gary H.: "I had a home visit."

Leader: "Missed you--only had three or four fellows here. Fellows, since this is a democratic group, I want to ask for your opinion on treatment of juvenile delinquents by a police department in a big city--say like New York City."

Leader explained to the boys the recent issue in Time Magazine giving Police Commissioner Kennedy crack down power on New York's delinquents. After hearing the evidence Leader presented, this discussion followed.

Major: "Cops always pick on you."

Ronald: "Listen, Man, kids run wild without no one to stop them."

Major: "Yeah, but New York ain't no worse than Detroit."

Gary H.: "The hell it isn't! They got more groups there."

Leader: "That's right, Gary. Now, are the police in a position to crack down?"

Gary H.: "Who else will?"

Major: "Ain't doing no good to hit everybody over the head."

Leader: "How would you handle the situation?"

Major: "I don't know."

Leader: "What did you say, Ronald?"

Ronald: "Listen, gangs don't listen to nothin' but law and order. Like you said before, give them an inch and they'll take a mile."

Gary H.: "These punks that roam the streets make it unsafe for good people. You gotta be tough or they take over."

Leader: "What do you think, Ralleigh?"

Ralleigh: "Shoot them." (Group laughter except for Major and Henry.)

Ronald: "You stupid punk!"

Ralleigh gave Ronald a dirty look.

Leader: "Henry, we haven't heard from you yet. How do you feel about the police doing the job they are out for?"

Henry: "Well, it's like this. The cops only work for somebody else, and they get paid for what they do. Ain't the best sometimes, you know, but if they didn't do the job, nobody will."

Leader: "You feel, then, that the people in a community only get what they pay for?"

Henry: "Right."

Leader: "You go along with a get-tough policy?"

Henry: "Right."

Leader summarized the police function and why the equal enforcement of law is one of the basic foundations of our democracy. The boys had no questions. Leader then shifted the discussion and subject into the channel of religion. Leader lectured on God and man and what religion could mean to them. Of course, these topics were philosophical in essence. The boys listened quietly.

Leader: "How many Catholic boys here?"

Ronald: "Me."

Ralleigh: "Me."

Vincent: "Me, too."

Leader: "Ronald, what does your religion mean to you?"

Ronald: (Squirmed in his chair.) "I'm not sure." (He asked Leader what it meant to him.)

Leader: "To me, religion is an expression of self to God, as an individual, with revelation of things I could not express to anybody else. This is aside from practicing what I preach." (The boys showed little insight or knowledge of the beliefs of either Catholic or Protestant faiths.)

Ronald: "Yeah, I guess that's what I think religion means to me."

Leader: "Thank you, Ronald. Ralleigh, what does religion mean to you?"

Ralleigh: (Very serious.) "Yes, I'm Catholic, but I never went to church."

Leader: "Think it might help?"

Ronald: "Yes, but I don't dig all of the Catholic religion." Ronald nodded affirmatively.

Leader: "May I suggest you fellows see your priest for more information on the Catholic religion?"

Leader: "Major?"

Major: "I got to go to church 'cause I like to. I believe, but I ain't no angel!"

Ronald: "Me neither." (Henry studying Major. Major told Ronald he went to church because he lived in a nice neighborhood. Ronald did not comment.)

Leader: "Henry, tell us how your intellectual thoughts interpret what religion means to you."

Henry: (Smiled slightly but became serious, felt the eyes of the group on him, he primed his answer, and stated.) "Religion's a good habit, but you don't have to go to church to be good or believe in God."

Leader: "It's also practicing what you believe, right?"

Henry: "Right. Now can I go back to my job?"

Leader: "Group vote, please--five to one, negative."

Henry: "Let's vote again." (Henry gave the group members a hard look--even Major.)

Leader: "Ralleigh, nowwe'll see about our last day picnic, okay?"

Ralleigh: "Good." (Smiling.)

Leader: "Gary G., would you please ask Mr. Keyser to come in. Hello, Mr. Keyser, the boys wanted to ask you

about the possibility of having a picnic on the grounds."

Mr. Keyser explained to the boys that being in an institution such as B.T.S. takes away some privileges. It places the inmates in one boat, so to speak. To have a picnic in the office is fine, but out on the school grounds may cause some boys to demand equal treatment. (The group was very attentive.)

The brief lecture also included why institutions were run the way they were. Americans, or some of them, are not very proud of their institutions, but they stand for custody and rehabilitation, just the same.

Gary H.: "You mean we can have a picnic indoors?"

Leader: "That's what he means."

The boys gave out a sigh of relief, yelling hurrah!! Ralleigh handed Leader a list for the picnic--T-bone steaks headed the list (kidding, of course). The group was dismissed.

July 9, 1958

The boys entered the meeting room, seating themselves casually. There was hardly anything said for two or three minutes until Vincent told Leader that Gary H. was A.W.O.L.

Leader: "Did you see Gary last night?"

Vincent: "I did. He seemed okay."

Major: "I was talking to him yesterday. He was talking okay--didn't say anything about running."

Henry: "The guy's fed up."

Gary G.: "Remember, Mr. Caronis, he said he wasn't ever going to run?"

Leader: "I sure do, Gary. Guess he couldn't reason with himself over a problem, or maybe he was just homesick. But that's no excuse, all you guys are in the same boat here." (Vincent and Ralleigh looked at Leader as if to imply, "Not me.")

Ralleigh: "He probably pull more time." (Glum.)

Leader: "True."

Henry: "Only days to go, Mr. Caronis." (Beaming.)

Leader: "That's fine, Henry. Can you give us a low-down about your job after you leave?"

Henry: "Gonna work for a doctor--know him--the family has for a long time."

Major: "Wat you gonna do?"

Henry: "I'm going to be a janitor son."

Leader: "Think you could do anything else?"

Henry: "Ain't nothing wrong with being a janitor."

Leader: "I know. What I mean is printing or something

you've learned at B.T.S."

Henry: "I might. I learned to run a lineotype machine at the print shop."

Leader: "Think you'd like doing that for a job?"

Henry: "Takes six years to get through an apprenticeship."

Leader: "Might be worth it."

Henry: "Hell, no--wasting my time. I can get better jobs."

Leader: "How about school?" (Henry was non-committal here stating he might go back to school but it was highly doubtful.)

Leader lectured the remainder of the hour on "self image" acquired by previous exposure to and experiences with cheap, commercial exploitations of youth. The boys remained quiet but were quite restless. They did not comment on any of the lecture. Ralleigh spoke for the group when he asked whether or not smoking would be allowed during the group picnic.

July 11, 1958

The boys filled the old meeting room after Leader told them Mr. Keyser's office would be occupied. Henry sat at the main desk and began reading the Saturday Evening Post.

Vincent was restless and moved from one chair to another. Ralleigh remained seated as did Gary G. and Major. There was no group interaction until Ralleigh told Leader to be sure and call Ronald out since Ronald was mad that he didn't get to come the last time. Ronald was the last boy to arrive. As he entered the room, he stared at Leader and blurted, "Well, what happened last time? I was waiting for you to call me." (Looking at Leader disgusted.)

Leader: "I sent for you, but I figured you were hiding or didn't feel like coming."

Ronald: "Where's that f---? You punk, why didn't you tell him I wanted to come?" (To Ralleigh.)

Ralleigh: "I did." (Defensively.)

Ronald sat near Leader and a private conversation started between him and Leader. Of course, the discussion was open, but to him it was private. Henry was busy reading, as was Ralleigh. Major continued looking out the window, and Vincent kept moving around the room. Gary G. told Leader he didn't get his visit from home. He was anxious for a visit from his mother and remained pre-occupied with this thought.

Ronald and Leader talked about smoking in the cottage and other prohibited places. Ronald enjoyed being in a one-

to-one conversation with Leader and gave the impression he knew what he was talking about. He challenged Leader's attitudes on rules, school, and girls.

For about ten minutes there was no group discussion. Leader felt the boys were not in the mood for a lecture. Twice the boys jumped from their chairs to look out the window at some passing girls. Henry was the first at the window--everybody else was right behind him. Henry glanced at Leader stating he would have all he wanted soon. Major kidded him by saying he didn't have any money to pay for it.

Henry: "Besides, I know girls I don't have to pay for it--but I'll pay if I have to."

Leader: "Aren't you afraid of V.D.?"

Henry: "You have to play it cool."

Major: "In Detroit, you can get everything."

The group was now listening to Major and Henry expound on Detroit vice. Leader tried to get these boys to see the value of a healthy normal relationship with the opposite sex instead of satisfying instinctual drives in a wasteful manner. Henry and Major had a distorted slant on sex. Leader lectured on the health issue involved, as he did on what they really wanted out of life. Values again entered the picture. The

boys had no comment on Leader's remarks, but Major and Henry werelooking at Leader questionably. Ronald and Leader picked up the conversation. Leader observed Ronald was wearing a cross.

Leader: "Why do you wear that cross, Ronald?"

Ronald: (Paused.) "What do you mean, why do I wear it? Why does anybody?" (Group looking at Ronald.)

Leader: "I mean, what does it mean to you?"

Ronald: "Well, I--I--it means respect for God, I guess."

Leader: "I'll buy that. That's a good reason."

Leader went into another religious lecture on the power of belief in God and thyself. The boys were very quiet.

The next topic revolved around sex, marriage, and love --and its counterparts--sex just for sex, divorce, and lack of empathy or capacity to love. Henry and Major thought everybody stepped out on their wives or families. Ralleigh and Vincent felt adults, in general, did not follow their set ethical standards. Of course, their opinions were highly subjective, and likely based upon early similar experiences within their respective family backgrounds.

The marriage topic continued until the group was dismissed. Leader lectured on how love in its truest form could

not really be separated from marriage. The boys had their doubts but listened quietly. They really didn't have enough experience or insight to compare their environment with a higher standard or a more stable one. Leader told the boys that they must not judge everything by what they had been exposed to. Knowing this was a difficult thing to ask, they must learn about the other ways of life, too.

A knock on the door indicated Gary G. had a visitor. Gary G. looked at Leader who quietly excused him saying, "Say hello to your mother."

Gary G.: "Thanks, I will." (Smiling.)

July 16, 1958

The boys knocked on Mr. Keyser's office door. They came in and the group session began. As the boys seated themselves, Leader saw Gary H., who had given himself up from A.W.O.L., was smiling at him with a guilty look. Gary H. looked like he had lost some weight. He was not as talkative as usual and sat low in his chair.

Gary H.: "Well, I'm back."

Leader: "Nice to see you again, Gary." (Gary seemed somewhat embarrassed.)

Henry: "How many days you get, man?"

Gary H.: "Thirty days added time."

Ronald: "Why the hell you run away in the first place?"

Gary H.: (Glancing out the window occassionally.) "I thought I got sixty days for getting into trouble." (Evading Ronald's question.)

Major: "You're crazy for running, man."

Gary H.: (Bewildered.) "I enjoyed it."

Leader: "Gary, tell us why you came back."

Gary H.: "I went home two days--ate a steak dinner. My folks thought I really goofed up royally this time, so I gave myself up. I had a lot of fun in two days." (Defensively.)

Vincent: "I would have, too."

Leader: "Fellows, we're not condemning Gary for running because he had his personal reasons. I think he knew the consequences of added time for running." (As Leader continued, a low murmur of argument went through the group.)

Gary H.: "Mr. Caronis, I thought a lot about this before I ran. I also remembered what I said about never running away from here."

Henry: "Pure bunk, man!"

Leader: "Hold on, Henry, first Gary says his piece. After all, he realizes, I think, that he could not control the impulse to run."

Gary H.: "I'll say it again. I honestly don't feel the need for having to run anymore. I'm bushed, finished. I hate B.T.S., but I'm going to stick it out." (The boys laughed.)

The boys listened as Leader talked about how important it was that Gary H. gave himself up, that he knew he was wrong, and would try his hardest to do his time without further difficulty. Leader lectured on the principles of authority and how B.T.S. was such a symbol. They (the boys) should never forget what B.T.S. stands for. The group session came to a close with Ralleigh asking Leader if they would be allowed to smoke at the group picnic. Leader told Ralleigh he would think about it, but Ralleigh replied, "Nothing to think about, man, just bring the cigarettes."

July 13, 1958

Leader set the regular meeting room up. Before the boys arrived, Leader ran into Ronald in the psychology clinic.

Ronald greeted Leader and told him to be sure to call him out for the group meeting. Leader assured him he would and asked if everything was okay. Ronald was having some difficulty with one of his detail supervisors. The conflict was not immediately straightened out, but Ronald came back with the other boys to join the group.

As the boys entered, Henry greeted Leader by name and emphasized this was his last day with the group. (Henry was paroled on July 23rd.) Since Henry was going to leave next week, the boys were treated to cokes. They drank them like they had been in the Sahara Desert. Gary H., Ronald, Gary G., and Henry temporarily sat around Leader who was sitting behind the desk facing the group table. Ralleigh like Vincent, as usual, did not get too close to Leader; they always kept their distance. Major was rather quiet and absorbed in his own thoughts. Vincent, occasionally grinned at Leader but said very little.

Gary G. had a problem. He told Leader he received a date for parole on August 29, 1958. However, he was informed by the superintendant that the court in his county set his stay at B.T.S. for one year. It was obvious Gary G. was disturbed. This meant Gary G. had, at least, until November

to go. Gary G. verbalized his feelings to Leader and the other boys. He couldn't quite understand the court's ruling. Leader answered his inquiries by asking Gary G. why he thought he had to stay longer.

Gary G.: "I think I'm going to have to stay longer because I pulled everything in the book when--before I got caught and came here."

Leader: "There's not much the school can do, Gary, except tell them you're doing a good job up to now, and you are. Keep it up."

Henry: "The court got their reasons, man."

Ralleigh: "That's right." (Softly.)

Gary G.: "You know, Mr. Caronis, some guys told me to run on account of not leaving on my date, but I'm too smart for that." (Looking to Leader for support.)

Leader: "Now you're thinking, Boy." (Gary G. smiling.) "Anybody else have any suggestions or advice for Gary?"

Gary H.: "Don't run, man, it's just more time. Be smart, stick it out."

Henry: "The voice of experience." (Group laughter--all but Gary who managed a weak smile.)

Ronald: "Mr. Caronis, I think maybe they may be testing

Gary to see what he does."

Leader: "That's why it's always best to play it safe--you never know." (Gary G. seemed more relaxed now that he had gotten some opinions and support from the group. He never ran, incidently.)

The next discussion centered around Ronald who was experiencing a personality clash with one of his detail supervisors.

Leader: "Would you like to tell the group about the feud between you and Mr. W?"

Ronald: "Okay, punk." ("Punk" referred to Ralleigh who was laughing at the incident. Ronald apologized for looking at Leader when he said it and his apology was accepted.) "Well, I used to get along with Mr. W., but now, I'm getting the dirty end of the work. You know, all the dirty work. The other guys on the detail used to call me "ruck butt" for getting all the best jobs. I just can't stand his guts--especially since these new guys came on the detail."

Leader: "You have your discharge date set?"

Ronald: "Yes, sir."

Ralleigh butted in her telling Leader it was one week

after him. Ronald told Ralleigh to go to hell. Ralleigh smiled. Major turned his head toward Leader and remained quiet. Vincent was polishing his shoes, occasionally looking at who was speaking. Gary G. was very serious in facial features. Gary H. was looking through Leader's pockets. In fact, he put Leader's coat on. It made quite a contrast with the school's clothing. Ronald continued summarizing his problem which really amounted to this: Ronald loved attention (we all do) but more than usual; he was Mr. W.'s right hand boy; the new boys were sharing Ronald's attention with Mr. W. and the result was "I hate Mr. W."

Gary H.: "What the shit you gonna do when somebody on the outside tells you what to do, and you don't like them?"

Leader: "Thanks, Gary."

Ronald: (Really mad.) "F--- you."

Leader: "One more crack like that you'll be bouncing on your head. No call for that sort of thing." (Ronald gazed at Leader but said nothing.) "What Gary means, Ronald, is that you're going to meet people who will not give you your own way and still give you orders. You've got to learn to smile and take it. Also, you must not expect favors unless you earn them."

Ronald: "Yeah, but in here you say anything back or disagree, you can get added time."

Leader: "This joint is not a country club--it never will be or should be. Until you realize that, you'll be tempting yourself for more trouble." (Silence.)

Leader continued his discussion on individual differences, people's good points and bad points, and the psychology of getting along in the world. The boys had nothing to say. Ronald, Leader, and Mr. Keyser were to have a conference on Ronald's problem.

Leader: "Major, you've been rather quiet. What's up?"

Major: (Looking at Leader sourfully.) "Some guys got their date set the same time I should go home, too--why?"

Leader: "Maybe because they got around to their names first on the list."

Henry: "You ain't going home, son, until you shape up."

Major: (Mumbling.) "I better."

Leader: "You'll probably get called out and retested next week." (Major still not convinced.) "You want to see Mr. Keyser with Ronald?"

Major: "Yes, sir."

Leader: "Henry, this being your last day, I want to say for myself and the group that we've enjoyed your company. I hope a part of something you've learned here helps you in your adjustment back home." (Henry was looking at Leader with a smile but became more serious as Leader went on.) "Henry, you've got it upstairs, but if you think yourself a 'big-shot' and all of us 'squares,' (smiling again) you'll probably end up in Jackson Prison. Make sure your choice in life won't be a fool's choice." (Henry continued staring at Leader, remained quiet, and silently shook hands with Leader as he left the room.)

Gary H.: "Here's your coat, George--and nothing is missing. Thanks for the coke." (Smiling.)

Leader and Major and Ronald went into Mr. Keyser's office. Major was retested immediately. He was indeed happy about this since it meant going home soon. Ronald chose to follow the "smile and take it" psychology with Mr. W. rather than to fight back. Actually, he and Mr. W. were still buddies. The attachment was close with Ronald who realized it was a temporary type of friendship.

July 23, 1953

Gary H. was in Mr. Keyser's office for individual counseling. He spotted Leader and asked to be called out to attend the group session after completing his business with Mr. Keyser. Leader observed Gary H. was serious in his approach to Mr. Keyser. Leader told Gary he would see him later.

Ronald and Vincent were the first to arrive at the meeting room. Ronald looked at Leader and smiled, Vincent sat down asking where the rest of the boys were. Leader asked Ronald how he was doing in his detail.

Ronald: "I'm doing okay--I don't want any assignment change."

Leader: "What happened?"

Ronald: "I did what you and Mr. Keyser told me to do--smile and use psy--psychology."

Leader: "Good! Playing ball with the team isn't so bad, huh?"

Vincent: "Suck butt."

Ronald: "Kiss ass, punk!"

Leader: "Vincent, I'm afrain you're going to have to learn the same principle, not only in here but outside of here."

(Vincent was looking at Leader, then stared into empty space remaining silent for a few seconds.) Then he asked, "Mr. Caronis, we going to be allowed to smoke on our picnic?"

Leader: "Maybe."

Ronald: "What do you mean, 'maybe?'" (Jokingly.)

Leader: "Well, since everybody is so concerned about it, we'll drop the subject."

Vincent: "You dumb ass, leave Mr. Caronis alone." (Smiling at Leader.)

Leader: "Vincent, I wish you'd express yourself more during the group sessions."

Vincent: "To tell the truth, I don't say much anyplace."

Leader: "I see. Well, that's your privilege."

Gary G., Major, and Ralleigh came hurrying in the office. Leader had been told beforehand that Ralleigh wanted to be excused since he was distributing the school paper. Leader beat him to the punch excusing him before he asked permission. Ralleith thought this very gracious of Leader and thanked him. Gary H. appeared from Mr. Keyser's office. The interaction following was in the reception room of the psychology clinic.

Leader: "Let's make camp, fellows."

Gary G.: "Mr. Caronis, my date to go home still stands."

Leader: "Just keep the good work up." (Supporting.)

Vincent: "What are we going to talk about today?"

Leader: "Anything you'd like to bring up?"

Vincent: "Nope."

Leader: "I think, then, we'll kinda start summarizing our progress as a group into one big deal. You know what I mean."

Vincent: "Nope."

Leader: "Well,---"

Leader lectured on the problem or problems faced by each boy and their ability or inability to handle their own particular problem. Leader hit on all conceptions of what may be diffused in a boy's identification of ego. Leader followed through by telling them what they would have to do to adjust to their old environments. Group attention was good.

Gary H.: "Mr. Caronis, I have some personal things I would not discuss in any group."

Leader: "We all do--and no one here was made to say anything they didn't want to volunteer." (Silence.)

Major: "Old Henry left this morning."

Leader: "Did you see him off?"

Major: "I wish I could have. I would have said something funny."

Gary H.: "I bet Henry comes back here."

Leader: "What makes you say that? He's a pretty bright boy."

Gary H.: "I.Q. wise--but I don't think he'll level on the outside." (Gary G. agreeing.)

Leader: "I see. Henry is doing all right as long as he realized he isn't the smartest guy in the world--even if he can 'con' some people. Henry knows why he was here. He could take two roads after he got home. What roads am I talking about, Major?"

Major: (Quickly.) "The right one and the wrong one."

Leader: "Let's take Gary H. a minute, okay Gary?" (Gary H. nodded with approval. During the early group meetings Gary verbalized many of his feelings, yet he could not control his own actions or those around him that caused him to fight or strike back. He ran, and was defiant with adults.)

Gary H.: "Mr. Caronis, I say this sincerely. I'm striking it out now. I've known my problem better than anyone,

and I think I'm ready to square myself."

Leader: "Good. Anybody here feel they don't have a problem or problems."

Ronald: "I did, but I'm ready to go home. I don't have as many and I--I can handle myself better."

Leader lectured on what it means to a person to be able to think for themselves. This was tied in with a topic about "you must be able to live with yourself first before anybody can stand living with you." There was silence and no questions.

Vincent spotted a pocket love story with a sensual cover. (The book was seized from one of the boys and put in Mr. Keyser's office.) This small little book found the group looking at its cover very intently. There was a picture of a semi-nude woman on it.

Vincent: "Can have this to read, Mr. Caronis?"

Leader: "Definitely not."

Vincent asked time and time again to take the book with him. Ronald at one time during the discussion tried to hide the book inside his trousers. He was caught by Leader who now set Ronald right up as an example of what not to do if you didn't want to come back. Ronald was getting hot under

the collar. He knew Leader had him pegged this time. Ronald looked at Leader and said, "That's the last time I'm trying to get away with anything in here." (Group laughter.)

Leader continued his attack on Ronald in a friendly but cutting way, making him ashamed of his action and making the group pounce on him for such deplorable behavior.

Ronald: "Okay, I'm sorry." (Embarrassed.)

Leader: "Okay."

A knock at the door introduced a boy who, as a stranger to the group, was asked to wait in with our group. Vincent unlocked the door--the boys wanted no intrusions from outsiders.)

Leader: "What's up, Smitty?" (Smitty, age thirteen and a parole violator, knew Leader from his first B.T.S. tour in 1957.)

Smith: "My counselor said to wait in here." (Leader observed that the boys shut up and were, indeed, cool to Smith.)

Leader: "Why are you here this time?"

Smith: (Very cocky manner.) "I almost cut up a guy."

Leader: "With a knife? Can't fight fair, huh?"

Smith: "No, sir, I just got to," (self defense) "I'm

always fighting and getting kicked out of school."

Leader: "Fellows, see this kid." (Pointing to Smitty.) "There is a potential All-American in basketball. I know, I played with him at the gym." (Smitty hung his his head, glancing at Leader quickly as all eyes shifted to him.) "But here he is, wasting his time at B.T.S." (A knock at the door, "What are you doing in here, Smith?"

Smith: "Just visiting."

Leader: "Now there's a kid we could have helped in this group." (The boys nodded affirmatively.) "Mmmm. Fellows, before we adjourn, I want you to take a good look in the mirror and ask yourself, 'Why am I really here? Do I have to come back?' Think about it and answer the question yourself, honestly." (Leader noted some confused looks but had obviously stimulated more than curiosity.) "See you next Friday."

July 25, 1958

Gary G. and Gary H. were the first to greet Leader this afternoon. Gary H. was about to lock the office door but left it open at the request of Leader. He then asked where the

rest of the boys were. Gary G. told Leader that Vincent had an on-grounds visit. Ralleigh and Major entered, and Ralleigh sat down on the couch. Major took a seat near the window.

Leader turned the discussion to asking the boys if there were any questions about anything discussed in the past. There were no questions. Leader talked from the beginning to half the period on the challenge the boys would face upon leaving this juvenile institution. The group was attentive. The subjects discussed revolved around attitudes concerning the something-for-nothing attitude, attitudes concerning a positive way of thinking, and the moral responsibility of each boy to society as well as himself. Religion was concluded to be a goal each boy should strive for, living his daily life by his religious beleifs. Ralleigh broke the lecture by saying, "The future is too much to talk about."

Leader: "You mean, Ralleigh, you're still living in the past. Boy, unless you change some of your attitudes, recognizing that you go on and on, you may be coming back for a second visit."

Ralleigh: (Firmly.) "I didn't say I couldn't stay out."

Leader: "I think you're kidding us."

Ralleigh: "Yeah, maybe."

Gary H.: "Hell, he knows what happens when he leaves here."

Leader: "Major, you think Henry will rejoin a gang in Detroit?"

Major: "I don't know about Henry, but I ain't joining nothing." (Major finally admitted one really didn't always have to be in a gang.)

Gary H.: "Mr. Caronis, I, for one, find myself wanting to get out of B.T.S. bad, but I now know I can't 'till I learn that unless I straighten up here, I won't on the outside. I'd end up coming right back here or the Big J." (Jackson Prison.)

Leader: "Gary, I think you've given the whole group a mouth full of advice and thought and insight. I hope you practice what you preach." (Silence.)

Leader continued philosophically that today's world had many conflicting influences pulling on our values and attempting to destroy or exploit religion, morals, simple living, etc. But a healthy mental attitude toward accepting one's limitations, and a belief in One greater than one's self would keep us on an even keel until that final day when the "Great Scorer" would count up one's score on what one did in his lifetime. Silence. The boys filed out, reminding Leader

that they would see him at the picnic.

Leader ran into Vincent on the school grounds as he was leaving. Vincent greeted Leader. Vincent, his mother, and his five younger brothers were walking along one of the walks. Vincent introduced his mother to Leader politely but looked the other way when Leader began having a brief conversation with the mother. The only impression Leader got, and a significant one, was that Vincent may have been ashamed of his mother.

July 31, 1958

Gary H., Vincent, and Major were the first to greet Leader. Informal discussion took place outside Mr. Keyser's office while we all waited for the meeting room to be cleared. Gary H. and Vincent occupied themselves by looking through some magazines concerned with hot-rods. Both boys showed Leader the car they would like to have--a custom job. Major just sat in a chair in the corner, occasionally glancing at Leader and smiling. Finally, he said, "Guess this is the last day." Leader agreed and asked Major to arrange Mr. Keyser's office for the meeting. Major set up the meeting room. Gary H. and Vincent brought in the Pepsi Colas and potato chips. This was the day for the indoor picnic. The boys appeared

excited and businesslike.

Ronald arrived, beaming at Leader. Gary G. eyed Leader's suit coat and glanced at the potato chips and soft drinks. Ronald sat softly on the desk near Leader who was sitting down passing the pepsi's around. Leader continued this course until he felt a hand in his coat pocket. The hand belonged to Gary G. who was searching for the package of cigarettes they were permitted to have at this last-day meeting. Gary G. beamed when he showed the rest of the boys the so-called "weeds." From there the session went as described.

Gary H.: "Don't bother Mr. Caronis now, man, play it cool."

Vincent: "Sit down." (To Gary G.)

Leader: "Gary G., would you put your hands on a teacher or other adult?"

Gary G.: "No, sir. I know the difference, but you're the kinda guy who can take a joke." (Smiling.)

Leader: "I'm glad you know the difference."

Leader started the session with an after-you've-gone lecture but re-routed his plans. The boys didn't want to hear anybody preach again but just to sit down, talk, relax, smoke, and be one of the gang (good). Leader observed that

this session typified a very private affair. Although the boys had permission to smoke for this occasion, they made sure the door was locked before proceeding.

Major: "You know, Mr. Caronis, being up here is the first time at B.T.S. I have really felt relaxed."

Ronald: "Me, too, Mr. Caronis."

Leader noticed quickly that he was being called "Mr. Caronis" by all the boys. (Did it take four months to get due respect?) The boys were quite polite, more than usual. By this time, interaction among the boys and Leader was at a high pitch. The potato chips were being taken advantage of, and the boys seemed the most relaxed Leader had seen them. Leader suggested they enjoy a cigarette. (Every boy in the group smoked, outside and inside the school. The only exception was Major and Leader who both admitted they indulged on rare occasions such as this.) This brought a laugh from the group who were waiting for Leader to light his cigarette. The boys felt free then and lit their cigarettes, leaned back in their chairs, and conversed with one another. For a moment Leader thought he might have been in a rest room at Wall Street after a bull in the market. However, a glance at the quick unique method of smoking and the conversation quickly found

Leader realizing he was in a room with those "bad boys;" hmmm, maybe bad before, but certainly not now at this moment. Leader sensed the boys were not thinking about B.T.S. For this reason, he did not direct the discussion or preach on the "do's and don'ts" of teenagers.

The discussion was picked up by the boys who inquired into what Leader was going to do after he completed his assignment at B.T.S. This became a reciprocal discussion with interest shown by all the boys. Gary H., Ralleigh, and Vincent exhibited considerable anxiety.

Gary H.: "I think I can get along with people better, but I'm not sure I can control my drinking."

Leader: "You mean you have a need to drink?"

Gary H.: "No, it's just that I follow the crowd too much."

Gary G.: "I like beer, but that's all."

Ronald: "Last time I was home, I drank two bottles of wine and got drunk."

Leader: "You proud of yourself?"

Ronald: (Seriously looking at Leader.) "No."

Leader: "Why drink as much as you do?"

Ronald: "When you're with the gang at a party, everybody is high. You get high, too."

Major: "That's true, Mr. Caronis."

Leader: "With some people, but this is where being an individual counts."

Leader preached a few minutes on the social, psychological, and physical effects of alcohol. The boys listened. Silence.

The potato chips were slowly becoming exhausted, and the soft drinks all but gone, but the smoking continued strongly as did the interaction among the boys who got into the subject of sex and pre-marital relationships. Gary H. asked Leader if it was right for a girl to have intercourse with her boyfriend. Opinions varied before Leader gave an answer. Major couldn't see it. Ronald said no. Ralleigh didn't especially care. Gary G. made no comment, and Vincent said "Why not?"

Leader handled this question, which actually was a personal one of Gary H., by letting the boys view society's point, the girls, and the consequences of their acts. Ralleigh did state that love and marriage were the focal point of sex. The boys, ideally, agreed and said nothing further. It was really a matter of how strong one's beliefs were in certain principles. Leader then talked about what makes for a good citizen in our society.

Smoke permeated the room. Vincent took it upon himself to take another cigarette off the desk. He was called down by the group who did not want Leader to be offended by such tactics on the last day.

Major asked to be excused ten minutes early in order to finish a job at the school library. He was worried that not being there might get him a writeup. Ronald told Major not to worry about it, but Major told the group he was too close to going home to goof up now. Leader met Major at the door, shook hands, and told Major he wished him good luck.

Major: "If I'm here next year, will you have me in your group?"

Leader: "You don't have to come back if you think and use a little of what you have learned here."

Major: "Thanks. So long."

Gary H.: "You know, Mr. Caronis, for a negro kid, he's okay. It's really rough where they live."

Gary G.: "I like Major."

Leader: "Fellows, I commend you on being fair with your opinions and not judging a person by their color. I think we've all matured a little."

Gary H.: "You think we'll ever be mature?"

Leader: "In time."

The cigarettes were almost gone by now. Six boys went through two packs in one hour.

Ronald was the first to request Leader's address. This was followed by Gary H. who stated he would visit Leader at his home town if the opportunity arose. Ronald stated he would write Leader to tell him how he was getting along. Leader reminded the boys he would like to hear from all of them if they wished to drop a line.

Leader, realizing the hour had come to a close, found Gary H. and Ralleigh cleaning up the room and arranging Mr. Keyser's desk in order. Ralleigh, who was out of the room when the other boys requested Leader's address, was the last boy to leave. He approached Leader cautiously but with more confidence than had been apparent in the last four months. He spoke softly and brokenly as he also requested Leader's address. Leader gave it to him, and knowing that probably he would never hear from any of these boys, it was satisfying to interpret their requests for his address as a little gesture of thanks--this was enough.

Jay entered the group in a quiet, reserved manner. During the first three or four group sessions he was on guard about saying something that would focus attention on himself. Later Jay became more relaxed but still retained an air ofcaution. He interacted with his peers although he was never really accepted as a "buddy." His manner of conversation was slow, straight-forward, and sincere. He never said too much and usually said too little. He needed ego support and the opportunity to identify with the male figure. As time went on, Jay appeared to gain some inner confidence. However, his interaction among his peers remained slow. He did interact more with the leader as time went on. Nevertheless, his stratification in the group was not indicative of his progress. He was mainly respected for being a five-month boy (minimum stay at B.T.S.).

Jay related to Leader in a friendly, relaxed manner. Jay needed and wanted Leader's trust. This he received, and if one were to put a label on him, it would have to be the "good boy" of the group. Jay's most overt desire was to "get out of here and try again."

Henry was one of the three colored boys in the group. He entered the group with self-assurance. He appeared confident and gave the impression of being cocky. Henry was too suspicious of Leader to form close bonds with him. His main defense was a strong offense. In short, Henry tried to take over the group. He was the group peer leader. He voiced his opinions on everything and anybody. Henry had pride, and he enjoyed being looked up to and respected for his views. He needed ego support. This he got.

Henry never succeeded in completely dominating the group. He was challenged by the group leader. His participation fell from active to passive. Henry never lost the respect of his peers. Physically, he was strong and aggressive... His one weakness was to "con" people. This value of deceit was challenged by Leader during Henry's stay in the group. If one were to venture on the progress of Henry, it would have to be said that Henry knew where he was going. The more "square" Henry got, the better were his chances of not returning to B.T.S.

Major entered the group highly suspicious and did not trust Leader. He was defensive at first, but was slowly drawn into discussion by Leader. Major needed a chance to talk without being laughed at, and he got this chance in the group. He was the second Negro boy in the group and followed Henry as peer leader, the two supporting each other during the group interaction. Major was also a proud lad, but like Henry, had a well-developed confident ego, which was diffused. His superego development was almost non-existent.

Major and Leader had a workable rapport in the group. His interaction was on a direct plane. He seemed occasionally to try to impress Leader. He became more talkative when he saw his contributions were not to be rejected. Among his peers Major did not play favorites with the exception of Henry. Although physically, like Henry, he felt superior to his peers, he was not a bully.

Major had values based on an early life of exploitation. Major's progress in the group is difficult to evaluate; however, his statement to Leader during the last group session, "Can I be in your group next year if I come back?" may well forecast his destiny.

Marvin, the third colored boy in the group, appeared to be the "lone wolf," at least in this group setting. He was not accepted by Henry or Major; in fact, the reverse was true, reflecting Marvin's need to be accepted and understood by his two Negro friends. Marvin contributed little to the group. He was forced by group pressure into accepting a conformity "role," and he followed the leader. Sometimes it was the Leader, and at other times he followed Henry's leadership. Marvin could be considered an "isolate" among the group, even though he was seated in the center of his peers.

Leader felt Marvin had considerable inner tension to conform; however, overtly he showed no emotion or ability to fit into the group. Marvin may have sensed some rejection by his peers. He was subsequently dropped from the group and referred to the psychological department for individual counseling.

Gary G., in this group, was the type of boy who made himself heard on one day and had nothing to say the next. Gary was a follower. His entrance into the group gave him the support he needed during institutional care. He was very unsure of himself and needed status and attention. He received both from the group.

Interaction with Leader was slow at first, then at his discretion. His status among his peers was on "middle ground." He was tolerated. The group served as a crutch for Gary and he became better able to give and take during his association with the group. His insight awareness increased as did his self-confidence. He needed a strong, positive male identification.

Gary at first accepted the group as a matter-of-fact business, but after being given the chance to really be accepted by the Leader and by his peers, he used both as supports. A more prolonged group atmosphere would have been profitable to this boy.

Ralleigh can be described in one word: introverted. It took six to eight group sessions to get the boy to relate on his own accord. He entered the group a very constricted boy. Of all the boys Ralleigh had the most hostility which he projected toward Leader. He was drawn into participation but could not be pushed. His ego identification was almost non-existent. He gained some ego confidence, became more talkative, and occasionally cracked a dry joke. His supporting peer member was Ronald. Ralleigh was accepted by his peers, not because he was a "tough guy," but because when he did speak up, he had something to say and was worth listening to. He was also accepted as the "intellect" of the group. Ralleigh's interaction with Leader and his peers increased with time, but a very distant shell kept this boy from revealing any of his inner conflicts.

Ralleigh's progress is seen in his interaction with the group as a whole, and with the group leader. His participation in no way indicated, however, that the group sessions had any influence on his negative outlook on life or the results this had on his psycho-social development.

Ronald became part of the group in a subtle sort of fashion. He was defensive at first with Leader and showed his weakness by taking the offensive. Ronald was outspoken with Leader and his peers. His need for acceptance and attention was overtly seen by his playing up to Leader. One negative element characteristic apparent in his rapport with Leader and the group was his insincerity. Ronald tried hard to impress the group, and he was accepted as a funny guy in the crowd. He played the tough guy when he thought he could get away with it.

Ronald needed much more than the group could offer him. He needed a one-to-one relationship with an adult. Ronald tried to take over the group, but he quickly saw he was no match for Henry. His main peer support came from Ralleigh. Ronald knew the "ropes," and he looked up to Henry and Major because of their gang experiences. He showed very little real progress relative to insight-awareness but kept up a front that proved his insincerity was much deeper a problem than the group or he could cope with.

Gary H. entered the group as though he had been in it before. He showed no signs of anxiety concerning what was required of him. He entered the discussion immediately and in a consistent manner. Of all the boys, he tried hardest to impress Leader, and in fact, he succeeded for a while.

It was not until the group session got rolling that Leader sensed the hidden hostility and ambivalence this boy felt towards Leader. He needed much individual attention and understanding, much more than the group could offer. Gary tried hard to impress his peers, but he was never really accepted by them because of his insincerity.

Gary, although outgoing in his interaction with Leader and his peers, would probably profit from a one-to-one relationship with an individual therapist over a long period of time; however, he liked coming to the group and was allowed to remain. His progress was uneven. A significant episode during his stay at B.T.S. was when he truanted, then returned and rejoined the group, admitting he would have to face and control those feelings which were affecting his behavior.

Vincent entered the group showing his indifference to Leader the group cause. If Leader were to pick the boy whom he never reached, even in the slightest, Vincent would take the honor. Hostility poured from this boy. It subsided during the latter part of the group sessions, but a real working rapport was never established with Vincent. His progress can be summarized not by his lack of need for being liked or accepted, but by his lack of empathy or ability to relate. Everything with Vincent was on the surface.

Vincent said little in the group even when he was being drawn into participation and admitted that he "didn't have much to say outside the group" either. He took more pride in having spit-shined shoes, and being called "Hollywood" because of his well-kept, greasy hair. His peer friend appeared to be Bob, and his indifference to what was going on around him took the form of a show of "coolness." Progress negative.

Bob entered the group like Vincent. He was defiant toward Leader and the group although he put forth a little more effort than Vincent. He wanted to be accepted but did not know how to form meaningful relationships with the adult leader or with his peers.

Bob secretly related to Leader inner thoughts he had. They concerned his conflict over the girl who illegitimately bore his child. The group never became aware of this, although Leader feels some of the boys knew it individually. Bob participated or interacted in the group little, and of all the boys, his feeling were the most acted out. He stole a watch from a desk in the psychologist's office... he was caught sneaking smokes, etc. Although he was not alone in his efforts to sneak cigarettes, he persisted in trying to lead the group on.

Bob was subsequently dropped from the group because he needed more individual counseling. Individual counseling was necessary to meet his most immediate problem, that of becoming an adequate father.

APPENDIX C

Machover Draw-A-Person Test

Materials Used: Several Sheets of plain paper and pencil.

Instructions: Draw a picture of a person--the whole person, not just the head. After the first drawing is complete, the subject is asked to draw a person of the opposite sex to that of the first one drawn. Interpretations of conformity to the directions dynamics are done according to the interpretations of Karen Machover.

Administration of Bender-Gestalt Test

Materials Used: One set of eight cards designed by Loretta Bender; interpretations according to Huth Method, U. of M., #54, and B.G. Objective Scoring Method and Validating Data by Fred Y. Billingslea, Tulane University, #1, 1/48.

Instructions: Copy these designs as well as you can.

Intermediate Battery
Partial

FORM JM

STANFORD ACHIEVEMENT TEST

For Use with Separate Answer Sheet

TRUMAN L. KELLEY • RICHARD MADDEN • ERIC F. GARDNER
LEWIS M. TERMAN • GILES M. RUCH

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a

DIRECTIONS: Read each paragraph below. Decide which of the numbered words at the right is best for each blank, and then mark the answer space which is numbered the same as the word you have chosen. Study the sample below, and answer the other questions in the same way.

SAMPLE: I am shorter than my sister and taller than my brother. This morning we stood beside one another. I looked down at my __51__ and __52__ at my sister.

51	1 friend	2 brother
	3 sister	4 feet
52	5 around	6 back
	7 up	8 down

1-2 Dick and Ann had for a pet a white mouse called Mickey. The children were fond of Mickey and took him on their vacation trips. They both took care of him. It was Dick's job to keep the cage nice and clean, and it was __1__ duty to see that the __2__ got plenty of the right kind of food.

1	1 his	2 their
	3 Mickey's	4 Ann's
2	5 mouse	6 children
	7 mice	8 kitten

3-4 We went up in an airplane. At first we flew near the __3__ where we could see people and animals. Later we could not see them. Our plane was flying too __4__.

3	1 houses	2 ground
	3 town	4 hills
4	5 high	6 low
	7 far	8 fast

5-6 A long time ago farmers used sharp sticks instead of plows to dig up the earth. Now they have steel __5__ pulled by horses or tractors. They can cultivate large fields and raise big __6__.

5	1 tools	2 plows
	3 machines	4 forks
6	5 tomatoes	6 plants
	7 corn	8 crops

7-8 Insects that fly at night often make mistakes. They cannot tell the light of the moon from that given by an open fire. Sometimes these __7__ fly into a __8__ and are killed.

7	1 animals	2 birds
	3 moths	4 insects
8	5 flame	6 house
	7 window	8 car

9-10 The so-called falling stars that we see are not really stars at all but are meteors. Occasionally they fall all the way to our earth, and sometimes they may be picked up. By far the greater number of these __9__, however, never reach the __10__ because they are burned up or broken into dust by the friction of the earth's atmosphere.

9	1 planets	2 stars
	3 meteors	4 comets
10	5 solar system	6 air
	7 stratosphere	8 earth

11-12 Here is the way to lay a brick walk in a garden. Dig a path 4 inches deep. Pack and roll down 2 inches of sand. Lay in place __11__ $2\frac{1}{2}$ inches thick. Your finished walk will be just a little __12__ ground level.

11	1 cement	2 boards
	3 bricks	4 dirt
12	5 above	6 below
	7 nearer	8 beneath

13-14 When we become angry or afraid, our hearts begin to beat rapidly. Our muscles feel tight. Our bodies get ready to fight or run, even though we do not really need to do either. Afterward, we feel as tired as though we had actually __13__ or __14__.

13	1 rested	2 fought
	3 slept	4 read
14	5 slept	6 eaten
	7 run	8 awakened

TEST 1 *Paragraph Meaning* (Continued)

15-16-17 Wool is clipped from live sheep by a process called shearing. The entire mat of fleece from each animal comes off in one piece. With electric clippers one man can __15__ from 150 to 200 __16__ a day. After shearing, the __17__ is rolled up and sent to the mill.

15	1 clip	2 run
	3 kill	4 feed
16	5 pounds	6 lambs
	7 pelts	8 sheep
17	9 skin	10 hide
	11 fleece	12 cotton

18-19-20 A bottle used to be made by a glass blower with a long pipe through which he blew air into a bubble of hot liquid glass. Now the work is done by a machine which revolves over a pot of melted __18__, sucks up the amount needed, shapes it on a mold, and blows it out. A workman operating a __19__ can produce ten times as many __20__ in an hour as an old-fashioned glass blower.

18	1 metal	2 iron
	3 glass	4 ice
19	5 blower	6 machine
	7 factory	8 pipe
20	9 pipes	10 balls
	11 bottles	12 glasses

21-22-23-24 A few years ago most freight was carried by railroad trains. Now such things as furniture and automobiles are sent across country on trucks. Goods sent by __21__ can go only where __22__ have been laid, but goods sent by __23__ can reach any point to which a __24__ runs.

21	1 truck	2 rail
	3 freight	4 express
22	5 roads	6 paths
	7 tracks	8 highways
23	9 truck	10 freight
	11 rail	12 express
24	13 drive	14 trail
	15 track	16 road

25-26-27 The principal diamond fields of the world are in Africa, Brazil, and Australia. Few people know that __25__ are also found in Arkansas. More than 20,000 of these stones have been taken from the soil of that state. Experts have pronounced the gems from __26__ to be equal to the finest __27__ found elsewhere.

25	1 diamonds	2 jewels
	3 pearls	4 emeralds
26	5 Brazil	6 Arkansas
	7 Africa	8 Australia
27	9 pearls	10 diamonds
	11 jewels	12 rocks

28-29-30 In certain parts of Mexico one finds maguey, a tall shrub with large spreading leaves. Fibers of the plant are used to make paper and rope. The leaves become roofs of houses. The juice is made into a fermented drink. The __28__ grows __29__. It is of particular value because it can be used in __30__.

28	1 tree	2 grass
	3 shrub	4 grape
29	5 rapidly	6 widely
	7 tall	8 everywhere
30	9 many ways	10 business
	11 trans-portation	12 building

3 ➡

31-32 A long time ago the people of Peru did not know how to write. In order to count, they tied knots in threads of different colors. Each color meant a different kind of thing. The __31__ in a thread stood for the things being __32__.

31	1 knots	2 colors
	3 loops	4 twists
32	5 counted	6 named
	7 written	8 used

33-34-35 In the 1840's and the 1850's, slavery was the leading question of the day. To keep the balance in Congress, states were often admitted in pairs, one slave and one free. The South desired the extension of the __33__ region. Southern statesmen wished the territory gained by the war with Mexico to become __34__ states, while Northern statesmen, on the other hand, worked to have it become __35__ states.

33	1 slave	2 free
	3 Mexican	4 Indian
34	5 plantation	6 territorial
	7 slave	8 cotton-growing
35	9 slave	10 Mexican
	11 free	12 Indian

Go on to the next page.

TEST 1 *Paragraph Meaning* (Continued)

36-37-38 When traveling in China, I came upon an old fort with a stone and earth wall that was twenty-four feet high and twelve feet thick. The __36__ was therefore twice as __37__ as it was __38__.

36	1 fort	2 earth
	3 stone	4 wall
37	5 high	6 wide
	7 long	8 thick
38	9 high	10 wide
	11 long	12 thick

39-40 Ventriloquism is the art of making sounds so that they appear to come from a distance rather than from the speaker's own mouth. It is an ancient __39__, and many authorities believe that various phenomena such as the Greek oracles and the Egyptian speaking statues owe their explanation to the practice of __40__ by the priests.

39	1 science	2 event
	3 custom	4 art
40	5 deceit	6 mystery
	7 prophecy	8 ventriloquism

41-42 Crude oil from wells in Texas and other Western states is now transported in pipes to refineries in such distant states as California, Illinois, and Pennsylvania. Pumping stations are located 25 to 40 miles apart along each pipe line. From storage tanks near the wells the oil passes into the __41__ and is __42__ to the refineries.

41	1 tankers	2 pipe lines
	3 tank cars	4 oil trucks
42	5 shipped	6 trucked
	7 hauled	8 pumped

43-44-45 A common example of a chemical reaction is the rusting of iron. A gas called oxygen which is present in the air combines with the silvery metal iron to form a reddish brown substance known in chemistry as ferrous oxide, but commonly called __43__. This substance is quite different from either the __44__ or the __45__ which combined to form it.

43	1 iron	2 oxygen
	3 copper	4 rust
44	5 oxide	6 oxygen
	7 air	8 moisture
45	9 iron	10 copper
	11 rust	12 gas

46 During the French and Indian War more than one hundred English colonists were captured by the Indians at Deerfield, Massachusetts, and taken into the forest. Later, some were ransomed but many refused to return to __46__.

46	1 captivity	2 custody
	3 Pennsylvania	4 civilization

47-48 In speaking of gold, the term "carat" is used to indicate the proportion of gold in a given article. A carat is one twenty-fourth of the whole mass. Thus, a fourteen-carat ring is one with fourteen parts of pure gold and ten parts of some other metal, usually copper. A __47__ -carat watch chain is pure gold. A bracelet that is half gold and half copper would be called __48__ gold bracelet.

47	1 one hundred	2 twenty-four
	3 fifty	4 ten
48	5 a gold-copper	6 a twelve-carat
	7 an imitation	8 a half-pure

Stop. 4 ➡

TEST 2 *Word Meaning*

5➡

DIRECTIONS: In each exercise decide which of the four numbered words will complete the sentence best. Look at the number of this word. Mark the answer space at the right which is numbered the same as the word you have chosen. Study the samples.

SAMPLES:

51 The day that comes after Friday is — 1 **Monday** 2 **Tuesday** 3 **Saturday** 4 **Sunday** 51

52 To draw on a blackboard, use a piece of — 5 **pencil** 6 **straw** 7 **eraser** 8 **chalk** 52

---

1 A sawmill makes — 1 **wire** 2 **boots** 3 **needles** 4 **lumber** 1

2 A pair means — 5 **many** 6 **one** 7 **two** 8 **three** 2

3 Mary Smith and John Doe are cousins if they have the same —
1 **grandmother** 2 **mother** 3 **sister** 4 **daughter** 3

4 To receive a letter means to — 5 **mail it** 6 **get it** 7 **write it** 8 **see it** 4

5 To vanish is to — 1 **disappear** 2 **examine** 3 **shape** 4 **paint** 5

6 Marvelous means — 5 **pleasant** 6 **distant** 7 **wonderful** 8 **great** 6

7 A customer is one who — 1 **plants** 2 **works** 3 **buys** 4 **learns** 7

8 The person who dances with another is his —
5 **guest** 6 **helper** 7 **prisoner** 8 **partner** 8

9 Something made of iron is — 1 **silver** 2 **metal** 3 **copper** 4 **gold** 9

10 If you save things carefully, you are — 5 **nasty** 6 **mean** 7 **selfish** 8 **thrifty** 10

11 To learn is the same as to — 1 **try** 2 **teach** 3 **find out** 4 **look for** 11

12 Anyone over 21 years old is — 5 **a graduate** 6 **an adult** 7 **a major** 8 **a patriot** 12

13 A wide city street lined with trees is often called —
1 **an avenue** 2 **a highway** 3 **a route** 4 **a railway** 13

14 A word that means to throw is — 5 **bask** 6 **blast** 7 **cast** 8 **glare** 14

15 A river three miles across is — 1 **swift** 2 **narrow** 3 **broad** 4 **shallow** 15

16 If you can identify a butterfly, you can —
5 **exhibit it** 6 **stuff it** 7 **mount it** 8 **recognize it** 16

17 If things are going well, they are going — 1 **fiercely** 2 **grimly** 3 **smoothly** 4 **generously** 17

18 News tells about something which happened —
5 **yesterday** 6 **recently** 7 **once** 8 **long ago** 18

19 An answer is — 1 **a question** 2 **an argument** 3 **a reply** 4 **an agreement** ... 19

20 If you put all your stamps together by countries, you —
5 **exchange them** 6 **arrange them** 7 **display them** 8 **harm them** 20

21 Something you must do, like paying taxes, is —
1 **a custom** 2 **a sacrifice** 3 **a duty** 4 **an opportunity** 21

22 A thing is gigantic if it is — 5 **very important** 6 **huge** 7 **exploded** 8 **far away** 22

23 A person who is suddenly surprised is — 1 **calm** 2 **amused** 3 **startled** 4 **savage** 23

Go on to the next page

TEST 2 *Word Meaning* (Continued)

24 A breed of dog that follows game by smelling is a — 5 **hound** 6 **cur** 7 **mongrel** 8 **brute** 24

25 Height, weight, and temperature are all —
1 **distances** 2 **visible** 3 **feelings** 4 **measurements** 25

26 An exceptional student is — 5 **outstanding** 6 **typical** 7 **quaint** 8 **delicate** 26

27 A car that has all the necessary things is fully —
1 **modeled** 2 **streamlined** 3 **equipped** 4 **guaranteed** 27

28 Groceries arranged to attract customers are —
5 **displays** 6 **campaigns** 7 **evidence** 8 **bargains** 28

29 To attempt a job is to — 1 **condemn it** 2 **oppose it** 3 **imagine it** 4 **undertake it** 29

30 Things you can see with your eyes are —
5 **necessities** 6 **transparent** 7 **novelties** 8 **visible** 30

31 Animals that dig tunnels in the ground — 1 **bellow** 2 **harrow** 3 **whittle** 4 **burrow** 31

32 Trying to find out what makes things work is —
5 **conscience** 6 **curiosity** 7 **position** 8 **motion** 32

33 Things which are much alike are — 1 **equal** 2 **handsome** 3 **similar** 4 **opposite** 33

34 The growth and progress of a town is its —
5 **development** 6 **vicinity** 7 **standard** 8 **founding** 34

35 A person elected to a class office should be —
1 **confused** 2 **pitied** 3 **capable** 4 **noble** 35

36 A diagram is a kind of — 5 **illustration** 6 **incident** 7 **monster** 8 **narrative** 36

37 When you don't sense anything that is going on about you, you are —
1 **unconscious** 2 **sensible** 3 **sullen** 4 **prosperous** 37

38 The greatest load an elevator can carry is its —
5 **frontier** 6 **margin** 7 **capacity** 8 **dividend** 38

39 The group of men who run a business are its —
1 **managers** 2 **customers** 3 **salesmen** 4 **engineers** 39

40 If nine tenths of the people in your town came from Ireland, your town is —
5 **anti-Irish** 6 **slightly Irish** 7 **largely Irish** 8 **completely Irish** 40

41 Saving some money for a "rainy day" is —
1 **likable** 2 **industrial** 3 **fearful** 4 **advisable** 41

42 People who write letters to each other —
5 **correspond** 6 **translate** 7 **interrupt** 8 **interview** 42

43 A very large ravine is called — 1 **a channel** 2 **an elevation** 3 **a basin** 4 **a canyon** 43

44 The dead body of a wild animal is a —
5 **vestige** 6 **carcass** 7 **corpuscle** 8 **corruption** 44

45 Something written about or talked about is —
1 **a token** 2 **a topic** 3 **a title** 4 **an article** 45

46 You would not expect a courteous person to be —
5 **civil** 6 **abrupt** 7 **refined** 8 **congenial** 46

47 To take a thing for granted is to — 1 **apply it** 2 **assume it** 3 **approve it** 4 **assure it** 47

48 Supplies, particularly food, are called —
5 **preparations** 6 **subscriptions** 7 **substances** 8 **provisions** 48

Stop. **6** ➡

TEST 3 *Spelling*

7a

DIRECTIONS: In each exercise below, one of the words is spelled in three different ways. If the correct spelling is there, mark the answer space which has the same number as the correct spelling. If the correct spelling is **not given** as one of the three spellings, mark the answer space under NG as the right answer; NG stands for **not given.**

SAMPLES:

S1 The color is 1 rid. 2 red. 3 rud. S1

S2 an 4 eg 5 egge 6 eeg for breakfast S2

---

1 Mary is writing a 1 letter. 2 lettre. 3 leter. 1

2 The work is very 4 easy 5 ezey 6 esy today 2

3 She is the teacher of our 1 clas. 2 class. 3 clase. 3

4 Sam saw the 4 smock 5 smok 6 smoak from the fire 4

5 It was 1 snoing 2 snowing 3 snoeing this morning 5

6 You must 4 hury 5 hurey 6 hurry to school 6

7 Leaves covered the 1 ground. 2 grownd. 3 grond. 7

8 They will come 4 agian. 5 agen. 6 agan. 8

9 The space is very 1 norrow. 2 narrow. 3 narroe. 9

10 An 4 elefant 5 elefunt 6 elephant is strong 10

11 Dan rode in an 1 airplan. 2 airplane. 3 aerplane. 11

12 There is 4 durt 5 drite 6 dirte on his hands 12

13 You may bring anyone 1 else. 2 elce. 3 els. 13

14 Father 4 mist 5 mised 6 missed the train 14

15 The dog was 1 name 2 namd 3 named Sport 15

16 Fred turned 4 sevral 5 several 6 severl pages 16

17 The 1 famely 2 famly 3 famley is at home 17

18 Baked 4 potatos 5 potatoes 6 potatose are good 18

19 He carried the 1 packege. 2 package. 3 pakage. 19

20 We 4 realey 5 realy 6 reelly liked it 20

21 We will sing the 1 national 2 nationel 3 nasional anthem 21

22 the last line in the 4 paragraf 5 parragraph 6 paragraph 22

23 My aunt has one 1 nephue. 2 nephew. 3 nefue. 23

24 We have a 4 television 5 telavision 6 tellevision set 24

25 Don't 1 touch 2 tutch 3 tuch the paint 25

26 The 4 berres 5 berrys 6 beries are ripe 26

27 Only one child was 1 nauty. 2 noughty. 3 naughty. 27

7b

28 Sally plays the 4 piano. 5 peano. 6 paino. 28

29 It was a 1 hugh 2 huge 3 huje mountain 29

30 The 4 cartune 5 cartoon 6 carton was funny 30

31 bedroom 1 furnitur 2 furnituer 3 furniture 31

32 A 4 lawyer 5 lauyer 6 lawer defended him 32

33 We saw the 1 prittiest 2 prittest 3 prettest flowers 33

34 The girls are playing 4 tennis. 5 teniss. 6 tenis. 34

35 in friendly 1 terratory 2 teritory 3 teratory 35

36 Let's 4 explore 5 exsplore 6 explor the cave 36

37 He took the doctor's 1 medicene. 2 medicine 3 medicen. 37

Go on to the next page.

TEST 3 *Spelling* (Continued)

38 The 4 entyre 5 intire 6 entier room was filled. 38

39 The guards moved 1 quitly. 2 quietly. 3 quitely. 39

40 Don was 4 anxous 5 anxeous 6 anxious for his safety. 40

41 I heard the 1 speech. 2 spech. 3 speach. 41

42 Joe studies 4 geogrophy. 5 geography. 6 geogerphy. 42

43 wired for 1 electrizity 2 electrecity 3 electrisity 43

44 His 4 perpose 5 purpose 6 perpuse was good. 44

45 Pedro lives in a 1 forren 2 foreign 3 foriegn land. 45

46 Bob plays the 4 roll 5 roal 6 role of the hero. 46

47 The sand slowly 1 setteld 2 setled 3 settled in the jar. 47

48 Sue was 4 chossen 5 choosen 6 chosn first. 48

49 The road rises 1 gradualy. 2 gradually. 3 graduly. 49

50 Milk has many 4 vitamins. 5 vitamens. 6 vitemins. 50

51 Don't be 1 impatient. 2 impateint. 3 impationt. 51

52 We nearly froze in the 4 blizzerd. 5 blissard. 6 blizard. 52

53 a basketball 1 tournament 2 torniment 3 tornament 53

54 John's voice is 4 horse. 5 hourse. 6 hoarse. 54

55 Jim ate a hot 1 biscut. 2 bisciut. 3 bisket. 55

8a ➡

56 It was an 4 unfortunate 5 unfortunat 6 unfortunette mistake. 56

57 We read good 1 literiture. 2 literture. 3 literature. 57

58 Ruth is 4 genrally 5 generaly 6 generally here. 58

59 It rains 1 freequently. 2 frequentley. 3 frequently. 59

60 The cost of 4 admition 5 admision 6 addmission is low. 60

61 George 1 rarly 2 rarley 3 rarely goes hunting. 61

62 Bill will pay the 4 expence. 5 expents. 6 expens. 62

63 No chairs were 1 avalable. 2 avialable. 3 available. 63

64 My uncle studies 4 philosophy. 5 filosophy. 6 philosofy. 64

65 The answer is 1 logicle. 2 lodgical. 3 lojicle. 65

66 Anne has a 4 magority 5 majority 6 majorety vote. 66

67 the 1 ofensive 2 offencive 3 offensive team 67

68 He is 4 ignorrent 5 ignorent 6 ignorant of the facts. 68

69 The moon enters a new 1 phaze. 2 phase. 3 fase. 69

70 Jane is respected for her 4 sincerity. 5 sincirety. 6 sinserity. 70

71 The meeting is 1 adjuorned. 2 adjorned. 3 adjurned. 71

72 The scene is 4 picheresque. 5 picturesque. 6 picherest. 72

Stop.

8b ➡

TEST 4 *Language* 9a

DIRECTIONS: In each pair of words in heavy type there is an error in either capitalization or punctuation. You are to decide which one of each pair has the correct capitalization and punctuation. Then mark the answer space at the right that has the same number as the correct form.

SAMPLES: This is 1 **mr. Jones.** / 2 **Mr. Jones.** 91

3 **St. Louis, Missouri** / 4 **St. Louis Missouri** 92

A Birthday Party

My 1 **cousin** / 2 **Cousin** is having a birthday party.... 1

Can you come? 3 **we** / 4 **We** will have lunch and 2

listen to his new record, 5 **"treasure island."** / 6 **"Treasure Island."** .. 3

At School

like 1 **social studies** / 2 **Social Studies** and English best..... 4

Yesterday morning Mr. 3 **Miles** / 4 **Miles,** our..... 5

teacher / **teacher,** gave us a new book..... 6

All of you," he said, 1 **"will** / 2 **"Will** like this book." 7

t told about the 3 **Union of South Africa.** / 4 **Union of south Africa.** 8

Today I gave a report on 5 **lake Nyasa.** / 6 **Lake Nyasa.** 9

The Zoo

Aunt Anna 1 **said,** / 2 **said** "Let's go to 10

ne 3 **zoo."** / 4 **zoo.** When we got there,..... 11

We saw some 5 **deer,** / 6 **deer** a large herd of..... 12

Buffaloes, / **buffaloes,** and several grizzly bears..... 13

The buffaloes have hairy 3 **shoulders.** / 4 **shoulders** 14

tried to feed 5 **them,** / 6 **them** but they were afraid of 15
ne and would not eat.

DIRECTIONS: Each exercise below has two numbered parts. One part is well written and makes good sense. The other is poorly written. Choose the good one and mark the answer space which has the same number as your choice.

SAMPLE:

1 We'll go when you are ready.
2 We'll go. When you are ready. 93

A Stroll 9b

1 Yesterday I took a long walk. To get some leaves for my collection.
2 Yesterday I took a long walk to get some leaves for my collection. 16

3 First I went to the park by the river.
4 First down to the park by the river. 17

5 Where I found some willow trees.
6 There I found some willow trees. 18

1 They had long narrow drooping leaves.
2 Which had long narrow drooping leaves. 19

3 Oak trees grew on the hill above.
4 Oak trees growing on the hill above. 20

5 With leaves that had a scalloped edge.
6 Their leaves had a scalloped edge. 21

1 I gathered a basketful then I came home.
2 I gathered a basketful. Then I came home. 22

The Talking Bird

1 Jim has a bird that knows how to talk.
2 Jim has a bird. That knows how to talk. 23

3 He bought it from a sailor it is called a myna bird.
4 He bought it from a sailor. It is called a myna bird. 24

5 It can say "Hello," call people by name, and answer questions.
6 It can say "Hello." Call people by name. And answer questions. 25

1 It calls "Hello, Bobby." Whenever I come in.
2 It calls "Hello, Bobby," whenever I come in. 26

3 "What does the cat say?" asks Jim the bird answers, "Meow!"
4 "What does the cat say?" asks Jim. The bird answers, "Meow!" 27

TEST 4 *Language* (Continued)

DIRECTIONS: In each sentence, decide which of the numbered words is correct. Then mark the answer space at the right which has the same number as the word you have chosen.

SAMPLE: Apples 1 is 2 are good. 94

Yesterday John 1 came 2 come home early. 28

3 Let 4 Leave me have a turn now. 29

Sam 5 ain't 6 isn't here today. 30

Give Tom 1 that there 2 that sandwich. 31

I used to 3 could 4 be able to sing better. 32

I 5 said 6 says to him, "Let's go." 33

We all 1 clumb 2 climbed over the fence. 34

Don't you want 3 no more 4 any more ice cream? 35

Sally 5 drew 6 drawed a picture of a cow. 36

My aunt gave me 1 a 2 an apple. 37

How many of 3 we 4 us Scouts do you need? . . . 38

Will you 5 teach 6 learn me to jump rope? 39

Where 1 are 2 is my books? 40

The grass has 3 grown 4 growed an inch. 41

We have already 5 choosed 6 chosen sides. 42

I might 1 have 2 of gone if I'd been asked. 43

Let's 3 bring 4 take these flowers to school. 44

I've 5 did 6 done my arithmetic. 45

All of us wanted to go 1 bad. 2 badly. 46

3 Hadn't you ought to 4 Shouldn't you use a broom? 47

10a ➡

10b ➡

The girls made the pie 5 themselves. 6 theirselves. 48

The baby had 1 fallen 2 fell down the stairs. 49

Mary can certainly read 3 good. 4 well. 50

The children have done 5 there 6 their jobs. 51

Both the cat and the dog 1 has 2 have fleas. 52

They fought a 3 strange 4 funny battle. 53

Have you 5 written 6 wrote to Nancy? 54

There 1 were 2 was five cookies in the jar. 55

This cake 3 sure 4 surely tastes good. 56

There 5 wasn't 6 was no money left. 57

The captain 1 led 2 lead his men to victory. 58

Tell Billy and 3 I 4 me where to go. 59

I 5 suppose 6 reckon they will serve refreshments. . . . 60

Our team will win this game 1 easy. 2 easily. 61

My kitten was 3 drowned. 4 drownded. 62

Have you ever 5 shook 6 shaken apples from a tree? 63

The birds have all 1 flew 2 flown South. 64

3 We 4 Us boys went to the show. 65

I 5 can 6 can't hardly wait to see him. 66

Tell me when 1 your 2 you're ready. 67

Most people like to eat 3 regular. 4 regularly. 68

He won the race 5 with 6 without no effort. 69

Miss Martin is 1 too 2 to busy to see us. 70

Stop.

TEST 5 *Arithmetic Reasoning* • PART I

DIRECTIONS: Work an example, and then compare your answer with the answers which follow it. If your answer is one of those given, mark the answer space that has the same letter as your answer. Sometimes the correct answer is not given. If you do not find the correct answer, mark the space under the letter for **not given.**

SAMPLES: 51 How many balls are 3 balls and 4 balls?
a 3 *b* 4 *c* 7 *d* 12 *e* **not given** 51

52 How many books are 3 books and 2 books?
f 2 *g* 3 *h* 4 *i* 6 *j* **not given** 52

---

1 There are 8 apples on the table. If we eat 3 of them, how many will be left?
a 3 *b* 5 *c* 8 *d* 24 *e* **not given** 1

2 Helen's mother has 28 cookies in the oven. There are 35 more to be baked. How many cookies will there be all together?
f 7 *g* 35 *h* 63 *i* 100 *j* **not given** 2

3 Jane has 13 coloring pencils and Dot has 5. If Sue buys a box of 12 pencils, how many pencils will all three girls have? *a* 6 *b* 20 *c* 25 *d* 28 *e* **not given** 3

4 Judy has 16 jacks and Hazel has 9. How many more jacks has Judy than Hazel?
f 7 *g* 9 *h* 16 *i* 25 *j* **not given** 4

5 Mother bakes 24 rolls at a time. How many pans will she need if she bakes 6 in a pan? *a* 4 *b* 18 *c* 24 *d* 30 *e* **not given** 5

6 Father drives 18 miles each day. How many miles will he travel in 5 days?
f 5 *g* 18 *h* 80 *i* 180 *j* **not given** 6

7 Dick bought some fruit for his sister. How much did he pay for all of it if the oranges cost 37¢, the apples 28¢, and the grapes 25¢?
a 80¢ *b* 88¢ *c* 90¢ *d* $1.00 *e* **not given** 7

8 Jean saw 4 butterflies and 7 bees yesterday. Today she saw 9 butterflies and 8 bees. How many butterflies did she see in both days?
f 13 *g* 15 *h* 17 *i* 28 *j* **not given** 8

9 In order to raise money for a church picnic, 6 girls agreed to sell 144 boxes of candy. How many boxes must each girl sell if each one sells the same number?
a 6 *b* 24 *c* 144 *d* 864 *e* **not given** 9

10 A rancher wants to divide his herd of 184 cows into two equal groups. How many cows will he put in each group?
f 82 *g* 92 *h* 184 *i* 368 *j* **not given** 10

11 The temperature was 62° at noon and dropped to 28° by 6 o'clock. How many degrees did it fall in that time?
a 28 *b* 32 *c* 34 *d* 62 *e* **not given** 11

12 Ruth weighs 78 pounds, Helen weighs 54, and Ann weighs 67. How many pounds will Ann have to gain to weigh as much as Ruth does now?
f 11 *g* 13 *h* 24 *i* 78 *j* **not given** 12

13 The 6 members of a stamp club have 432 stamps in all. What is the average number of stamps each member has?
a 6 *b* 70 *c* 72 *d* 432 *e* **not given** 13

14 A strip of paper 19 inches long is to be cut so that one piece will be a foot long. How long will the other piece be?
f 5 in. *g* 12 in. *h* 19 in. *i* 31 in. *j* **not given** 14

Go on to the next page.

TEST 5 *Arithmetic Reasoning* (Continued)

15 Bob's coin book holds 48 coins on each page. How many coins will it hold on all 24 pages? *a* 2 *b* 24 *c* 48 *d* 1152 *e* not given 15

Radio Programs		
Time	KVVV	KZZZ
5:00	Music	Circus
5:15	Mystery	Sports
5:30	Jones	Band
5:45	News	Play

16 Here is part of the radio program that appears in the paper. At what time might one hear the latest baseball scores on KZZZ?
f 5:00 *g* 5:15 *h* 5:30 *i* 5:45 *j* not given 16

17 Ben can buy a new bicycle for $49.50 and a second-hand one for $22.95. How much less does the second-hand one cost?
a $22.95 *b* $26.55 *c* $49.50 *d* $72.45 *e* not given 17

18 A cake costs 73 cents. How much change will Mother get back if she gives the baker two half dollars? *f* 23¢ *g* 27¢ *h* 37¢ *i* $1.00 *j* not given 18

19 A lock for the clubhouse will cost $1.35. What will be each boy's share if 9 boys share equally? *a* 9¢ *b* 14¢ *c* 15¢ *d* $12.15 *e* not given 19

20 You know how much a man is paid per hour. You know how many hours he worked in a week. To find his earnings for the week, what would you do?
f add *g* subtract *h* multiply *i* divide *j* not given 20

21 Jim bought 6 yards of ribbon to tie two packages. For one package he used 3 yards and 2 feet. How much ribbon was left for the other package?
a 3 yd. *b* 3 yd. 1 ft. *c* 3 yd. 2 ft. *d* 9 yd. 2 ft. *e* not given 21

12 ➡

22 How much would Steve get in all for selling 11 papers at 7¢ each and 3 magazines at 20¢ each? *f* 27¢ *g* 77¢ *h* $1.27 *i* $1.37 *j* not given 22

23 Candy eggs are 2 for 5¢. How many can be bought for 50¢?
a 10 *b* 20 *c* 25 *d* 30 *e* not given 23

24 Each class in a school agreed to collect $\frac{1}{6}$ of 300 cans of food for Thanksgiving baskets. How many cans would that be for each class to collect?
f 50 *g* 60 *h* 180 *i* 240 *j* not given 24

25 For a picnic, a club bought 4 dozen buns at 22¢ a dozen and 3 packages of marshmallows at 32¢ a package. How much did the buns and marshmallows cost all together?
a 88¢ *b* 96¢ *c* $1.74 *d* $1.84 *e* not given ... 25

26 Tom runs errands for 15¢ each. If he averages 15 errands a month, what is his monthly income? *f* 15¢ *g* 30¢ *h* $1.50 *i* $2.25 *j* not given 26

27 A sidewalk is to be made in two parts. One part is to be 4 feet wide and 50 feet long. The other part is to be 2 feet by 12 feet. How many square feet will there be in all of the sidewalk? *a* 24 *b* 68 *c* 200 *d* 214 *e* not given 27

28 Pine City is 120 miles from Milton. To go from Pine City to Milton by bus takes 4 hours and by train only $2\frac{3}{4}$ hours. How many hours less does it take to go by train?
f $1\frac{1}{4}$ *g* $1\frac{3}{4}$ *h* $2\frac{1}{4}$ *i* $6\frac{3}{4}$ *j* not given 28

29 How many 1-inch by 2-inch pieces of candy can be cut in a pan which is 8 inches by 10 inches? *a* 20 *b* 36 *c* 50 *d* 80 *e* not given 29

30 Dan says there are 2 quart and 2 pint packages of ice cream for the party. How many people will all of it serve if a pint serves 4 people?
f 4 *g* 12 *h* 16 *i* 24 *j* not given 30

Go on to the next page.

TEST 5 *Arithmetic Reasoning* PART II

DIRECTIONS: The answers to these examples can be thought out without doing any figuring on paper. You are to think out the answer and mark the answer space that is lettered the same as your choice.

Which is the largest of these numbers?
a 402 *b* 89 *c* 346 *d* 198 31

The cost of cheese is usually based on —
e count *f* volume *g* area *h* weight 32

Which number is thirty thousand five hundred sixty?
a 30,056 *b* 30,506 *c* 30,560 *d* 35,006 33

A gallon is how many quarts?
e 2 *f* 4 *g* 6 *h* 8 34

MAY						
Sun.	Mon.					Sat.
		a	*b*	*c*	*d*	

35 In which space should Thursday be? 35



36 What part of the square is black?
e $\frac{1}{8}$ *f* $\frac{1}{4}$ *g* $\frac{1}{3}$ *h* $\frac{1}{2}$ 36

Which of these fractions has the smallest value?
a $\frac{1}{2}$ *b* $\frac{1}{10}$ *c* $\frac{1}{3}$ *d* $\frac{1}{9}$ 37



38 How many minutes until 9 o'clock is it by this clock?
e 7 *f* 17 *g* 24 *h* 36 38

Without working the examples, choose the one in which the quotient will be largest.
a $19\overline{)938}$ *b* $19\overline{)940}$ *c* $19\overline{)934}$ *d* $19\overline{)937}$ 39

The value of the Roman numeral XIV is —
e 9 *f* 14 *g* 16 *h* 18 40

In which of these numbers does the 7 occupy the place of greatest value?
a 723 *b* 1427 *c* 8371 *d* 9470 41

Without measuring, tell how many inches long this line is. ————————
e 1 *f* 2 *g* 3 *h* 4 42

The perimeter of the top of a box is the —
a distance across it *b* length of its longest side
c distance from corner to corner *d* distance around it 43

$1\frac{1}{5}$ = *e* 1.20 *f* $.1\frac{1}{5}$ *g* $.001\frac{1}{5}$ *h* $1.001\frac{1}{5}$ 44

How much is 42.968 rounded off to the nearest tenth?
a 42 *b* 42.9 *c* 42.97 *d* 43.0 45

Stop. 13 ➡

TEST 6 *Arithmetic Computation*

DIRECTIONS: Work each example. Then compare your answer with the answers given at the right of the example. If your answer is one of those given, mark the answer space that has the same letter as your answer. Sometimes the correct answer is not given. If the correct answer is not given, mark the answer space under the letter for **not given.** Look carefully at each example to see what it tells you to do. If you need to do any figuring, use a separate sheet of paper. **14➡**

SAMPLES:

A Add 3 + 2 — *a* 2 *b* 3 *c* 4 *d* 5 *e* not given ..... A

B Subtract 6 − 1 — *f* 1 *g* 2 *h* 3 *i* 4 *j* not given ..... B

1 Add 63 + 54 — *a* 97 *b* 107 *c* 117 *d* 127 *e* not given 1

2 Subtract 128 − 96 — *f* 32 *g* 33 *h* 42 *i* 52 *j* not given 2

3 Add \$4.80 + 9.65 — *a* \$13.45 *b* \$13.55 *c* \$14.55 *d* \$15.45 *e* not given 3

4 Multiply 450 × 7 — *f* 3050 *g* 3100 *h* 3150 *i* 3157 *j* not given 4

5 $6 \div 2 =$ — *a* 3 *b* 6 *c* 8 *d* 12 *e* not given 5

6 Add 854 + 759 + 47 + 36 — *f* 1686 *g* 1696 *h* 1706 *i* 1796 *j* not given 6

7 Subtract 407 − 384 — *a* 13 *b* 23 *c* 123 *d* 183 *e* not given 7

8 Multiply 697 × 3 — *f* 1991 *g* 2061 *h* 2071 *i* 2091 *j* not given 8

9 Subtract \$5.00 − 4.48 — *a* \$.52 *b* \$.62 *c* \$1.48 *d* \$1.52 *e* not given 9

10 Subtract 422 − 385 — *f* 37 *g* 47 *h* 57 *i* 137 *j* not given 10

11 Add 4538 + 7979 + 7908 — *a* 20,325 *b* 20,425 *c* 21,325 *d* 21,425 *e* not given 11

12 $466 + 4557 + 89 =$ — *f* 4912 *g* 5012 *h* 5102 *i* 5112 *j* not given 12

13 $43\overline{)86}$ — *a* 2 *b* 3 *c* 11 *d* 20 *e* not given 13

Go on to the next page

TEST 6 *Arithmetic Computation* (Continued)

14 Multiply 75 × 14 — *f* 89 *g* 1040 *h* 1050 *i* 10,520 *j* not given . . . 14

15 $4 \times \frac{3}{8} =$ — *a* $\frac{3}{32}$ *b* $\frac{3}{8}$ *c* 1 *d* $1\frac{1}{2}$ *e* not given . . . 15

16 $2 \div \frac{1}{3} =$ — *f* $\frac{1}{6}$ *g* $\frac{2}{3}$ *h* 3 *i* 6 *j* not given . . . 16

17 Add 667.55 + 786.68 + 99.64 — *a* 1542.87 *b* 1543.86 *c* 1552.77 *d* 1552.87 *e* not given . . . 17

18 Subtract 14,710 − 5,974 — *f* 8736 *g* 8744 *h* 8746 *i* 8836 *j* not given . . . 18

19 $34\overline{)748}$ — *a* $19\frac{2}{34}$ *b* 22 *c* $24\frac{15}{17}$ *d* 112 *e* not given . . . 19

20 Subtract 871,653 − 396,785 — *f* 474,868 *g* 475,868 *h* 484,968 *i* 485,868 *j* not given . . . 20

21 Multiply 808 × 590 — *a* 112,700 *b* 474,950 *c* 478,550 *d* 496,550 *e* not given 21

15 ➡

22 $52\overline{)2236}$ — *f* 43 *g* $44\frac{23}{26}$ *h* 403 *i* $441\frac{1}{13}$ *j* not given . . . 22

23 Add $\frac{1}{6} + \frac{1}{6}$ — *a* $\frac{1}{12}$ *b* $\frac{1}{3}$ *c* 1 *d* 2 *e* not given . . . 23

24 $\frac{3}{5} \times 6 =$ — *f* $\frac{3}{5}$ *g* 3 *h* $3\frac{3}{5}$ *i* $6\frac{3}{5}$ *j* not given . . . 24

25 Multiply 310 × 203 — *a* 613 *b* 7130 *c* 62,930 *d* 64,960 *e* not given . . 25

26 Subtract $8\frac{1}{10} - 7\frac{5}{6}$ — *f* $1\frac{4}{15}$ *g* $1\frac{7}{10}$ *h* $1\frac{14}{15}$ *i* $15\frac{14}{15}$ *j* not given . . . 26

Summer Earnings of Six Boys

Bob	$ $ $ $ $ $ $
Dick	$ $ $
Tom	$ $ $ $ $ $ $ $ $ $
Ted	$ $ $ $ $
Bill	$ $ $ $ $ $ $ $
Joe	$ $ $ $ $ $

Each $ represents 5 dollars earned last summer.

27 Which boy earned the least money last summer?
a Dick *b* Tom *c* Ted *d* Bill *e* not given 27

28 Which boy earned $10 less than Tom?
f Dick *g* Ted *h* Joe *i* Bill *j* not given . . 28

29 $\frac{1}{4} \times \frac{3}{4} =$ — *a* $\frac{1}{4}$ *b* $\frac{1}{3}$ *c* $\frac{3}{8}$ *d* $\frac{3}{4}$ *e* not given . . . 29

Go on to the next page.

TEST 6 *Arithmetic Computation* (Continued)

30 Multiply $\begin{array}{r} 2.2 \\ \times\ 3 \\ \hline \end{array}$ — *f* .066 *g* .66 *h* 6.6 *i* 66 *j* not given 30

31 $\frac{3}{4} \div \frac{1}{2} =$ — *a* $\frac{3}{8}$ *b* $\frac{2}{3}$ *c* $\frac{3}{4}$ *d* $1\frac{1}{2}$ *e* not given 31

32 $4\overline{)16.48} =$ — *f* .0412 *g* .412 *h* 4.12 *i* 41.2 *j* not given 32

33 Add $\begin{array}{r} 4\frac{3}{4} \\ +\ \frac{7}{12} \\ \hline \end{array}$ — *a* $4\frac{5}{8}$ *b* $4\frac{5}{6}$ *c* $5\frac{1}{4}$ *d* $5\frac{3}{4}$ *e* not given 33

34 Subtract $\begin{array}{r} 4 \text{ ft. } 2 \text{ in.} \\ -\ 10 \text{ in.} \\ \hline \end{array}$ — *f* 3 ft. *g* 3 ft. 2 in. *h* 3 ft. 4 in. *i* 4 ft. 8 in. *j* not given 34

35 Subtract $\begin{array}{r} \frac{1}{2} \\ -\ \frac{1}{6} \\ \hline \end{array}$ — *a* $\frac{1}{8}$ *b* $\frac{1}{6}$ *c* $\frac{1}{4}$ *d* $\frac{2}{3}$ *e* not given 35

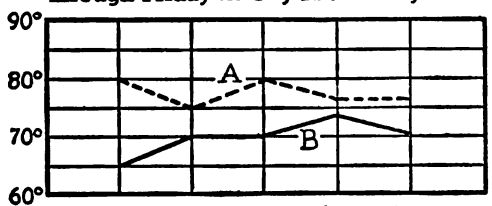
36 $2\overline{)1.28} =$ — *f* .064 *g* .64 *h* 6.4 *i* 64 *j* not given 36

37 $4\overline{)1220}$ — *a* 35 *b* 305 *c* 315 *d* 350 *e* not given 37

38 $.2 \times .12 =$ — *f* .024 *g* .06 *h* .6 *i* 24 *j* not given 38

39 $3\frac{1}{8} \div 5 =$ — *a* $\frac{3}{8}$ *b* $\frac{3}{5}$ *c* $\frac{5}{8}$ *d* $1\frac{3}{5}$ *e* not given 39

Average Daily Temperatures for Monday through Friday in City A and City B



40 On which day was the average temperature just 10° higher in City A than in City B?
f Mon. *g* Tues. *h* Wed. *i* Thurs. *j* not given 40

41 On which day were the average temperatures in the two cities most nearly equal?
a Mon. *b* Tues. *c* Wed. *d* Fri. *e* not given 41

42 Add $\begin{array}{r} 5 \text{ lb. } 9 \text{ oz.} \\ +\ 3 \text{ lb. } 9 \text{ oz.} \\ \hline \end{array}$ — *f* 8 lb. 2 oz. *g* 8 lb. 9 oz. *h* 9 lb. 2 oz. *i* 9 lb. 8 oz. *j* not given 42

43 6% of \$300 = — *a* \$18 *b* \$180 *c* \$50 *d* \$306 *e* not given 43

44 $8\overline{).16}$ — *f* .002 *g* .2 *h* 2 *i* 20 *j* not given 44

45 Find the average $\begin{array}{r} 12 \text{ ft.} \\ 20 \text{ ft.} \\ 17 \text{ ft.} \\ +\ 11 \text{ ft.} \\ \hline \end{array}$ — *a* 11 ft. *b* 15 ft. *c* 20 ft. *d* 60 ft. *e* not given .. 45

Stop. 16 ➡

1950
REVISION

MOONEY PROBLEM CHECK LIST

Ross L. Mooney

Bureau of Educational Research

Ohio State University

J JUNIOR HIGH SCHOOL FORM

HPD
S
HF
MWF
BG
PG
SC
TOTAL

Age..... Date of birth..... Boy..... Girl.....

Grade in school..... Name of school.....

Name of the person to whom you are to turn in this paper.....

Your name .....Date.....

DIRECTIONS

This is a list of some of the problems of boys and girls. You are to pick out the problems which are troubling you.

Read the list slowly, and as you come to a problem which is troubling you, draw a line under it. For example, if you are often bothered by headaches, you would draw a line under the first item, like this, "1. Often have headaches."

When you have finished reading through the whole list and marking the problems which are troubling you, please answer the questions on Page 5.

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DIRECTIONS: Read the list slowly, and as you come to a problem which troubles you, draw a line under it.

1. Often have headaches
2. Don't get enough sleep
3. Have trouble with my teeth
4. Not as healthy as I should be
5. Not getting outdoors enough

6. Getting low grades in school
7. Afraid of tests
8. Being a grade behind in school
9. Don't like to study
10. Not interested in books

11. Being an only child
12. Not living with my parents
13. Worried about someone in the family
14. Parents working too hard
15. Never having any fun with mother or dad

16. Spending money foolishly
17. Having to ask parents for money
18. Having no regular allowance
19. Family worried about money
20. Having no car in the family

21. Not allowed to use the family car
22. Not allowed to run around with the kids I like
23. Too little chance to go to parties
24. Not enough time for play and fun
25. Too little chance to do what I want to do

26. Slow in making friends
27. Bashful
28. Being left out of things
29. Never chosen as a leader
30. Wishing people liked me better

31. Being nervous
32. Taking things too seriously
33. Getting too excited
34. Being afraid of making mistakes
35. Failing in so many things I try to do

36. Too short for my age
37. Too tall for my age
38. Having poor posture
39. Poor complexion or skin trouble
40. Not good looking

41. Afraid of failing in school work
42. Trouble with arithmetic
43. Trouble with spelling or grammar
44. Slow in reading
45. Trouble with writing

46. Sickness at home
47. Death in the family
48. Mother or father not living
49. Parents separated or divorced
50. Parents not understanding me

51. Too few nice clothes
52. Wanting to earn some of my own money
53. Wanting to buy more of my own things
54. Not knowing how to buy things wisely
55. Too little spending money

56. Girls don't seem to like me
57. Boys don't seem to like me
58. Going out with the opposite sex
59. Dating
60. Not knowing how to make a date

61. Being teased
62. Being talked about
63. Feelings too easily hurt
64. Too easily led by other people
65. Picking the wrong kind of friends

66. Getting into trouble
67. Trying to stop a bad habit
68. Sometimes not being as honest as I should be
69. Giving in to temptations
70. Lacking self-control

QUESTIONS

1. What problems are troubling you most? Write about two or three of these if you care to.

2. Would you like to spend more time in school in trying to do something about some of your problems?

3. Would you like to talk to someone about some of your problems?

141.	Can't hear well	176.	Nose or sinus trouble
142.	Can't talk plainly	177.	Trouble with my feet
143.	Trouble with my eyes	178.	Not being as strong as some other kids
144.	Smoking	179.	Too clumsy and awkward
145.	Getting tired easily	180.	Bothered by a physical handicap
146.	Textbooks hard to understand	181.	Dull classes
147.	Trouble with oral reports	182.	Too little freedom in classes
148.	Trouble with written reports	183.	Not enough discussion in classes
149.	Poor memory	184.	Not interested in certain subjects
150.	Afraid to speak up in class	185.	Made to take subjects I don't like
151.	Family quarrels	186.	Clash of opinions between me and my parents
152.	Not getting along with a brother or sister	187.	Talking back to my parents
153.	Not telling parents everything	188.	Mother
154.	Wanting more freedom at home	189.	Father
155.	Wanting to live in a different neighborhood	190.	Wanting to run away from home
156.	Needing a job during vacations	191.	Afraid of the future
157.	Needing to know my vocational abilities	192.	Not knowing what I really want
158.	Needing to decide on an occupation	193.	Concerned about military service
159.	Needing to know more about occupations	194.	Wondering if I'll ever get married
160.	Wondering if I've chosen the right vocation	195.	Wondering what becomes of people when they die
161.	Not knowing what to do on a date	196.	Learning how to dance
162.	Girl friend	197.	Keeping myself neat and looking nice
163.	Boy friend	198.	Thinking too much about the opposite sex
164.	Deciding whether I'm in love	199.	Wanting more information about sex matters
165.	Deciding whether to go steady	200.	Embarrassed by talk about sex
166.	Getting into arguments	201.	Being jealous
167.	Getting into fights	202.	Disliking someone
168.	Losing my temper	203.	Being disliked by someone
169.	Being stubborn	204.	Keeping away from kids I don't like
170.	Hurting people's feelings	205.	No one to tell my troubles to
171.	Feeling ashamed of something I've done	206.	Sometimes lying without meaning to
172.	Being punished for something I didn't do	207.	Can't forget some mistakes I've made
173.	Swearing, dirty stories	208.	Can't make up my mind about things
174.	Thinking about heaven and hell	209.	Afraid to try new things by myself
175.	Afraid God is going to punish me	210.	Finding it hard to talk about my troubles

HPD
S
HF
MWF
BG
PG
SC
TOTAL

DIRECTIONS: When you have finished marking the problems which are troubling you, answer the questions on page 5.

71. Not eating the right food
72. Often not hungry for my meals
73. Overweight
74. Underweight
75. Missing too much school because of illness

76. Not spending enough time in study
77. Too much school work to do at home
78. Can't keep my mind on my studies
79. Worried about grades
80. Not smart enough

81. Being treated like a small child at home
82. Parents favoring a brother or sister
83. Parents making too many decisions for me
84. Parents expecting too much of me
85. Wanting things my parents won't give me

86. Restless to get out of school and into a job
87. Not knowing how to look for a job
88. Needing to find a part-time job now
89. Having less money than my friends have
90. Having to work too hard for the money I get

91. Nothing interesting to do in my spare time
92. So often not allowed to go out at night
93. Not allowed to have dates
94. Wanting to know more about girls
95. Wanting to know more about boys

96. Wanting a more pleasing personality
97. Being made fun of
98. Being picked on
99. Being treated like an outsider
100. People finding fault with me

101. Not having as much fun as other kids have
102. Worrying
103. Having bad dreams
104. Lacking self-confidence
105. Sometimes wishing I'd never been born

106. Often have a sore throat
107. Catch a good many colds
108. Often get sick
109. Often have pains in my stomach
110. Afraid I may need an operation

111. Don't like school
112. School is too strict
113. So often feel restless in classes
114. Not getting along with a teacher
115. Teachers not practicing what they preach

116. Being criticized by my parents
117. Parents not liking my friends
118. Parents not trusting me
119. Parents old-fashioned in their ideas
120. Unable to discuss certain problems at home

121. Choosing best subjects to take next term
122. Deciding what to take in high school
123. Wanting advice on what to do after high school
124. Wanting to know more about college
125. Wanting to know more about trades
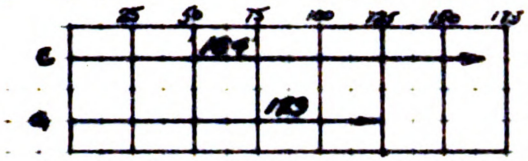
126. No place to entertain friends
127. Ill at ease at social affairs
128. Trouble in keeping a conversation going
129. Not sure of my social etiquette
130. Not sure about proper sex behavior

131. Awkward in meeting people
132. Wanting to be more like other people
133. Feeling nobody understands me
134. Missing someone very much
135. Feeling nobody likes me

136. Being careless
137. Daydreaming
138. Forgetting things
139. Being lazy
140. Not taking some things seriously enough

COMPARISON OF TOTAL GROUP AND INDIVIDUAL DIFFERENCES AS MEASURED BY THE PSYCHOLOGICAL TESTS USED IN THIS STUDY

NAME	NO. OF MONTHS AT B.V.S.	REAL CHANGE	ARITH CHANGE	MOONEY CHANGE	MALE AGE MACHOVER	BENDER - SPEE	DISCIPLINARY PROBLEMS	
GUIDED							BEFORE	AFTER
GARY G	6	-1.1	+ .3	- 14	- 2	- ½	0	0
RONALD	6.5	+ .5	+ 1.0	- 47	+ 2	- ¼	0	3
MAJOR	7	-2.2	- .9	0	- 5	- ¼	0	4
VINCENT	9	+1.6	+1.4	- 8.	+ 2	- ½	0	8
HENRY	6	+2.0	- .7	+ 9	- 1	+ ¼	1	0
JAY	5	+ .7	+ .7	-38	+ 6	+ ¼	0	0
MARVIN	9	+1.4	+1.4	+49	-10	0	0	4
BOB	8	+2.4	+ .7	-40	+ 2	-1 ¾	0	3
GARY H	9.5	+1.2	+ .2	- 21	- 2	- ¾	0	7
RALLEIGH	6.5	+1.0	+ 1.9	-17	+25	- ¼	0	1
CONTROL £	72.5	+7.5 GAIN 10.9 LOSS 3.4	+16.0 GAIN 7.6 LOSS 1.8	-127	+21	-3 ¼	1	30
CONTROL M	7.25	+ .75	+ 1.6		+ 2.1	-.38		
JACK	9.5	+ 1.5	+ 1.9	- 2	+ 10	- ½	0	7
ROY	8.5	+ .7	+ 1.9	-13	+ 4	- ¼	1	6
JERRY	5	+ 1.6	- .5	- 3	+ 2	- ½	0	1
GENE	7	+ 1.9	+ 1.7	-31	+ 1	+ ¼	1	2
WILLIE	8	+ 1.7	+ 2.9	-10	-14	- ½	4	8
PHILLIP	5	+ 1.5	+ 1.6.	0	- 3	+ ¼	6	1
JAMES	6.2	+ 1.7	+ 1.8	-33	+ 2	+ ¼	1	0
WILLIAM	7	+ .4	+ .5	-22	+ 10	0	0	4
JOSEPH	11	- .3	+ .2	-34	+ 4	- ½	0	4
JOHN	6	- 1.1	+ 1.9	-16	0	+ ⅛	0	3
£	75.2	+9.6 GAIN 11.0	+12.3 GAIN 13.8	-164	+16	-1.38	7	36
M	7.32	+.96 LOSS 1.4	+1.33 LOSS .5		+ 1.6	- .14		


25
50
75
100
125
150
175
C
E
100

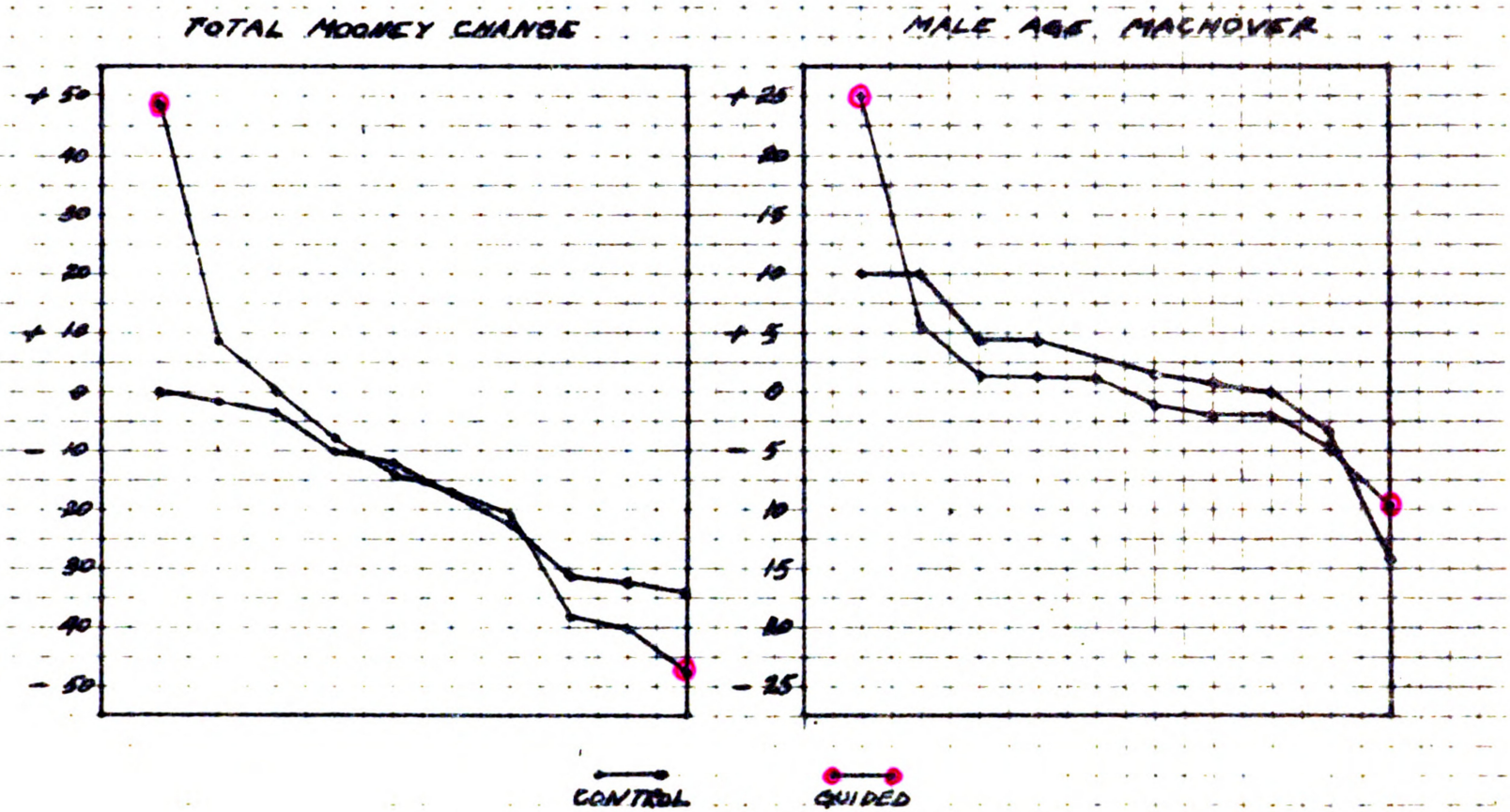

TOTAL MONEY CHANGE
+50
40
30
20
+10
0
−10
20
30
40
−50
MALE AGE MACHOVER
+25
20
15
10
+5
0
−5
10
15
20
−25
CONTROL
GUIDED

Figure II.

DISCIPLINARY CHART

		Fighting				General Misbehavior				Truancy				Defiance of Authority				Total Offenses			
GUIDED	CONTROL	BEFORE		DURING		BEFORE		DURING		BEFORE		DURING		BEFORE		DURING		BEF.	DUR.	BOT.	TOT.
JAY	WILLIAM	0	0	0	1	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	4
HENRY	JAMES	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0
RONALD	JOHN	0	0	1	2	0	0	1	5	0	0	0	0	0	0	1	0	0	3	0	7
RALLEIGH	JACK	0	0	0	2	0	0	1	0	0	0	0	1	0	0	0	0	0	1	0	3
MAJOR	JOSEPH	0	0	1	0	0	0	2	1	0	0	0	2	0	0	1	1	0	4	0	4
VINCENT	RAY	0	0	4	1	0	1	3	4	0	0	0	0	0	0	1	1	0	8	1	6
MARTIN	JERRY	0	0	1	0	0	0	1	1	0	0	2	0	0	0	0	0	0	4	0	1
GARY G	WILLIE	0	2	0	3	0	2	0	2	0	0	0	0	0	0	0	3	0	0	4	8
BOB	PHILIP	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	1	0	3	0	1
GARY H	GENE	0	0	0	1	0	1	3	0	0	0	2	1	0	0	2	0	0	7	1	2
		0	3	7	10	1	4	14	16	0	0	4	4	0	0	5	6	1	30	7	36

ROOM USE ONLY

ROOM USE ONLY

DEC 13 1965

MAR 12 1967

APR 2 0 1967

MAY 1 1967 returned 5/2

R75

JUL 19 1968

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