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AN EXPLORATORY STUDY OF THE BOARDING
CARE PROGRAM OF (55) BOYS RELEASED
FROM BOYS VOCATIONAL SCHOOL, LANSING
(February 1, 1952-January 31, 1955)

by
Joseph Frederick Austin







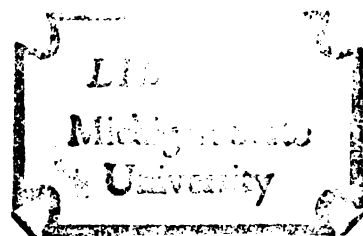
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AN EXPLORATORY STUDY OF THE FOSTER CARE
PROGRAM OF FIFTY-FIVE BOYS RELEASED FROM
BOYS' VOCATIONAL SCHOOL, LANSING, MICHIGAN
(February 1, 1952 - January 31, 1955)

by

Joseph Frederick Austin

A PROJECT REPORT

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Requirements for the Degree
of
MASTER OF SOCIAL WORK

July

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CHAPTER I

INTRODUCTION

The purpose of this study was to explore the boarding care program of the Boys' Vocational School, Lansing, Michigan, to determine what contributing factors might be responsible for the 'success' or 'failure' of the fifty-five boys in this program. This study includes the period from February 1, 1952 to January 31, 1955. The focus of this project is on the fifty-five boys who were referred and released from the Boys' Vocational School during the period mentioned.

As of February, 1952, the responsibility for the placing and supervision of the boys from the Boys' Vocational School was shifted from the Michigan Children's Institute to the Children's Division of the State Department of Social Welfare.¹ The Children's Division through its District Consultants and its thirty-five County Child Welfare Workers secure the boarding care homes, give guidance and supervision to both the boy and the boarding parents prior to the actual placement of the boy and also during the entire placement.

The Boys' Vocational School is the only state in-

¹ See Appendix F, G, and H, pp. 113, 114, and 115 respectively.

stitution for the training of delinquent boys in Michigan. Boys who are between the ages of twelve and seventeen are committed to this institution from the eighty-three counties in Michigan. The county probate courts may send a boy to this institution if he is within the provisions of Act 54 of the Public Acts of 1944.²

Up to the present time, no study has been made of the boarding care program of the Boys' Vocational School. Consideration is now being made concerning the possibilities of increasing the present boarding care program. The writer hopes that this study will aid those who will be making the changes in the present program.

In 1954, while doing a student field work placement at the Boys' Vocational School, the writer became interested in doing a study of the boarding care program of the institution. After a review of the present program, it was decided to limit the study to the period when the Children's Division had taken over the responsibility for the actual placement of the boy.

It is hoped that this study will help to give a more understandable picture of the boarding care program of the Boys' Vocational School. Secondly, the writer hopes that the information so gained will aid in the planning of future boarding care programs.

² See Appendix B, p. 98.

CHAPTER II

HISTORICAL BACKGROUND AND CURRENT OPINION

Since the setting involves both the Boys' Vocational School and the Children's Division, it will be well for us to look at their developmental history in so far as it fits this particular study.

Boys' Vocational School

In 1855 the Legislature authorized the establishment of a House of Correction for Juvenile Offenders to be located at Lansing.³ On September 2, 1856, the new institution opened and shortly thereafter, accommodations were built to house 152 'inmates'.⁴ For a quarter of a century, the institution also admitted girls. The entire building area was surrounded by a high board fence.

The law provided for the commitment of juvenile offenders of both sexes. Every person who, at the time of his conviction for a criminal offense, is under the age of fifteen years, or those who are between the ages of fifteen and twenty years of age, and who were deemed fit subjects by the circuit court or other courts having juris-

³ Public Acts of Michigan, 1855, No. 78.

⁴ Boys' Vocational School, Lansing, Michigan, History for Conspectus: Michigan Document, Building and Construction Division, State Administrative Board, 1948.

diction, may be sentenced to the House of Correction for Juvenile Offenders, for the term of their imprisonment.⁵

Many changes were made in the ages of commitment and discharge through the years. The upper limit was placed at sixteen years in 1857 and remained the same until 1917, when it became seventeen years. During this same period the lower limit was changed from seven years to ten years, and then finally to twelve, which it is at present. Under the early laws, commitment was until the boy should become twenty-one years of age or be discharged. In 1877 the upper age limit was changed to 18 years, and 1885 it was again changed to 17 years. The change made in 1917 and which remains in effect today, provided for the commitment of boys under 17 and over 12 years of age, to remain until they reach the age of 19 or are discharged.

Through the years, the original, purely custodial function of the institution gradually gave way to a program of training and education. It is interesting to note the change of names which reflected greatly the changing philosophy of treatment. In 1859, the original name, House of Correction for Juvenile Offenders, was changed to Reform School.⁶ In 1893, the name was changed to Industrial School

⁵ Austin H. MacCormick, The Michigan Boys' Vocational School, Lansing: The Report of a Survey Made for the Governor's Survey Committee, New York, Osborne Association, Inc., 1942.

⁶ Public Acts of Michigan, 1859, No. 139.

for Boys,⁷ and in 1925 was made the official title Boys' Vocational School.⁸

The Boys' Vocational School is a residential school for the training of socially maladjusted boys. Its purpose is to assist boys who have become socially unacceptable to prepare themselves for a successful adjustment to their home communities upon release. It is operated as a school for boys, twelve through nineteen years of age, who have been committed for care by the probate courts. The normal population to which the program is geared, is 350 boys.⁹ According to the institution's staff, the population has fluctuated from 350 to 400 boys during the period of this study. There has been a noticeable decrease in the average length of stay, mainly due to the increase of commitments. If the present rate of delinquency continues to increase while the rate of population within this age range increases within normal expectations, there will be even more problems of overcrowding for the institution.

The crowding of the school would be even more severe except for recent amendments to the Boys' Vocational School Act.¹⁰ One amendment provides that:

⁷ Public Acts of Michigan, 1893, No. 9.

⁸ Public Acts of Michigan, 1925, No. 185.

⁹ Michigan Social Welfare Commission, Eighth Biennial Report, July 1952 to June 1954, Lansing, Michigan, December 1954, pp. 111 - 112.

¹⁰ Public Acts of Michigan, 1925, No. 185, as amended by Act No. 122, P.A. 1953.

the boy shall be held by the Superintendent without formal admission to the school pending further examination. The Superintendent, as soon as practical, shall obtain for each boy so held a physical and mental examination by a medical doctor, a psychiatrist, and a clinical psychologist. The Michigan Social Welfare Commission may, because of mental or physical defect, exclude from admission any boy who would be unable to profit from training, or, at the option of the judge who committed the boy and if the nature of the defect would not endanger other boys in said school order the boy admitted and care for him at the expense of the county of commitment.¹¹

Another amendment provides that:

under the rules promulgated by the Commission with the approval of the Commissioner of Corrections, the Michigan Reformatory, probationary work camps, and other facilities of the Department of Corrections, except prisons, may be used temporarily for the protection and correction of a boy 16 years of age or older heretofore or hereafter committed to the State Department of Social Welfare under this act when such boy has been found to be so aggressively out of control as to be a menace to himself or others in said school.¹²

The Eighth Biennial Report states:

These amendments have been in effect since October 1, 1953. Under them 17 boys have been declared unable to profit from training at the school and one boy was assigned to the Department of Corrections for temporary custody. The provisions of this act have thus been beneficial, both in helping ease the problems of intake, and in protecting boys who are profiting from the program.¹³

As mentioned previously, the program of the institution is geared to meet the needs of the socially maladjusted boy. Soon after the boy has been admitted to the

¹¹ Ibid., Section 2.

¹² Ibid., Section 3.

¹³ Michigan Social Welfare Commission, op. cit., p. 4.

school, he is interviewed by the social worker who introduces him to the program and helps him adjust to the institutional type of program.

Shortly after his stay in the Reception Cottage, during which time the boy is introduced to the rules and regulations of the school, the boy is seen by the doctor, the psychiatrist, the clinical psychologist, and the social worker once more. A social worker is assigned to be his counselor during his stay at the school.

The case conference approach is used to determine the type of program best suited to each boy's needs. The term 'case conference' refers to a procedure by which a boy's problems are considered by a group rather than by an individual. The case conference group is made up of representatives from Social Service, the Psychological Clinic, Home Life, the School and the Deputy Superintendent. This approach is used in determining a boy's assignment, in meeting disciplinary problems, and in reviewing a boy's progress. The boy's counselor is his personal representative at all conference sessions. The boy may be referred to a case conference committee at any time that his counselor feels there is need for a conference and that such conference would benefit the boy. The program of treatment for the boy is developed through the home life of the residential unit, through physical and mental health services, through religious guidance and training, through counseling under a

social service staff, through training in an academic school, and through an extensive recreational program.

The residential units of the school are cottage type dwellings. An effort is made through case conference procedure to place each boy in the type of cottage which will offer him the best opportunity to grow socially and to receive the type of parental care he needs. In addition to eleven basic cottage units, there is a reception cottage for new boys, a special treatment cottage for boys with severe emotional problems, and a cottage unit with greater security features for the more aggressive type of boy. The security cottage unit is managed by two cottage fathers, while the other cottages are managed by a man and wife team. The security cottage unit offers closer supervision than the regular cottage unit. It provides greater protection, but retains the cottage type of environment, although without a cottage mother.

Health services are provided through an institution hospital unit and dental clinic. The hospital is operated under the supervision of a part-time physician and a staff of four registered nurses. It is equipped to provide general medical care.

Mental health problems of the boys are met by a psychiatrist on a half-time basis, a psychological clinic, and a social service department. Psychometric examinations are conducted in the school's psychological clinic. These

examinations are designed to measure individual intelligence, mechanical aptitude, scholastic achievement, and personality problems.

Religious guidance and training are available for all the boys. The school employs a full-time Protestant chaplain and a part-time Catholic chaplain. These chaplains, as a part of the reception procedure, see the boys of their own particular religious faith when they are admitted to the institution. An effective religious program is maintained by adopting instruction to the religious problems discovered during these interviews. This instruction takes place through the regular religious services as well as through interviews requested by either the chaplain or the boy.

Social service planning and counseling are provided by a staff consisting of a supervisor and five counselors who are trained social workers. As mentioned previously, this staff becomes acquainted with the new boys as they are received. It prepares the admission summaries on each boy, based upon material obtained through interview, from court records, by contact with interested agencies, and through the findings of psychiatrist and the psychological clinic. The counselors meet with the boys to discuss their adjustment and progress at the institution, their problems, and their plans for the future. The counselor represents him in all matters requiring casework help. He interviews the parents, conducts correspondence, and maintains a complete case re-

cord. He arranges for boarding home care by preparing a placement summary which is sent along with the referral to the Children's Division who handles the placement itself as well as the supervision of the boy within the placement. He also arranges admission to hospitals and training school, or any other special services. Finally, the counselor arranges release plans for the boy in consultation with the juvenile court in the county where the boy expects to live.

The academic school at the institution provides regular education through the tenth grade and intensive remedial instruction wherever necessary. A complete school program is given including instrumental and vocal training, organized courses of instruction in machine, print, and general shop are given. The boys are able to acquire on-the-job training in general kitchen work, baking, tailoring, shoe repairing, carpentry, painting, laundry work, semi-skilled electrical work, and basic horticulture.

The recreational program includes courses in health and physical education as part of the academic schooling, as well as recreational experiences in both active and passive programs. Organized teams perform in both intramural and interscholastic contests. Other phases of the recreation program include hobby-craft programs, music recreation, dramatics, clubs and organizations, and special activities.

Prior to the release of each boy, an individual plan is formulated. All release plans are developed, in advance,

by the school staff after consultation with the committing court. While the majority of the boys are returned to their own homes upon release, there are some for whom boarding home care must be obtained. Home finding and supervision of the boys under the boarding home program are provided by county children's workers of the Children's Division of the State Department of Social Welfare. It is said that this type of program proved to be a very successful and economical method of providing care for selected boys who otherwise would be stranded at the institution because they lack parents or relatives who can provide a home for them. Since the purpose of this study is to examine this boarding care program, further consideration at this time will not be attempted.

Foster Care

The term 'foster care' as used in this study means the care that is given to children who must be separated from their natural families. It is generally accepted that in most cases foster care cannot meet a child's needs as completely as his own home and parents. Therefore, foster care is a service to children and their parents while they are given help with the problems which make placement necessary.

Historically, foster care was provided for dependent or neglected children. Those were children whose parents were economically unable to rear them, or were considered

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so completely inadequate that parental rights were removed by court action, with a social agency given guardianship. Children were also placed in foster care because of serious neglect or abuse by their parents, with little or no attempt to help the parents remedy the situation before the removal of their child.

For many years, institutional care was the chief method of rearing children away from home.¹⁴ With increasing understanding of children's needs, changes have taken place in the practice of foster care agencies. It is now generally recognized that every child needs to be and has a right to be in a family where he has the feeling of belonging. Every child has a right to an opportunity for the development of his native capacity so that he may become a self-maintaining individual. When parents cannot meet or be helped to meet their children's needs, children must be given an opportunity for having those needs met elsewhere. The parent-child relationship is recognized to be of vital importance, and the need to preserve this when it is the best interest of the child is a major consideration of foster care agencies. But it is also recognized that the rights and interests of the child have priority, and that when parents cannot protect the child's best interests, society, through its agencies, must take appropriate steps to insure

¹⁴ Helen Hagen, "Foster Care For Children", Social Work Yearbook, ed. by Russell H. Kurtz, American Book - Stratford Press, Inc., New York, p. 225. (1954)

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the child properly constituted legal guardianship and foster care.

In the boarding homes such as are used by the Children's Division, the boarding parents are paid for their care of a foster child. The children's worker who places him in a particular home carries the basic responsibility for him and for helping to preserve and strengthen his relationship with his own parents. This responsibility is shared with the boarding parents, who give him love and care twenty-four hours a day. The children's worker, as the representative of the Children's Division, carries out the responsibilities and policies of the agency.

Before placement takes place, a boarding care home is carefully studied and evaluated to insure the physical and emotional well-being of the child to be cared for. After placement, the caseworker, through frequent contacts with the boarding care family, helps the parents gain understanding of the foster child who is living with them.

At first, the Boys' Vocational School began using boarding care homes secured by county agents throughout the state. In 1925, new statutes were written governing the Boys' Vocational School.¹⁵ These acts provided for temporary placement of both boys and girls:

in the care of any resident of this State who is the head of the family and of good moral character, and who

¹⁵ Public Acts of Michigan, 1925, Nos. 182 and 183.

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will undertake to receive such cadet in his home, provide for him temporarily and return him to such school upon demand of the superintendent thereof.¹⁶

It should be noted that these acts were set up to aid only the dependent child, not the delinquent child.

During the next few years, Michigan provided much of the leadership in the area of boarding care for dependent children at state expense. It was actually in 1871 that a bill was passed creating a State Public School.¹⁷ The purpose of the law was to create a State Public School for the temporary care of dependent children between the ages of four and sixteen. The state became the guardian of these children who were to be placed in suitable homes in good families. Until placement, they were to be maintained and educated in the State Public School. It was hoped that this bill would help to get the children out of the almshouses and undertake care for them as a separate group.

Home-finding and supervision were unified in the work of the county agent when the State Public School was established. In 1873,¹⁸ a state agent was designated to work with the children from the school. His work was

¹⁶ Barrett Lyons, "Procedures Relating to the Boarding Home Program of the Boys' Vocational School in Cooperation with the Michigan Children's Institute", (Unpublished Report, State Department of Social Welfare, Michigan), p. 1.

¹⁷ Public Acts of Michigan, 1871, No. 172.

¹⁸ Lois S. Levinson, History of the Michigan Children's Institute, 1935 - 1946, Unpublished M.A. Thesis, University of Chicago, 1946, p. 7.

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chiefly home-finding, while the county agent's work became primarily supervisory. The county agent visited once a year, except in cases where a special visit was ordered by the superintendent. In 1921,¹⁹ the State Welfare Department made the county agent responsible for home-finding and investigation, while supervision was assumed by four district supervisors of the Department, who were to report quarterly to the school. Then in 1933,²⁰ shortly after the aforementioned Acts 182 and 183 of 1925, supervision was returned to the county agent who continued to be responsible to the State Welfare Department. Placement was made the duty of the superintendent of the school.

One of the highlights of Michigan's development in providing boarding home care was the establishment of the Michigan Children's Institute in 1935,²¹ which grew out of the State Public School. The purpose of the law was to provide family home care for those children committed to the care of the state by placing them in selected foster homes and supervising them until they were released from the guardianship of the state.²²

The first law governing the Michigan Children's Institute provided for the care of three groups of children.

¹⁹ Ibid., p. 7.

²⁰ Ibid., p. 7.

²¹ Public Acts of Michigan, 1935, No. 220.

²² Ibid.

The first group included the children who were presently under the control of the State Public School. The second group included any child under fourteen, who was found to be dependent or neglected by the juvenile court, provided that the child was sound in mind and body and free from chronic or contagious disease. The third and last group included those children who were wards of the probate court. This last group could only be admitted for observation for a period not to exceed thirty days if the judge believed the circumstances of the case indicated that such observation might be helpful or the condition of the child might be benefited. The period of observation could be extended to a period of not more than one year.

In 1944,²³ laws relating to juveniles were rewritten, among these the law relating to the Michigan Children's Institute, which was first written in 1935. The new law again covered three groups of children. The law states that:

Any child may be committed by the juvenile division of the probate court to the Michigan Children's Institute: (1) who is abandoned by his parents, guardian or other custodian, or who is other-wise without proper custody or guardianship; (2) whose home or environment, by reason of neglect, cruelty, drunkenness, criminality or depravity on the part of the parents, guardian or other custodian is an unfit place for such child to live in; (3) any child now attending or under the control of the Boys' Vocational School at Lansing or the Girls' Training School at Adrian, may, upon recommendation of the superintendent, be transferred to the care of the Michigan Children's Institute for placement and supervision, when such transfer will materially benefit the child either

²³ Public Acts of Michigan, 1944, No. 8.

mentally or physically.²⁴

It was shortly after the passage of this law that boarding care plans were made for the Boys' Vocational School. The problem of placing boys who were ready for release from the institution, but who had no place to go, had always been serious for the Boys' Vocational School. Often, even when the court had indicated that the child's own home or the home that he came out of before being admitted to the institution was unsuitable, the child would have to be returned home since he had no other place to go. Thus, in all probability, the child may have to be returned into the very situation which gave rise to his original delinquency. In many cases, children were retained in institutional custody after they are ready for discharge.

It was hoped that this new law would establish a limited boarding care program through which children who have completed their training program but for whom no suitable home exists, can be placed in supervised boarding care family homes and their adjustment to normal community life thus facilitated.

Later in 1944, the Legislature responded by appropriating \$20,000 to the Boys' Vocational School for the fiscal year 1945. This amount was to be used specifically to develop a sound boarding home program at the institution. Every year since then, a similar amount or more has been

²⁴ Ibid., p. 12.

appropriated for this program. It is said that the only reason the program has not expanded is due to the difficulty of finding homes.

In July, 1947, the facilities of the Michigan Children's Institute were called upon to handle the work of placement and supervision of boys referred from the Boys' Vocational School. Definite details were stipulated so as to clarify the program.²⁵

The Michigan Children's Institute placement program for the Boys' Vocational School continued until January 31, 1952, when the Children's Division of the State Department of Social Welfare became responsible for the program. Definite procedures were worked out between the Boys' Vocational School and the Children's Division. These procedures cover the following areas: referrals, board, clothing, medical care, incidentals, supervision, and truants.²⁶ The staff of the Children's Division was instructed to follow the procedures in all placement proceedings. The procedures were revised in April 22, 1954, when certain changes were made to give more specific directions for the carrying out of the procedures prescribed previously.²⁷ The Children's Division workers were urged, despite other responsibilities,

²⁵ See Appendix C, page 99.

²⁶ See Appendix D, page 106.

²⁷ See Appendix E, page 109.

that the referrals from the Boys' Vocational School should be processed as rapidly as possible. Emphasis was made of the fact that the Children's Division had assumed responsibility for the placement service and that an important part of the program depended on the speed with which these boys can be placed. This was felt to be very important since many of the boys had been in the school too long at the time of the referral.

Placement of boys in this age range is said to be most difficult, being more or less a stop gap for the most part, since boys of this age have the least to offer boarding home parents. Boys of this age, for the most part, find it extremely difficult to relate to a new family.

It will be well to take an overall view of the problem of relationships which a boy must face during the boarding home process. First of all, the boy has been placed in an institution where many new relationships must be formed. He no sooner forms a relationship with the counselor at the Boys' Vocational School, when he finds himself having to form a new relationship with the county children's worker who is to be his placement worker. The placement worker tries to ease this situation by visiting the boy at the institution, so as to get acquainted with the boy.

The worker is aided by the placement summary which the Boys' Vocational School sends with each referral to the State Department of Social Welfare. This placement summary

covers the probate court papers, the admission summary, the reception cottage summary, brief summaries from both the psychological clinic and the psychiatrist, as well as a summary of the boy's adjustment in the total training program of the Boys' Vocational School.

Even before the referral has been made to a particular worker, the workers are continually attempting to locate boarding homes where parents will be willing to take a boy who in most cases has a record of many delinquencies, and possibly many previous foster home failures. When the boarding home is finally secured, the worker discusses a particular placement both with the boy and the boarding parents. If all persons involved agree to this plan, the worker takes the boy for a brief visit in the home. Once again, if both parties are agreeable, the boy is placed in the boarding home.

During the period of placement, the worker makes regular visits to the boarding home to help both the boy and the boarding parents work out any problems that may occur during this new relationship. The worker also contacts the school if the boy is to attend. It may be necessary for the worker to help the boy secure employment. Quarterly reports concerning the progress of the placement must be sent out to both the Boys' Vocational School and the Children's Division. For the many other details which may come up, it is necessary for the worker to follow the directive

set up by the Supervisor of the Children's Division.²⁸

²⁸ See Appendixes D and E, pages 106 and 109.

Note- Historically and traditionally, the term 'counselor' has been used and is now being used at the institution when reference is made to the trained social workers of the Social Service Department of Boys' Vocational School.

CHAPTER III

METHODS AND PROCEDURES EMPLOYED IN THIS STUDY

As in any exploratory study, there are many serious limitations in the data on which this study was based. The number of cases contained in this study is small, even though it covers the entire universe within the period studied.

Scope

The scope of this study covers the foster care program for the fifty-five boys released from the Boys' Vocational School, Lansing, Michigan, during the period covering February 1, 1952 to January 31, 1955. This study involves the total number of boys placed in the boarding care program by the Children's Division staff. Many other boys were referred to the Children's Division of the State Department of Social Welfare, but since the referral notices were later cancelled by the Boys' Vocational School before actual placement, they are not included in this study. Only those boys who were referred for placement by the Boys' Vocational School to the Children's Division and were actually placed in boarding homes by the county children's workers were included in this study.

Methodology

The actual collection of data was preceded by a

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number of steps, as follows: First, the area of study was defined as those boys whom the Boys' Vocational School referred to and were placed by the Children's Division of the State Department of Social Welfare. Secondly, after many interviews with the staff of both the Boys' Vocational School and the Children's Division, as well as a study of published material concerning the Boys' Vocational School, the Children's Division, and the Michigan Children's Institute, and readings concerning boarding care of children, the writer prepared a schedule which would regulate the gathering of pertinent data.²⁹ The schedule was organized into six divisions. They are as follows: (1) information concerning the boy and his background prior to being admitted to the Boys' Vocational School; (2) information gathered from the probate court committing papers and the boy concerning his past juvenile record as well as certain data concerning his stay at the Boys' Vocational School; (3) the results of tests given by the psychological clinic at the institution; (4) information concerning boarding care experience; (5) the amount of contact between the boy and his own parents while the boy was at the Boys' Vocational School and in the boarding care program; (6) an evaluation of the boy's relationships at his own home, at the Boys' Vocational School and in the boarding home.

The material asked for on the schedule was secured

²⁹ See Appendix A, page 96.

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from the court commitment papers, admission summaries, reception cottage summaries, case records, psychological and psychiatric reports, placement summaries, letters, progress reports from the county children's workers, case records in the Children's Division and schedules sent to the various county children's workers who assisted in the placing and supervising of the boy in placement.

The form of the schedule was set up so as to gather the information in the same sequence as it appears in the case data.

Many difficulties occurred in the gathering of data as well as in the breakdown of individual groups of data. The information available concerning many aspects of the study varied greatly.

As to health, the terminology used in the records usually stated that the boy was in good health with no complaints. In rare instances, mention was made of an illness or disability which might affect his present or future status.

After a survey of the records, the writer decided that information concerning the income and the economic status of the family was far too incomplete to be used. Except in the study of the boarding homes, there appeared to be no consistent plan for including specific information concerning income or economic status.

It was quite apparent to the writer that it was almost an impossibility to secure pertinent data as to the

number of contacts between the boy and his parents or relatives.

The records on each boy, both from the Boys' Vocational School and the Children's Division were used to secure the data asked for on the schedule sheet. Since the children's workers records on each boy were kept in the county, it was necessary to gain most of their information from the quarterly progress reports sent to the Children's Division and the Boys' Vocational School. Only in seventeen of the fifty-five cases did the writer have a chance to personally review the county records.

Many of the classifications used were borrowed from the juvenile court face sheet.³⁰ It was also necessary to study the Compiled Laws of Michigan³¹ to find their definitions of the various offenses. From the various sources the following definitions were compiled and used in this study:

'Larceny' means stealing or theft of any sort other than from a person.

'Breaking and Entering' means entering private property through the use of force causing damage to the property.

'Unlawful Driving Away of an Automobile' means entering a car, starting the car and driving the car away from the position from where it was found or left by the owner.

³⁰ State Department of Social Welfare, in cooperation with the Michigan Probate Judges' Association, Michigan Juvenile Court Report 1952, Eighth Annual Issue, Lansing, 1953.

³¹ Public Acts of Michigan, 1939, No. 288, Chapter 712A, as amended by Public Acts of Michigan, 1944, No. 54.

'Incorrigible' means disobeying the reasonable commands of the parent or parents.

'Runaway' means leaving home without permission for an unreasonable length of time.

'Sex Offense' includes all heterosexual and homosexual acts which are contrary to the accepted standards of the community and state law.

'Traffic Violations' means no other act is violated except traffic ordinances.

'Assault' means to do bodily harm to another person.

'Malicious Destruction of Property' means the wilful destruction of property for reasons other than accidental.

'Drinking' means the consuming of alcoholic beverages.

'Robbery Unarmed' means stealing from a person without the use of a weapon.

'Robbery Armed' means stealing from a person with the use of a weapon.

'Inability to Adjust in Boarding Home' means not obeying the reasonable commands of the boarding parents necessitating the removal of the boy from the home.

'Others' includes all other offenses not listed above. These may include: careless use of firecrackers, arson, forgery, extortion, suspicion of murder, immoral association, falsifying age, begging, safe cracking, and being neglected by parents.

Inability to adjust in boarding home and neglect are

definitely not offenses as such, but these situations sometimes add to a boy's record of delinquency and in many of the cases in this study may be deciding factors as to whether or not a boy should be committed to the institution in viewing the total offenses he may have committed.

Throughout the balance of the study, the terms 'success' and 'failure' in placement are used. This classification was used to evaluate the many factors observed in this study, even though realizing that the use of these terms were relative. The term 'success' was used to include those boys who were yet in placement, and those boys who were released to their parents, relatives or the Service because of the age of the boy or because it was felt that the boy was now able to be released from the closely supervised boarding care program. If the boy ran away while in placement, whereabouts unknown, committed additional offenses, was unable or unwilling to form acceptable relationships in the boarding home, and so was returned either to the Boys' Vocational School, prison, or unable to be located, the placement evaluation was considered to be a 'failure'. Later material was evaluated according to the terms mentioned.

Once the data was obtained, the next step was to organize the information into classifications. Some classifications were easily made but in some instances it was necessary to classify only according to a series of like expressions, since no coordinated plan had been previously

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set up. Once the classifications had been established, the data was tabulated. The results of this tabulation will be found in Chapter IV.

Degree of Validity

In gathering the material a certain degree of subjectivity was expected since no standardized procedure was ever introduced for the securing of information by those who had contact with the boy. The data received depended largely on the individual worker of the court, of the Boys' Vocational School and of the Children's Division, and the writer's interpretation. The many differences in terminology used caused great difficulty in the classification of the data.

There was no attempt made to measure the reliability of the data with the exception of being able to cross check much information which appeared in many parts of the study. This information was verified with the Boys' Vocational School or the Children's Division. Again, no reliability test was used for sources of information. Such a test was impractical because of the many different persons involved in the writing of the records, as well as their inaccessibility.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This study concerns fifty-five boys who were placed in the boarding care program after being released from the Boys' Vocational School. The period of this study covers from February 1, 1952 to January 31, 1955.

Boys' Home History

The information in this first section was found in the commitment records of each boy and from the early interviews with the boy when he was in the reception cottage. Emphasis was placed on securing all possible information concerning the individual characteristics of each boy and his family. The data found in this section are but a part of the total existing data but the writer has tried to bring into this study those factors which may have a bearing on later placement adjustment.

One must keep in mind that the material in this study is being considered so as to gain a clearer understanding as to what factors are responsible for the 'success' or 'failure' in placement. The information is presented for the definite purpose of evaluating not only what has happened during the placement program but also what changes might be necessary in terms of building a more 'successful'

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boarding care program for not only boys from the Boys' Vocational School but for all children who might be placed in future boarding care programs.

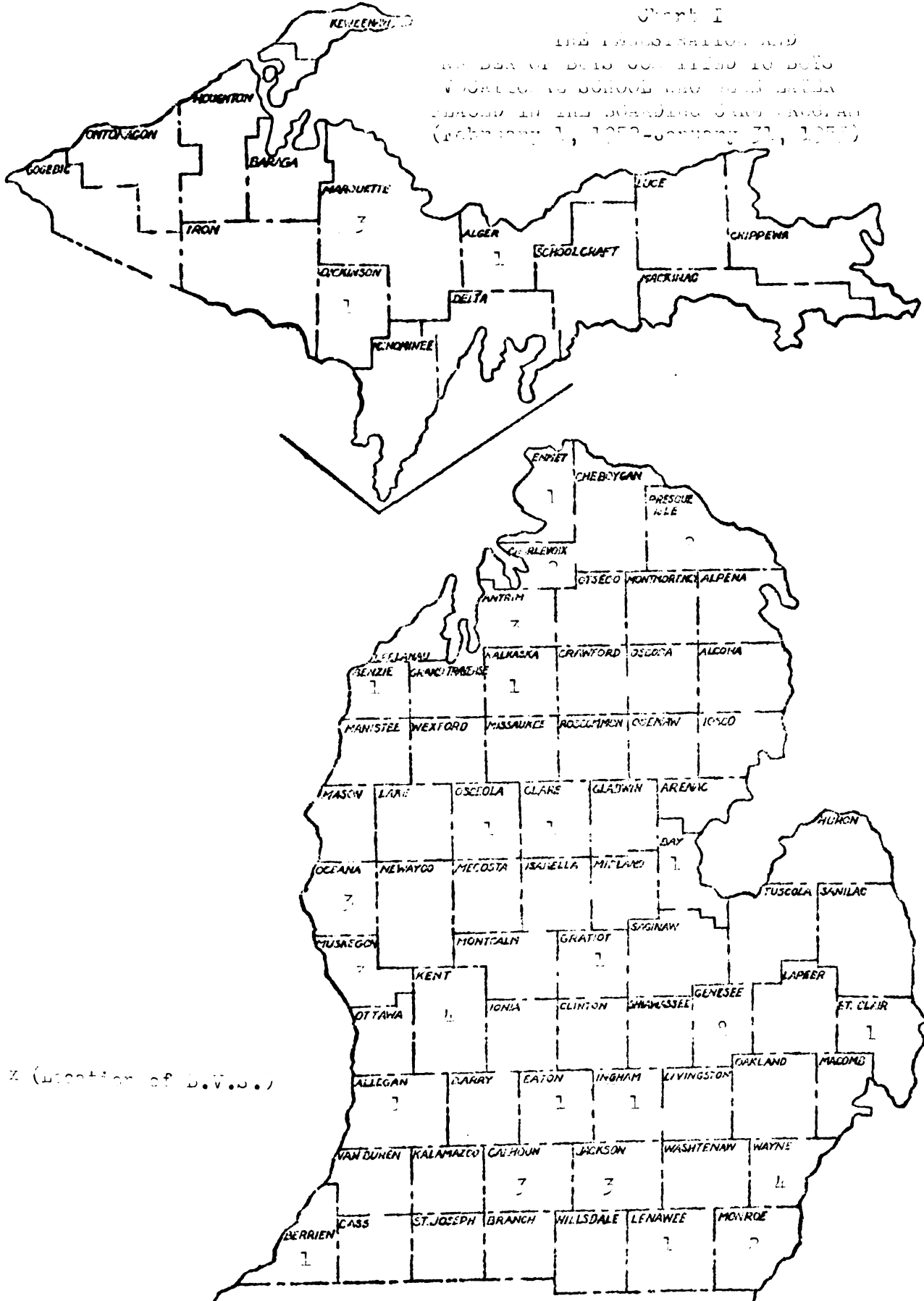
Counties from Which Boy was Committed

Chart I on page 31 shows that 38 of the 55 boys came from counties south of the Muskegon-Bay County line, while 17 came from counties north of this line. Only 5 boys were from the upper peninsula. It was noticeable that the largest group of boys (8) came from Genesee County. Only 4 boys were from Wayne County, although, as is to be expected, a large number of boys committed to the Boys' Vocational School are from Wayne County. The general policy seemed to be that boys who were originally committed from Wayne County should be returned to the jurisdiction of the 'home' court. It was felt that the resources available in Wayne County were much greater than other counties throughout the state. No conclusive information was found to indicate why the largest number of boys were from Genesee County.

Counties Where Boys Were Placed

Chart II on page 32 shows that 37 of the boys were placed in counties south of the Muskegon-Bay County line and 18 boys north of this line. Eight of the boys were placed in the upper peninsula, while only 5 boys were originally committed from counties in the upper peninsula. There was very little difference in the number of boys committed both

Chart I
THE TERRITORY AND
NUMBER OF DAYS CONTRIBUTED TO D.V.S.
SCHOOLING BY SCHOOL AND COUNTY
SHOWED IN THE STANDING CASE PROGRAM
(February 1, 1952-January 31, 1953)



x (Location of D.V.S.)

[illegible]

north and south of the Muskegon-Bay County line and the number placed north or south of the line. Only 7 of the 55 boys in the study were placed in the same counties from which they had been committed. There could be at least two or more reasons for not placing the boy in the county committed from.

Most of the boys who had stayed at the institution longer than six to nine months had previously been released to their parents. After it was found necessary to recommit the boy for violation of parole, the county probate judge was found quite reluctant to return the boy to his home environment a second or even a third time. This factor could also have influenced the decision to place the boy in a county other than the county committed from.

Secondly, the difficulties in finding boarding homes for these boys might also be a deciding factor in the change of counties. Seven boys were placed in Jackson County, while no boys were placed in Wayne County. The main reason for the large number of boys being placed in Jackson County seemed to be that the placement worker in this county had been very successful in finding homes for the boys as well as very capable in working with the boys. The Children's Division is continuously looking for possible homes for the Boys' Vocational School boys. Certain workers are used more than others because of their success in finding homes for these boys as well as their ability to supervise the Boys' Vocational School boys.

Age Distribution of Boys

Table 1 on page 35 shows the characteristics of the boys in the boarding care program of the Boys' Vocational School. It is well to remember that some of the boys would have fallen into the next highest age group if age of the boy at the time of reception at the Boys' Vocational School was used rather than the age shown on the commitment papers. Since as mentioned before, only boys who are between the ages of twelve and seventeen may be committed to the Boys' Vocational School, the age given on the commitment papers is used in this study.

It is interesting to note that 41 of the boys later placed in the boarding care program were in the twelve to fourteen age groups. The number of boys in each of these groups were almost identical, being 13, 15 and 13. Each of the first three groups either doubled or almost doubled the size of the last two groups. The number of boys in the fifteen or sixteen age groups were identical in number, there being 7 in each group. A study made in 1952 indicated that of the number of boys admitted during that year, 67 per cent were either fifteen or sixteen years old.³² The study mentioned covers only one of the three years within this study and so must be considered within this limitation.

There seemed to be no indication that 'success' or

³² Walter P.S. Chun, The Intake of Boys' Vocational School With Reference to the Services, Unpublished M.S.W. Thesis, University of Michigan, 1954, p. 29.

Table 1
CHARACTERISTICS OF BOYS IN THE
BOARDING CARE PROGRAM OF B.V.S

Characteristics	Total	Placement Evaluation	
		Success	Failure
Total Cases.....	55	34	21
<u>Age</u>			
12 years.....	13	8	5
13 years.....	15	10	5
14 years.....	13	7	6
15 years.....	7	5	2
16 years.....	7	4	3
<u>Race</u>			
White	51	31	20
Negro	2	2	0
Indian	2	1	1
<u>Religion</u>			
Protestant	46	28	18
Catholic	9	6	3
<u>Living Arrangements</u>			
With Both Parents	8	5	3
With Father Only	3	3	0
With Mother Only	8	4	4
With Father & Step Mother	5	5	0
With Mother & Step Father	9	7	2
With Other Relatives	5	2	3
With Foster Parents	10	5	5
In Institution	7	3	4
<u>Marital Status of Parents</u>			
Parents Living Together ...	13	7	6
Father Dead	5	2	3
Mother Dead	7	4	3
Divorced, Separated, Deserted	27	19	8
Other	3	2	1

'failure' in placement was in anyway influenced to any great extent by the age factor of a boy.

Race or Ancestry

This classification came about through the accepted practice of using the information gained by the interviewer during the reception of the boy at the Boys' Vocational School as well as commitment papers and physical appearance of the boy. As far as could be ascertained, no scientific definition was used in the classification process.

Table 1 shows that 51 of the 55 boys in this study were classified as white, while 2 were listed as Negro and 2 recorded as Indian. Since only small numbers are involved in the latter two groups, it would not be valid to compare the differences between 'success' or 'failure'. Mention was made by many of the workers in this study that it was much more difficult to find homes for the Negro or Indian. It was felt that this could play a part in the decision as to whether these boys should be placed in a boarding home. The writer believes that the information obtained in this study does not indicate factual data which would substantiate these assumptions. Thus, the assumptions are only mentioned as a possible basis for more study in this area.

Religious Preference

Information regarding a boy's religious preference

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is obtained in the reception cottage from the boy or from commitment papers. This cannot always be accepted as accurate since many of the boys do not know what church affiliation they have. The general pattern is to list a boy as Protestant if he has not been baptized or confirmed in the Catholic faith, unless the boy claims to be Jewish. It was noticeable that no consistent information was available as to more complete data concerning a boy's religious preference. This lack of more detailed and accurate information was never mentioned by the county children's workers who later placed the boys.

Although 46 of the 55 boys in this study were said to prefer being listed in the Protestant group (see Table I), there did not appear to be any recognizable difference in the ratio of 'success' and 'failure' in placement between these two groups.

Living Arrangement at Time of Commitment

Only 8 of the 55 boys lived with their natural parents (mother and father). Eleven were living either with their father or mother (see Table I), 3 with the father and 8 with the mother. Fourteen were living with either the father and step-mother (5) or the mother and step-father (9). Twenty-two of the boys had been either living with relatives (5), foster parents (10) or in an institution (7). Of those boys having contact with at least one of their own parents (33), 24 were listed as being 'successful' in place-

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ment, while 9 were considered to have 'failed' in placement. While this was taking place, 10 were considered as 'successful' and 12 as 'failures' among those boys who had not lived with either parent. This may indicate a need for more intensive work with the latter group who may be unable to form lasting relationships within a boarding home.

It is noted that of those living arrangements where the mother had been present, 16 were in the 'success' group, while 9 were in the 'failure' group. In the living arrangements where the father had been present, 13 were in the 'success' group and 3 in the 'failure' group. Whether this difference might be due to the closer attachment to the mother figure by the boy is not known from the limited information given concerning this relationship. Again, it might have been very helpful both to the counselors at the Boys' Vocational School and the placement workers to have had more information as to the boys' relationships with their parents.

Marital Status of Parents

Table 1 shows that 13 boys were living with both parents. In 12 cases, either the boy's mother or father was dead. The largest single group concerns those families which were broken because of divorce, separation and desertion. There were 27 boys in this group; 19 of them managed to make 'successful' placements, while 8 were considered 'failures'. Of those 13 boys living with both parents, 7 were considered 'successfully' placed and 6 were listed as

'failures'. The ratio of 'success' and 'failure' for those boys whose mother or father was dead was quite similar to the group living with both parents. Of the 12 falling in this group, 6 were listed as 'successful' and 6 as 'failures'. The remaining 3 situations included in the "other" grouping included 2 boys living with their mother and her husband who was not their legal father. The disposition of the last case was not known from information given in any of the records. In all, only 13 boys were living with both parents, while 42 boys fell in other groupings.

Size of Family and Position of Boy in Family

Table 2, page 40 shows that 50 of the 55 boys were the first to fourth child in their families. This was in contrast to the fact that only 23 of the families had four or less children. It is well to keep in mind that the younger brothers of those boys may not have reached the committable age under the law. At this time, one is unable to state conclusively that the first to fourth child in the families within this study will or will not be more liable to be sent to the Boys' Vocational School. One can only consider what has taken place during the period of this study.

Eighteen of the boys were the first child, while only three of this number were the 'only' child. This was the largest single group, with the later groups steadily decreasing in number. Thirteen were the second child,

Table 2
SIZE OF FAMILY IN RELATION TO
POSITION OF BOY IN OWN FAMILY

Size of Family	Position in Family							Total	Placement Evaluation	
	1	2	3	4	5	6	7		Success	Failure
Total ..	18	13	11	8	3	1	1	55	34	21
One	3							3	3	0
Two	2	5						7	5	2
Three	5		1					6	0	6
Four	3	2	1	1				7	3	4
Five	2		1	3	1			7	6	1
Six		2	2		1			5	2	3
Seven	3	2	3	1	1		1	11	9	2
Eight		1		1				2	1	1
Nine		1	3	1				5	4	1
Ten				1				1	1	0
Eleven								0	0	0
Twelve-Over						1		1	1	0

11 the third, 8 the fourth, and 5 the fifth to seventh child.

As to the size of the families, the number of boys within any one group was approximately the same in those families having two to six children. The largest single group was the families having seven children, since there were 11 boys in this group. It was noted that of the 32 boys who came from families having five or more children, 28 had been placed because the court refused to sanction the return of the boy to his own home. The 4 other boys in this group had no homes to return to.

Eleven of the boys who came from families having four or less children were considered 'successful' in placement, while 12 were found to have 'failed' in placement. Of the 32 families having five or more children, 24 were found to be 'successful' and 8 were classified as 'failures'.

History of Boys' Delinquency

It is hoped that the material found in this section will indicate the experiences each boy had with the court. In Michigan, the word 'delinquent' is used sparingly since the objective of present day thinking is to refrain from labeling our youth with stigmatizing expressions. During this study, the writer has used the terms 'socially maladjusted' and 'offenses' rather than delinquent or criminal acts when referring to the boys from the Boys' Vocational School.

Reason Committed

In this study, it was decided to list the offense which was first stated on the commitment papers as the reason for committing to the Boys' Vocational School. This method is often used in the juvenile court reports.

Table 3 on page 43 indicates that 39 of the boys had been committed because of offenses against property, 23 having been involved in breaking and entering, 10 for larceny, 5 for automobile theft, and 1 for forgery. Fifteen were committed for offenses against restraint. Runaways with 7 in number were the largest group, while 6 were considered incorrigible and 2 failed in boarding home placements. Only 1 boy was committed for offenses against the person, he having been involved in a sex offense.

No particular pattern as to the 'success' or 'failure' of placement seemed to be indicated as to the three differentiations mentioned. Twenty-four of the 39 boys committed for offenses against property were listed as 'successful' and 15 boys were considered to be 'failures'. As to the group committed for offenses against restraint, 9 were 'successful' and 6 'failures' in placement. The only boy involved in an offense against the person was 'successful' in placement. Although the number is small, it is well to note that the 2 boys who were committed to the Boys' Vocational School for failure to adjust in boarding home also were considered 'failures' in placement. This might

Table 3
SELECTED FACTORS IN THE BOYS' DELINQUENCY
RECORD BEFORE COMMITMENT TO B.V.S.

Characteristics	Total	Placement Evaluation	
		Success	Failure
Total Cases.....	55	34	21
<u>Reason Committed</u>			
Breaking & Entering.....	23	14	9
Larceny	10	8	2
U.D.A.A.	5	2	3
Forgery	1	0	1
Incorrigible	6	4	2
Runaway	7	5	2
Failure in Boarding Home.....	2	0	2
Sex Offense	1	1	0
<u>Age First Known To Court</u>			
5- 7 years	10	4	6
8-10 years	7	5	2
11-13 years	21	13	8
14-16 years	16	11	5
Not Given	1	1	0
<u>Relatives with Delinquent or Criminal Record</u>			
Father	11	7	4
Mother or Step Mother.....	10	6	4
Brother or Sister	15	13	2

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indicate special problems which the boy was unable to resolve during his stay at the Boys' Vocational School.

Age First Known to Court

It seems to be significant that of the 10 boys who were known to the court between the ages of five and seven, 4 were classified as 'successful' in placement, while 6 were considered to have 'failed'. On closer investigation, it was found that the main reason these children became known to the court at such an early age was because the court found it necessary to plan temporarily or permanently for the care of these children because of their being neglected or deprived, or because of the loss of one or more parents. These experiences at that early age may possibly have been the outstanding contributing factor in their later experiences which resulted in their being sent to the Boys' Vocational School and then in their finding the placement experience too difficult. The largest single group of boys were first known to the court between the ages of eleven and thirteen. Sixteen boys were in the fourteen to sixteen age group, 7 in the eight to ten age group, and information on one boy was not given. Thirty-eight of the boys on whom information was given were under the age of fourteen when first coming to the attention of the court. Only 16 were fourteen years of age or older. Other than the 10 boys in the five to seven age group, no real pattern seemed to be noted as to the age first known to the court and later

'success' or 'failure' in placement.

Members of Boys' Family with Delinquent or Criminal Records

Twenty-seven of the 55 boys had members of their family with known delinquent or criminal records (see Table 3). Fifteen of the boys had brothers or sisters who had delinquent or criminal records. Eleven of the boys' fathers had criminal records and 10 of the boys' mothers or step-mothers had been involved with the law. Of the total of 27 boys who had members of their own family involved with the law, 21 were in the 'successful' group and 6 in the 'failure' group. These figures are somewhat more favorable than the overall totals of 34 in the 'success' group as against 21 in the 'failure' group. The unit (27 boys) breakdown revealed that of the 15 boys who had brothers or sisters known to the courts, 13 were in the 'successful' classification and 2 in the 'failure' group. Of the 17 boys whose father, mother, step mother, or combinations of both were involved with the courts, 12 were found in the 'successful' class and 5 in the 'failure' group. Just what factors play a part in this group being relatively more 'successful' in placement than the total group is not known at this time.

Types and Number of Offenses

There seems to be a wide variation as to the number of offenses a boy commits before he is sent to the institution. This may be because each case is judged upon the

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individual merits and needs of the boy or possibly because certain counties vary in their willingness to work with a particular boy before committing him to the Boys' Vocational School. In recent years, there has been a trend to use probation as a method of treating delinquency, which may account for differences in the number of offenses each boy commits before the probate judge commits him. In one instance, a boy who had committed one offense (a sex offense) was sent to the institution while another boy had committed over 60 offenses (breaking and entering, larceny, unlawfully driving away automobile, and truancy) before being sent to the Boys' Vocational School.

Table 4 on page 47 shows the group of 55 boys in this study committed a total of 358 offenses. One hundred and seventy-eight of the offenses were against property (larceny, breaking and entering, automobile theft, and destruction of property). Another 163 offenses were committed against restraint, 'run away' being by far the largest group (118 times), while the balance was found in descending order amongst truancy, incorrigibility and failure to adjust in boarding home. It is well to note that only three of the entire number of offenses were sex offenses.

Complete information was not available as to the age of the boy when he committed certain types of offenses. The information available was found in most cases to give the number of offenses committed during a certain period in the

Table 4
TYPES AND NUMBER OF KNOWN OFFENSES
PRIOR TO COMMITMENT TO B.V.S.

Offense	Total	Age in Years				
		12	13	14	15	16
Total Offenses	358	68	93	57	95	45
<u>Against Property</u>	<u>178</u>	<u>39</u>	<u>36</u>	<u>28</u>	<u>60</u>	<u>15</u>
Larceny	94	18	21	14	34	7
Breaking & Entering.....	60	12	9	8	25	6
U.D.A.A.	16	6	4	5	0	1
Destruction of Property	8	3	2	1	1	1
<u>Against Restraint</u>	<u>163</u>	<u>27</u>	<u>55</u>	<u>26</u>	<u>27</u>	<u>28</u>
Run Away	118	17	46	16	19	20
Truancy	28	6	6	6	4	6
Incorrigible	12	4	2	2	3	1
Failure to Adjust in B.H.	5	0	1	2	1	1
<u>Against Person</u>	<u>3</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>2</u>	<u>0</u>
Sex Offense	3	0	1	0	2	0
<u>Other</u>	<u>14</u>	<u>2</u>	<u>1</u>	<u>3</u>	<u>6</u>	<u>2</u>

boy's life. Mention was given to the age the boy was first known to the court and the age at commitment to the Boys' Vocational School.

The classification system as used by the Boys' Vocational School was also used in this study in listing the offenses, such as offenses against property, against restraint, against the person, and other.

The large incidence of runaways, truancy, and incorrigible behavior might indicate a breakdown in the home situation. It could also indicate a need for a treatment program on the local level.

School History of Boy

This section includes the educational data gathered from the boy's records concerning his school experiences prior to commitment to the Boys' Vocational School and also during his stay at the institution. This information is helpful in evaluating the boy's educational abilities and progress to date. The boy's school program at the Boys' Vocational School is planned according to the boy's ability and previous experience.

Intelligence Quotients

Before mentioning the information gained in Table 5 on page 49, it should be remembered that several different forms of intelligence tests were given during the three-year period of this study. The information now being presented

Table 5
INTELLIGENCE QUOTIENTS OF BOYS
PLACED IN THE BOARDING CARE PROGRAM

Intelligence Quotients	Total	Placement Evaluation	
		Success	Failure
Total Boys.....	55	34	21
60- 89	26	13	13
90-109	22	18	4
110-Above.....	5	2	3
Unknown	2	1	1

as to intelligence quotients is given with these limitations.

Twenty-six of the boys were said to have intelligence quotients within the 60 - 89 grouping, often called the "dull normal" or "below average" group. The second largest group consisted of 22 boys said to be in the 90 - 109 grouping, often mentioned as the "average" intelligence group. Five had intelligence quotients of 110 or above, and information was not given for 2 boys. Of the 26 boys listed in the below average (60 - 89) group, 13 were found to have been 'successful' in placement and 13 fell in the 'failure' group. Of the 5 boys who were considered above average in intelligence, 2 were in the 'successful' class and 3 were found in the 'failures' in placement. In contrast to the first two groups mentioned, it was noticed that of the 22 boys in the average intelligence grouping, 18 were classified as being 'successful' in placement and only 4 'unsuccessful'. This might indicate that the problems presented within the boarding home were too complex for those boys of limited intelligence. It might also suggest that more time, patience, understanding and training is necessary both in preparing this group for placement and in helping the group during the period of placement. On the other hand, the above average group might have failed because of the lack of stimulus from the boarding home.

School Achievement

Table 6 on page 51 shows the school grade achieve-

Table 6

SCHOOL ACHIEVEMENT BEFORE COMING TO B.V.S.

Grade	Total	Age in Years					Placement Evaluation	
		12	13	14	15	16	Success	Failure
Total.	55	13	15	13	7	7	34	21
Fourth...	2	2	0	0	0	0	2	0
Fifth ...	11	<u>2</u> ^a	1	1	0	0	6	5
Sixth ...	11	<u>2</u>	<u>6</u>	2	1	0	8	3
Seventh..	19	0	<u>8</u>	<u>7</u>	3	1	10	9
Eighth...	7	0	0	<u>2</u>	<u>1</u>	3	4	3
Ninth....	2	0	0	0	<u>1</u>	<u>1</u>	2	0
Tenth....	3	0	0	0	<u>1</u>	<u>2</u>	2	1

^a Numbers underlined indicate boys who are in the normal grade level in relation to their ages.

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ment of the boys in the schools of their home communities. This table indicates that only 14 of the boys were retarded one or more years in schooling and only 3 of the boys were retarded two years. It was also noted that the 14 boys who were retarded one or more years in schooling had 9 'successful' and 5 'unsuccessful' placements.

Table 6 would seem to indicate that the boys were not too retarded in their school grades, but the results of the Stanford Achievement Test given to every boy at the Boys' Vocational School would indicate otherwise. Table 7 on page 53 covering the results of the testing shows that a far greater amount of retardation was present than indicated by the highest grade achievement. It would seem to indicate that most of the boys were promoted in school with regularity according to school policy, regardless of whether they were ready to do more advanced work. The relationship between actual school progress and delinquency cannot be evaluated at this time. The results of the Stanford Achievement Tests seem to justify the remedial work given in the institution's school. This may be a significant point in the treatment program as help is given a boy in reaching his expected level of performance.

Boarding Home Placement History

During the planning for the placement of the boy, it is well to know the factors which may give weight as to why the boy is being placed in the boarding care program.

Table 7
NUMBER OF YEARS RETARDED ACCORDING
TO STANFORD ACHIEVEMENT TEST

Years Retarded	Reading	Grammar	Spelling	Arithmetic
Total Boys.....	55	55	55	55
More than One Year.....	46	42	43	51
More than Two Years.....	43	42	37	47
More than Three Years.....	35	35	31	40
More than Four Years.....	19	23	21	26

This section not only attempts to list those factors, but also to give mention of the varied experiences of the boy within the total placement program.

Length of Stay at Boys' Vocational School

Twelve of the boys stayed at the Boys' Vocational School up to a total of nine months before being placed (as shown in Table 8 on page 55), while the largest number of boys stayed from ten to eighteen months. The other 15 boys received training ranging from nineteen to thirty-six months. Of the boys found in the group having the shortest stay at the institution, 10 were 'successful' in placement, while only 2 were considered 'failures'. The ten to eighteen month group was the largest group of boys. Of the 28 boys in this group, 16 were in the 'successful' class, while 12 'failed' in placement. The last group of 15 boys who stayed the longest at the Boys' Vocational School had 8 who were 'successful' and 7 who were classified as 'failures' in the placement program.

It was found also that 16 of the boys had been committed to the Boys' Vocational School twice and 4 boys were committed three times. Only half of these 20 boys were 'successful' in placement. This would seem to suggest that the chances of 'success' in placement were greatly affected by the length of stay and the number of commitments to the institution. The factors causing the longer need for training would need closer observation before this assumption

Table 8
LENGTH OF STAY AT B.V.S. OF BOYS
PLACED IN BOARDING CARE PROGRAM

Length of Stay	Total	Placement Evaluation	
		Success	Failure
Total Boys	55	34	21
0 to 9 months.....	12	10	2
10 to 18 months.....	28	16	12
19 months and above....	15	8	7

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could be made. It may be that both the length of stay and 'failure' are the result of other factors rather than having caused each other.

Area Committed From and Placed In

Table 9 on page 57 shows that although 29 boys came from urban areas and the remaining 26 from rural areas, only 17 boys were placed in urban areas, but 38 in rural areas. As the table shows, there seemed to be little difference as to 'success' or 'failure' in placement amongst those coming from or being placed in the two types of settings. From information secured from the Boys' Vocational School and the Children's Division, the reason for the greater number of placements being in rural areas was because of the boys' preference and the availability of more rural homes for the Boys' Vocational School boys. Also the standards for rural homes are less stringent and it is thought that rural areas present less hazards for the boy.

Why Boy Was Placed

Table 10 on page 58 shows that of the 55 boys in this study, 43 were placed because the probate judge in the committing county refused to agree for the boy's return to his own home. In most cases the home report requested by the Boys' Vocational School stated that since the home conditions which had contributed heavily to the boy's being committed to the Boys' Vocational School had either not changed or

Table 9

COMMITTED FROM AND PLACEMENT IN URBAN OR
RURAL AREA

Placement Evaluation	Home Setting		Total	Placement Setting	
	Urban	Rural		Urban	Rural
Boys	29	26	55	17	38
Success.....	18	16	34	11	23
Failure.....	11	10	21	6	15

Table 10

SELECTED FACTORS OF BOYS WHILE IN PLACEMENT

Characteristics	Age in Years					Total	Placement Evaluation	
	13	14	15	16	17		Success	Failure
Total Cases	3	13	18	19	2	55	34	21
<u>Why Placed</u>								
Poor Home.....	2	10	13	17	1	43	30	13
No Home.....	1	3	5	2	1	12	4	8
<u>No. of Placements</u>								
One.....	2	8	11	10	2	33	20	13
Two.....	1	4	4	6	0	15	8	7
Three to Six.....	0	1	3	3	0	7	7	0
<u>Length of Stay in Placement</u>								
0- 6 Months.....	2	4	6	7	2	21	6	15
7-12 Months.....	0	5	5	5	0	15	11	4
13-18 Months.....	1	3	4	3	0	11	9	2
19-Above Months....	0	1	3	4	0	8	8	0

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had deteriorated during the boy's training program at the institution, it was suggested that the Boys' Vocational School should make other plans for the boy. The other 12 boys had no home to return to and so either had to be placed in a boarding home or kept at the institution until discharged because of age or service enlistment. It is no wonder that the placing of these boys in a boarding home requires much skillfull planning on the part of the Boys' Vocational School and the Children's Division staff. Many of the boys are very resistant to boarding home placement, accepting it only because they have no alternative other than staying at the Boys' Vocational School. Only 4 of the 12 boys having no home to which to return were able to make a 'success' of the placement, while 30 of the 43 boys having 'poor' homes, according to the court, were 'successful' in the program.

Number of Placements

Many of the boys were placed in more than one home during the period of this study (see Table 10 on page 58). This was said to be necessary because of many circumstances, such as illness in the boarding family, inability of the boy to form acceptable relationships in the boarding home, inability of the boarding parents or parent to accept the limitations of the boy, economic conditions, overworking the boy, the moving away of the boarding family, more offenses being committed by the boy, and many other problem situations. Fifteen of the 55 boys were placed twice, while 7 boys were

placed from three to six times. All 7 of the boys who were placed three or more times were considered to be 'successful' in the placement program.

The ability to recognize conditions which might cause threatening situations in the boarding home relationships might be the reason why the placement experience can be termed 'successful' even though replacement might be necessary. It is said that a placement worker must spend as much or more time working with the boarding family as is spent with the boy. More information concerning the contacts of the placement worker within the placement program will be discussed in detail later in this study.

Length of Stay in Placement

Table 10 shows that just as the length of stay at the Boys' Vocational School varied greatly, the length of stay in placement also varied. Although 21 of the boys stayed in placement only six months or less, 15 boys stayed seven to twelve months, 11 boys thirteen to eighteen months, and 8 boys stayed nineteen months or more in the placement program. As is to be expected because of the definition of 'success' and 'failure' in placement, the greatest amount of 'failures' took place amongst the "short term" placements. Fifteen of the 21 boys who stayed in placement six months or less were classified as 'failing' in placement. There were only 4 'failures' in the seven to twelve months group, and 2 'failures' in the thirteen to eighteen months group.

It was noticeable that of the 15 'failures' in the six months or less group, 9 placements lasted only two months or less.

Whereabouts of Boys (January 31, 1955)

Table 11 on page 62 is arranged to show the whereabouts of the boys on January 31, 1955 who had been in the boarding care program of the Boys' Vocational School during the period of this study. It shows that the largest single group was the 18 boys still in placement. According to the definition used for 'success' in placement, all 18 were in this classification. All but 1 (unknown) of the remaining boys listed as 'successful' included 6 boys who joined the Service, 7 who were allowed to return home and 2 who were discharged out of the state. The bulk of the 'failures' in placement came from three classes, namely 8 boys returned to the Boys' Vocational School, 7 who were eventually sent to prison and 4 who ran away, whereabouts unknown.

Boarding Family History

The information given in this section includes the structure of the boarding family and the previous boarding care experiences of this family. Since the boarding family is only a substitute for the boy's own family, it is very important that this substitute family provide a satisfying experience for each boy. It is with this in mind that this section considers the data concerning the boarding families

Table 11

WHEREABOUTS OF BOYS PLACED IN THE BOARDING
CARE PROGRAM (January 31, 1955)

Whereabouts	Total	Placement Evaluation	
		Success	Failure
Boys.....	55	34	21
On Placement.....	18	18	0
In Service	7	6	1
Own Home.....	8	7	1
B.V.S.	8	0	8
Prison	7	0	7
Unknown	5	1	4
Out of State	2	2	0

and their care of the boys during the period of this study.

Previous Boarding Care Experience of Boarding Parents

It was found that 49 of the 68 boarding parents did not have previous boarding care experience (see Table 12 on page 64), while 19 had from one to eight previous experiences. Eight of the 19 had only one experience, while 11 had from two to eight experiences. There seemed to be no indication that previous boarding care experience increased the possibility of 'successful' care of the Boys' Vocational School boy. Rather there seemed to be an opposite pattern, since 36 of the 49 parents with no previous experience were able to provide a 'successful' boarding home and only 11 out of 19 of those having previous experience were 'successful'. It might be that although many of those with previous experience had been able to provide 'successful' care for other children, the problems presented by a Boys' Vocational School boy were too difficult for them to handle.

Age Differential of Boarding Parents to Boys' Own Parents

Information available concerning the age differences of boarding parents and own parents showed that there were approximately as many boarding fathers and mothers who were younger than the boys' own parents as there were those older than the boys' own parents (see Table 13 on page 65). The data suggested that the boys seemed to have more success with boarding fathers who were younger than their own fathers,

Table 12

PREVIOUS BOARDING CARE EXPERIENCE OF BOARDING PARENTS

Experience	Total	Placement Evaluation	
		Success	Failure
Total Homes	68	47	21
No Previous Experience	49	30	13
Previous Experience	19	11	8

Table 13

AGE DIFFERENTIAL OF 68 BOARDING FATHERS
AND MOTHERS TO BOYS' OWN FATHER AND MOTHER

Age Differential	Total	Placement Evaluation	
		Success	Failure
Total Cases	68	47	21
<u>Boarding Father</u>			
More than 2 years Younger.....	21	17	4
Same - Within 2 years.....	7	5	2
More than 2 years Older.....	23	13	10
Not Indicated	17	12	5
<u>Boarding Mother</u>			
More than 2 years Younger.....	24	15	9
Same - Within 2 years.....	9	5	4
More than 2 years Older.....	17	14	3
Not Indicated	18	13	5

while the reverse seemed to be taking place in a comparison of the boarding mothers. Seventeen of the 21 boarding fathers in the younger group were classified as 'successful' while only 13 of the 23 boarding fathers in the older group were 'successful'. Only 15 of the 24 boarding mothers who were younger than the boys' own mothers were 'successful' and 14 of the 17 who were older were 'successful'. This comparison might be possibly due to the fact that the younger boarding father gives the boy a favorable setting in which to work through early stage of development. Since many of these boys failed to have a favorable home environment during their growing up period, it is not unusual that emotionally and mentally they had failed to achieve their fullest possible growth. The younger boarding father, being nearer the boy's own age, might possibly spend more time in sharing the boy's hobbies and recreational interests.

At the same time, the younger mother might intensify the emotional conflicts which previously had hindered the growth process during early development. The possibility that the mother would have much more contact with the boy during the day might increase the problems between the boy and the boarding mother. This contact would be during the time she might be busiest with her own household duties or her children. It is also possible that the younger mother might not have worked through her own earlier stage of development. An older woman might not present the same problem

to the boy since in most cases she would be less attractive than a younger mother who would be a reminder of the stresses during the earlier growth period. An older woman might be less disturbed by the problems which the boy might bring into the boarding home.

Further study in this area might clarify some of the possibilities mentioned. The results of such a study might give increased direction to both the counselor at the Boys' Vocational School and the county children's worker. It might help them to gain a better understanding of the underlying causes which are factors in the boy being at the Boys' Vocational School in the first place.

Other Children in Boarding Home

Table 14 on page 68 shows that 41 of the 68 homes had one or more children staying in the home in addition to the Boys' Vocational School boy, while the remaining 27 homes did not have other children in the homes. Of those homes having other children, 30 were classified as 'successful' and 11 were considered 'failures', giving approximately a three to one ratio. In those homes not having other children, the ratio of 'success' to 'failure' was two to one, since 18 were 'successful' placements and 9 were 'failures'. Of the 11 'failures' who had other children in the home, 5 had children ranging from one to nine years of age, while 6 had children in the adolescent age range. There seems to be an indication that those homes having other children

Table 14

CHILDREN OTHER THAN B.V.S. BOYS WITHIN THE BOARDING HOME

Other Children In Home	Total	Placement Evaluation	
		Success	Failure
Total Cases....	68	48	20
0	27	18	9
1	11	8	3
2	13	10	3
3	10	8	2
4	5	2	3
5	2	2	0

living in the home are somewhat more successful caring for boys from the Boys' Vocational School than those homes which did not have other children in the home. Just what factors are responsible if this is true for this small group, is not known at this time.

Personal Relationships and Adjustment

The ability of the boy to relate and to adjust within not only his own home environment but also at the Boys' Vocational School and within the boarding home is shown in this section so as to gain greater understanding of the boys' needs and how those needs were met. The evaluation of such personal experiences actually include an evaluation of all factors which have a bearing on the relationships of the boy. This section will attempt to show the boys' ability to relate to other individuals and how they adjusted within the school program in the many areas of their experiences.

Personal Adjustment of Boy

It is realized that much of the information used in Table 15 on pages 70 and 71 was subjective in nature and this should be kept in mind in the evaluation of information presented. This data was secured from both the records of the Boys' Vocational School and the Children's Division. It appeared that if a boy was able to relate very well, or very poorly, then remarks to that effect were made in the records. If nothing took place out of the ordinary, then no mention of the boy's ability to relate was made. If is

Table 15

PERSONAL RELATIONSHIPS OF BOYS WHILE
AT HOME, B.V.S., AND BOARDING HOME

Characteristics	Total	Placement Evaluation	
		Success	Failure
Total Cases.....	55	34	21
<u>Relationship to Own or Step Father</u>			
Satisfactory	6	5	1
Unsatisfactory	39	24	15
Not Indicated	10	5	5
<u>Relationship to Own or Step Mother</u>			
Satisfactory	12	7	5
Unsatisfactory	35	22	13
Not Indicated	8	5	3
<u>Relationship to Own Siblings</u>			
Satisfactory	9	5	4
Unsatisfactory	8	6	2
Only Child	3	2	1
Not Indicated	35	21	14
<u>Relationship to B.V.S. Cottage Father</u>			
Satisfactory	29	21	8
Unsatisfactory	7	3	4
Not Indicated	19	10	9
<u>Relationship to B.V.S. Cottage Mother</u>			
Only 6 out of 55 summaries even mentioned the Cottage Mother specifically.			
<u>Relationship to Other Boys in Cottage</u>			
Satisfactory	16	11	5
Unsatisfactory	7	5	2
Not Indicated	32	18	14

Table 15 (Contd.)

PERSONAL RELATIONSHIPS OF BOYS WHILE
AT HOME, B.V.S., AND BOARDING HOME

Characteristics	Total	Placement Evaluation	
		Success	Failure
Total Cases	55	34	21
<u>Relationship to Boarding Father</u>			
Satisfactory	28	24	4
Unsatisfactory	20	7	13
Not Indicated	7	3	4
<u>Relationship to Boarding Mother</u>			
Satisfactory	27	26	1
Unsatisfactory	22	5	17
Not Indicated	6	3	3
<u>Relationship to Boarding Home Sibs.</u>			
Satisfactory	10	8	2
Unsatisfactory	5	1	4
No Children	28	18	10
Not Indicated	12	7	5

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for this reason that the personal relationships of the boy were listed as satisfactory, unsatisfactory or not indicated. Satisfactory indicates that the boy was able to relate with the person well enough to have it mentioned in the record. Unsatisfactory indicates that the boy has been unable to relate well enough with a person and this fact was mentioned in the records. The last designation "not indicated" includes those boys whom the records failed to mention in any way, either because of neglect or because the boys' ability to relate failed to be noticeable, since it was neither noticeably good or noticeably poor.

Table 15 shows that the boy's ability to relate to his own father and mother was very unsatisfactory. Only in 6 out of 45 cases did the boy relate well to his father, and in only 12 out of 45 cases did the boy relate well to his mother. The table also shows that very little information is given in the commitment papers or from the boy's records concerning his relationship with the other siblings. Only in 20 cases out of 55 was information given as to the ability of the boy to relate with the other siblings.

The information concerning the boy's relationship in the Boys' Vocational School cottage was very limited in general. Twenty-nine of the 36 boys on whom information was given concerning the boy's ability to relate to the cottage father were said to have related satisfactorily. Since only 6 of the 55 summaries even mentioned the cottage mother specifically, no evaluation was done of the small unit.

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Sixteen of the 23 boys were said to have had a satisfactory relationship to the other boys in the cottage. There appeared to be no definite plan to put on record information which would indicate clearly a boy's relationship to the cottage parents or his peers. A much larger number of boys were reported on in the placement program than had been indicated in viewing the boy's relationship in his own home or in the cottage life at the Boys' Vocational School. The reason for this might be that the reporting system of the children's workers is more adapted to give this information, while the records at the Boys' Vocational School are more adapted to give information concerning a boy's adjustment to the total program at the institution rather than concerning the boy's personal relationships. Information concerning a boy's personal relationships in his own home is limited, since the commitment papers report factual data with only rare mention of the personal relationships of the boy. This personal information might be secured by the boy's counselor, but only if the boy is able and willing to share this information or if the boy's parents give this information to the counselor when visiting the boy.

Twenty-eight of the 48 boys of whom information was indicated concerning boarding home relationships had satisfactory adjustments with the boarding father. As to the boy's relationship with the boarding mother, 27 of the 49 boys were listed as having made a satisfactory adjustment. Only

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15 of the 43 boys indicated had been placed in homes having other children in the home. Ten of the 15 boys mentioned had satisfactory relationships with the siblings while 5 did not. A larger number of boys were able to have a more satisfactory relationship with the boarding father than they had been able to maintain with their own father. Approximately the same number of 'failures' took place in the 'unsatisfactory' groups, but many of the boys who had been unable to have a 'satisfactory' experience with their own father were now able to adjust 'satisfactorily' to the boarding father. A similar improvement in relationships seemed to take place in the boys' experiences, first with their own mother, and then with the boarding mother. Whether this change is significant and lasting can only be evaluated in the future. One of the goals of the boarding care program is to provide the boy with a more satisfying environment so that change can take place with the help and guidance of the children's worker.

School Adjustment of Boy

One must take into account the fact that the use of the terms 'satisfactory' and 'unsatisfactory' is highly subjective. If a boy was able to make some progress in the school program, did not become involved in direct conflict with the school authorities concerning following the general school program, showed a reasonable ability to get along with peers and teachers, and indicated a willingness to attend

school on a regular basis, the boy was classified as having made 'satisfactory' adjustment in the school program. If the commitment papers made special mention of the lack of school progress, direct conflicts with school officials, a lack of desire to attend school regularly, and inability to get along with peers or teachers, the boy's school adjustment was listed as 'unsatisfactory'.

Only 17 of 42 boys were said to have had 'satisfactory' adjustments in their home schools, while 34 boys had 'unsatisfactory' experiences (see Table 16 on page 76). Thirteen of the later 'failures' in placement were also found in the 'unsatisfactory' group in the home school. Almost the reverse situation seemed to be taking place in the school experiences at the Boys' Vocational School. Now the largest group was found to be the 32 boys in the 'satisfactory' classification and 11 of them were later found to have 'failed' in placement. Approximately the same ratio of 'satisfactory' to 'unsatisfactory' adjustments seemed to follow for the boys who attended school while in the boarding home. Where the comparison of 'satisfactory' adjustments had been 32 to 19 in the institution's school, the figures now become 20 to 14 boys in the school program during the boarding care experience. The ratio of 'success' to 'failures' in placement also increased from approximately two to one (21 to 11) in the Boys' Vocational School program to three to one (15 to 5) in the boarding home school. These

Table 16

SCHOOL ADJUSTMENT OF BOYS WHILE
AT HOME, B.V.S. AND BOARDING HOME

Characteristics	Total	Placement Evaluation	
		Success	Failure
Total Cases	55	34	21
<u>School Adjustment at Home</u>			
Satisfactory	17	12	5
Unsatisfactory	34	21	13
Did Not Attend	0	0	0
Not Indicated	4	1	3
<u>School Adjustment at B.V.S.</u>			
Satisfactory	32	21	11
Unsatisfactory	19	11	8
Did Not Attend	2	2	0
Not Indicated	2	0	2
<u>School Adjustment at Boarding Home</u>			
Satisfactory	20	15	5
Unsatisfactory	14	8	6
Did Not Attend	16	9	7
Not Indicated	5	2	3

figures might suggest that the remedial school program was a factor in the increase of school adjustment and also might be a deciding factor in helping the boy to be 'successful' during his placement in the boarding home. The reason for the decrease in the number attending school was largely because the boy was no longer required to attend school after the age of 16. He may have wanted to attend school at the institution since most of the boys attend only a half day and then decide not to attend while in the boarding home. Also, many of the boys who are now in the sixteen to seventeen age group were required to attend school previously

Summary of Placement Workers' Contacts

This last section discusses the influence or bearing the varied contacts of the children's workers have on the placement progress of the boy. The contacts are thought to be very important since the placement worker supervises both the boy and the boarding parents throughout the placement experience.

Placement Workers' Contacts with Boy and Boarding Parents

This data was secured from the county records of the present children's workers. The information was requested by mail. At the end of a two-month period, 42 of the 55 requests had been completed and returned. The remaining 13 schedules were not returned, some of the reasons being

the illness of the worker, inability to locate the records, and failure to acknowledge the request for information. Several of the schedules which were filled out had been done by workers other than the worker who had supervised the boy in placement. In some cases this meant incomplete information.

The general feeling was that the amount and type of contacts necessary in working with each boy varied according to the individual needs of the boy. This could also be said of the boarding parent, since the placement worker might find it necessary to spend more time helping the boarding parent meet his own needs. This help might or might not run parallel during the entire placement.

The term 'visit' refers to a home visit made to the boarding home. Even though both the boy and the boarding parents might be seen during a visit, this was counted as only one home visit. Table 17 on page 79 shows that 2,153 contacts were made between the placement worker, 42 boys and the boarding parents of those boys. The greatest number of contacts were made by telephone. It is well to remember that most of the calls were made by either the boarding parent or the boy. The second largest group was the 791 visits made by the worker to see the boy or the boarding parents. The third and last method of contact was the 337 letters sent to either the boy or the boarding parent. This table covers only the workers' visits and letters sent to the

Table 17

PLACEMENT WORKER'S CONTACTS WITH
BOY AND BOARDING PARENTS (42 boys)

Length of Stay In Placement	Boys	Total Contacts	Method of Contacts		
			Visits	Letters	Tel. Calls
Totals.....	42	2,153	791	337	1,035
0- 9 months.....	17	530	217	70	243
10-18 months.....	20	1,185	416	222	547
19 months & above.....	5	448	158	45	245
<u>Successful in Placement</u>	<u>27</u>	<u>1,775</u>	<u>635</u>	<u>228</u>	<u>912</u>
0- 9months.....	7	316	117	38	161
10-18 months.....	15	1,011	360	145	506
19 months & above.....	5	448	158	45	245
<u>Failure in Placement</u>	<u>15</u>	<u>388</u>	<u>156</u>	<u>109</u>	<u>123</u>
0- 9 months.....	10	214	100	32	82
10-18 months.....	5	174	56	77	41
19 months & above.....	0	0	0	0	0

boy and boarding parents as well as the telephone contacts between the three individuals mentioned. It does not include the worker's contacts with the Boys' Vocational School made both prior to placement or during placement. Nor does it include the many collateral calls the worker made concerning the boy and his employment, physical and emotional health, school and social agencies (see Table 18 on page 81).

It is difficult to compare the number of contacts made with those boys who were 'successful' in placement and those who 'failed'. The differences in the length of time spent in placement lead to great differences in the total number of contacts made. On the whole, the table seems to indicate that more contacts were made by the worker with the boys termed 'successful' in placement. The comparison was made between the individual groups according to the length of time in placement. Of those boys in the 0 - 9 month group approximately 45 contacts were made per case in the 'success' group, while approximately 21 contacts were made per case in the 'failure' group. Of those boys in the 10 - 18 month group, approximately 66 contacts were made per case in the 'success' group and 45 contacts per case in the 'failure' group. The amount and type of contacts made varied greatly between each boy, his length of stay in placement and the various placement workers.

Table 18 gives more complete information as to the number of contacts made by a worker during the complete

Table 18

A PLACEMENT WORKER'S CONTACTS WITH
BOY, BOARDING PARENTS, AND COLLATERAL (7 Boys)

Type of Contacts	Cases	Total Contacts	Worker's Contacts With			
			Boy	Boarding Parents	Collat- eral	B.V.S.
Total.....	7	1,348	334	528	363	110
<u>Home Visits</u>		<u>496</u>	<u>133</u>	<u>138</u>	<u>181</u>	<u>43</u>
0- 9 months.....	2	103	24	22	46	11
10-18 months.....	4	271	77	80	88	26
19 months & above..	1	122	32	38	46	6
<u>Office Visits</u>		<u>115</u>	<u>77</u>	<u>30</u>	<u>8</u>	<u>0</u>
0- 9 months.....	2	27	22	1	4	0
10-18 months.....	4	54	37	15	2	0
19 months & above..	1	34	18	14	2	0
<u>Phone Calls</u>		<u>629</u>	<u>119</u>	<u>339</u>	<u>122</u>	<u>36</u>
0- 9 months.....	2	133	23	61	40	9
10-18 months.....	4	387	65	236	53	20
19 months & above..	1	109	31	42	29	7
<u>Letters</u>		<u>108</u>	<u>5</u>	<u>21</u>	<u>52</u>	<u>31</u>
0- 9 months.....	2	19	1	0	10	8
10-18 months.....	4	72	4	14	36	19
19 months & above..	1	17	0	7	6	4

placement process. This table shows not only the home visits (those contacts with the boy or boarding parent being kept separate), letters and telephone calls, but also the office visits made by the boy and boarding parent, the worker's contacts with the Boys' Vocational School, and the many collateral contacts made by the worker during the placement. This information would be more significant if it had included all 42 boys rather than just 7 boys who had been supervised in placement by this one worker. The placement worker had made 363 collateral contacts, 110 contacts with the Boys' Vocational School and 115 contacts with the boy and boarding parent through office interviews. The three additional methods of contact totalled 339 contacts. Altogether, the worker had 1,348 contacts with the 7 boys, 6 of whom were 'successful' in placement and 1 who 'ran away', after being in placement only one month.

CHAPTER V

SUMMARY

This study was made to determine what factors might be responsible for the 'success' or 'failure' in placement of the fifty-five boys in the boarding care program of the Boys' Vocational School. The study included a period of three years from February 1, 1952 to January 31, 1955. It was on February 1, 1952 that the Children's Division of the State Department of Social Welfare began supervising the boys who were placed in boarding care homes after being released from the Boys' Vocational School. Prior to this time and beginning in 1947, the Michigan Children's Institute at Ann Arbor had supervised the placement of boys from the Boys' Vocational School. The Boys' Vocational School, the Michigan Children's Institute, and the Children's Division are all within the State Department of Social Welfare.³³ The Supervisor of the Children's Division is administratively responsible for supervising both the Michigan Children's Institute and the Supervisor of Field Services of the Children's Division, who more directly is responsible for the work of the County Children's Workers.³⁴

³³ See Appendixes E and F, pages 109 and 113.

³⁴ See Appendix G, page 114.

The information found in this exploratory study was obtained through the use of commitment papers, the Boys' Vocational School records, and records of the Children's Division concerning the fifty-five boys placed during this period.

The summary drawn from this study can be listed as follows:

1. Thirty-eight of the 55 boys came from counties south of the Muskegon-Bay County line, while 17 came from counties above this line. Only 5 boys were from the upper peninsula. Eight of the boys came from Genesee County, while only 4 boys came from Wayne County.

2. Thirty-seven of the boys were placed in counties south of the Muskegon-Bay County line while 18 boys were placed in counties north of this line. Eight of the boys were placed in the upper peninsula. Only 7 of the 55 boys were placed in the same counties they were originally committed from. The largest group of boys were placed in Jackson County, while no boys were placed in Wayne County.

3. As to age at time of commitment, 41 of the boys were twelve to fourteen years of age.

4. When evaluating the placement experience of the 55 boys, it was found that 34 of the boys were a 'success' in placement and 21 boys were a 'failure'.

5. Most of the boys were white. Only 2 were Negro and 2 were Indian.

6. Forty-six of the 55 boys were Protestant and 9 were listed as Catholic. Of the 46 boys listed as Protestant, 28 were a 'success' in placement and 18 were 'failures'. Six of the boys in the Catholic group were a 'success' and 3 were a 'failure' in the placement program.

7. The living arrangements of the boys prior to being committed to the Boys' Vocational School varied greatly. Eight of the boys had been living with both parents, 11 with either the father or mother only, 14 boys with either the father and step-mother or mother and step-father, 5 with other relatives, 10 boys with foster parents, and 7 boys had been living in institutions. Twelve of the 'failures' in placement came from those boys who had been living in the homes of other relatives, foster parents, or in institutions. Four more of the 'failures' had been living with the mother only.

8. As to marital status of the parents prior to the boys' commitment to the Boys' Vocational School, 27 of the parents were either divorced, separated or had deserted the home. Only 13 of the parents were living together and in 12 cases either the father or mother was deceased.

9. Almost all of the 55 boys were the first to fourth child in their families, even though 32 of the boys came from families having five or more children. Eighteen of the 50 boys who were the first to fourth child were the first child, 13 the second child, 11 the third child, and 8 the

fourth child. The largest number of 'failures' (10) were from the families having from three to four children.

10. Thirty-nine of the boys were committed to the Boys' Vocational School for offenses against property, 15 for offenses against restraint, and only 1 for an offense against a person. Fifteen of the 'failures' in placement came from the group who had committed offenses against property. The remaining 6 'failures' had committed offenses against restraint.

11. Seventeen boys had come into contact with the court before the age of ten. Eight boys in this group were 'failures' in placement. The largest single group were the 21 boys who had become known to the court between the ages of eleven and thirteen and 8 of them had 'failed' in placement. Sixteen more boys were fourteen to sixteen when coming into contact with the court and 6 of these 'failed' in placement.

12. It was found that 27 of the boys had come from families where one or more of the immediate members had become involved with the courts because of crimes or offenses. Ten boys of this group 'failed' in placement.

13. Offenses committed by the boys numbered from one to over sixty. The majority of offenses were committed against property (larceny, breaking and entering, and car theft). Almost as many offenses were committed against restraint and only three were committed against a person.

14. Taking the results of several types of intelligence

tests given to the boys during this three-year period, it was found that 26 of the 55 boys had I.Q. ratings in the 60 - 89 group, and 13 of this group 'failed' in later placements. Twenty-two boys had I.Q.'s ranging from 90 to 109, while 5 boys had I.Q. ratings of 110 and above. The number of 'failures' in placement were 4 and 3 respectively in the two latter groups.

15. Although only 14 boys were retarded one or more years in schooling and 3 boys for two years in relation to the last grade attended before being committed, the results of the Stanford Achievement Tests given to all 55 boys indicated that a far greater number of the boys were retarded in schooling. This would seem to justify the remedial school program at the Boys' Vocational School.

16. Twelve boys stayed up to nine months at the Boys' Vocational School, 28 boys from ten to eighteen months, and 15 boys stayed nineteen or more months. Nineteen of the boys who had 'failed' in placement had stayed at the institution ten months or more. Twelve of the 'failures' in placement were found to be in the ten to eighteen month group and seven in the nineteen month and above group.

17. The largest number of boys (29) came from urban home environments while only 17 of the 55 boys were placed in urban settings. The ratio of 'success' to 'failures' seem to be about the same for the urban or rural settings.

18. Forty-three of the boys placed in the boarding care

program were placed because the court felt the home environment was not conducive to the return of the boy. The remaining twelve boys had to be placed since they had no home to return to. It was noticeable that 8 of those 12 boys failed to make a 'success' in placement.

19. A majority of the boys had been placed only once during the period of this study. Twenty-one of the 55 boys were placed more than once. Fifteen were placed twice and 7 were placed from three to six times.

20. Of the 21 boys who had stayed in placement for periods up through six months, 15 boys 'failed' in placement. As to the other boys, 15 stayed from seven to twelve months, 11 boys from thirteen to eighteen months, and 8 boys stayed nineteen or more months in placement.

21. Eighteen of the 55 boys were still in placement at the end of the study period ending January 31, 1955. Seven more boys were in the Service, 8 boys in their own homes, and 15 boys, all who had 'failed' in the placement program, were either returned to the Boys' Vocational School or sent to other penal institutions.

22. There seemed to be no indication that previous experience in boarding care would help the boarding parent in caring for the boy from the Boys' Vocational School. Forty-nine of the 68 boarding families had no previous boarding care experience. Of the 49 boarding parents not having previous boarding care experience, 36 were listed as

being 'successful' in boarding the Boys' Vocational School boys and 13 were listed as 'failures'. In contrast, only 11 of the 19 boarding families having previous experience were considered to be 'successful'.

23. It was found that more boys were 'successful' in the placement program when the boarding fathers were younger than their own father. However, the boys seemed to be more 'successful' in placement when the boarding mother was older than the boy's own mother. This might suggest that the problems taking place during the early stages of both physical and emotional growth were responsible for many of the 'failures' in placement.

24. Twenty-seven of the boarding families did not have other children in the home, while 41 families did have from one to five children in the home other than the boy from the Boys' Vocational School. Nine of the 'failures' in placement were in the families not having children in the home.

25. The majority of the boys had 'unsatisfactory' personal relationships with their own father, mother or siblings. The boys seemed to relate much better in the boarding home than in their own homes. The records and summaries of the boys' relationships at the Boys' Vocational School were limited and very general. The records seemed to be set up to give information concerning the boy's overall adjustment to the institutional program rather than information concerning the personal relationships of the boy.

Just how meaningful the personal relationships in the boarding home were to the boy cannot be known at this time. A follow-up study of these boys might give more meaningful information.

26. Twenty-eight of the boarding families did not care for other children in the home. Ten of the boys placed in those homes 'failed' in placement while only 2 boys 'failed' of the 10 boys who were classified as having satisfactory adjustments with the other siblings.

27. There seemed to be some indication that the remedial school training given at the Boys' Vocational School merited some consideration, since although only 17 out of 51 boys had satisfactory adjustments in the school while at home, 20 of the 34 boys going to school while in the boarding home were said to have made 'satisfactory' adjustment in the school program.

28. Of the 42 boys reported on by the various children's workers, it was found that 2,153 contacts were made between the placement worker and the boy or boarding parents. There was some indication that more contacts were made by those workers who were more successful in working with the boy. The actual number of contacts seemed to vary according to the needs of the individual boy. In most cases, more contacts were made between the worker and the boarding parents than were made between the placement worker and the boy.

This study gives only a broad overall view of the

placement program for boys released from the Boys' Vocational School. It points up a definite need for more intensive research in this entire area of boarding care programs for institutional boys. More information as to the boy's personal relationships would be helpful to the placement worker, first in trying to find the right home for the boy, and then in working with both the boy and the boarding parents. It would be well for additional studies to be made concerning why the contacts were made with the boy or boarding parent, and who initiated the contacts. A similar study could be made as to the contacts the boy's counselor makes with the boy during his stay at the Boys' Vocational School. A third study could be made concerning the worker's contacts with the boy and his counselor at the institution prior to the placement. The number of contacts made by the placement worker with the Boys' Vocational School seems to vary greatly in accordance with the distance the worker might have to come to visit the school and the boy. Such a study might indicate the need for changes in the program so as to eliminate the variation in preparation for the boy's placement.

It might be well for a follow-up study to be done later on this same group of boys, especially since the classifications used in this study were only relative and increased the subjectivity of this study.

CHAPTER VI

CONCLUSIONS

It must be remembered that the boarding care program of the Boys' Vocational School is relatively new and is now in the process of growing into maturity. It is with this in mind that the writer suggests the following changes which might assist this new program in its growing-up stages.

1. This study showed that the fifty-five boys who were placed in the boarding care program of the Boys' Vocational School were younger than the average boy at the institution. They had been known to the court at an earlier age and were committed earlier by the court. Additional study might indicate more clearly why these boys were younger and how they were chosen to be placed in boarding homes. It may be that the very reasons for their being placed are also the reasons why many of them are unable to be 'successful' in placement.

2. There seemed to be no clearly defined program for the selection of homes for placement of the boys in this program. Most of the homes were located in the counties in close proximity to the institution. This limits not only the number of boys that could be placed, but also the number of homes available for placement.

3. The amount of preparation for the placement of these

boys varied greatly. The outstanding factor was the distance that the children's worker lived from the institution. There was also a variation in the contacts between the worker, the boy, and the boarding parents. Plans for the preparation for placement and the integration of both the Social Service staff at the Boys' Vocational School and the workers of the Children's Division were not clearly defined.

4. There was not a clear picture of the boy's ability to relate to others during the program. This lack of clarity seemed to carry over in evaluating the use the boy was able to make of the placement. This indicates a need for an in-service training program for both the Social Service staff of the Boys' Vocational School and the children's workers of the Children's Division, so that they would all gain a better understanding of the boys and the problems to be faced individually and collectively in helping the boys.

5. There is a need for intensive casework with these boys, both during their stay at the Boys' Vocational School and during placement. Trained workers are needed in assisting these boys who have been committed to the institution and placed in the boarding care program because of the many difficulties they have been involved in prior to placement. This indicates the need for a full-time social worker at the institution to work with the boys who are to be placed.

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It is also suggested that one of the children's workers be responsible for finding homes for these boys, contacting the boy and the representative at the institution, as well as preparing the boarding parents for the actual placement. Supervision of the boys in placement could continue to be the responsibility of the county children's workers. Since there is some indication that the possibility of 'success' or 'failure' in placement varies according to the number of contacts between the worker, the boy and the boarding parents, more emphasis could be placed in this direction. The actual number of contacts would vary according to the needs of the individual and the boarding parents.

6. The fact that there was more 'success' with boys placed with boarding parents who had never had previous boarding care experience suggests a difference in the preparation of the boarding parents for the care of the boy released from the Boys' Vocational School. More study in this area is needed to clarify the factor of preparation of the boarding parents.

7. The remedial school program seemed to be of positive value to the boys who were placed in boarding homes. Additional study might indicate why and where remedial help was useful in terms of strengthening the present program.

8. Over all, this study indicates a need for a more closely integrated boarding care program, if the goal is to assist these boys in playing more useful roles in society.

APPENDICES

Age

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APPENDIX A

Schedule of Study

Age _____ Bd. _____ Race _____ Religion _____ Health _____
County _____ Urban _____ Rural _____ Educ.(highest grade) _____
Living With _____ Marital Status of Own Parents _____
Age of Father _____ Mother _____ No. Brothers _____ Sisters _____
Age Range _____ Sib. Pos. _____ Age of S-Father _____ S-Mother _____
No. S-Brothers _____ S-Sisters _____ H-Brothers _____ H-Sisters _____
Occupation of Father _____ Mother _____
Leisure Time Activities _____
Comments _____

Adm. To BVS _____ Reason Committed _____
Other Offenses _____ No. _____
Age First Known To Court _____ First Offense _____ Runaway _____
Prev. Fam. Contact With Court _____ Who _____ Why _____
Length of Stay At BVS _____ Length of Time Awaiting Placement _____
Prev. Inst. Exper. _____

STANFORD ACHIEVEMENT TEST: (by age)

Reading _____ Grammar _____ Spelling _____ Arithmetic _____ Wec. Bell. Form _____
Verbal I.Q. _____ Perf. I.Q. _____ Full Scale _____ Man. Dext. _____

Reasons Being Placed _____ Boys Prev. F.H. Exper. _____ (no.)
When Placed _____ Co. _____ Urban _____ Rural _____ F. Fathers Age _____

1. Mother

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F. Mother _____ F.P. Religion _____ F.P. Prev. B.H. Exper. _____ (no.)
Occupation of F. Father _____ F. Mother _____
No. F-Sons _____ F. Daughters _____ Other Children Cared For _____ (no.)
Age Range _____ Attends School _____ (yes or no)
Leisure Time Activities _____
Present Placement Status _____ How Long in Placement _____
Replacement _____ Reasons For Leaving Placement _____
Placement A Success _____ (yes or no)

How Often Did Own Parents Visit BVS _____ F.H. _____
How Often Did Own Parents Write Boy At BVS _____ F.H. _____
How Often Did Boy Visit Own Home While At BVS _____ F.H. _____
How Often Did Boy Write Home While At BVS _____ F.H. _____

How Did Boy Get Along With Own Father _____ Mother _____
How Did Boy Get Along With Siblings _____
How Did Boy Get Along With BVS Cottage Parents _____
How Did Boy Get Along With Foster Father _____
How Did Boy Get Along With Foster Mother _____
How Did Boy Get Along With Foster Siblings _____
Comments _____

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THE PROBATE CODE

Chapter XII-A

(Chapter 712A of the Compiled Laws of 1948, as amended)

JUVENILES AND JUVENILE DIVISION

(Chapter XII-A was added to Act 288, P.A. 1939,
by Act 54, P.A. 1944, First Extra Session,
which also repealed Chapter XII.)

712A.1 Juvenile division of probate court; proceedings not criminal.

Sec. 1. While proceeding under this chapter, the probate court shall be termed the juvenile division of the probate court.

Proceedings under this chapter shall not be deemed to be criminal proceedings.

This chapter shall be liberally construed to the end that each child coming within the jurisdiction of the court shall receive such care, guidance and control, preferably in his own home, as will be conducive to the child's welfare and the best interest of the state and that when such child is removed from the control of his parents the court shall secure for him care as nearly as possible equivalent to the care which should have been given to him by them.

712A.2 Juvenile division of probate court; jurisdiction, prior order of another court, notice, service upon prosecuting attorney; transfer to county of residence.

Sec. 2. Except as provided herein, the juvenile division of the probate court shall have:

(a) Exclusive original jurisdiction superior to and regardless of the jurisdiction of any other court in proceedings concerning any child under 17 years of age found within the county

(1) Who has violated any municipal ordinance or law of the state or of the United States; or

(2) Who has deserted his home without sufficient cause or who is repeatedly disobedient to the reasonable and lawful commands of his parents, guardian or other custodian; or

(3) Who repeatedly associates with immoral persons, or who is leading an immoral life; or is found on premises occupied or used for illegal purposes; or

(4) Who, being required by law to attend school, wilfully and repeatedly absents himself therefrom, or repeatedly violates rules and regulations thereof; or

(5) Who habitually idles away his or her time; or

(6) Who repeatedly patronizes or frequents any tavern or place where the principal purpose of the business conducted is the sale of alcoholic liquors.

(b) Jurisdiction in proceedings concerning any child under 17

years of age found within the county.

(1) Whose parent or other person legally responsible for the care and maintenance of such child, when able to do so, neglects or refuses to provide proper or necessary support, education as required by law, medical, surgical or other care necessary for his health, morals or well-being, or who is abandoned by his parents, guardian or other custodian, or who is otherwise without proper custody or guardianship; or

(2) Whose home or environment, by reason of neglect, cruelty, drunkenness, criminality or depravity on the part of a parent, guardian or other custodian, is an unfit place for such child to live in, or whose mother is unmarried and without adequate provision for care and support.

In the event a petition is filed in any probate court alleging that a child is within the provisions of subdivisions (b) (1) or (b) (2) of this section, and the custody of such child shall be subject to the prior or continuing order of another court of record of this state, the court in which such petition is filed shall forthwith cause notice of the filing of such petition to be served upon the prosecuting attorney for the county in which such other court is situated, personally or by registered mail: *Provided*, That immediately upon receiving such notice, the prosecuting attorney shall prepare and file such pleadings, petitions, notices or orders as may be necessary to bring the matter before such other court for hearing and such disposition, consistent with the powers of such court, as may be for the best interests of such child: *Provided further*, That pending action by such other court in regard to the matter, the probate court with which such petition has been filed shall have jurisdiction to make any temporary orders pertaining to care or custody which may be deemed advisable or necessary for the protection of such child.

(c) Jurisdiction over children under 19 years of age, jurisdiction of whom shall have been waived to the juvenile division of the probate court by a court in chancery by provision to that effect in a temporary order for custody of children based upon a bill for divorce or upon a motion pursuant to such a bill for divorce by the prosecuting attorney, or in a decree of divorce dissolving a marriage between the parents of such minor children, or by an amended decree relative to the custody of such child in such a divorce.

(d) Concurrent jurisdiction in proceedings concerning any child between the ages of 17 and 19 found within the county

(1) Who is repeatedly addicted to the use of drugs or the intemperate use of alcoholic liquors; or

(2) Who repeatedly associates with criminal, dissolute, or disorderly persons; or

(3) Who is found of his or her own free will and knowledge in a

house of prostitution or assignation or ill-fame; or

(4) Who repeatedly associates with thieves, prostitutes, pimps or procurers; or

(5) Who is wilfully disobedient to the reasonable and lawful commands of his parents, guardian or other custodian and is in danger of becoming morally depraved; or

(6) Who habitually idles away his or her time.

If any child is brought before the juvenile division of the probate court in a county other than that in which said child resides, said court may enter an order prior to hearing transferring the jurisdiction of such matter to the court of the county of residence (which shall not be construed as settlement as defined in section 55 (a-1) of Act No. 280 of the Public Acts of 1939, as amended, being section 400.55 of the Compiled Laws of 1948), with the consent of the judge of probate of said county of residence, which order, together with a certified copy of the proceedings theretofore had in the court of such county other than residence, shall be delivered to the court of the county of residence.

HISTORY: Am. 1947, Act 68, Eff. May 2; Am. 1953, Act 193, Eff. Oct. 2.

712A.2a Same; jurisdiction, extending.

Sec. 2a. Where the juvenile division of any probate court has exercised jurisdiction over any child under the provisions of section 2 of this chapter by virtue of any of the provisions under subdivision (a) of said section 2, and the said child shall not yet have attained the age of 17 years, and it shall appear to said court that it is necessary for the welfare of said child to retain jurisdiction beyond said child's seventeenth birthday, said court after proper notice and hearing thereon may extend such jurisdiction so that said child shall be under the continued jurisdiction of said juvenile court, other than in criminal complaints occurring subsequent to such child's 17th birthday, until he attains 19 years of age, unless released therefrom prior thereto by order of said court.

HISTORY: Add. 1953, Act 193, Eff. Oct. 2.

712A.3 Same; transfer of cases from other court.

Sec. 3. If during the pendency of a criminal charge against any person in any other court, it shall be ascertained that said person is under the age of 17 years, it shall be the duty of such other court to transfer such case without delay, together with all the papers, documents, and testimony connected therewith, to the juvenile division of the probate court of the county in which such other court is situated or in which said person resides.

The court making such transfer shall order the child to be taken

forthwith to the place of detention designated by said juvenile division of the probate court or to that court itself or release such child in the custody of some suitable person to appear before such court at a time designated. The juvenile division of the probate court shall thereupon proceed to hear and dispose of such case in the same manner as if it had been instituted in said court in the first instance.

HISTORY: Am. 1946, First Extra Session, Act 22, Eff. Feb. 26.

712A.3a When child subject to prior order of another court, notice, filing, service, disclosure.

Sec. 3a. When any order affecting the welfare of a child is entered under this chapter by the judge of probate in any case where the child is subject to the prior or continuing order of any other court of this state, a notice thereof shall be filed in such other court and a copy of such notice shall be served personally or by registered mail upon the parents, guardian, or persons in loco parentis and upon the prosecuting attorney of the county wherein such other court is located. Such notices shall not disclose any allegations or findings of facts set forth in such petitions or orders, nor the actual person or institution to whom custody is changed. Such facts may be disclosed directly to such prosecuting attorney and shall be disclosed on request of the prosecuting attorney or by order of such other court, but shall be considered as confidential information, the disclosure of which will be subject to the same care as in all juvenile matters.

HISTORY: Add. 1953, Act 193, Eff. Oct. 2.

712A.4 Jurisdiction waived; trial in criminal court.

Sec. 4. In any case where a child over the age of 15 years is accused of any act the nature of which constitutes a felony, the judge of probate of the county wherein the offense is alleged to have been committed may, after investigation and examination, including notice to parents if address is known, and upon motion of the prosecuting attorney, waive jurisdiction; whereupon it shall be lawful to try such child in the court having general criminal jurisdiction of such offense.

HISTORY: Am. 1946, First Extra Session, Act 22, Eff. Feb. 26.

712A.5 Jurisdiction over child 19 years old; exception.

Sec. 5. No probate court shall have jurisdiction over any child under the juvenile division of the probate court after he or she shall have reached the age of 19 years, except as herein provided. No commitment of any child to a private or public institution or agency shall be valid after such child has reached the age of 19 years except that when a child shall have come within the juris-

diction of the probate court under the provisions of subsection "c" of section 2 and is committed to the Michigan corrections commission as provided in subsection "f" of section 18. Commitments to a private or incorporated institution or agency shall not divest the probate court of jurisdiction unless such child is adopted in a manner provided by law.

712A.6 Jurisdiction over adults.

Sec. 6. The juvenile division of the probate court shall have jurisdiction over adults as hereinafter provided and may make such orders affecting adults as in the opinion of the court are necessary for the physical, mental, or moral well-being of a particular child or children under its jurisdiction: *Provided*, That such orders shall be incidental to the jurisdiction of the court over such child or children.

712A.7 Register of juvenile division; appointment, duties, salary.

Sec. 7. The judge of probate may appoint the register of probate, a deputy probate register, or clerk of his court as register of the juvenile division of the probate court. Such register of the juvenile division shall prepare all petitions for investigation, summons, writs and other necessary papers, and shall perform such duties as required by the judge of probate, and he shall exercise and be competent to do all acts required of the judge of probate, except judicial acts. Such register so appointed shall receive for his services under this chapter, in addition to his regular salary, such sum as the board of supervisors shall fix: *Provided, however*, That in counties having a population of 100,000, and not more than 350,000 inhabitants, according to the last federal census, the compensation shall be not less than \$500.00 annually.

712.8 Office of county agent created.

Sec. 8. The office of county agent is hereby created. The county agent shall be an officer of the juvenile division of the probate court and under the general supervision of the judges thereof and shall serve during their pleasure. The county agent shall organize, direct and develop the child welfare work of the court when so authorized by the judge. He shall, when requested by the superintendent or director, supervise children when released from public institutions or agencies and may perform such other child welfare work as requested and with the approval of the judge, including services to school-age children of the various school districts within the county, after consultation and agreement with the county school commissioner and the superintendents of schools in a county. The county agent or assistants shall, with the approval of the judge of probate, make such investigations and reports on children or

families within the county as may be requested by the state department of social welfare or by the superintendent of any state institution relative to the welfare of any child. The state department of social welfare shall assist in the work of the county agents and assistants as provided in subdivision (c) of section 14 of Act No. 280 of the Public Acts of 1939. Assistant county agents shall perform such duties as may be assigned to them by the county agent.

712A.9 Probation officers; appointment, compensation, duties; notification to social welfare department.

Sec. 9. The judge of probate in each county may appoint 1 or more suitable persons of good character and qualified training or experience, other than the county agent or assistants, to act as probation officer, who shall receive such compensation as the board of supervisors may appropriate for that purpose, and who, at the discretion of the judge, may be authorized and empowered to perform county agent duties.

The judge of probate may also appoint other probation officers who shall receive no compensation from the county treasury for the duties performed under such appointment.

It shall be the duty of the judge of probate to notify the state department of social welfare of the appointment of all paid probation officers made by him under the provisions of this chapter. All probation officers shall hold office during the pleasure of the court and shall report to the said court upon all cases under their care.

712A.10 Probation officer, county agent to act as referee; oath.

Sec. 10. The judge of probate may designate a probation officer or county agent to act as referee in taking the testimony of witnesses and hearing the statements of parties upon the hearing of petitions alleging that a child is within the provisions of this chapter, where there is no objection by parties in interest. The probation officer or county agent so designated shall take and subscribe the oath of office provided by the constitution and shall have authority to administer oaths and examine witnesses, and shall in all cases so referred for hearing and taking of testimony make a written signed report to the judge of probate containing a summary of the testimony taken and a recommendation for the court's findings and disposition of such matters.

712A.11 Preliminary inquiry; petition.

Sec. 11. Whenever any person gives information to the juvenile division of the probate court that a child is within the provisions of this chapter, a preliminary inquiry may be made to determine

whether the interests of the public or of the child require that further action be taken. If it appears that formal jurisdiction should be acquired, the court shall authorize a petition to be filed.

The petition shall be verified and may be upon information and belief. It shall set forth plainly the facts which bring said child within the provisions of this chapter, and shall state (1) the name, birth date, and residence of the child; the names and residence: (2) of the parents; (3) of his legal guardian, if there is one; (4) of the person or persons having custody or control of the child; and (5) of the nearest known relative if no parent or guardian can be found. If any of the facts herein required are not known to the petitioner, the petition shall so state.

Any petition or other court records may be amended at any stage of the proceedings, as the ends of justice may require.

712A.12 Examination of child; hearing; summons.

Sec. 12. After a petition shall have been filed and after such further investigation as the court may direct, in the course of which the court may order the child to be examined by a physician, dentist, psychologist or psychiatrist, the court may dismiss said petition or may issue a summons reciting briefly the substance of the petition, and requiring the person or persons who have the custody or control of the child, or with whom the child may be, to appear personally and bring the child before the court at a time and place stated: *Provided*, That the court in its discretion may excuse but not restrict children from attending the hearing. If the person so summoned shall be other than the parent or guardian of the child, then the parents or guardian, or both, shall also be notified of the petition and of the time and place appointed for the hearing thereon, by personal service before the hearing, except as hereinafter provided. Summons may be issued requiring the appearance of any other person whose presence, in the opinion of the judge, is necessary.

Any interested party who shall voluntarily appear in said proceedings, may, by writing, waive service of process or notice of hearing.

712A.13 Summons, service.

Sec. 13. Service of summons may be made anywhere in the state personally by the delivery of true copies thereof to the persons summoned: *Provided*, That if the judge is satisfied that it is impracticable to serve personally such summons or the notice provided for in the preceding section, he may order service by registered mail addressed to their last known addresses, or by publication thereof, or both, as he may direct. It shall be sufficient to

confer jurisdiction if (1) personal service is effected at least 72 hours before the date of hearing; (2) registered mail is mailed at least 5 days before the date of hearing if within the state or 14 days if outside of the state; (3) publication is made once in some newspaper printed and circulated in the county in which said court is located at least 1 week before the time fixed in the summons or notice for the hearing.

Service of summons, notices or orders required by this chapter may be made by any peace officer or by any other suitable person designated by the judge. The judge may, in his discretion, authorize the payment of necessary traveling expenses incurred by any person summoned or otherwise required to appear at the time of hearing of any case coming within the provisions of this chapter, and such expenses and the expenses of making service as above provided, when approved by the judge, shall be paid by the county treasurer from the general fund of the county.

If any person so summoned, as herein provided, shall fail without reasonable cause to appear before said court, he may be proceeded against for contempt of court and punished accordingly.

712A.14 Child taken into custody; release to parent, guardian or custodian; hearing; order of court; placement.

Sec. 14. Any municipal police officer, sheriff or deputy sheriff, state police officer, county agent or probation officer of any court of record may, without the order of the court immediately take into custody any child who is found violating any law or ordinance, or whose surroundings are such as to endanger his health, morals or welfare. Whenever any such officer or county agent takes a child coming within the provisions of this chapter into custody, he shall forthwith notify the parent or parents, guardian or custodian, if they can be found within the county. Unless the child requires immediate detention as hereinafter provided, the arresting officer shall accept the written promise of said parent or parents, guardian or custodian, to bring the child to the court at a time fixed therein. Thereupon such child shall be released to the custody of said parent or parents, guardian or custodian.

If not so released, such child and his parents, guardian or custodian, if they can be located, shall forthwith be brought before the court for a preliminary hearing on his status, and an order signed by a judge of probate authorizing the filing of a complaint shall be entered or the child shall be released to his parents, guardian or custodian.

In the event the complaint is authorized the order shall also direct the placement of the child, pending investigation and hearing, which placement may be in the home of parents, guardian or

custodian, in the boarding care of a licensed child care agency, or in a suitable place of detention designated by the court.

HISTORY: Am. 1952, Act 133, Eff. Sept. 18.

712A.15 Child under 19 years; detention, limitations.

Sec. 15. In the case of any child under the age of 19 years concerning whom a complaint has been made as hereinbefore provided, or a petition or supplemental petition or petition for revocation of probation has been filed, the court may order said child, pending the hearing, detained in such place of detention as shall be designated: *Provided*, That nothing herein shall prevent the court from releasing the child, pending said hearing, in the custody of a parent, guardian, or custodian, to be brought before the court at the time designated.

Detention, pending hearing, shall be limited to the following children:

- (a) Those whose home conditions make immediate removal necessary;
- (b) Those who have run away from home;
- (c) Those whose offenses are so serious that release would endanger public safety;
- (d) Those detained for observation, study and treatment by qualified experts.

712A.16 Child under 17; confinement prohibited; exception.

Sec. 16. In case a child under the age of 17 years is taken into custody or detained, such child shall not be confined in any police station, prison, jail, lock-up, or reformatory, or be transported with, or compelled or permitted to associate or mingle with, criminal or dissolute persons; except that a child 15 years of age or older whose habits or conduct are deemed such as to constitute a menace to other children, or who may not otherwise be safely detained, may, on order of the court, be placed in a jail or other place of detention for adults, but in a room or ward separate from adults, and for a period not to exceed 10 days, unless longer detention is necessary for the service of process.

Provision may be made by the board of supervisors in each county for the temporary detention of children in a detention home to be conducted as an agency of the court, or the court may arrange for the boarding of such children temporarily in private homes, subject to the supervision of the court, or may arrange with any incorporated institution or agency approved by the state department of social welfare, to receive for temporary care children within the jurisdiction of the court; or may use a room or ward, separate and apart from adult criminals, in the county jail in cases of children over 17 years of age and under 19 years of age within the jurisdiction of the court.

In case a detention home is established as an agency of the court, the judge may appoint a superintendent or matron and other necessary employees for such home who shall receive such compensation as shall be provided by the board of supervisors of such county.

In case the court shall arrange for the board of children temporarily detained in private homes or in an institution or agency, a reasonable sum, to be fixed by the court, for the board of such children shall be paid by the county treasurer out of the general fund of said county.

712A.17 Hearings; jury; bond; counsel to represent child.

Sec. 17. The court may conduct hearings in an informal manner and may adjourn the hearing from time to time. Stenographic notes or other transcript of the hearing shall be taken only when requested by an attorney of record or when so ordered by the court. In the hearing of any case the general public may be excluded and only such persons admitted as have a direct interest in the case.

In all hearings under this chapter, any person interested therein may demand a jury of 6, or the judge of probate of his own motion, may order a jury of the same number to try the case. Such jury shall be summoned and impanelled in accordance with the law relating to juries in courts held by justices of the peace.

Any parent, guardian, or other custodian of any child held under this chapter shall have the right to give bond or other security for the appearance of the child at the hearing of such case; and in the event such child or his or her parents desire counsel and are unable to procure same, the court in its discretion may appoint counsel to represent the child. The attorney so appointed shall be entitled to receive from the county treasurer from the general fund of the county, on the certificate of the probate judge that such services have been duly rendered, such an amount as the probate judge shall, in his discretion, deem reasonable compensation for the services performed: *Provided*, That the prosecuting attorney shall appear for the people when requested by the court.

712A.18 Juvenile division of probate court; order of disposition of child; reimbursement by parents; collection; special guardian.

Sec. 18. If the court shall find that a child, concerning whom a petition has been filed, is not within the provisions of this chapter, he shall enter an order dismissing said petition. If, however, the court shall find that a child is within the provisions of this chapter, he may enter an order of disposition which shall be appropriate for the welfare of said child and society in view of the facts so proven and ascertained, as follows:

- (a) Warn the child or the parents, guardian, or custodian and

dismiss the petition;

(b) Place the child on probation, or under supervision in his own home, upon such terms and conditions (including reasonable rules for the conduct of the parents, guardian or custodian, designed for the physical, mental or moral well-being and behavior of the child) as the court shall determine;

(c) Place the child in a suitable boarding home, which if a home of persons not related to said child, shall be licensed as provided by law;

(d) Place the child in or commit the child to a private institution or agency incorporated under the laws of this state and approved or licensed by the state department of social welfare for the care of children of similar age, sex and characteristics;

(e) Commit the child to a public institution or agency authorized by law to receive children of similar age, sex and characteristics. In every commitment to a state institution or agency under this subsection, except when all parental rights are terminated, the order shall contain a provision requiring the parent or parents retaining parental rights to reimburse the state monthly for the cost of the care given the child to the extent such parent or parents are able so to do as shall be determined by the court. The amount of such reimbursement to be paid shall be included in the order of commitment of the child. It shall be the duty of the superintendent to notify the department of revenue of the date any child was received in the institution or agency when the order committing such child included an amount of reimbursement to be paid the state. The department of revenue shall collect the amounts so determined and credit them to the general fund of the state: *Provided*, That no collections shall be made after a child is released or discharged except delinquent accounts. The court in every order of commitment to a state institution or agency under this subsection shall name the superintendent of the institution to which the child is committed as a special guardian to receive any benefits due the child from the government of the United States, and such benefits are to be used to the extent necessary to pay for the portions of the cost of care in the institution which the parent or parents are found unable to pay;

(f) In the case of a child between 17 years of age and 19 years of age, commit for a period not to exceed 30 days to the county jail, or commit said child for such minimum term as the judge may determine to the Michigan corrections commission for correctional treatment and care. Parole shall be granted, rescinded, amended, or revoked, or discharge granted, by said commission in the manner prescribed by chapter 2 of Act No. 4 of the Public Acts of the Second Extra Session of 1947, being sections 791.21 to 791.43, inclusive, of the Compiled Laws of 1948, and any child violating parole shall be treated in accordance with the provisions of said chapter 2 of Act No. 4 of the Public Acts of the second extra session of 1947, being sections 791.21 to 791.43, inclusive, of the Compiled Laws of

1948. and the period of time between the date of commitment and the date on which said child reaches the age of 21 years shall be considered in the maximum term: *Provided, however,* That any child so committed shall be confined and cared for separate and apart from persons committed by courts of criminal jurisdiction, and shall not be confined or subject to probationary or parole orders beyond his twenty-first birthday;

(g) Require that the parent or other adult legally responsible for the care of such child, unless said child is in the permanent custody of the court, provide such care, or reimburse the county or state for the cost of any care provided or to be provided by the county or state on order of the court, as shall to the court seem reasonable and within the ability of said parent or adult so to do, and such reimbursement shall be credited to the general fund of the county or state;

(h) Provide the child with such medical, dental, surgical, or other health care, in a local hospital if available or elsewhere, maintaining insofar as possible a local physician-patient relationship, and with clothing and such other incidental items, as to the court seems necessary.

(i) Order the parents, guardian or custodian or any other person to refrain from continuing conduct which, in the opinion of the court, has caused or tended to cause the child to come within, or to remain under, the provisions of this act.

Any order directed to a parent, or any person other than the child, shall not be effectual and binding on said parent or other person unless opportunity for hearing has been given pursuant to issuance of summons or notice as provided in sections 12 and 13 of this chapter, and until a copy of such order, bearing the seal of said court, shall have been served on such parent or other person, (1) personally, or, (2) by registered mail to his last known address, as hereinbefore provided in section 13.

HISTORY: Am. 1953, Act 139, Eff. Oct. 2.

712A.19 Juvenile division of probate court; supplemental order of disposition; report of child placed in foster care.

Sec. 19. Such cause may be terminated or such order may be amended or supplemented, within the authority granted to the court in the preceding section, at any time or from time to time, as to the court seems necessary and proper, as long as the child remains under the jurisdiction of the court, subject to the provisions of the following section, and such amended or supplemented order shall be referred to as a "supplemental order of disposition": *Provided,* That in all cases in which the child is placed in foster care, the court shall, at intervals of not more than 6 months after the most recent order of disposition, require the county agent to submit reports based on an investigation conducted by his office or by a probation officer or on information submitted by a suitable

public or private family service or child caring agency approved by the court, regarding the situation of the child's family and close relatives and the possibility of their reestablishing a home for the child, such reports to continue as long as the child is under the jurisdiction of the court.

HISTORY: Am. 1951, Act 98, Eff. Sept. 28.

712A.20 Temporary or permanent custody.

Sec. 20. The court in all cases involving custody shall state in the order for disposition or any supplemental order of disposition whether the child is placed in the temporary or permanent custody of the court. If the child is placed in the temporary custody of the court, no supplemental order of disposition providing permanent custody, or containing any other order of disposition shall be made except at a hearing pursuant to issuance of summons or notice as provided in sections 12 and 13 of this chapter. If the child is placed in the permanent custody of the court, all parental rights are terminated, though such rights may be reinstated by a supplemental order of disposition.

712A.21 Petition for re-hearing.

Sec. 21. Any interested person may, at any time while said child is under the jurisdiction of said court, file a petition in writing and under oath, for a re-hearing upon all matters coming within the provisions of this chapter and, upon said re-hearing, the court may affirm, modify, or set aside any order so reviewed: *Provided*, That at any time the court may enter an order for supplemental disposition as long as the child remains under the jurisdiction of the court. Said re-hearing shall be conducted in accordance with the provisions of this chapter relative to the conduct of original hearings.

712A.22 Appeal to circuit court; procedure; appeal bond not required.

Sec. 22. Appeal may be taken to the circuit court by the prosecuting attorney or any person aggrieved by any order of the juvenile division of the probate court, in the manner provided by sections 36 to 52, inclusive, of chapter 1 of Act No. 288 of the Public Acts of 1939, as amended, insofar as applicable, except that the provisions of section 39 of said chapter shall not apply and no such appeal bond shall be required: *Provided*, That the pendency of an appeal shall not suspend said order unless the circuit court shall specifically so order.

HISTORY: Am. 1947, Act 134, Eff. Oct. 11.

712A.23 Unlawful evidence in actions against child.

Sec. 23. A disposition of any child under this chapter, or any

evidence given in such case, shall not in any civil, criminal or any other cause or proceeding whatever in any court, be lawful or proper evidence against such child for any purpose whatever, except in subsequent cases against the same child under this chapter.

712A.24 Placement in institution; summary of information, conveyance, progress report.

Sec. 24. Whenever the court shall place a child in any public or private institution or agency, it shall transmit with the order of disposition or supplemental order of disposition a summary of its information concerning such child, and such child may be placed in the care of a county agent, probation officer, juvenile matron or some other reliable person designated by the court to be conveyed to the institution, and the same compensation shall be paid by the state for the transportation of said child as is paid to county agents in like cases.

Whenever the court shall place a child in a private or incorporated institution or agency, it shall require a progress report concerning said child which shall be made at least once every 6 months from the date of the order.

HISTORY: Am. 1947, Act 284, Eff. Oct. 11.

712A.25 Expenses; payment.

Sec. 25. All expenses incurred in carrying out the provisions of this chapter, except as may otherwise be specifically provided by law, shall be paid upon the order of the judge of probate by the county treasurer from the general fund of the county: *Provided*, That the provisions of Act No. 283 of the Public Acts of 1939, as amended, being sections 722.301 to 722.325, inclusive, of the Compiled Laws of 1948, and Act No. 158 of the Public Acts of 1937, as amended, being sections 722.201 to 722.244, inclusive, of the Compiled Laws of 1948, shall remain in full force and effect.

HISTORY: Am. 1951, Act 98, Eff. Sept. 28.

712A.26 Punishment for contempt.

Sec. 26. The court shall have the power to punish for contempt of court in accordance with the provisions of chapter 5 of Act No. 314 of the Public Acts of 1915, "The Judicature Act of 1915," as amended, any person who wilfully violates, neglects, or refuses to obey and perform any order or process said court has made or issued in the enforcement of the provisions of this chapter.

712A.27 Quarters, equipment, supplies.

Sec. 27. Suitable quarters, equipment, and supplies shall be pro-

vided by the board of supervisors of each county for the use of the juvenile division of the probate court in said county.

712A.28 Records of cases; annual report by court.

Sec. 28. The court shall maintain records of all cases brought before it. Such records shall be open only by order of the court to persons having a legitimate interest: *Provided*, That action taken against parents or adults shall not be released for publicity unless such parents or adults are adjudged guilty of contempt of court. The court shall furnish the state juvenile institute commission an annual report of the administration of the juvenile division in such form as shall be recommended by the Michigan probate judges' association. Copies of such reports shall, upon request, be made available to other state departments by said commission.

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APPENDIX B

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APPENDIX C

PROCEDURES RELATING TO BOARDING HOME PROGRAM OF THE TRAINING SCHOOLS

INTRODUCTION

I. Referrals

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- D. Acceptance or Rejection of Referral.
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Introduction

In accordance with the program established by the Social Welfare Commission for the placement and supervision of boys and girls referred by the training schools under the Boarding Home Program, through the facilities of Michigan Children's Institute, the selection of children to be admitted for boarding home care is left to the schools. An attempt will be made to obtain a social history for each child to be admitted to the Children's Institute by the school. A psychological examination and report, prepared by the school psychologist or by the Children's Institute, will be required for each child. When referred to the Children's Institute, the child will be placed in a boarding home or in a foster family. The training schools will be kept advised of the child's progress and of the conditions of the boarding home.

PROCEDURES RELATING TO BOARDING HOME PROGRAM OF THE TRAINING SCHOOLS

I. Referral

A. Selection of Children

The training schools select the boys and girls not going to the boarding home who are not likely to be placed under the boarding home program. Children who are referred to the boarding home must be expected to adjust in the boarding home and to be referred for placement. Better service is possible if the schools refer only well-adjusted children for whom placement is likely to find suitable home for each child accepted for placement.

In the case of a boy or girl already accepted for care of the school, the refusal to transfer the child to the boarding home program will be made by the county superintendent, in consultation with the District consultant or directly with the District children's consultant before rejecting the referral from the school.

B. Social history: Psychological and Psychiatric Reports

A summary including all of the personal and family history, social information, school progress, and adjustment of the institution is to be submitted in duplicate to the Children's Institute.

The history should include all information known to the school or which can be obtained regarding the child, his parents and relatives. Relationships, attitudes and feelings should be indicated in the summary. Specific reports should be given as to why the boy or girl cannot be retained in the school or be placed with relatives. Recommendations concerning the child's placement to the child needs should be a part of the referral summary.

A recent psychological report is to be attached to the social history or to the report is directly after the referral is made. Whenever necessary, an age child will be sent by the school for a psychiatric examination. The report of the psychiatrist will, as a rule, be submitted along with the social history.

C. Placement

The school, in referring a child to the Children's Institute, should have already considered the child and decided whether or not the child is suitable for placement at the Institute.

D. Acceptance or Rejection of Referral

If the Children's Institute agrees that the referral should be accepted, the Institute will be informed. If they believe the referral should be rejected, a conference will be arranged with the school which made the referral for the purpose of arriving at a decision satisfactory to the school and the Institute. Should the school accept the decision of the Children's Institute, a conference will be unnecessary.

E. Additional Reports from the School

The school is to keep the Institute informed of any major changes regarding the child referred. This should be done, as a rule, by correspondence giving additional information pertinent to the placement process.

II. Selection of Foster Home and Placement of Child

A. Interview with Child

The placement worker will arrange to see the boy or girl to be placed for the purpose of getting acquainted and to prepare him or her for placement. Visits to the schools are to be cleared through the superintendents or their assistants.

B. Licensing of Boarding Home

Following the review of the child's history and the interview the placement worker will attempt to find a home which will best meet the particular needs of the child. This may take anywhere from two weeks to two months, but sufficient time should be given to select a suitable home.

If a boarding home license is required, the placement worker will submit the application for license and report on the Foster Home Division. Except in unusual circumstances, the child is not to be placed until the home has been licensed.

C. Instructions to Boarding Parents

The placement worker will explain to the boarding parents the general features of the program and discuss the child from the Institute's point of view. This will include instructions regarding the report of board to the Institute. The worker will instruct

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the foster parents regarding the procedures for board payment, allowance, clothing expenditures and other items specifically covered in these procedures or about which the foster parents raise any question.

D. Placement of Child: Notice of Placement

Arrangements for the transfer of the child to the boarding home are to be made by the placement worker directly with the school. It is the responsibility of the school to have the boy or girl ready with the necessary clothing, school transfers, ration books and other requirements should be provided for by the school. Immediately after placement, the worker is responsible for forwarding two copies of the record data form (DC-Swl2) or the MCI form, which are made out in quadruplicate to the school. The record data form contains the name of the child, date notice is effective, the name of the boarding family, address of boarding family, rate of board and approval of any other regular expense to be allowed. One copy is to be kept by the worker, one by the Institute, and the worker is responsible for forwarding the original and one duplicate to the school.

E. Notification of County of Residence

The regular notice of placement slip sent out by the school will go to the county agent of the county in which the child had resided prior to commitment. When a child is to be placed in a county in which he resided, or in the same proximity, the placement worker will clear with the probate judge prior to the actual placement.

III. Care of Children in Boarding Home

A. Rate of Board: Payment of Board

The rate of board to be paid will depend on several factors, the type of child being placed, and other individual items to be taken up by the placement worker with the Institute Superintendent. Board payments will be made directly to the foster parents by the schools between the first and tenth of each month for the preceding month. The Institute shall submit a list each month to the schools with the names of the children and the foster parents along with the number of days' care for which board payments are to be made. (Required by the Auditor General). The day on which the child is originally placed is included, as well as the day on which he leaves if the child is transferred to another home, is truant from the boarding home, or is returned to the school.

The worker is to receive a statement from the school as to the payment of board and other expenditures.

B. Clothing

Upon leaving the school the boy or girl is to be provided with sufficient and suitable clothing to meet his or her immediate needs. The worker is expected to assist the foster parents in planning.

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for the purchase of clothing for the child and to be aware of any unusual expenditures which the foster parents make. While the annual budget for clothing for each child is set between \$60.00 and \$75.00, the actual amount spent will vary considerably and may in individual instances go beyond the maximum figure. The foster parents are to secure receipts for all purchases over \$1.00 and these are to be attached to the itemized statement of expenditures which is to be sent to MCI directly and approved by placement worker. In order to be reimbursed for these expenditures at the time the check for board is sent out, the statement and receipts should be in the Institute by the fifteenth of the month. Items purchased after the fifteenth of the month will be paid for with the following month's board check.

C. Medical and Dental Care

The foster parents are authorized in all cases of emergency to take the child to the local doctor or, if necessary, call the doctor to their home. If any unusual medical or dental care is required, this should be discussed by the foster parents with the worker who is supervising and arrangements should be made for this service. Should the worker have any questions concerning this type of expenditure, the matter should be taken up with the Institute Superintendent.

In case of an emergency requiring hospitalization or an operation, the foster parents should immediately notify the worker, who in turn shall inform the school. The children under this program are eligible for assistance through the Crippled and Afflicted Children's Act. It will be the responsibility of the local worker to see that the necessary papers are filled out in these cases. When an emergency major operation is necessary and consent is needed, this should be secured by telephone or telegraph from the superintendent who would notify the hospital and give the necessary permission. The written consent would then be forwarded by the superintendent to the hospital. Get blanket forms from GTS or BVS for workers to sign superintendent's name, both for authorization at U of M Hospital and for operating permits.

D. Allowance and Other Expenditures

The need for and amount of allowance for the boy or girl will depend on the individual situation and should be discussed by the worker with the foster parents. In general, the allowance will be between \$1.00 and \$4.00 per month. Purchase of school supplies and incidentals, after approval of same, will follow the same procedure as for clothing.

E. Initial Expenditures

It is possible for the school to advance funds for the purchase of clothing and other necessary items immediately following the placement of the child. This should be arranged for the local worker or district consultant.

APPENDIX D

STATE DEPARTMENT OF SOCIAL WELFARE
Lansing 4, Michigan

April 4, 1952

CIS # 34

TO: Staff of Children's Division

FROM: Ruth Bowen

SUBJECT: BVS Placements by Children's Division

The attached procedures for placement of children from Boys Vocational School have been developed and are to be followed subject to any changes that may be indicated as the program develops.

Samples of Placement Notice and Statement of Expenses have also been developed for this program.

Please note under the heading "Board", the explicit directions which cover method of reporting placements, changes, etc. The directions and timing must be followed if foster parents are to receive their checks when due.

Placement Notices and Statement of Expense forms are not numbered and will not be carried in the stock room. Miss Eulaine Murphy, who is the liaison person with the school, handles the supplies and will help on these matters.

May I urge, despite other responsibilities, that these school referrals be processed as rapidly as possible. The Children's Division has assumed responsibility for this service and an important part of the program depends on the speed with which these boys can be placed. Many of them have already been in the school too long at the time of referral.

RB:es

Attach.

Procedures in BVS Placements by the Children's Division

Referrals:

All requests made by Boys Vocational School to the Children's Division for boarding care placements should be directed to the State Office. The request should include a copy of the School's admission summary, a report of the boy's adjustment during his stay at BVS and summaries of psychological or psychiatric information available. If BVS has suggestions regarding a section of the State where placement might be best this should also be included. This request should be received in triplicate.

Requests for the time being will be referred to the Consultants who in turn will refer the situation to the County Children's Worker. Workers shall have an opportunity to visit the boys at Boys Vocational School prior to placement.

Board

The rate of board will depend on the local prevailing rate and the type of child to be placed. However the board rate cannot exceed \$10 a week unless prior approval has been obtained from Boys Vocational School. A Placement Notice form (sample attached) should be completed when placement is made and whenever any change in board plan is made. The white and yellow copies of the Placement Notice are forwarded to the state office of the Children's Division. The state office will forward the yellow copy to Boys Vocational School. The blue copy is sent to the District Consultant and the worker retains the pink copy for the county record. The state office must prepare for Boys Vocational School a monthly certification of board payment. This report must be prepared by the 28th of each month, therefore if any changes are made just prior to the 28th or through the end of the month the state office should be notified by telephone or telegram. When such procedure is necessary the Placement Notice should be submitted to confirm the call or wire. Board payments will be made directly to the foster parents by the School around the tenth of each month.

Clothing

The boy upon leaving the School is to be provided with sufficient clothing to meet his immediate needs. The worker in purchasing clothing should keep in mind the locality into which a boy is going so that he can be dressed like the average boy his age of that community. The worker should also keep in mind the need for economy and explain to the boarding parents that while a boy is to be adequately clothed due consideration should be given the purchasing of clothing. A statement of expense form should be completed when clothing or other allowable items are purchased (a sample is attached). The worker should check the form closely before submitting to determine that the instructions included on the form have been followed. The white copy is to be submitted to Boys Vocational School, the worker keep the pink copy and the boarding parents retain the yellow copy. These forms should also be submitted by the 28th of the month if reimbursement is desired during the following month.

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Medical Care

The foster parents are authorized in all cases of emergency to take the boy to the local doctor or, if necessary, call the doctor to their home. In non-emergent medical needs, dental care or eye examinations an estimate should be obtained and forwarded to BVS for approval. Use is made of funds available through the Crippled and Afflicted Children's Acts whenever possible. The School makes all such requests through the Ingham County Probate Court. The County Worker should make certain the boy enters a hospital approved by the Crippled Children's Commission and that BVS is notified immediately so that application can be made within the time limit of ten days. The worker should also see that the physician's report as required by these Acts is completed and forwarded to the School.

Incidentals

A monthly allowance is available for each boy, however some boys may not need this if they are in a placement where they can earn spending money. Two dollars is the maximum allowed. Expenditures for school books should be submitted on a statement of expense form.

Supervision

The frequency of supervisory visits is left to the discretion of the worker. The MCI placement workers have usually followed the practice of seeing the boys every two weeks on new placements. BVS would like quarterly progress reports. If a boy is making a poor adjustment the worker may want to report more frequently. Send this report to BVS with copy to the Consultant and state office.

Parents will be notified when their son is placed and they will be given the name of the worker but not the name or address of the boarding parents. The worker is to decide if the parents are to know the whereabouts of their son as well as whether they can visit him or if he should be allowed visits at home.

THE BOARDING PARENTS SHOULD BE INSTRUCTED TO CONTACT THE LOCAL WORKER ALWAYS. THEY SHOULD NOT WRITE OR CALL BOYS VOCATIONAL SCHOOL

Truants:

If a boy runs away from his foster home the worker should first notify the Sheriff or State Police. The School should be notified also so boarding payments can be suspended. When the boy is located the School should be notified of the disposition of the case, i.e. whether he was returned to his foster home, detained in the Juvenile home for further study, etc. If it is decided that a boy should be returned it is not necessary to give the School advance notice. If possible the boy should be returned on week days between the hours of 8:00 A.M. and 5:00 P.M.

Mailing Instructions:

All mail forwarded directly to B.V.S. should be addressed to Mr. Donald Chumley, Supervisor of Social Services.

- Children's Division
- BVS
- Consultant
- Children's Worker

PLACEMENT NOTICE

Boys' Vocational School Boarding Home Program

Form must be submitted promptly if any of the following changes

PLEASE CHECK:

☐

New Placement

☐

Stop Board

☐

Replacement

☐

Return to BVS

☐

Change of address (of present boarding
parents)

☐

Change of rate

NAME OF CHILD:

DATE EFFECTIVE:

Boarding family

Street No. or R.F.D.

P.O. Address

County

Rate of board

Spending allowances

School transportation

Clothed by B.V.S.

Miscellaneous expense

Supervised by:

Boarding family

Street No. or R.F.D.

P.O. Address

County

Supervised by:

REMARKS:

DATE OF NOTICE:

Worker

Change of type

12001 10/10/10

STATEMENT OF EXPENSES

Boys' Vocational School Boarding Home Program

Expenses for month of _____ 19 _____

Child's name _____

Boarding parents (or vendor to whom payment is to be made) _____

Address _____

ITEM PURCHASED

AMOUNT

_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____

TOTAL \$ _____

I hereby certify that the items listed above were purchased for the
named on this slip and I request reimbursement.

Signed _____
(BOARDING PARENT)

Approved _____
(WORKER)

INSTRUCTIONS:

- Attach receipts on sales slips for all items listed above.
- Statements from physicians and dentists should also be itemized.
- EXAMPLE: Dr. John Doe - one office call \$1.50. Earache.
- Boarding parents should keep a duplicate of expenditures until reimbursed.
- The necessity for economy should be kept in mind in making purchases.
- Use separate sheet for each child. If more than one ward is in the home,
vendor's receipts should be made for each boy.
- All bills should be received at the Lansing office by the 29th of the
month. Otherwise bills will be held over and included in check sent
a month later.
- If payment is to be made directly to a store or other vendor, be sure to
indicate this under (B) above.
- The worker should approve items purchased.
- Please do not use this sheet for correspondence.
- This form with receipts attached should be mailed to:

BOYS' VOCATIONAL SCHOOL
BOARDING HOME PROGRAM
400 N. PENNSYLVANIA AVENUE
LANSING 11, MICHIGAN

STATEMENT OF EXPENSES

Boys' Vocational School Boarding Home Program

for month of _____ 19____

Child's name _____

Indicate parent (or vendor to whom payment is to be made)

ITEM PURCHASED

AMOUNT

TOTAL \$ _____

by certify that the items listed above were purchased for the
 named on this slip and I request reimbursement

Slipped
 (BOARDING FARE)

Approved
 (WORKER)

CTIONS:

Each receipt on sales slip for all items listed above.
 statements from physicians and dentists should also be itemized.
 EXAMPLE: Dr. John Doe - one office call \$1.50. Barabac.
 Indicate parent (or vendor to whom payment is to be made) in
 separate sheet for each child. If more than one ward is in the home,
 a separate sheet should be made for each boy.
 Vendor's receipts should be received at the Lansing office by the 15th of the
 month. Otherwise bills will be held over and included in check sent
 a month later.

Payment is to be made directly to a store or other vendor, be sure to
 indicate this under (B) above.
 Worker should approve items purchased.
 Do not use this sheet for correspondence.
 This form with receipts attached should be mailed to:

BOYS' VOCATIONAL SCHOOL
 BOARDING HOME PROGRAM
 400 N. PENNSYLVANIA AVENUE
 LANSING 11, MICHIGAN

APPENDIX E

STATE DEPARTMENT OF SOCIAL WELFARE
Lansing 13, Michigan

April 22, 1954

CDS # 60

TO: Staff of Children's Division

FROM: Ruth Bowen, ^OSupervisor, Children's Division
_{File}

SUBJECT: BVS Placements by Children's Division
(Revision of CDS #34)

The attached procedures for placement of children from Boys' Vocational School are being offered because of some changes which have become necessary since the program started.

More specific directions are to be noted particularly under the headings of Board, Medical Care, Supervision and Reports. In general the policy under which boys are placed has not changed.

We hope that with these new changes the procedure for placing and supervising boys from the School will bring about fewer problems which occurred because of misunderstanding of the procedures.

RB:es

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Procedures in BVS Placements by the Children's Division

Referrals

All requests made by Boys Vocational School to the Children's Division for boarding care placements should be directed to the State Office. The request should include a copy of the School's admission summary, a report of the boy's adjustment during his stay at BVS and summaries of psychological or psychiatric information available. If BVS has suggestions regarding a section of the State where placement might be best, this should also be included. This request should be received in triplicate.

Requests will be referred to the Consultants who in turn will refer the situation to the County Children's Worker. Workers shall have an opportunity to visit the boys at BVS prior to placement.

Board

The rate of board will depend on the local prevailing rate and the type of child to be placed. However the board rate cannot exceed \$10 a week unless prior approval has been obtained from BVS. A Placement Notice form (sample attached) should be completed when placement is made and whenever any change in board plan is made. The white copy should be forwarded to the Children's Division; the yellow copy goes to BVS; the blue copy is sent to the District Consultant with the worker retaining the pink copy for the county record. The state office must prepare for BVS a monthly certification of board payment. This report must be mailed by the 28th of each month; therefore, if any changes are made during the last five days of the month, the state office should be notified by telephone or telegram. When such procedure is necessary, the Placement Notice should be submitted to confirm the call or wire. Board payments will be made directly to the foster parents by the School around the tenth of each month.

Clothing

The boy upon leaving the School is to be provided with sufficient clothing to meet his immediate needs. The worker in purchasing clothing should keep in mind the locality into which a boy is going so that he can be dressed like the average boy his age of that community. The worker should also keep in mind the need for economy and explain to the boarding parents that while a boy is to be adequately clothed, due consideration should be given the purchasing of clothing.

Worker must approve all expenses for clothing and other allowable items before they are purchased. After this verbal approval, foster parent submits sales slips from stores together with the listing of these on the Statement of Expenses to the worker for official approval. Similarly, bills and statements from doctors must be submitted to the worker for

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approval. The worker submits the Statement of Expenses together with the bills to BVS. Any duplicate bills submitted should be marked "duplicate" so that these bills will not be paid twice. The worker should check the form closely before submitting to determine that the instructions included on the form have been followed. The white copy is to be submitted to BVS, the worker keeps the pink copy and the boarding parents retain the yellow copy. These forms should also be submitted by the 28th of the month if reimbursement is desired during the following month.

Medical Care

The foster parents are authorized in all cases of emergency to take the boy to the local doctor or, if necessary, call the doctor to their home. In non-emergent medical needs (dental care or eye examinations) an estimate should be obtained and forwarded to BVS for approval. Use is made of funds available through the Crippled and Afflicted Children's Acts whenever possible.

Application for services through the Crippled Children Commission should be made to the district offices of the Commission. This process is as follows: (1) obtain physician's certificate stating the boy's need for this medical care, (2) contact the medical coordinators in their district offices -

A. H. Miller, M. D., Gladstone, Michigan

Alger, Baraga, Chippewa, Delta, Dickinson, Gogebic,
Houghton, Iron, Keweenaw, Luce, Mackinac, Marquette,
Menominee, Ontonagon, Schoolcraft

Carleton Dean, M. D., Director, 252 Hollister Bldg., Lansing

Alcona, Alpena, Antrim, Arenac, Benzie, Branch, Calhoun,
Charlevoix, Cheboygan, Clare, Clinton, Crawford, Eaton,
Emmet, Gladwin, Grand Traverse, Gratiot, Hillsdale,
Ingham, Iosco, Isabella, Jackson, Kalkaska, Leelanau,
Lenawee, Livingston, Missaukee, Montmorency, Ogemaw,
Oscoda, Otsego, Presque Isle, Roscommon, Shiawassee,
Washtenaw

K. C. MacPherson, M. D., 3076 E. Grand Blvd., Detroit

Bay, Genesee, Huron, Lapeer, Macomb, Midland, Oakland,
Saginaw, St. Clair, Sanilac, Tuscola

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William L. Bettison, M.D., Federal Square Bldg., Grand Rapids

Allegan, Barry, Berrien, Cass, Ionia, Kalamazoo, Kent,
Lake, Manistee, Mason, Mecosta, Montcalm, Muskegon,
Newaygo, Oceana, Osceola, Ottawa, St. Joseph, Van Buren,
Wexford

C. H. Eisman, M.D., 3076 E. Grand Blvd., Detroit

Monroe, Wayne

(3) make certain the boy enters a hospital approved by the Crippled Children Commission and that BVS is notified immediately.

Incidentals

A monthly allowance is available for each boy; however, some boys may not need this if they are in a placement where they can earn spending money. Two dollars is the maximum allowed. Expenditures for school books should be submitted on a Statement of Expense form.

Workers should routinely check with BVS Business Office when they visit the School to verify and clear up special problems and routines regarding board payment, expenses, etc.

Supervision and Reports

The frequency of supervisory visits is left to the discretion of the worker. The individual case requirements should be the guide for this service.

The quarterly progress report must be made to BVS regularly. If boys make a poor adjustment or they are a problem, more frequent reports should be made. The original of this should be sent to the School with copies going to the Consultant and State Office.

Parental Contacts

Parents will be notified when their son is placed and they will be given the name of the worker but not the name or address of the boarding parents. The worker is to decide if the parents are to know the whereabouts of their son as well as whether they can visit him or if he should be allowed home visits.

THE BOARDING PARENTS SHOULD BE INSTRUCTED TO CONTACT THE LOCAL
WORKER ALWAYS. THEY SHOULD NOT WRITE OR CALL BOYS VOCATIONAL
SCHOOL.

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Pre-release Plans

Worker should be constantly making plans for some type of employment for all boys in the foster care program. This is especially important for boys 16 years or older who are not in school or who are not progressing well as they have more emergent need to help prepare themselves for some type of work.

Boys may be discharged upon recommendation of the worker in order that they can enter military service. This discharge can be predated by six months if he has been in the placement program that length of time, if such is necessary in order to meet military requirements.

Truants

In case of all runaways, worker should follow through on all logical means of locating the boy, making proper inquiries of friends and relatives of the boarding parents where the boy may have gone to locate before considering him as a runaway. If a boy cannot be located by this means, the worker should immediately notify the Sheriff or State Police. The School should be notified also so boarding payments can be suspended. When the boy is located the School should be notified of the disposition of the case, i. e., whether he was returned to his foster home, detained in the juvenile home for further study, etc. If it is decided that a boy should be returned, it is not necessary to give the School advance notice. If possible, the boy should be returned on week days between the hours of 8:00 a.m. and 5:00 p.m.

Mailing Instructions

All mail forwarded directly to BVS should be addressed to Mr. Donald Church, Supervisor of Social Services.

Forms

Both the Placement Notice forms and Statement of Expenses forms should be requisitioned from the state office. Please designate that you want these forms for Boys Vocational School Boarding Home Program as the Placement Notice does not have a number and may be confused with MCI.

Revised 4-19-54

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- Children's Division
- BVS
- Consultant
- Children's Worker

PLACEMENT NOTICE

Boys' Vocational School Boarding Home Program

Form must be submitted promptly if any of the following changes

PLEASE CHECK:

- ☐ New Placement
- ☐ Stop Board
- ☐ Replacement
- ☐ Return to BVS
- ☐ Change of address (of present boarding parents)
- ☐ Change of rate

NAME OF CHILD: _____

DATE EFFECTIVE: _____

TO: Boarding family _____

Street No. or R.F.D. _____

P.O. Address _____ County _____

Rate of board _____

Spending allowances _____

School transportation _____

Clothed by B.V.S. _____

Miscellaneous expense _____

Supervised by: _____

FROM: Boarding family _____

Street No. or R.F.D. _____

P.O. Address _____ County _____

Supervised by: _____

REMARKS: _____

Date of notice: _____ Worker _____

PLACEMENT NOTICE

Home, Vocational School, Boarding Home Program

There must be submitted promptly if any of the following changes

Change of placement ☐

Change of Board ☐

Replacement ☐

Return to BVS ☐

Change of address (if present boarding parents) ☐

Change of rate ☐

OF CHILD

EFFECTIVE:

Boarding family

Street No. or R.F.D.

P.O. Address

County

Name of Board

Spending allowance

Travel transportation

Approved by B.V.S.

Responsible expense

Supervised by:

Boarding family

Street No. or R.F.D.

P.O. Address

County

Name of Board

Spending allowance

Travel transportation

Approved by B.V.S.

Responsible expense

Supervised by:

Boarding family

Street No. or R.F.D.

P.O. Address

County

Name of Board

Spending allowance

Travel transportation

Approved by B.V.S.

Responsible expense

Supervised by:

Boarding family

Notice of placement

STATEMENT OF EXPENSES

Boys' Vocational School Boarding Home Program

for month of _____ 19 _____

Child's name _____

Boarding parents (or vendor to whom payment is to be made) _____

Address _____

ITEM PURCHASED

AMOUNT

\$ _____

\$ _____

\$ _____

\$ _____

\$ _____

\$ _____

TOTAL \$ _____

I hereby certify that the items listed above were purchased for the
named on this slip and I request reimbursement.

Signed _____
(BOARDING PARENT)

Approved _____
(WORKER)

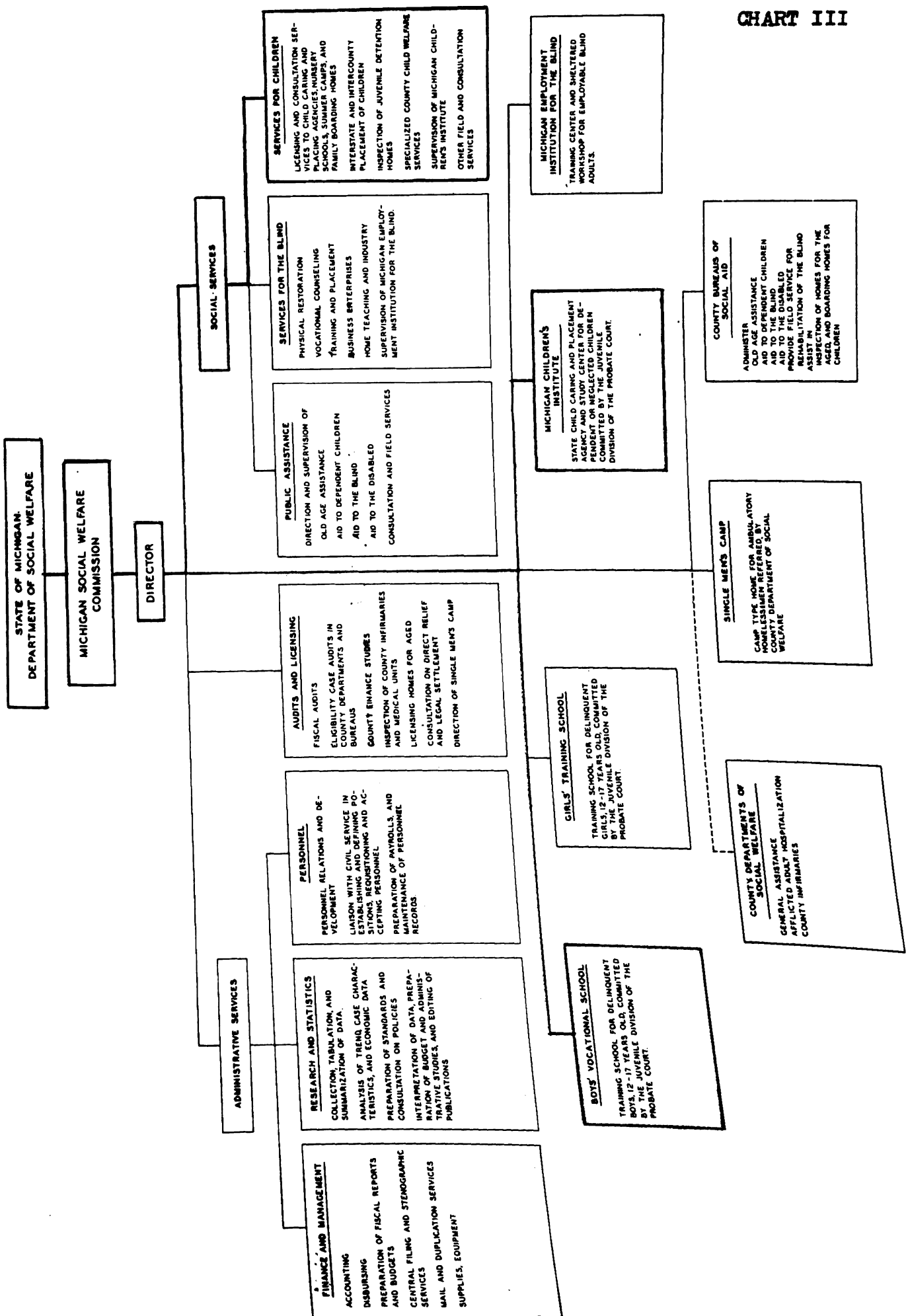
INSTRUCTIONS:

Attach receipts on sales slips for all items listed above.
Statements from physicians and dentists should also be itemized.
EXAMPLE: Dr. John Doe - one office call \$1.50. Earache.
Boarding parents should keep a duplicate of expenditures until reimbursed.
The necessity for economy should be kept in mind in making purchases.
Use separate sheet for each child. If more than one ward is in the home,
vendor's receipts should be made for each boy.
All bills should be received at the Lansing office by the 29th of the
month. Otherwise bills will be held over and included in check sent
a month later.
If payment is to be made directly to a store or other vendor, be sure to
indicate this under (B) above.
The worker should approve items purchased.
Please do not use this sheet for correspondence.
This form with receipts attached should be mailed to:

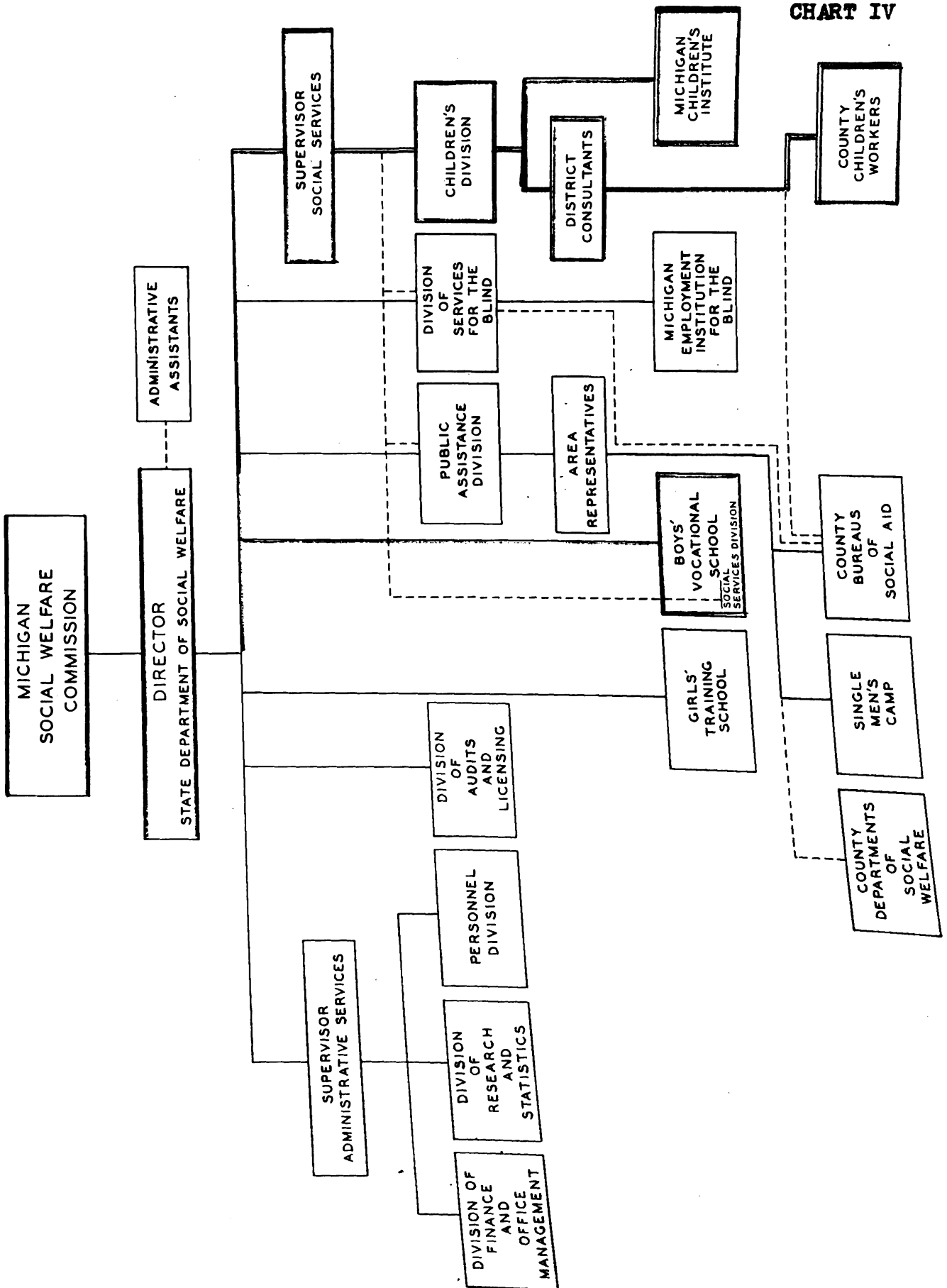
BOYS' VOCATIONAL SCHOOL
BOARDING HOME PROGRAM
400 N. PENNSYLVANIA AVENUE
LANSING 11, MICHIGAN

SYSTEM OF SOCIAL WELFARE

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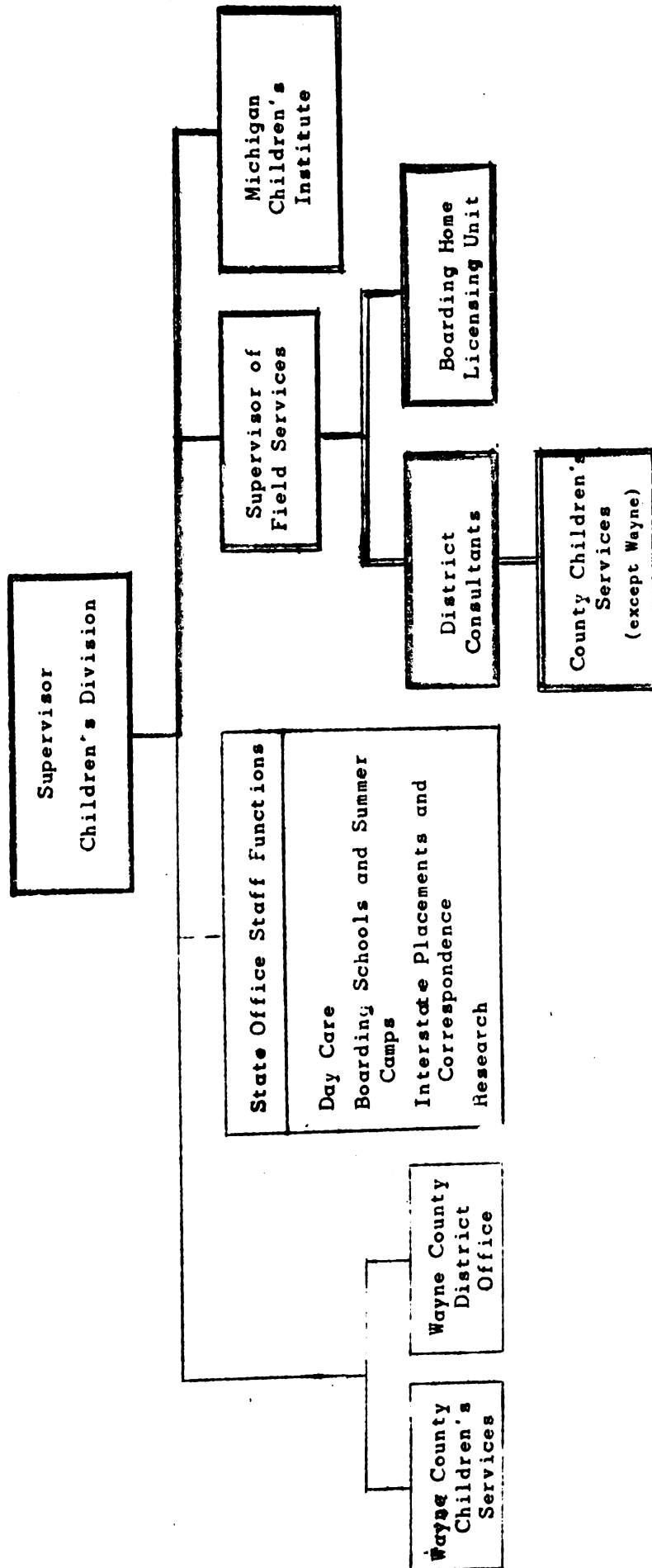


STATE OF MICHIGAN
DEPARTMENT OF SOCIAL WELFARE



State of Michigan
Department of Social Welfare

Children's Division
SUPERVISORY CHART



October 1, 1953

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