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MICHIGAN STATE UNIVERSITY  
School of Social Work

A COMPARATIVE STUDY OF INMATE  
ADJUSTMENT AT BOYS' TRAINING SCHOOL

By:  
Gerald Nowakowski  
December, 1961

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**A COMPARATIVE STUDY OF INMATE ADJUSTMENT  
AT BOYS' TRAINING SCHOOL**

**by**

**Gerald J. Nowakowski**

**A PROJECT REPORT**

**Submitted to the School of Social Work  
Michigan State University  
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Requirements for the Degree**

**of**

**MASTER OF SOCIAL WORK**

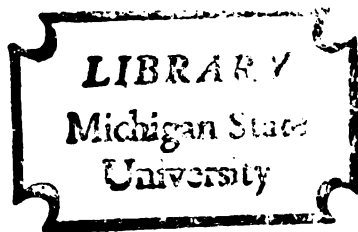
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## CHAPTER I

### INTRODUCTION

With the ever increasing participation of social workers in the role as correctional institutional personnel, professional journals are, of late, reporting institutional research. For the most part, institutional research has involved administrative considerations, descriptive studies involving clientele, or casework techniques with acting-out youngsters.

Problem.--Few research projects have involved client adjustment or techniques of clientele evaluation in a large, state provided, correctional institution for juveniles. A multitude of problems are involved in a large institution in attempting to provide individual client recognition, incentive, and in providing criteria for measuring adjustment and progress. One possible method is through the use of a monthly alphabetical grading system. Such a system can provide a technique adaptable in use as a method for: individual recognition, incentive, and as one possible criteria to measure adjustment.

As a second year graduate student in field work placement at Boys' Training School,<sup>1</sup> the sole state provided

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<sup>1</sup>Act No. 13 of the Public Acts of Michigan of 1961 amends Act 122 of the 1953 Acts changing the name from Boys' Vocational School to Boys' Training School.

correctional institution for delinquent boys, this writer became interested in this problem. Boys' Training School uses an alphabetical grading system which functions as one method of gauging adjustment and of plotting progress. Closely related to the grading system is the question of whether there are common characteristics or attributes among those boys that make a good adjustment as compared to those who are experiencing difficulty in the institutional program.

The grading system has weaknesses and has been under evaluation by a committee appointed by the Superintendent. This committee recognized that the grading system used at Boys' Training School is in effect three different systems with each of the three institutional divisions responsible for applying grades, utilizing its own methods. Further question was raised regarding the present grading forms since there are no provisions for relating behavior to capacity for achievement.

It is possible for the grade to reflect a single negative incident during the marking period and lends itself to subjectivity on the part of the rater. The average institutional grade at Boys' Training School is a B, and this committee feels that it would be an advantage for grades to approach a more normal curve with a C grade as both the median and mode.

This committee recommended revision of the present grading forms and the promulgation of institutional

standards of behavior for grading purposes. It was further recommended that a revised grading technique would include a daily grade for each boy by each supervisor responsible for the boy. A revised interdivisional grading form would also provide space for daily written comments relative to significant behavior for that particular day. This, according to the committee, would help to insure a more consistent means for staff to appraise behavior.

However, it would be possible under such a system for grades to be of greater significance than should perhaps be the case. It is doubtful that any evaluative technique would be entirely free of subjectivity.

In a letter to this writer, the United States Childrens' Bureau does not advocate the use of an alphabetical grading system. Instead it is recommended that institutions be heavily laden with rewards and privileges and inmates would consequently wish to conform.

Despite the many weaknesses involved in the grading system, we know that one institutional concern and goal is the problem of conformity and in checking acting-out behavior.<sup>2</sup> The monthly progress report and behavior rating scale<sup>3</sup> used by cottage parents in grading boys contains

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<sup>2</sup>Robert D. Vinter and Roger M. Lind, Staff Relationships and Attitudes in a Juvenile Correctional Institution, School of Social Work, University of Michigan, Ann Arbor, Michigan, (Ann Arbor: Russell Sage Foundation, June, 1958), pp. 43-51.

<sup>3</sup>See Appendix A.



categories related to overt behavior and compliance: fighting, disorderly in dormitory, disrespect, destruction of property, etc. The activity progress report<sup>4</sup> used by detail supervisors is much shorter in length but contains a section involving behavior toward other boys and behavior toward staff members. The citizenship form<sup>5</sup> used by the academic school is comparatively less concerned with overt behavior.

Purpose.--With recognition for the limitations involving grades, we are confronted with the question of what kinds of boys are falling into the various grade categories. This writer has proceeded on the assumption that the grade is one measure of gauging individually conceived institutional adjustment primarily related to overt behavior. Recognition is given to the possibility of the lack of consistency relative to the meanings of the individual grade categories. The possibility of the grade also reflecting individual bias among personnel and individual interpretations of behavioral expectations is considered.

The average monthly grade is used as a measure of categorizing institutional adjustment or adjustment as conceived by personnel. This exploratory study is an attempt to evaluate whether any constants are operating between boys whose grades reflect excellent (A), good (B), below average (C), or poor adjustment (D and U).

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<sup>4</sup>See Appendix B.

<sup>5</sup>See Appendix C.

Hypothesis.--The writer hypothesized that there are differences in the inmates who fall into one of the four grade categories. It is further hypothesized that the inmate whose adjustment is good or better is higher in intelligence, is from a highly urbanized area, tends to be passive, and has poor peer relations. Also that there is a correlation between the psychological prognosis given to cottage parents which prognosticates behavior to be expected, and that the boys predicted to be hostile and aggressive will in fact receive relatively lower grades. Generally the "good adjuster" has had previous social agency experience and has above average social acuity which in turn enables him to "size-up" a situation and improve his surface behavior with the ultimate goal of an early release.

Scope and Method.--Data was obtained through the reading of case records. Various attributes involving those the inmate brings with him to the institution were isolated and recorded on a schedule card. Also included were variables within the institution: cottage, number of details, counselor contacts, club activities, classification, and behavior log.

There is no attempt within this study to evaluate specifically what the grading system represents. Instead, the focus is primarily concerned with the attributes and experiences of the inmates falling within the various grade classifications. The data is analyzed specifically within each grade classification and is categorically compared. It is

not proposed that the variables used in this study are the most important since the list of variables can be expended considerably.

## CHAPTER II

### DESCRIPTION AND HISTORY OF BOYS' TRAINING SCHOOL

Boys' Training School was established in 1855 and is located in the heart of industrial Lansing. The School is bordered by residential and commercial property and is inconspicuously fenced on three sides. Several buildings are of Nineteenth Century origin. The grounds have the appearance of a small, old college campus.

On October 30, 1919 the Board of Control<sup>1</sup> retained an architect to make preliminary plans for the expansion of the institution. The architect had built the unique cottage-type institution at Dobbs Ferry, New York. The Board of Control had decided on this type of institution after visiting many around the country.

From 1919 until 1925, the problems regarding the institution centered primarily around the acquisition, purchase and disposition of lands. In January of 1921, Governor Groesbeck's message to the Legislature did not mention the new institution. Also in 1921, the Board of Control was abolished and the new Corrections Commission was successor to

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<sup>1</sup>"Board of Control Minutes, 1919" (Michigan State Department of Social Welfare, January 10, 1956), (Mimeographed.)

its powers and duties. The Corrections Commission after further study agreed on the cottage-type institution.

A Governor's Committee in the early Forties investigated and critically evaluated the Boys' Training School program and recommended revision in custodial features and reemphasis on rehabilitation. The Legislature abolished the Juvenile Institute Commission and transferred its powers to the Social Welfare Commission,<sup>2</sup> controlling body of the Michigan State Department of Social Welfare.

The 1960 Legislature<sup>3</sup> authorized expenditures for the construction of a special treatment center with security features at rural Whitmore Lake.

At present, the Training School consists of fourteen cottage-type units, each ranging in maximum population from twenty-five to thirty six. Housing the larger and usually more aggressive boys are the so called "big side" cottages of, Maine, Ohio, Delaware, California, and Montana. The "intermediate" cottages consist of, Washington, Texas, Virginia, and Pennsylvania. The "small" cottages are Minnesota, Rhode Island, and Kansas. Michigan Hall is the reception cottage where all boys are housed upon admission. Colorado Hall is a closed cottage especially suited for those boys unable to function in the open program. Minnesota Hall is

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<sup>2</sup>Act 224, Michigan Public Acts, 1947.

<sup>3</sup>Act 160, Michigan Public Acts, 1960.

usually reserved for those boys with more specific emotional problems. Larger boys who cannot function at the Lansing Unit may be transferred to the totally closed program at Whitmore Lake.

The 1961 institutional budget is set up for 500 boys and is set to handle a maximum of 400 boys at the Lansing Unit. The Whitmore Lake Unit is set up to handle a maximum of 100 boys. The Whitmore Lake Unit was established as a special treatment unit for older, more aggressive boys who cannot operate in the open program at Lansing. The Whitmore Lake operation is independent in its operation and functions as a closed program. The Lansing Unit employs 185 full-time staff members and eleven part-time staff members. The Whitmore Lake Unit employs fifty full-time people and six part-time. The average 1961 cost per day is \$9.86 per inmate of which the committing county pays one-half.

Boys are committed to the institution by the juvenile judge in each of Michigan's eighty three counties within the provisions of the Juvenile Code.<sup>4</sup> For most practical purposes, the administration of Boys' Training School has no control of its intake. In 1949, old statutes regarding the institution, one dating back to 1855, were repealed.<sup>5</sup> "These old statutes were frequently pointed to as containing power to

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<sup>4</sup>See Appendix D.

<sup>5</sup>Background of Act 122, Public Acts 1953" (Michigan State Department of Social Welfare), (Mimeographed.)

limit intake but the Attorney General had held uniformly that the 1925 acts superseded the old ones so that boys who were aggressively out of control could not be returned to the counties or courts whence they came."<sup>6</sup>

In 1951, legislation was introduced again containing provisions for the return to the committing county of boys found to be mentally or psychologically unfit for the program. This legislation was again defeated and apparently on the strength of the need of probate judges to have a place for custodial care of youngsters who could not be kept in the community.<sup>7</sup>

At present, boys can be returned to the community with the approval of the Social Welfare Commission if they are found to be physically or mentally unable to profit from the program. The committing judge is given a certain amount of time to make a plan for the youngster. After that time, he must pay the full cost rather than one-half of the prevailing rate. The institution is obliged to retain the youngster until the court indicates it has a plan. Only infrequently is this particular provision used and consideration is usually given to the lengthy waiting lists of other types of institutions.

A youngster committed to the institution is usually

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<sup>6</sup>Ibid, p.1.

<sup>7</sup>Ibid, p.2.

conveyed to the institution by a probation officer. He is received by one of the six institutional counselors who briefly explains the program. The youngster's possessions are confiscated by the counselor who then accompanies him to the hospital. After being examined at the hospital the new inmate is taken to Michigan Hall where he takes a shower and receives his institutional clothing.

During his two to four week stay in the reception program, he is evaluated as well as indoctrinated as to what is expected of him. Psychological tests are administered and the boy is briefly seen by a psychiatrist. A counselor also sees the boy and prepares an admission summary based primarily on history information. The boy is discussed by the Case Planning Committee, consisting of the casework supervisor, chief psychologist, and director of training. A program is planned and the boy is assigned to a cottage. As soon as there is an opening in his assigned cottage, the new youngster leaves Michigan Hall. His proposed cottage parent and detail supervisor receive a copy of the new inmate's admission summary.

The Case Planning Committee classifies the boy into one of the following seven categories:

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



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

2a. Disturbed Delinquent: These boys have experienced emotional deprivations and loss of adequate support for periods of time and will have developed asocial patterns of behavior. Chronic family conflicts and poor capacities for interpersonal relationships result in their acting out their needs and conflicts. They usually feel inadequate and may withdraw, over-compensate, or use symptom type defenses.

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

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

3b. Character Disorder: These boys are the hardened, set, chronic offenders that show primitive, asocial behavior. They are most likely to continue criminal-like activities. They could be diagnosed as psychopathic personalities, chronic aggressive behavior disorders, or severe personality defects. They will be most likely to inhabit 5, earn a waiver to Ionia, and be least likely to profit from our program. They will seldom settle down to apparent conformity.

4. Mental Defective: These individuals operate on a level of inadequacy and, because of a lack of mental ability, need social care, education, and institutionalization. They may be characterized not only by a lack of ability to care for them-

selves, but also by an incapacity to use effectively whatever abilities they do have. They will test to function low on the Wechsler Scale and show severe academic limitations. They will not be expected to profit from our program and will be recommended to other institutions.

During Michigan Hall reception, the new inmate hears orientation discussions by the school principal, a psychologist, the social service director, and a chaplain. He participates in a tour of the vocational shops.

Generally, he becomes acquainted with various opportunities, rules, procedures, and expectations. Each inmate is given a booklet containing facts the new boy should know. Quoting from this booklet: "Try to set for yourself some aims which will aid you in making a good record. It is absolutely necessary to have a good record before any plans to let you go home can be worked out. Also, try to set up a list of "DON'TS". This would be a list of the things which if you do them will keep you here at BVS longer.... Everyone will help you if you give them a chance. You have more people interested in you here than you have ever had before in your life."<sup>8</sup>

Various rules are explained. Visits take place on week days only and only one special visit (Saturday, Sunday, or holiday) is permitted. Only relatives are allowed to visit and each boy is allowed only one visit each month.

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<sup>8</sup>"Facts the New Boy Should Know About Boys' Vocational School" (no date), p.1. (Mimeographed.)

Off grounds privileges are granted after a boy has been in the institution for one month and has a B grade average. Home visits are allowed after he has been in the institution for three months, has not truanted for two months and has a B grade average for the previous month.

Though not affecting the boys involved in the sample group, the visiting rules were revised as of March 1, 1961. Off grounds visits will not be allowed until the boy has been in the program for a full two months. Home visits can take place only after five months in the institution and the possibility of a visit is discussed by the Review Committee. The boy must have had a B grade average with no grade lower than a C. The revision in the visitation rule is based on the opinion that the boy is not ready for a home visit before this time nor is the committing county ready to accept him back so soon. If a home visit is considered to be of therapeutic value, yet the youngster does not otherwise qualify, the Case Conference Committee may approve such a visit.

The Case Conference Committee is composed of the superintendent, director of training, director of home life, and one trained social worker who is the casework supervisor. This committee is considered to be the ultimate treatment concerned organ. Youngsters are put on a list to be discussed by this committee, usually because of overt behavior: running away, repetitive fighting or a vicious fight, destruction of

property, disrespect, refusing to work, smoking, etc. This committee also decides which boys are to be sent to the Whitmore Lake Unit.

Boys are allowed three cigarettes per day, one after each meal, if they have written parental permission. Cigarettes are dispensed by cottage parents and boys are watched throughout the smoking period. Boys apprehended smoking in unauthorized areas, carrying matches or cigarettes forfeit their smoking privileges for two weeks. If a boy does not have a smoking permit, he is restricted for five days from the evening recreational activities. A boy returning from a home visit with unauthorized merchandise (cigarettes, candy, gum, etc.) will have his off-grounds visiting privilege revoked for an indefinite period of time. Case Conference action is necessary to reinstate this privilege.

If an organized group, supervised by a staff member, is planning a field trip for off-grounds activities the following procedure is used: the supervisor screens the group and deletes those boys who cannot profit from the experience or who cannot assume the responsibility. The list is submitted to the department head who further screens the list and forwards the list to the director of educational training. The approved list will then be returned to the supervisor in charge of the activity.

Discipline is interpreted to be a meaningful learning experience and to help develop controls as opposed to punish-

ment. Corporal punishment is not to be used and physical restraint is used only when absolutely necessary to prevent injury.

A several cell detention unit is maintained for boys involved in rule infractions. This unit is referred to as Number Five. Number Five contains a Bible, steel door, and mattress plus other bare necessities. A boy remains in his cell in Number Five until officially ordered to be released. No provision for exercise is made while being retained in Number Five.

Cottage life is varied and to some degree is affected by the personality of the cottage parent. Some cottage parents do not allow ping pong as they do not like the noise. The noise tolerance is an individual variable. Each cottage develops its own unwritten rules to perform the otherwise routine schedule.

## CHAPTER III

### METHODS AND PROCEDURES

The sample group consists of all new intake, exclusive of parole violators, for the months of September, October, and November of 1960. Each record was read and the data recorded on a schedule card.<sup>1</sup>

Only the first five full months of the individuals' institutional life was considered in this study. For example: If a youngster was admitted on September 15, the months of October, November, December, January, and February were used to measure the factors included in the schedule card.

When a youngster is first admitted, he is automatically assigned to Michigan Hall for the admission process. The inmate is usually assigned to Michigan Hall for a two week period or until he receives his regular cottage assignment. Upon leaving Michigan Hall each inmate is given an alphabetical grade; however, the Michigan Hall grade was not used for this study. Michigan Hall grades are significantly lower than grades given in regular cottages. While housed in Michigan Hall, a youngster is

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<sup>1</sup>See Appendix E.

obviously more sullen or anxious while becoming acquainted and while learning what is expected of him.

Each month a grade sheet is compiled which records for each inmate four alphabetical grades. The first grade is assigned by the cottage parent, the second grade by the detail supervisor, and the third grade by the academic school. The fourth grade is the monthly average grade. For each member of the sample group, the first five monthly average grades, exclusive of the Michigan Hall grade, are averaged thereby placing each inmate into one of the following grade classifications:

A	1.0 through 1.4
B	1.6 through 1.8
B	2.0 exclusive
B	2.2 through 2.4
C	2.6 through a possible 5.0

For example: If an inmate admitted in September received a B grade average for October, a C grade average for November, a B grade average for December, a C grade average for January and a B grade average for February, he would have an overall average of 2.4. This inmate would be placed in the 2.2 through 2.4 B grade category.

The five categories listed above were used as distinctive categories. It was hypothesized that there were differences among inmates falling into the various grade classifications.

This writer noted that in the five unit grading technique (A, B, C, D, U.), the average institutional

grade was a B. This would imply that most boys, despite their extreme acting-out histories, were able to make a relatively reasonable adjustment.

If the inmate is age sixteen or older, he may choose not to participate in the academic program. He would, therefore, have two detail grades each month in addition to the cottage grade. The cottage grade is worth the equivalent of two grades. If a boy receives an A grade in the cottage, a C grade in school, and a C grade on his detail, his monthly average grade is a B.

The grade is important since certain privileges depend on the monthly average grade. A boy may not, if he is otherwise eligible, have a home visit unless he has a B grade average for the previous month. With or without intent, the grade can function as an incentive system and as seen by inmates as a tangible evaluative technique measuring how personnel view the inmate's adjustment.

In a preliminary statistical survey involving the months of June, July, September, October, November, and December of 1960, a total of 5,633 grades were applied. The A grade category represented slightly over 23% of the total grades. The B grade category represented slightly over 54% of the total. The C grade category represented slightly over 17% of the total. The D and U grade category represented under 6% of the total.

The month of August is omitted from the following





table because the entire academic school is on vacation and grade application is delegated to other personnel.

All split grades (changing details during the month) were omitted from this table.

TABLE 1  
TOTAL GRADES RECEIVED BY  
INMATES IN A SIX MONTH PERIOD

Month	Cottage					School					Detail				
	A	B	C	D	U	A	B	C	D	U	A	B	C	D	U
June	51	162	62	16	12	45	193	67	9	2	117	119	48	3	10
July	54	176	59	15	14	46	189	79	13	0	113	117	53	2	3
Sept.	77	61	58	23	10	39	215	50	5	1	115	136	37	3	1
Oct.	53	81	55	14	9	46	215	59	4	0	122	147	33	5	3
Nov.	71	97	39	11	8	27	216	61	7	0	110	135	35	7	6
Dec.	69	71	60	21	4	29	222	56	2	1	129	117	50	6	3
Totals	375	1048	331	100	57	232	1250	372	40	4	706	771	256	26	26

No good explanation can be given for the discrepancy of total grades. The lesser total of detail grades could be explained by the great number of detail changes resulting in split grades and our consequent omission of split grades.

From this chart it becomes apparent that a C grade or lower is a grade of negative sanction. The academic school rarely gives a lower than C grade. Most A grades are given on the detail and the most U grades in the cottage. This raises an interesting question of differences among divisional practices or the possibility of behavioral differences of inmates between the divisions.

The average length of time in the institution is eight and one-half months. It was soon learned that more information could have been compiled if the sample group included inmates whose entire institutional confinement was available for analysis rather than just the first five months.

There are several important limitations as a result of the methods employed. Some accuracy is lost through the process of averaging; recalling that the Institution averages the three grades each month and the writer averaged the monthly average grades over a five month period. Perhaps of more importance is the fact that we are not entirely sure what the grade represents as discussed in Chapter I.<sup>2</sup> There are many difficulties for the individuals involved in the application of grades particularly in attempting to equate motivation, overt behavior, and effort to improve. Through an examination of the forms used as criteria for the application of grades, it appears that considerable weight is given to conformity and overt behavior.

Another serious limitation involves the nature of case records themselves. Several categories of information contained on the schedule card were of necessity obtained from the material supplied by the local committing court. There were vast differences in the quality and quantity of the material submitted by the courts. Several courts merely

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<sup>2</sup>See page 2.

forwarded legal material indicating that the youngster was adjudicated and legally committed. In such cases the Social Service Department of the Institution usually sends a letter requesting history information, but in several cases there was no response from the courts.

Other courts made a practice of submitting copies of running records as recorded by the courts. In many cases these records were lengthy and laden with legal information regarding offenses and court hearings. In many instances, these records were difficult to decipher because of the poor quality of the recorded material.

In some instances, case histories were available giving description of the youngster's home, school experiences, parents, peers and offenses. In all cases, legal papers were made available to the institution.

Because of the wide variation in court supplied information, certain variables were unusable and the validity of others was questionable as discussed in the next chapter. The writer could not be certain that information was not omitted in the information supplied by the courts. For instance, the writer could not assume that a youngster had not had other institutional experience simply because it was not stated on the material from the social history.

Counselors are responsible for writing a social history regarding the youngsters assigned to them for intake. The information contained in this summary is obtained from

five primary sources: court papers, hospital reports, psychological report, psychiatric report, and the youngster himself. Certain categories of information used in the study relied on this social history: height, weight, age, race, rural or urban, deprivation, other agency experience, school grade, interests, offenses, length of time known to the court, and peer relations. Where possible, this information was corroborated with other reports and court papers. However, the limitation due to the questionable validity of the information is an important factor. In several cases, the bulk of the history was provided by the youngster himself.

In all respects this study is regarded as exploratory. It encompasses several areas that are worthy of study all their own. The grading system itself is a research entity. Primarily this study is concerned with attributes of youngsters falling within the established grade classifications.

# CHAPTER IV PRESENTATION AND ANALYSIS OF DATA

Total admissions, exclusive of parole violators, for September, October, and November of 1960 numbered 140. Six records of this sample were unavailable for reading and analysis at the time of the study. The writer's own cases were omitted from the sample group and their number totaled eight cases. Therefore, 126 cases composed the total sample group. It was discovered, after all the data had been collected, that one case of the 126 had to be omitted from the sample since the writer had failed to record the grades.

TABLE 2  
ADMISSIONS FOR SEPTEMBER,  
OCTOBER AND NOVEMBER  
OF 1960

Month	Admissions	Records Read	Unavailable Records	Writer's Cases
Sept.	39	38	1	0
Oct.	42	37	1	4
Nov.	59	51	4	4
Totals	140	126	6	8

A study completed in 1954 reports an average of thirty eight commitments per month with the higher admissions

occurring between the months of September and April.<sup>1</sup> These results are consistent with the present study and this does appear to be a consistent pattern.

Of the 125 total sample group, fifteen boys were unable to be classified into one of the grade classifications since they were transferred to the Whitmore Lake Unit prior to a five month stay at the Lansing Unit. Therefore, these fifteen boys are considered to be in a separate category, designated Whitmore Lake throughout this study.

TABLE 3  
DISTRIBUTION OF SAMPLE  
WITHIN GRADE CATEGORIES

	Number	Percent
Whitmore Lake	15	12
A	17	14
B (1.6-1.8)	26	21
B (2.0)	25	20
B (2.2-2.4)	18	14
C	24	19
Total	125	100

In a preliminary survey, 5,633 grades were analyzed over a six month period.<sup>2</sup> These were not average grades but were specific grades as applied by personnel. The following

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<sup>1</sup>Walter P. S. Chun, Intake of Boys' Vocational School, 1954, Unpublished Masters Thesis, University of Michigan, School of Social Work.

<sup>2</sup>See page 20.

table gives the percentage breakdown of the specific grades as compared to the percentages of the averages of the sample group.

TABLE 4

PERCENTAGE COMPARISONS OF THE SAMPLE  
AVERAGES AND THE SPECIFIC GRADES FOR  
A SIX MONTH PERIOD

	Percents of Sample Averages	Percents of Specific Grades
A	15	23.7
B	63	54.5
C	21	17.7
D	1	3.0
U	0	1.1
Total	100	100

The boys transferred to Whitmore Lake are omitted from this table.

Only one boy in the sample group received an overall D grade average for the five month period while no one received a U grade average. In the above table, if the C, D, and U categories of the specific grades are compared with the C grade category and D grade category of the sample averages, their totals are comparable. The greatest disparity is between the A and B grade categories. This disparity can be explained by the double weight of the cottage grade and the fact that three grades are taken into consideration for the monthly averages. Considering the above, the





sample averages seem to be reasonably consistent with overall percentages of specific grades.

Also, in analyzing the above table it can be seen that 78% of the sample group received a B or higher average and 78% of the specific grades were B or higher. Though the samples are small when broken into categories, we might speculate that the data obtained is an indication of certain trends.

Intelligence test scores were recorded for each boy including the verbal, performance and full scale scores. The Weschler Intelligence Scale for Children and the Weschler Intelligence Scale for Adults is used to determine intelligence depending on the age of the youngster. However, of the total admissions for the three month sample period, forty one boys received test scores based on previous tests or estimate scores based on projective test results. Ninety two boys were given only four sub-tests. Using the classification system of the institutional psychologists, intelligence is broken down in the following table according to grade category.

Test results for one C category youngster were not available. Analysis of this table indicates that there is an overall increase in intelligence while moving from the lowest category (C) to the highest (A). Of the total sample group 81.5% were classified average or below, 37.1% were classified in categories below average, and 18.5% were classified in categories above average.

TABLE 5

DISTRIBUTION OF INTELLIGENCE  
ACCORDING TO GRADE CLASSIFICATION

	A	B 1.6---1.8	B 2.0	B 2.2--2.4	C	Whit- more	Total
Defective					1		1
Borderline Defective			2		3	1	6
Dull Average	3	8	8	8	9	3	39
Average	12	13	13	5	6	6	55
High Average	1	2		2	2	1	8
Above Average	1		1		1		3
Bright Average		2		2	2	3	9
Superior		1		1		1	3
Total	17	26	24	18	24	15	124

In the C category over 54% of the total sample were classified below average, over 17% for the A category, and over 38% for the B category. The A category has the highest percentage within the average classification while the C category has the lowest number within the average classification.

The following table gives the percentage breakdowns. Examination of this table indicates that there are similarities between the 2.2 to 2.4 B category and the C category. Both categories have a high percentage falling below average in intelligence yet have a comparatively large percentage above

TABLE 6  
PERCENTAGES OF INTELLIGENCE  
WITHIN GRADE CATEGORIES

	A	B 1.6-1.8	B 2.0	B 2.2-2.4	C	Whit- more
Below Average	17	30.7	41.5	44	54	26.7
Average	70	50	54	27.7	25	40
Above Average	11.6	11.5	4.1	27.7	20.8	33.3

average. These two categories combined have a total of 48.5% above average while a combination of the A category and the high B category (1.6-1.8) represents only 23.1% of their total. This indicates that the boys receiving the lower institutional grades are primarily below average in intelligence yet in comparison to the other categories have a sizable percentage above average in intelligence. The boys receiving the higher institutional grades are predominantly within the average range of intelligence with a sprinkling above and below average.

Boys within the sample transferred to the Whitmore Lake Unit have the highest percentage of youngsters above average in intelligence. Compared to the C category, the boys transferred to Whitmore Lake are generally higher in intelligence. Compared with the A category, the Whitmore Lake category has more boys above average in intelligence. Comparing the A and C category, the C category has more than

three times as many youngsters below average in intelligence. The C category is the only category to have a boy within the defective range of intelligence.

The writer was interested in the relationship between grades and rural or urban residence of the committed youngsters. It soon became apparent that this was one of the least reliable categories amenable to reporting with any degree of accuracy. Obstacles were involved in determining rural-urban criteria, but more important, this could not be evaluated without a study of the geographical residence of each member of the sample. Therefore, the writer isolated the southern tier of counties which represents a sizable portion of the overall institutional population.<sup>3</sup> These counties are Genessee, Oakland, Washtenaw, and Wayne. Wayne County alone is allocated 50% of the weekly institutional admissions. These five counties are listed as the urban category in the following table while all of the remaining seventy eight Michigan counties are listed as rural.

Analysis of this table must proceed with caution since in reality the results are directly related to the five counties mentioned above versus Michigan's other seventy eight counties. Yet we may continue to speculate, as a result of the data, regarding rural and urban differences; of the total, 45.6% are classified as rural. The C category

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<sup>3</sup>Ibid., p. 25.

TABLE 7  
RURAL AND URBAN BREAKDOWN  
ACCORDING TO GRADE CATEGORY

C		B 2.2		B 2.0		B 1.6		A		Whitmore	
R	U	R	U	R	U	R	U	R	U	R	U
15	9	5	13	13	12	9	17	7	10	8	7

has the highest percentage of it's total classified as rural--62.5%. Moving to the next category (2.2--B), there is a rather sharp contrast since only 27.8% of this group are classified as rural. The 2.0-B, A, and Whitmore categories are relatively evenly divided in the rural and urban classifications. The 1.6-B classification is comparable to the 2.2-B category in its percentage within the urban classification.

The height of each boy was recorded on his respective schedule card as measured by the institution hospital upon admission. The following table indicates height in relation to grade classification.

It is easily seen by using the median as the criterion that height progresses with each increase in the grade categories. The average height is considered unreliable since the sample is small and grossly affected by the high extreme. The boys receiving the C grades are by far smaller as a group when compared to the other grade categories.



TABLE 8  
FREQUENCY DISTRIBUTION OF HEIGHT  
IN RELATION TO  
GRADE CLASSIFICATION

Height (in inches)	C	2.2B	2.0B	1.6B	A	Whit- more
55						
56	2					
57						
58	2		1			
59	2	3				
60					1	
61	2					
62	2	1	3	1	1	
63	5	1	1	1		
64	3	2	1	2	1	1
65	1	2	3	4	2	2
66			3	5	4	1
67	2	2	3	1	1	1
68		3	4	4	2	2
69		2	3	3		3
70				1	1	4
71		1	3	2	3	1
72						
73				1	1	
74						
75		1		1		
Average Height	5'3"	5'9"	5'8"	5'7"	5'7"	5'8"
Range (in inches)	56-67	59-75	58-71	62-75	60-73	64-71
Median Height	5'2"	5'5"	5'6"	5'7"	5'7"	5'8"

The boys receiving the A grades and the boys transferred to Whitmore Lake are the tallest with a median height of 5'8". The Whitmore category is the most compact of all categories in its range and relative uniformity of height. The greatest range occurs in the B categories and the B categories also



contain the taller boys.

At the time of admission, age was recorded and the following table combines age and race.

TABLE 9  
FREQUENCY DISTRIBUTION OF AGE AND RACE  
IN RELATION TO GRADE CLASSIFICATION\*

Age	C			2.2B			2.0B			1.6B			A			Whitmore		
	W	N	M	W	N	M	W	N	M	W	N	M	W	N	M	W	N	M
12	2	2			1													
13	2	1	1	2			2			1								
14	3	4	1	1	3		1	2				3				1	2	1
15	2	3	1	2	4		4	4		3	3	1	3		2	4	1	
16		1	1	2	3		8	3		8	6	1	9	2	1	4	2	
Total	9	11	4	7	11	0	16	9	0	12	9	5	12	2	3	9	5	1

\*Key: W--White, N--Negro, M--Mexican.

Analysis of this table reveals that age, like height, also increases with each step up in the grade categories. The C category boys are the youngest as a group and the A category boys are the oldest. Within the C category 45.8% are Negroes. Combining Mexican and Negro frequencies within the C category indicates that their total represents 62.5% of the sample. The lowest B category also has a high frequency of Negroes or 61.1% with no Mexicans in this category. The highest B category has a high frequency of Negroes and Mexicans or 53.8%. Within the A category only 29.4% are Negroes or Mexicans. Negroes represent 37.6% of the total sample while Negroes and Mexicans combined

represent 48% of the total sample.

Slightly over 70% of the boys within the A category were sixteen years of age at the time of admission. This is the oldest legal age for commitment. Not one C category white boy was sixteen years old at admission. The high B group also contains a high percentage of sixteen year olds while there is more dispersion among the other groups. Only in the two lowest grade categories do Negroes out number whites. Negroes represent the smallest percentage of all categories in the A group. No boy in the A group was younger than fifteen years. Examination of this table reveals a trend among Negroes. The older the Negro the more likely he is to receive progressively higher grades.

The length of time a youngster was known to juvenile authorities prior to commitment was also recorded. This is considered to be a fairly reliable category since most courts forwarded this information among their commitment papers. The following table gives the time known by courts prior to commitment.

Considering all the categories, most boys are known by their courts for three years or less. As a group, Whitmore Lake boys have been known to courts for the longest period of time. Recalling that A category boys are also the oldest as a group, it is interesting to note that as a group they have been known to their respective courts for the shortest period of time.

TABLE 10

LENGTH OF TIME KNOWN TO COURT  
IN RELATION TO GRADE CATEGORY

Years	C	2.2B	2.0B	1.6B	A	Whitmore	Total
1	7	5	9	8	9	2	40
2	8	4	6	3	3	3	27
3	3		3	9	1	1	17
4		5	1	3	2	1	12
5		1	1		1	1	4
6	1		3			2	6
7	1	2	2	2	1	5	13
unknown	4	1		1			6
Average Years	2.2	3	2.8	2.7	2.2	4.4	

The writer was also interested in whether or not there is a relationship between previous to commitment agency experience and grades. The following table relates previous agency experience to grades. Five categories are considered. The first probation is used only if there is no indication in the record that other services were used. Previous institutional experience is another category. If the youngster has been in boarding home placements arranged by an agency, this is considered as a separate category. If a youngster was placed with relatives as a result of agency planning, this is also considered as a separate category. Youngsters who have received psychological or psychiatric treatment are also isolated into a separate category. This table is concerned with overall frequency; therefore, boys may fall within several categories.

Analysis of this table indicates that of the total



TABLE 11.

OTHER AGENCY EXPERIENCE PRIOR TO COMMITMENT  
ACCORDING TO GRADE CLASSIFICATION

	C	2.2B	2.0B	1.6B	A	Whit- more	Total
T	7	1	2	1	1	2	14
Pr	13	11	16	17	11	6	74
BH	4	5	4	4	2	4	23
I	5	4	2	1	2	5	19
R	1	0	3	1	1	1	7
Total	30	21	27	24	17	18	137

Key: T--treatment, Pr--probation, BH--boarding home,  
I--institution, R--relatives.

sample group seventy four boys or slightly over 59% received only probationary services prior to Boys' Training School commitment. If a boy received supplemental service to probation, probation in such cases was not recorded. Therefore, the actual frequency of probation services is much higher.

Boys in the C and Whitmore Lake categories have the highest frequency of boys with prior institutional experience. This institutional experience involves all types of institutions other than Boys' Training School. A total of nineteen youngsters in the sample group had other institutional experience.

Fourteen youngsters in the total sample had received some form of psychiatric or psychological treatment prior to commitment. Exactly 50% of this total are within the C category alone. Other than the C category, no category

contains more than two youngsters who have received treatment.

On the basis of this table, we might speculate that the boys who received poor institutional grades and the boys who are transferred to Whitmore Lake are more seriously disorganized as judged by their prior commitment experiences. Large percentages of these two categories received other than solely probationary services. Taking into consideration that the C category boys are also the youngest, it is all the more interesting to note that they received a considerable variety of services. Commitment to Boys' Training School may be looked upon as a failure of these services for these particular boys.

Some thirty boys have had living experiences in private homes other than with their parents. Only those situations arranged by courts or private agencies were counted. The 2.0B category, 1.6B category and the A category, are fairly consistent with probation having been the most frequently used prior to commitment service.

The writer was interested in recording life and home experiences of the youngsters, particularly in relation to what might be categorized as deprivation. It is almost impossible to know a youngster's life experiences without writing a summary of each individual and his situation. However, eighteen categories were established which independently and collectively in some manner affects the psychosocial development of the individual. Most of the



frequencies in the eighteen categories were obtained from court papers and therefore, we are not assured of completeness. However, most courts seemed to report this information as if it had significant bearing on understanding the youngster. In most cases the language used in the following table is as reported by the various courts. The value judgements are those of the court personnel.

TABLE 12  
EIGHTEEN CATEGORIES OF DEPRIVATION  
AND THEIR FREQUENCY ACCORDING  
TO GRADE CLASSIFICATION

	C	2.29	2.0B	1.6B	A	Whit- more	Tot
Home slum	6	2	3	3	6	2	22
Home good	3	2	6	5	3	4	23
Father alcoholic	6	5	4	2	3	3	23
Father abusive	9	1	3	3	2	2	20
Father abandoned	3	1	1	2	0	2	9
Sib(s) delinquent	11	4	7	6	4	6	38
Sib(s) retarded	1	2	1	1	1	1	7
Mother alcoholic	2	1	0	1	1	0	5
Mother immoral	7	5	4	3	2	3	24
Mother abandoned	3	1	1	1	2	2	10
Parents divorced	3	4	8	6	7	1	29
Parents separated	3	1	3	4	0	1	12
Parents deceased	1	2	3	5	1	5	17
Neglect petition	4	2	0	5	1	5	14
Drug addict	0	0	0	0	0	1	1
Parent probation	6	1	1	2	0	1	11
Seven or more sibs	6	5	4	6	3	3	27
Mother working	10	7	3	6	0	1	27
Total	84	46	52	58	36	44	

This table by no means gives the full range of the many negative experiences of the boys. This is particularly true of the C category boys. The table does not include



important factors such as: illegitimacy, degree of abuse and neglect, mental illness of a parent, the degree of rejection, parental institutionalization, incidence of direct relief and ADC, or physical incapacity of a parent. In only twenty three cases did the courts feel that there was no evidence of deprivation.

Despite the incompleteness of this table, it does tend to indicate the general disorganization within the families of the committed youngsters. In this restricted group of variables, it can be seen that the C category boys have the highest incidence per boy. More clearly, each boy within the C category has on an average of 3.5 frequencies within the eighteen variables. The Whitmore Lake category is next highest with a 2.9 average. The lowest B category is next with an average of 2.5 per boy. The 2.0B category has a 2.1 average and the 1.6B category and the A category have an average of 2.2.

Thirty eight of the boys had sibs who were delinquent as reported by the courts. Forty one youngsters have family backgrounds where the parents are either divorced or separated. Fifty eight youngsters were products of situations where the parents were divorced, separated or one parent deceased. The incidence of abuse, alcoholism and parental immorality is also high. By examining this table, it can be seen that the C category youngsters lead the frequencies in eleven of the variables. It is interesting to note that

slightly over 33% of the parents of Whitmore Lake boys at one time or another appeared in juvenile court as the result of dependence and neglect petitions filed on behalf of their children. This probably accounts for the longer length of time known to the court prior to commitment of the Whitmore Lake boys.<sup>4</sup>

The kind of offense, but not the frequency of each offense was recorded for each boy. The author considers this category to be fairly accurate as this information seemed to be rather consistently reported on court papers as if to justify commitment.

Surprisingly, the 1.6B category in comparison with the other categories has a high frequency within the aggressive type offenses of assault, malicious destruction of property, armed robbery, and sexual offenses. As a group, the 1.6B category has the highest number of kinds of offenses per boy or 3.9 varieties of offenses per boy. Considering the young age of the C category boys, they have a high incidence of 3.6 varieties of offenses per boy. The A category has the smallest or 2.8.

Truancy has the highest frequency of overall offenses; and in every case except one in the total sample, truancy was related not only to school but to the home as well. The courts seem to use the label incorrigibility if

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<sup>4</sup>See Table 10, p. 35.

TABLE 13  
KINDS OF OFFENSES COMMITTED BY THE BOYS  
AS REPORTED BY COURTS  
ACCORDING TO GRADE CLASSIFICATION

	C	2.2B	2.0B	1.6B	A	Whit- more	Total
Larceny	14	14	15	13	3	8	67
Breaking & entering	19	14	18	15	6	7	79
Truancy	15	11	16	15	14	10	81
Unlawfully driving away an automobile	6	5	9	12	4	7	43
Incorrigible	8	5	7	7	6	6	39
Assault	4	5	7	17	5	4	42
Malicious destruction of property	8	4	4	7	4	3	30
Armed robbery	0	1	1	2	2	4	13
Sexual offense	3	3	6	5	1	2	20
Manslaughter	0	0	0	0	0	2	2
Curfew violator	1	2	0	1	0	2	6
Purse snatching	1	1	1	1	0	1	5
Carrying concealed weapons	2	0	0	1	2	1	6
Drunk & disorderly	0	0	1	1	1	1	4
Arson	1	1	1	2	0	0	5
Shop lifting	5	1	2	1	0	0	9

the parents complain of an inability to control the youngster. Though truancy is high throughout all the categories, it leads in frequency for only the A and Whitmore categories.

Breaking and entering and larceny are the next categories in frequency. However, these categories are relatively low in frequency within the A and Whitmore categories. There is no incidence of armed robbery in the C category and the Whitmore category is high with four.

This table is somewhat misleading to the extent that it gives no indication of the intensity of delinquent activities. The reader is reminded that this table simply gives the variety of offenses committed by youngsters but not the number of actual delinquent acts. Therefore, it is possible for the A category boys to have committed more acts of larceny than say the C category boys.

The behavior log of each boy was read and the number of write-ups<sup>5</sup> as well as the reason for the write-ups was recorded. The following table records the actual number of write-ups for the youngsters within the various grade classifications.

The results of this table support the contention that grades are applied as a reflection of overt behavior. Clearly the C category boys are giving the institution the biggest problem through hostile and aggressive acts. The number of behavior complaints decreases proportionately with each step increase of the grade categories.

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<sup>5</sup>The term write-up refers to the procedure of personnel submitting short written reports on a youngster's negative behavior.

TABLE 14

NUMBER OF BEHAVIOR COMPLAINTS RECORDED BY  
STAFF MEMBERS ACCORDING TO GRADE CLASSIFICATION

	C	2.2B	2.0B	1.6B	A	Total
Fighting	36	20	18	12	4	90
Smoking	15	11	5	6	0	37
Impudent	1	1	1	0	1	4
Cottage	6	3	5	4	0	18
School	19	7	0	3	0	30
Church	6	0	2	1	0	9
Truant	12	4	3	2	1	23
Smuggling	1	0	2	3	1	7
Disobeying	2	6	2	1	0	10
Refusal to work	0	0	1	1	0	2
Horseplay	2	6	2	1	1	12
Plot to assault	0	1	0	1	0	2
Stealing	7	2	3	2	0	14
Drinking on home visit	0	0	0	2	0	2
Disrespect	6	3	0	0	2	11
Sex	9	1	1	0	0	11
Destruction	1	0	1	0	0	2
Detail	5	1	6	1	0	13
Swearing	1	1	0	0	0	2
None	1	0	3	4	9	17
Total	130	65	53	47	21	310

If a complaint originated in the cottage, detail, or school, yet could not be classed in any of the other categories, it was recorded as cottage, detail or school. The same is not true for the church since all write-ups originating from the church were recorded as such. All the write-ups in the church category originated in the Protestant Church with none originating in the Catholic Church.

The C category boys lead in frequency in most of the categories of behavior complaints. The C category boys are particularly high in fighting, smoking, school, truant, stealing and sex complaints. Yet they are reasonably low in frequency in behavior complaints that could be classified as a direct affront to authority figures such as disrespect, impudence, refusal to work and plot to assault. These same categories are generally and rather surprisingly low in frequency in considering attitudes toward authority held by the boys.

Fighting, smoking, school trouble and truancy in this order are the most frequent institutional problems. This writer noticed a tendency for school officials to sometimes hold their behavior complaints until several were compiled on a single youngster and then to submit this list to the training director. This was less frequently done in the cottage or on the detail. However, this technique seemed to be used when more drastic action was

desired such as removal of the youngster or Case Conference action.

Recalling that C category boys are the youngest and smallest group, we can surmise regarding their aspirations and needs through the realization that they lead the field in fighting, smoking and other such violations. We could further deduce that they, as a group, are more hostile, have greater basic needs, and cannot trust, rely, or interact freely with other people. The frequency of their behavior reports would indicate that they have not learned controls or more simply, cannot control themselves.

The 2.2B and the C category boys combined are responsible for 62% of all behavior complaints. Alone the C category boys are responsible for 41% of all behavior complaints.

TABLE 15

AVERAGE NUMBER OF WRITE-UPS PER BOY  
ACCORDING TO GRADE CLASSIFICATION

<u>C</u>	<u>2.2B</u>	<u>2.0B</u>	<u>1.6B</u>	<u>A</u>
5.4	4.0	2.3	2.0	1.0

The C category boys average slightly over five write-ups per boy while the A category boys average only slightly over one write-up per boy.

In every grade category, fighting is the most frequent rule infraction while the A category boys have no

smoking infractions. As has been the case in almost every table, there are many similarities in the C and 2.2B categories with the 2.2B category always slightly below the C category boys.

The Whitmore Lake boys were omitted from this table since this information was not available at Lansing, and they had not necessarily been in the Lansing Unit five consecutive months.

An attempt was made to classify boys according to their psychological and psychiatric diagnosis. This developed to be an almost impossible task because of the wide variety of psychological adjectives used. In addition, there appeared to be differences in interpretation of psychological terms between the psychologists and the psychiatrist. The usual practice of making psychologicals available prior to the psychiatric evaluation is not used at Boys' Training School. Consequently, there were many of what appeared to be conflicting diagnosis such as one discipline diagnosing a boy as neurotic while the other discipline diagnosed the same boy as a character disorder. Many other discrepancies were found ranging from "no pathology" to "schizophrenic tendencies". Eight such apparent discrepancies were found in the C category alone or in one-third of the cases.

At one point the writer attempted to deduce a diagnosis on the basis of the psychiatric or psychological



summaries, but this became too judgmental and unreliable. However, several categories were developed which utilized the terminology supplied in the summaries. The psychological reports were lengthier which enabled the psychologists to be more encompassing in their descriptions and to include a greater range of diagnostic possibilities. The following table therefore, does not include all members of the sample but only those where the following diagnoses were specified in the psychiatric or psychological report. This table does not lend itself to comparisons of specific inmates in regard to their psychological or psychiatric diagnoses. The table does however, indicate the frequency of the specific diagnosis by the respective disciplines. For example, if a youngster was diagnosed as neurotic by the psychiatrist and no formal diagnosis was made by the psychologist, this youngster would not be found within the frequency under the psychologist's column, but would be found within the psychiatrist's column.

It can be seen by this table that at least forty three boys are reported to have a good prognosis. Whether "good prognosis" applies to institutional adjustment or future adjustment, the writer was in some cases unable to determine.

The psychiatrist in fifteen cases recommended that boys receive individual attention throughout their institutional stay from either the psychological clinic or from



the counselors. In no case did the records indicate that this recommendation was followed through.

TABLE 16

FREQUENCY DISTRIBUTION OF CATEGORICAL DIAGNOSIS  
OF THE PSYCHIATRIST AND PSYCHOLOGISTS  
ACCORDING TO GRADE CLASSIFICATION \*

	C		2.2B		2.0B		1.6B		A		Whit- more		Total	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B
Neurotic	2	2	2	1	1	3	2	1	1	1	0	0	8	8
Character disorder	0	3	0	2	1	2	0	2	2	1	1	4	4	14
No psycho- pathology	4	3	4	1	3	3	2	6	5	4	0	0	18	17
Schizoid	0	0	0	0	1	0	0	0	0	0	1	0	2	0
Schizophrenic tendencies	2	4	1	4	0	0	1	1	0	1	0	1	4	11
Psychopath	0	2	1	1	2	4	1	2	0	2	0	2	4	13
Mental defective	1	1	1	0	1	2	2	1	0	0	0	0	5	4
Good prog- nosis	9	0	1	0	9	4	11	2	9	3	1	0	40	9
Poor prog- nosis	3	1	4	0	4	0	5	2	2	0	0	4	18	7
Individual attention	4	0	4	0	3	0	2	1	1	0	1	0	15	1
Boarding home	5	2	2	0	2	0	4	0	1	1	1	0	15	3

\*Key: A--psychiatrist, B--psychologist.

In fifteen cases the psychiatrist recommended boarding home placement upon release, but this recommendation was made

in only three cases by the psychological clinic.

Since this table does not include all members of the sample and since there is little conformity between diagnosis of the two disciplines, further interpretation of this table would not be indicated. There is the possibility that these differences are not so significant as first appears since there may exist a different emphasis in each of the evaluations of the two disciplines. However, considerable duplication does exist in that factual history material is repeated in the psychiatric, the psychological, and the case history summary prepared by the counselor. Though no data was recorded, it was noticed while reading the records that there were often times discrepancies in history information between the three reports.

Each psychological summary included two interesting categories relating to "behavior to watch for" and the other "needs" of the youngster. This was included so that staff might have some indication of what the youngster's behavior might be and how they might play a part in satisfying his needs.

The next two tables are tabulations of the psychological prognostications of "behavior to watch for" and "needs" of the youngster. This information on each youngster is available to all personnel who may be working with the boy.

The first table must be examined with the realization

TABLE 17

PSYCHOLOGICAL PROGNOSTICATION OF THE 125 BOYS  
IN THE SAMPLE RELATIVE TO BEHAVIOR TO WATCH FOR

	C	2.2B	2.0B	1.6B	A	Whit- more	Total
Truancy	12	8	7	7	7	9	50
Hostility to authority	4	4	3	5	4	5	25
Fighting	3	4	2	7	3	9	28
Poor peer relations	11	6	7	3	3	6	36
Masturbation	1	0	0	0	0	0	1
Over sensi- tivity	1	0	1	0	0	1	3
Lying	1	0	1	0	0	1	3
Enuresis	1	0	0	0	0	0	1
Easily frustrated	1	0	1	0	3	1	6
Other sex	3	4	4	0	1	0	12
Constriction	2	1	1	0	0	0	5
Impulsive	1	3	3	1	3	0	8
Picked on	1	0	0	0	1	1	3
Loss of control	1	1	1	0	0	0	2
Hyperactivity	1	2	2	0	2	1	10
Other	2	7	11	11	9	6	46

in mind that this information provided by the psychologists is seldom over one or two sentences in length. It is not intended to provide a comprehensive capsule of all the behavior

to be expected from a youngster, but instead to highlight what might appear to be the most probable overt behavior.

The data from Table 17 would not support the writer's earlier hypothesis that boys predicted to do a poor job would in fact receive poor or lower grades.

The following table includes the emotional needs of the youngsters as perceived by the psychologists on the basis of their evaluation.

It is interesting to note in this table the number of need categories that are related to social case work purposes, goals, and methods: support, warm relationship, father figure, insight, controls, confidence, acceptance, and counseling. In contrast relatively few boys are specifically reported to need vocational training particularly in view of the rather heavy emphasis on vocational training in the overall program.

The psychologists have specifically referred to the possibility of truancy in fifty of the cases. All grade categories have a sizeable number in the truancy category, but the C category and the Whitmore category are proportionately high.

Comparing the Behavior Complaint Table<sup>6</sup> with the Behavior to Watch for Table, truancy was indicated as a possibility in fifty cases and there were twenty three actual trancies or attempts in the five month period covered by the sample. However, Whitmore Lake boys are

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<sup>6</sup>See Table 14, p. 43.



TABLE 18  
PSYCHOLOGICAL EVALUATIONS OF NEEDS  
OF THE SAMPLE GROUP

	C	2.2B	2.0B	1.6B	A	Whit- more	Total
Support	5	2	1	0	9	2	19
Warm relationship	3	0	0	1	2	3	9
Frequent supervision	8	2	6	5	5	2	28
Boarding home	1	1	1	0	0	0	3
Father figure	2	0	6	1	8	1	18
Mother figure	0	0	0	1	0	0	1
Insight	1	0	1	2	2	1	7
Masculine achievement	1	0	0	0	0	0	1
Long term custody	3	1	1	1	0	1	7
Academic help	3	1	2	2	0	0	8
Controls	3	5	3	3	1	4	19
Confidence	1	5	5	2	4	2	19
Acceptance	2	1	3	1	1	0	8
Counseling	0	0	0	1	1	1	3
Vocational	1	1	2	3	3	1	11
Other	1	7	9	7	5	7	36





excluded from the Behavior Complaint Table since their behavior log was not available in Lansing. Analysis of the data reveals that in nine cases in which the psychologists predicted truancy did it actually occur.

**TABLE 19**  
**PSYCHOLOGICAL TRUANCY PREDICTIONS AND FREQUENCY**  
**OF OCCURANCE IN THE FIVE MONTH PERIOD**  
**COVERED BY THE SAMPLE**

	C	2.23	2.0B	1.6B	A	Total
Truancy predicted and occurred	4	2	1	2	0	9
Truancy not predicted and occurred	4	0	2	0	2	8
Truancy predicted no occurrence	8	6	6	5	7	32

The number of recorded counselor contacts and the reason or content of the contact were tabulated on the schedule cards. Counselor contacts were broken down into three categories: behavior, counseling, and other. The behavior category is related to counselors seeing boys specifically as a result of reported improper behavior. A very liberal interpretation was given to the counseling category. The simple rule of thumb was that if the contact went into matters other than overt behavior or mechanical aspects (detail change) of institutional existence, it was recorded as a counseling contact. If a discussion only briefly involved a boy's home or family, it was recorded

as a counseling contact. The category "other" specifically relates to detail changes and checking-in contacts after a home visit.

TABLE 20

FREQUENCY OF COUNSELOR CONTACTS IN  
RELATION TO GRADE CLASSIFICATION

	C	2.2B	2.0B	1.6B	A	Total
Behavior	53	18	20	31	6	128
Counseling	48	23	20	11	13	115
Other	60	32	56	79	52	279
Total	161	73	96	121	71	

Analysis of Table 20 reveals that the largest number of counselor contacts are related to detail changes, check-in procedures from home visits, and reports of Review Committee decisions. A sizeable portion of total contacts are related to the boy having been seen as a result of a behavior complaint. Only 115 contacts for the entire sample in a five month period are what may be liberally interpreted as counseling contacts.

Table 21 includes the average number of counselor contacts according to grade classification.

Analysis of this table reveals that the average boy at Boys' Training School had an average of 4.8 counselor contacts during the five month period under study.

However, only the C category boys and the 1.6B category boys had more than four counselor contacts during this period.

TABLE 21  
AVERAGE NUMBER OF COUNSELOR CONTACTS PER  
BOY ACCORDING TO GRADE CLASSIFICATION

	C	2.2B	2.0B	1.6B	A	Sample
Average number	6.7	4.0	3.8	4.4	4.0	4.8

Case record recording is predominantly laden with factual information relating to detail changes, check-ins, and behavior complaints. Further, there appeared to be a tendency for counselors to be strongly identified with authority as records contain frequent references to boys being "warned".

During the course of the data collecting, counselors contended that not all contacts are recorded and that many casual contacts occur. However, the writer would doubt that these could alter the reasons for the contact. There was nothing to indicate in the records that anything approaching social casework practice prevailed. There was only one counselor exception to this and in only a small number of cases. None of the line staff counselors at the time of this study had graduate social work training.

Counselor responsibility seemed to be clearly

related to contacts with boys as a result of academic, cottage, or vocational problems within the program. Counselors are also responsible for immediate intake, original case history summary, to check boys in from home visits, to prepare release summaries to courts, record keeping and presentation of information to both the Review Committee and the Case Conference Committee.

The data clearly shows that the major reason for direct contact with boys is related to detail changes and check-ins.

The Case Planning Committee classifies each boy into one of the provided categories described on page fourteen.

The following table gives the frequency distribution of the sample according to the grade classification.

This committee appears to be rather fixated at classifying boys in the 3A category. The reader is reminded that the 3A category<sup>7</sup> refers to character disorders and quoting from this classification: "They will derive little from our program and usually run into difficulties in any social situation."<sup>8</sup>

The Case Planning Committee classified over fifty percent of the entire sample within this category. This

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<sup>7</sup>See p. 14.

<sup>8</sup>Ibid.

TABLE 22  
CLASSIFICATION AND GRADE PROGNOSTICATION  
BY THE CASE PLANNING COMMITTEE

		1A	1B	2A	2B	3A	3B	4
C	A					1		
	B			4	1	1		
	C			2	2	8	3	1
	D							
2.2B	A							
	B			1	3	7		
	C			1	1	4		
	D							
2.0B	A							
	B			10		4	1	
	C			4		5	2	
	D							
1.6B	A					2		
	B			2	1	16		
	C				1	3	1	
	D							
A	A			1				
	B			4	1	8	1	
	C			1		1		
	D							
Whit.	A							
	B					5	1	
	C				1	2	2	
	D							
Total				30	11	67	11	1

classification and evaluation is not consistent with any of the other data nor the actual adjustment of the boy.

If the grade classification is meant to be an actual prognosis, there is little reliability in this process.

The writer attempted to learn something of the boys from their court reported peer relations, but this was

abandoned midway in the data collecting. The nature of this qualitative variable and the variations in court papers did not lend this category to systematic classification. However, it does appear to be an important diagnostic consideration related to institutional adjustment. This in itself is worthy of future research.

The writer also attempted to consider the youngster's involvement in club activities. However, there were very few youngsters within this sample participating or attempting to participate in club activities.

## CHAPTER V

### FINDINGS

The question of what factors are interacting that affect the kind of institutional adjustment an individual makes was considered in this study. The reader is reminded that "good" institutional adjustment is not necessarily related to "good" adjustment upon release to the community. Only the variables that might affect adjustment within the institution were under consideration. The question of the relationship between institutional adjustment and parole adjustment in the community is a problem for future research.

"The interests of the community are best met by eliminating future delinquency on the part of the offender. The degree of recidivism would be an appropriate measure of success or failure in this respect."<sup>1</sup> This same author concludes that more than forty percent probably fail after a period in a training school and suggests doing something about our treatment methods and that intensive therapy gets better results than old time custodial methods.

"The moods and activity needs between which children

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<sup>1</sup>Paul Schreiber, "How Effective are Services for the Treatment of Delinquents", Pamphlet, (Department of Health, Education and Welfare, No. 9, 1960), p. 1.



move can be somewhat anticipated. Unless the designer and furnisher of the home makes use of this knowledge, he may throw unnecessary blocks in the path of the staff, who will then spend more of their time in "outliving" the wrongness of the place and its design than they can devote to the treatment ingredients they could otherwise add."<sup>2</sup>

Social workers are very learned in the matters of what factors are involved in an ideal treatment institution for aggressive children. One author reports informing new children that if they do not behave they will not be allowed to remain at the institution.<sup>3</sup> Unfortunately this is not possible in most state institutions. Administrators are forced to provide as meaningful an experience with the facilities the legislature has provided.

Boys' Training School is a large institution with some 400 inmates. Very real problems exist in order to avoid chaos. Behavior contagion<sup>4</sup> is an ever present possibility involving large numbers of youngsters. Living quarters are not available according to ideal standards. Conformity is a real issue for concern particularly in viewing the urban setting of the Lansing Unit. "The majority of staff

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<sup>2</sup>Fritz Redl and David Wineman, Controls From Within, (The Free Press, Glencoe, Illinois, 1952), p. 45.

<sup>3</sup>Harry Finklestein, "Containment of Acting-Out Adolescents in an Open Institution", Social Casework, (March 1961, Vol. XLII, No. 3), pp. 134-138.

<sup>4</sup>Redl and Wineman, Controls from Within, p. 300.



members maintained re-educative conceptions of school goals, emphasizing the teaching of acceptable habits and behavior. Such emphasis were from the perspective of rehabilitation improvements over punishment. But they led directly to high valuation of conforming behavior, and signified the cleavage between non-professional and professional staff groups."<sup>5</sup>

Perhaps when we are thus examining institutional adjustment we are in effect examining via the grade system the various youngster's capacities to incorporate control. The data does indicate that there are differences among the youngsters who fall within the various grade categories.

The data does strongly suggest that institutional adjustment is most noticeably affected by factors apart from institutional variables. Most noticeable in the data is that the younger, smaller and less intelligent youngsters generally receive the lower institutional grades. "Another staff member independently affirmed the allegation, asserting that monthly grades were the means for discharging less conforming boys; controls were less effective for them and they were, consequently "promoted out" of the institution."<sup>6</sup> If this

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<sup>5</sup>Robert D. Vinter and Roger M. Lind, Staff Relationships and Attitudes in a Juvenile Correctional Institution, School of Social Work, University of Michigan, Ann Arbor, Michigan, (Ann Arbor: Russell Sage Foundation, June, 1958), p. 53.

<sup>6</sup>Ibid, p. 45.

problem did at one time exist, it appears that with the completion of the Whitmore Lake Unit this has been resolved.

The sample group shows similarities in size, age and intelligence between the A category boys and the Whitmore Lake boys. However, qualitative and quantitative differences exist between their respective backgrounds and family experiences. Although not systematically recorded by the writer, it was noticed that a sizeable number of the youngsters transferred to the Whitmore Lake Unit were transferred as the result of a particular incident often involving a felony while truant from the institution.

Size, age and intelligence are important elements but also of obvious influence is the degree of disorganization and deprivation in the background. The C category boys are the youngest as a group, have received comparatively more services from the local community, have generally very disorganized backgrounds, and the community was unable to effectively serve them. Court histories often indicated that prior to commitment many C category and Whitmore Lake category boys were officially regarded as dependent and neglected children. Deprivation is apparently an important factor in the controls a youngster is able to mobilize. Slum dwelling alone does not, according to the data, indicate a poor prognosis.

There is evidence in many records that courts were lax in providing other services for youngsters prior to

commitment. This is particularly outstanding in the cases of youngsters who were known by the courts as neglected children. Recalling that the C category boys, along with the A category boys, were known to their respective courts for a comparatively short period of time and that seven boys in the C category were known to their courts for only one year, it is surprising to compare this with their various kinds of delinquent acts and the comparatively high incidence of other service prior to commitment. It would indicate that the onset of their aggressive behavior was rather acute and that the services provided were initiated quickly and ultimately resulted in failure. The Whitmore Lake boys are in many ways comparable to the C category boys except that they are older, have higher intelligence, have been known to their courts longer, and have not had the benefit of the variety of services received by the C category boys. However, there are many indications that the Whitmore Lake boys are older C category boys who for some reason were passed for commitment as a younger child. These two categories contain many similarities in their backgrounds and their overt functioning is comparable. Their increased age could account for their being known to the court for a longer period of time.

Everything points to the C category boys being, in view of their age, background, delinquent acts, adjustment and behavior reports, emotionally disturbed youngsters.

Yet only four boys in the C category sample were at one time or another in Minnesota Hall, the cottage specifically designated for emotionally disturbed children. Sixteen boys within the C category were initially assigned to small sized cottages, five to Rhode Island, five to Kansas, and six to Washington. Only two boys in the C category were initially assigned to one of the medium sized cottages. Only one boy in the C category was later transferred to Whitmore Lake.

This would give further evidence that boys are transferred to Whitmore Lake for reasons other than grades per se. It was noted that of the boys not immediately transferred to Whitmore Lake after admission, their grades prior to transfer were generally average or B.

This writer could detect no consistent criterion for placement in Minnesota Hall since some boys diagnosed as quite disturbed were placed elsewhere. However, aggressive tendencies may be one factor, along with emotional disturbance, that operates in Minnesota Hall assignment. The three boys in the C category initially assigned to Minnesota Hall were reported to be aggressive youngsters by the diagnostic staff.

Eleven boys in the C category were at one time housed in Colorado Hall the closed cottage. This frequency is not matched in any of the other categories since only three from the 2.2 to 2.4B category were at one time in

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Colorado Hall, one from the 2.0B category, and none from either the 1.6B category or the A category. This would indicate that like the Whitmore Lake boys, the C category boys need a program different from the other population. Question could be raised as to what Colorado Hall experience is accomplishing and whether a closed program has lasting effects on a youngster with the background of the C category boys. There is no evidence to indicate that an experience in Colorado Hall has resulted in altering overt behavior. However, the effects of Colorado Hall could be a future research entity. This gives further credence to the hypothesis that variables other than those within the institution affect institutional adjustment if adjustment is evaluated in terms of overt behavior.

The problems that are experienced in diagnosis within every agency were evident in this study. What may appear to be discrepancies in diagnosis may not necessarily be so, yet it is confusing to individuals attempting to do future work with the youngsters. "This mental work of examining the parts of a problem for the import of their particular nature and organization, for the interrelationships among them, for the relation between them and the means to their solution -- this is the diagnostic process. The conclusions this process leads to, stating what the trouble seems to be, how it is related to the client's goals, what means the agency, the caseworker, and the



client himself can bring to bear upon the trouble -- these conclusions are the diagnostic product. Diagnosis if it is to be anything more than an intellectual exercise, must result in a "design for action". It is the reflective thinking which shapes the problem solving work."<sup>7</sup> All important is the plan design to help which is available through the program of the institution. ". . . individual differences can never be uncovered by a classification system . . . "<sup>8</sup>

The boys within the 1.6B category are unusual as a group considering that they outnumber by far the other grade categories in the overall frequency of boys involved in assaults. Also, the 1.6B category boys lead in the variety of offenses committed or their delinquent activities are quite varied. Generally, they have high frequencies in aggressive type offenses. Since the C category boys are just below the 1.6B category in variety of offenses, it may be that the nature of the delinquent history in relation to the variety and aggressive nature of delinquent acts is somehow related to institutional adjustment. Despite the nature of the delinquent history of the 1.6B category boys, they are reasonably low in behavior complaints and have fairly high grades. And despite the delinquent history,

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<sup>7</sup>Helen H. Perlman, Social Casework, "A Problem Solving Process", (University of Chicago Press, Chicago, Illinois, 1957), p. 164.

<sup>8</sup>Ibid, p. 175.

eleven boys in the 1.6B category were reported to have a good prognosis by the psychiatrist.

The psychologists have a rather good percentage regarding prognostications of truancy. Of forty one predictions of truancy, it actually occurred in nine cases, whereas, in eighty four cases where truancy was not predicted, in only eight cases did it actually occur. However, in prognostications of behavior to watch for, fighting was prognosed in relatively few cases with the 1.6B category boys having a relatively high prediction. The C category boys on the other hand, who were most responsible for fighting in the institution, had a relatively low prediction.

It proved to be a difficult task to develop a systematic way to evaluate a youngster's peer relations. However, this is a matter for future research since indications point to this as an important element in overall adjustment.

Institutional adjustment seems to be interrelated with several important factors which would cause this writer to revise his hypothesis as follows: Institutional adjustment appears to be related to factors which would fall under a general category of maturity. Influencing institutional adjustment when viewed from the perspective of overt behavior is an interrelationship of physical size, age, family background, intelligence and ability to inter-

act and relate to people. Not under consideration in this study but considered to be of possible importance is the specific manner in which a youngster interacts or relates with adults. Also involved is the nature of the youngster's background. For example, if a boy is young at the time of commitment, is relatively low in intelligence, has a background of marked deprivation, is physically small, the chances are great that his institutional adjustment, based on an inability to initiate controls, will be poor. However, if a boy is fifteen or sixteen, has been known to his court for a comparatively short period of time, is average in intelligence, is larger physically, and comparatively older, the chances are that he will make a good adjustment. Deprivation seems to be a key factor since this same older boy may make a poor adjustment should he come from an environment of marked deprivation. These examples are not presented as the answer, but merely to indicate how these factors under consideration seem to interact. More research is needed in this area particularly in considering other variables and specifically in relation to how they appear to interact.

The writer was unable to evaluate the following factors in the earlier hypothesis. Because of weakness in the research design and in the overall available material, we were not able to test urban-rural differences, peer relations, and degree of passivity. Generally, the data

does not suggest that the good adjuster has had previous agency experience, but indications are that the converse is true as the individual with more prior social service will make a poor institutional adjustment. Again however, it is emphasized that no one factor alone can predict institutional adjustment. Also there is no data available in this study to support the hypothesis that the good adjuster has above average social acuity. The writer's earlier hypothesis that excellent adjusters have fewer counselor contacts is not indicated since all boys have few counselor contacts with the C category boys slightly higher because of behavior complaints. Checking stability on detail assignments was abandoned midway in the data collecting since the original design did not take into account factors such as transfer to Colorado Hall, varsity sports, because of age, certain details are not available to all boys, and office boy assignments.

One factor alone, such as clinical diagnosis, will not necessarily be an indice of institutional adjustment. It would appear that neurotics, psychopaths, pre-psychotics and individuals with withdrawal tendencies exist in all of the grade categories. A clinical diagnosis that predicts classical behavioral expectations, such as aggressive behavior based on a clinical category, does not appear to necessarily hold true in an institution where other factors are involved, such as motivation for release. Other factors



are involved that would appear to effect one's ability to initiate controls such as age, size, intelligence, family experiences, and nature of the delinquent history.

The writer's earlier hypothesis that institutional adjustment is related to social perception and consequent conformity geared toward release does not necessarily appear to be the case. Instead adjustment, when considering overt behavior, appears to be related to ability or inability to initiate control over one's behavior. However, an early impulsive history would not appear to necessarily indicate impulsive institutional adjustment unless considered in relation to the factors mentioned above. The institution does appear to have an impact but not related to any specific aspect of the program. For example, a youngster may be able to relate to personnel, not become involved in behavior infractions, receive adequate grades, yet truant from the institution. The general impact of the institutional milieu does have an effect on the individual's behavior; however, whether the conformists conform upon release is a question to be answered.

## CHAPTER VI

### CONCLUSIONS AND RECOMMENDATIONS

The study was based upon the hypothesis that there are differences in the inmates who fall into one of the four grade categories used by the institution. It further hypothesized that the inmate whose adjustment is good or better is higher in intelligence, is from a highly urbanized area, tends to be passive and has poor peer relations, that there is a correlation between the psychological prognosis given to the cottage parents which prognosticates behavior to be expected, and that the boys predicted to be hostile and aggressive will in fact receive relatively lower grades. It was also hypothesized that the "good adjuster" has had previous social agency experience and has above average social acuity which enables him to "size-up" a situation, improve his surface behavior with the ultimate goal of early release.

The findings indicate that differences do exist between inmates who fall within the four grade categories. Generally, the inmate whose adjustment is good or better tends to be higher in intelligence.

The data is suggestive that differences may exist between inmates based on the rural or urban characteristics of their residence. Limitations in available material did

not allow for the consistent evaluation of an inmate's degree of passivity nor for an evaluation of the nature of his peer relations.

The findings do not indicate that a correlation consistently exists between a prognosis of hostile and aggressive behavior and low grades. Inmates within this sample who fell within the highest B grade category were often predicted to make a poor adjustment and to be prone to hostile type behavior. Yet the C category boys, who were most responsible for behavior complaints, were relatively low in predictions of hostility and aggression.

The earlier hypothesis that the "good adjuster" has had previous social agency experience is not consistent with the results of this study. The probability for poor institutional adjustment becomes greater with the more prior to commitment social agency experience an inmate has had.

The data does not support the hypothesis that the "good adjuster" has above average social acuity. Instead, institutional adjustment seems to be more directly related to factors of maturity and ability or inability to initiate controls over one's behavior.

#### RECOMMENDATIONS

1. This writer would recommend as all important the initiation of a cooperative research program with certain courts in an attempt to learn something of community adjustment after release. However, more information about



youngsters prior to commitment would be necessary to correlate material. Such a study should incorporate known factors prior to institutional commitment, institutional adjustment, and provide a check list for courts that would enable evaluation of after-care community adjustment. Since the Childrens' Division of the State Department of Social Welfare is active in certain counties in supervision of institutional parolees, this also could be taken into consideration as a variable in comparison with counties offering court supervision. A simple check list could be constructed to help insure cooperation of overworked court personnel. Such a study would begin to give insights into the relationships between institutional adjustment and community adjustment as well as some indication of what boys are benefiting from the institutional program. Conceivably this would give some indications into the nature of the possible program for boys based on what program emphasis they received in relation to parole adjustment. Questions could be raised concerning whether a work detail assignment is of benefit to a twelve or thirteen year old boy. Such a study could also give insight into the length of stay required for different boys and offer criteria in addition to institutional adjustment for release planning.

2. The institution could consider the use of its psychiatric service on more of a consultative basis rather

than the present system of a brief interview with each boy. However, this would require a change in the statute<sup>1</sup> since the present statute requires a psychiatric evaluation for each boy. The psychiatrist could become a member of the Case Planning Committee where the social history and psychological material is presented to the committee. At this meeting it could be determined which boys may require individual psychiatric evaluation. A diagnosis made by this committee would take into consideration clinical factors and plan a program based on needs of the youngster and available services of the institution. This would eliminate some of the confusion in diagnosis and conflicting terminology. Every effort should be made to follow this committee's evaluations and recommendations.

3. This writer would recommend the employment of a full time intake worker who would be a permanent member along with the casework supervisor of the Case Planning Committee and would prepare social history information. This would accomplish several goals. It would free regular counselors from the intake process and enable them to devote more time for contacts with their regularly assigned boys. It would insure uniformity in the intake process and provide Michigan Hall with a regular counselor, avoiding confusion through the involvement of all the counselors,

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<sup>1</sup>Public Acts of Michigan of 1953, Act #122, Section 803.102.

and providing continuously available counseling service for youngsters during their Michigan Hall stay. An office could be provided in Michigan Hall and the counselor would have the additional benefit in preparing the admission summary of direct observation of the youngster and his interaction with the group.

4. This writer would recommend the abandonment of the present classification system because of its questionable practical value. It may in fact be a stereotype mechanism. In its place, a system could be developed that takes into consideration the program and realistic personal goals for each youngster. This would give the Review Committee more valid criteria of adjustment in considering release plans and provide continuity between diagnosis and adjustment evaluation.

5. A summary should be prepared that would be used by the courts for commitment purposes. This would insure that necessary background information is available for each boy and would help to resolve problems of eliminated information. This form should be simple and contain factual and diagnostic information that may be available and the reason for commitment.

6. This writer would recommend the abandonment of the present grade prognostication system as it appears to be of no value.

7. The writer would recommend the appointment of a

committee to study what material should be recorded in case records by counselors. Records are laden with material of questionable value particularly detail changes and check-ins. It would appear to be of merit to free counselors from both of these responsibilities. Counselors must contact the Director of Training to determine which details are available and only this Director knows the various limitations on detail assignments. Detail assignments could be recorded by clerical staff on a form comparable to that used for the behavior log. Routine check-ins from home visits could also be handled as a clerical function and parents who wish to talk with counselors should arrange to do so in advance. Recording should provide information indicating the progress of the youngster and information amenable to casework supervision.

8. It is recommended that the suggestions of the Superintendent's Committee for better criteria for grades be instituted and that the present grading form used by cottage parents be abandoned. To point out just one weakness in the present form -- if a youngster does not smoke, therefore is not apprehended with cigarettes or matches, he automatically receives six points. However, if a youngster makes a sincere effort to improve his behavior, he receives only five points. The data would not indicate that the grading system itself is necessarily a negative mechanism since there are similarities in the

boys falling within the grade categories. Despite the size of the institution, it does provide individual recognition and an indice of progress to the inmate. However, the questions of what effects a negative grade has on a youngster remains to be answered.

9. Since smoking is the second most frequent rule infraction, smoking regulations should be reevaluated. "Some authorities in the training school field point out that regulations prohibiting youngsters from smoking (when not contrary to statute) actually create problems out of proportion to the issues involved."<sup>2</sup>

10. The entire mechanism of procedure and roles in behavior complaints should be reevaluated since "warnings" could be construed to be a questionable casework technique.

11. This writer would recommend reevaluation of the program, objectives, and methods of the special cottages, Colorado and Minnesota. There is no evidence that Colorado Hall has lasting effects in helping a youngster to incorporate control. Consideration should also be given to what the purpose of Minnesota Hall is, and if it is to be a special cottage for emotionally disturbed youngsters, specific policy should be developed as to how its operation should differ from other cottages.

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<sup>2</sup> "Institutions Serving Delinquent Children, Guides and Goals", Childrens' Bureau Publication, No. 360, 1957.

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1. The first part of the document discusses the importance of maintaining accurate records of all transactions and the role of the accounting department in ensuring the integrity of the financial statements. It also highlights the need for regular audits and the importance of transparency in financial reporting.

2. The second part of the document focuses on the implementation of internal controls to prevent fraud and ensure the accuracy of financial data. It outlines the key components of a robust internal control system, including segregation of duties, authorization procedures, and regular monitoring and evaluation.

3. The third part of the document addresses the challenges faced by organizations in managing their financial resources effectively. It discusses the importance of budgeting and forecasting, and the role of the accounting department in providing accurate and timely financial information to management for decision-making.

4. The fourth part of the document explores the impact of technology on the accounting profession. It discusses the benefits of automation and the use of data analytics in financial reporting, and the need for accounting professionals to stay updated with the latest technological advancements.

5. The fifth part of the document discusses the importance of ethical considerations in accounting. It emphasizes the need for accountants to adhere to professional standards and maintain high ethical standards in their work, and the role of the accounting department in promoting a culture of integrity and transparency.

6. The sixth part of the document discusses the importance of communication and collaboration between the accounting department and other departments in the organization. It highlights the need for clear communication channels and regular meetings to ensure that all departments are aware of the financial implications of their actions and can work together to achieve the organization's financial goals.

7. The seventh part of the document discusses the importance of training and development for accounting professionals. It emphasizes the need for continuous learning and the role of the accounting department in providing training and development opportunities for its staff to ensure they have the necessary skills and knowledge to perform their duties effectively.

8. The eighth part of the document discusses the importance of risk management in accounting. It highlights the need for accountants to identify and assess financial risks and the role of the accounting department in developing and implementing risk management strategies to minimize the impact of these risks on the organization's financial performance.

9. The ninth part of the document discusses the importance of compliance with regulatory requirements in accounting. It emphasizes the need for accountants to stay updated with the latest regulatory changes and the role of the accounting department in ensuring that the organization's financial reporting is compliant with all applicable laws and regulations.

10. The tenth part of the document discusses the importance of the accounting department in supporting the organization's strategic goals. It highlights the role of the accounting department in providing accurate and timely financial information to management for decision-making, and the need for the accounting department to be proactive in identifying opportunities for improvement and innovation.



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# Boys Vocational School

Lansing, Michigan

## Monthly Progress Report and Behavior Rating Scale

### DIRECTIONS

#### Please Read Very Carefully

- A. The Monthly Progress Report and Behavior Rating Scale will be filled out by the Cottage Parents when requested for each boy living in their cottage unit or when a boy is transferred to another cottage. The Report consists of two parts :
1. Nine items giving a general estimate of the boy's status. These items do not have a numerical score assigned to them, but are included to secure the Cottage Parents' monthly estimate of the boy.
  2. Eighteen items covering behavior and general personality traits possessed by the boy being rated. Each trait is assigned numerical values ranging from zero (0) to eight (8).
- B. Place a circle around the point value along the line which indicates your estimate of the boy's status on the specific trait being considered.
- C. Add the total number of point values or scores earned by the boy to get his monthly progress score.
- D. The highest possible score which could be achieved on the Progress and Behavior Rating scale is 100. The following values are given to the total scores achieved:

91 thru 100 "	"A
81 thru 90 "	"B
71 thru 80 "	"C
61 thru 70 "	"D
0 thru 60 "	"U unsatisfactory

NOTE:—You will observe that running away has been omitted from the Rating Scale. When a boy runs away his case will be submitted to the Case Conference. Committee and adjustment will be made.

Boy's Name \_\_\_\_\_

Month \_\_\_\_\_

Year \_\_\_\_\_

Rater \_\_\_\_\_

Score \_\_\_\_\_

Cottage \_\_\_\_\_

Mark \_\_\_\_\_

# Cottage Parents, General Estimate Of Boy

(To be rated as fully possible, but not included in final grade or numerical score)

I

## Present Status Of The Boy

Parole should be considered as soon as possible. Is ready to make good adjustment in community.	Placement or parole should be undertaken. Boy should not remain here more than one more month.	Feel that the boy will need more experience at BVS, but not more than three months.	Boy should be kept from two to four months longer.	Boy needs long term training program. Should be at BVS more than four more months.

II

## General Estimate Of Health

In excellent physical condition. Never sick or complaining.	Most of the time in splendid health. Occasional cold or headache. Does'nt complain.	Average physical condition. His share of colds and complaint, but not unusual.	Often complains that he doesn't feel well. Takes cold easily. Eating habits need watching.	Always sick and uses imagined illnesses as an excuse for avoiding work.

III

## Attitude Towards Home And Own Parents

Appears to have a strong attachment to both parents. Speaks highly of his home and home life.	Shows a good relationship with one or both parents. Speaks well of his home.	Usual but not overly concerned about home or parents. Does not show antagonism, however.	Speaks poorly of one or both parents. Indicates he would rather have a different home.	Antagonistic towards home and parents. Wants nothing to do with his past community life.

IV

## Attitude Towards Cottage Parents

Appears to have a strong attachment to both cottage parents. Speaks highly of them.	Shows a good relationship with one or both parents. Seems to like cottage life.	Usual but not overly enthusiastic about his cottage parents and cottage life.	At times speaks poorly of cottage parents. Often indicates dislike of cottage.	Antagonistic towards cottage life and parents.

V

## Attitude Towards The Future

Has a healthy point of view towards future job. Knows in own mind exactly what he wants.	Considers the future seriously. Seeks advice. Wants to better himself and to find his place.	Average amount of concern usually shown by growing boys for their future.	Not much interest or care in what is going to happen after leaving BVS. Definitely needs guidance.	"Let the future take care of itself." No interest or concern. Day today attitude.

VI

## Group Participation

Always found with group and actively participating in group enterprise.	Most of time active member of group. Positively contributing.	Quite often in a group, enjoys company of one or two boys equally well.	Seldom engages in group activities unless requested. Prefers own company.	Never part of group. Withdraws from attempts to get him into group.

## VII

## EMOTIONAL STABILITY

Appears in complete control of himself. Never given to emotional outbreaks.

Seldom resorts to emotional outbreaks. Good control most of the time.

His emotional control varies with situation in which he finds himself.

Given to frequent emotional outbreaks when can't obtain ends in other ways.

Very unstable. Cries easily. Loses his temper often. No control.

## VIII

## INITIATIVE

Full of constructive ideas and means of achieving plans.

Quite often one who suggests plans and games.

Shows some initiative, but not unusual leader.

Little evidence of leadership. Surprising when he makes suggestions.

No evidence of initiative of leadership whatsoever.

## IX

## SEXUAL ADJUSTMENT

Absolutely no question of stability. Has very healthy attitude toward sex problems.

Interested in problems of sex in normal way. Masturbation no problem with this boy.

Can be led into sexual behavior and conversation, but ordinarily these problems not important to him.

Often disturbed by conversation relating to sex. Masturbation frequent. Must be watched for own good.

Strong sex drive. Unhealthy attitudes, masturbation real problem. Recent known contacts with other boys.

## A

## EFFORT

Making a sincere effort to improve in all or specific areas of his behavior.

Makes some effort at improvement, but gives up very easily.

Is apparently not interested in making any improvement in his behavior. No effort being shown.

5

3

0

## B

## PERSONAL CLEANLINESS

Very careful of personal cleanliness neat in dress and appearance. Well groomed.

Seldom has to be reminded about washing or bathing. Takes care of self and possessions without prompting.

About as careful of toilet habits as would be expected of boys his age. Minimum amount of self direction shown in this matter.

Quite often has to be reminded to brush teeth, comb hair, and care for clothes and possessions.

Continual supervision necessary for him to meet minimum standards of cottage.

4

3

2

1

0

## C

## ATTITUDE TOWARDS AUTHORITY

Exceptionally fine attitude towards authority and discipline.

Good attitude towards authority. Responds well to correction and cottage routine.

Sometimes responds favorably to correction but response depends upon mood.

Often rebels against correction. Argues when definitely at fault.

Correction means nothing to him. Defiant and always argues against adult.

4

3

2

1

0

## D

## TRUTHFULNESS AND HONESTY

Can always be relied upon to be truthful and honest. No question of his word.

Most of time his honesty and word is unquestioned.

Telling truth and being honest depends upon end to be gained.

A boy one trusts only when supervised. Can't be relied upon.

Dishonesty, cheating and lying typical of behavior.

7

5

4

2

0

## E

## COOPERATION

Very fine team worker.

Willingly cooperates with others most of time.

Gives necessary cooperation.

Works with others under difficulty.

Refuses to cooperate except under constant supervision.

8

6

4

2

0



Appears in complete control of himself. Never gives to emotional outbursts.

Seldom resorts to emotional outbursts. Good control most of the time.

His emotional control varies with situation in which he finds himself.

Given to frequent emotional outbursts when can't obtain ends in other ways.

Very unstable. Cries easily. Loses his temper often. No control.

	4	3	2	1	0
<b>F Table manners and courtesy</b>	Excellent	Good	Fair	Poor	Bad
<b>G Obedience</b>	Excellent	Good	Fair	Poor	Bad
<b>H Profanity</b>	Never	Corrected Once this Month	Corrected Twice this Month	Frequently	Habitual
<b>I Fighting</b>	Never	Engaged in one fight	Engaged in two fights	Frequently	Regular occurrence
<b>J Willful destruction of property</b>	Never	Once with no great loss financially.	Once with considerable loss.	Careless and happened two or three times.	Frequent
<b>K Obscenity</b>	Never	Corrected Once this Month	Corrected Twice this Month	Frequently	Habitual
<b>L Theft</b>	Never	One occurrence	Two occurrences	Frequent	Habitual
<b>M Bullying</b>	Never	One occurrence	Two occurrences	Frequent	Habitual
<b>N Impudence</b>	Never	Corrected Once this Month	Corrected Twice this Month	Frequently	Habitual
<b>O Disorder in dormitory</b>	Never	One occurrence	Two occurrences	Frequent	Always causes disorder
<b>P Quarreling</b>	Never	One occurrence	Two occurrences	Frequent	Habitual
<b>Q Disrespect</b>	Never	One instances	Two instances	Frequent	Habitual
<b>R Smoking, having tobacco or matches</b>	Never	One occurrence	Two occurrences	Frequent	Habitual

APPENDIX B

Activity Progress Report  
BOYS VOCATIONAL SCHOOL

To: ..... 196.....

Ref.: ..... Cottage .....

INFORMATION IS DESIRED ON THE ABOVE BOY. RETURN THIS to .....  
OFFICE as SOON as POSSIBLE.

---

Assignment: .....

Monthly Mark: .....

Behavior: a. Toward other boys .....

b. Toward Staff members .....

Does the boy show sufficient aptitude to continue in this type of work?

In what Area does he need special help? .....

SPECIAL INTERESTS: .....

Kindly submit a statement covering his general behavior and attitude while under your supervision.

Signed .....

## APPENDIX C

### 1. The Ideal Citizen "A"

- a. Respects and obeys laws and seeks to promote similar qualities in others.
- b. Is responsible for own work and conduct.
- c. Is a devoted asset to the class.
- d. Is a leader, alert and interested.
- e. Is dependable.
- f. Is willing to do more than required.
- g. Is cooperative and efficient.
- h. Is neat in dress, clean in speech and habit.

### 2. Above Average Citizen "B"

- a. Is law abiding.
- b. Works without compulsion.
- c. Causes no disturbances.
- d. Possesses ~~some~~ <sup>some</sup> initiative.
- e. Passive in attitude. ~~some~~
- f. Volunteers ~~now little~~ contribution to the class.
- g. Has the possibilities of a number "1" citizen with encouragement and supervision.
- h. ~~Does the average thing in the average way.~~

### 3. The Average Citizen "C"

- a. Has lawless attitude.
- b. Is indisposed to work.
- c. Is careless in taking assignments.
- d. Is frequently late. Unexcused tardiness.
- e. Can rarely be depended upon.
- f. Works spasmodically.
- g. Has some redeeming qualities.

### 4. The Below Average Citizen "D"

- a. Needs watching.
- b. Cheats in class.
- c. Is a bad influence in class.
- d. Is absent from class without permission.
- e. Is a problem that is frequently referred to the principal or to the case conference.

### 5. The Undesirable Citizen "U"

#### Value of Citizenship marks:

- 1 equals A or 4 points
- 2 equals B or 3 points
- 3 equals C or 2 points
- 4 equals D or 1 point
- 5 equals U or 0 points



**State of Michigan**  
**THE PROBATE CODE**

JUVENILES  
AND  
JUVENILE  
DIVISION

**CHAPTER 712 - A**  
**Compiled Laws of 1948**



Duplicated by

STATE DEPARTMENT OF SOCIAL WELFARE  
Lansing 13, Michigan

~~September 13, 1958~~

~~MAR 19 1960~~

## APPENDIX D

### 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

712A

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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) or (b) 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 seventeenth 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; Am. 1959, Act 81, Eff. Mar. 19, 1960.

### 712A.3 Juvenile division of probate court; transfer of cases from other court of child under 17.

Sec. 3. If during the pendency of a criminal charge against any person in any other court it is ascertained that the person was under the age of 17 years at the time of the commission of the offense, the court shall 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 the person resides.



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

HISTORY: Am. 1946, First Extra Session, Act 22, Eff. Feb. 26; Am. 1961, Act 54, Eff. Sept. 8.

**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-

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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 or a referee 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; Am. 1961, Act 30, Eff. Sept. 8.**

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~~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.16a Joint regional facilities for diagnosis and custody of minors detained for investigation and pending criminal proceedings.**

Sec. 16a. Two or more contiguous counties may combine together to construct and operate regional facilities for the diagnosis and custody of minors detained under the provisions of sections 14, 15, and 16 of this chapter, or during an investigation conducted under the provisions of section 12 of this chapter.

HISTORY: Add. 1956, Act 117, Eff. Aug. 11.

**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 Juvenile Division of Probate Court; Petition for Re-hearing; Supplemental Order.**

Sec. 21. Any interested person, at any time while the child is under the jurisdiction of the court, may file a petition, in writing and under oath, for a rehearing upon all matters coming within the provisions of this chapter, and upon the rehearing the court may affirm, modify or set aside any order so reviewed. If parental rights have been terminated by an order entered in the proceedings and custody of the child has been removed from the parents, guardian or other person, the petition for rehearing shall be filed within 6 months from the date of entry of the order terminating parental rights; and the petition shall set forth in detail the place, manner and all other information requested by the court in reference to the proposed future custody of the child. The rehearing shall be conducted in accordance with the provisions of this chapter relative to the conduct of original hearings. At any time the court may enter an order for supplemental disposition as long as the child remains under the jurisdiction of the court.

**HISTORY:** Am. 1958, Act 129, Eff. Sept. 13.

**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 Foster care of children; expenses, payment, rules, standards of care.**

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: *And provided further*, That payments for the foster care of children may also be made from the child care fund of the county, established in section 73 of Act No. 280 of the Public Acts of 1939, as amended, being section 400.73 of the Compiled Laws of 1948, for receiving state funds for foster care if the children are in the care of a licensed child caring institution or placement agency; or, the children having been placed under the direct supervision of the court, payments may be made from the said child care fund of the county if the court certifies in its order to the treasurer that the care given the child meets administrative rules of the probate court for such care and service established as herein provided: *Provided*, That payments may be made without such certification during the 1-year period following the effective date of this act or until the rules are established, whichever period of time is shorter. Immediately following the effective date of this act, the presiding probate judge shall appoint a committee of probate judges on administrative rules for the care of children in foster care. The committee of probate judges shall confer with the director of the state social welfare department for the purpose of promulgating said rules.

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Such rules shall include standards of (1) personnel engaged in placement and supervision of children; (2) record keeping for the planning for the child; (3) homes selected for foster care; (4) family foster homes used by the court shall be selected with consideration of the religious, racial and cultural background of the child to be placed.

**HISTORY:** Am. 1951, Act 98, Eff. Sept. 28; Am. 1955, Act 112, Eff. Oct. 14\*.

\*N.B. Act 112, P.A. 1955, has a Section 2 which reads as follows:

*Section 2. This amendatory act shall become effective April 1, 1956, in respect to liability by the state for any part of the cost of care of children admitted to foster care subsequent to June 30, 1955.*

### 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 provided 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; reimbursement orders; reports 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. Whenever the court issues an order in respect to payments by a parent under subdivision (e) of section 18 of this chapter, a copy shall be mailed to the department of revenue. 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 department of social welfare with reports of the administration of the juvenile division in such form as shall be recommended by the Michigan association of probate and juvenile court judges. Copies of such reports shall, upon request, be made available to other state departments by the department of social welfare.

**HISTORY:** Am. 1959, Act 184, Eff. Mar. 19, 1960.



APPENDIX D

Height

Weight

Behavior Log

Offenses

Counselor Comments  
Behavior

Club Activities

Psychological

Behavior

Needs

Psychiatric

Cottage

APPENDIX E

SCHEDULE CARD

<u>Height</u>	<u>Weight</u>	<u>Age</u>	<u>Race</u>	<u>Rural-Urban</u>	<u>Deprivation</u>
<u>Behavior Log</u>	<u>Interests</u>	<u>School Grade</u>	<u>Time Known to Court</u>		
<u>Offenses</u>	<u>Peer Relations</u>	<u>Detail</u>	<u>Review Committee Decision</u>		
<u>Counselor Contacts</u>			<u>Intelligence</u>		
<u>Behavior</u>	<u>Counseling</u>	<u>Other</u>	Verbal	_____	
			Performance	_____	
			Full Scale	_____	
<u>Club Activities</u>					
<u>Psychological Evaluation</u>					
<u>Behavior to Watch for</u>					
<u>Needs of the Youngster</u>					
<u>Psychiatric Evaluation</u>					
<u>Comments</u>					
<u>Cottage</u>	<u>Planning Committee Classification</u>	<u>Writer's Grade Classification</u>			<u>Name</u>

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