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THE FUNCTION OF CLUB ACTIVITIES
IN A STATE TRAINING SCHOOL FOR
MALE JUVENILE OFFENDERS

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Aug. 1954.

THE FUNCTION OF CLUB ACTIVITIES
IN A STATE ~~TRAINING~~ SCHOOL FOR
MALE JUVENILE OFFENDERS

by
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TABLE OF CONTENTS

ACKNOWLEDGMENTS	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	iv

Chapter	Page
I. INTRODUCTION	1
II. A FRAMEWORK OF CURRENT CONCEPTS AND OPINIONS	7
III. THE SETTING AND POPULATION	33
IV. THE PROGRAM AND STRUCTURE OF GROUP ACTIVITIES AT BOYS' VOCATIONAL SCHOOL	54
V. AN ANALYSIS OF COMMITTEE ACTION UPON APPLICATIONS RECEIVED DURING A SIX MONTH PERIOD	73
VI. GENERAL CONCLUSIONS AND SPECIFIC IMPLICATIONS	93
BIBLIOGRAPHY	100
APPENDIXES	105

LIST OF TABLES

Table	Page
1. INITIAL COMMITTEE ACTION UPON APPLICATIONS RECEIVED DURING PERIOD NOVEMBER 1, 1953 TO APRIL 30, 1954 BY CLUB ACTIVITIES	75
2. AGE IN YEARS OF BOYS APPROVED FOR A CLUB ACTIVITY DURING PERIOD NOVEMBER 1, 1953 TO APRIL 30, 1954	77
3. AGE IN YEARS OF BOYS DISAPPROVED FOR A GROUP ACTIVITY DURING PERIOD NOVEMBER 1, 1953 TO APRIL 30, 1954	79
4. INTELLECTUAL RANGES OF BOYS APPROVED FOR A CLUB ACTIVITY DURING PERIOD NOVEMBER 1, 1953 TO APRIL 30, 1954	81
5. INTELLECTUAL RANGES OF BOYS DISAPPROVED FOR A CLUB ACTIVITY DURING PERIOD NOVEMBER 1, 1953 TO APRIL 30, 1954	82
6. LENGTH OF STAY OF BOYS APPROVED FOR A CLUB ACTIVITY DURING PERIOD NOVEMBER 1, 1953 TO APRIL 30, 1954	84
7. LENGTH OF STAY OF BOYS DISAPPROVED FOR A CLUB ACTIVITY DURING PERIOD NOVEMBER 1, 1953 TO APRIL 30, 1954	86
8. DISCIPLINE RECORD OF BOYS APPROVED FOR A CLUB ACTIVITY DURING PERIOD NOVEMBER 1, 1953 TO APRIL 30, 1954	87
9. DISCIPLINE RECORD OF BOYS DISAPPROVED FOR A CLUB ACTIVITY DURING PERIOD NOVEMBER 1, 1953 TO APRIL 30, 1954	89
10. RELATIONSHIP BETWEEN LENGTH OF STAY AND BOYS' DISCIPLINE RECORD BEFORE COMMITTEE APPROVAL FOR A CLUB ACTIVITY DURING PERIOD NOVEMBER 1, 1953 TO APRIL 30, 1954	90
11. RELATIONSHIP BETWEEN LENGTH OF STAY AND BOYS' DISCIPLINE RECORD BEFORE COMMITTEE DISAPPROVAL FOR A CLUB ACTIVITY DURING PERIOD NOVEMBER 1, 1953 TO APRIL 30, 1954	90

CHAPTER I

INTRODUCTION

Juvenile delinquency has once more assumed the national limelight as the recent increase in offenses committed by children has served to arouse public interest. After each sensational escapade, communities echo with new demands for a more efficient method of control. The exhaustive array of literature devoted to causes and solutions reveals how extensive, and yet inconclusive, the effort has been. Currently, considerable attention has been focused upon the development of preventive services within the local community. The rapid growth of psychiatric clinics, recreational projects, and new methods, like "aggressive" casework, is indicative of this trend. Despite the mobilization of resources, there remain those areas which are unreached and those children who are unable to accept these services.

During 1951, it was estimated that about 350,000 children were brought into the juvenile courts for delinquent behavior. Of these, 95,000 were placed on probation and 35,000 were committed to training schools designed for delinquents. As the "war babies" reach the court ages, conservatives predict a steady increase over the next several years.¹

¹"A Few Facts About Juvenile Delinquency," The Child Vol. XVII, (December, 1952), pp. 63-64.

Under such conditions, it would seem plausible that careful scrutiny of the social treatment services provided for the delinquent child might be indicated.

The social rehabilitation of an offender may involve probation, institution, ^{-al} and parole services. As a facility in the treatment process, the training school has been particularly intriguing to the writer. Over the past three years, he has had an opportunity to become closely associated with such a service as a volunteer and student in field placement at the Boys' Vocational School in Lansing, Michigan. While current practices vary, it has become his opinion that institutions can offer services which start the rehabilitative process while the protective needs of both the community and child are being fulfilled. Properly administered services provide a milieu in which the child may find help in a process of adjustment to the demands of organized society.

PURPOSE

This study was undertaken because of the writer's interest and experience in club activities as one of the many services offered at Boys' Vocational School to the delinquent boy during the adjustment process. After talking with several staff members, it became apparent that others had the same curiosity about the function and relationship of club activity within the total program of this institution.

The purpose of this project is two-fold. First, it is an attempt to describe the current program of club activities from an administrative viewpoint. This includes the organizational structure, the stated policy and procedure, the purpose as it is seen by the personnel directly involved, and a statistical record of the administrative committee's operations. Secondly, it was hoped that a dimension could be developed by which the present function of club activity at Boys' Vocational School would be clarified. Where this has proven to be too specific a goal, there has been an attempt to stimulate interest which can be utilized in the process of defining objectives.

Method and Scope of the Study

A conceptual framework is presented which is an attempt to develop the relationship between the delinquent, the training school, and the use of group methods. Current opinion drawn from pertinent literature is cited to facilitate and convey the intention of this topic. A few articles are also cited to give examples of current practices.

The Boys' Vocational School and its program, services, and population is described so that the club activities, as one service, may be viewed in its relationship to the total institutional setting.

Interviews were conducted with the members of the Group Activities Committee and the group leaders of each club.

These were designed to discover the current thinking of the individuals directly responsible for the operation of this service. The interviews were generally unstructured to give an opportunity for the expression of ideas and feelings. However, certain questions served as a guide when desired information was not revealed. The responses were consolidated in a manner which conveys the general feeling as well as the facts. In Appendix I, a sample of the questions appears.

The minutes of the weekly meetings of the Group Activities Committee held between November 1, 1953 and April 30, 1954 were secured. A notation of each application for a club activity and the committee action on this application was recorded on a schedule. Each individual boy's case history was searched for facts deemed related to the subject of the study. Chief among these were four factors most frequently mentioned by committee members as criteria for determining the eligibility of boys. The four factors were age, intelligence, discipline record, and length of stay in the institution at the time of referral. An analysis of these factors as they seemed to relate to approval was made. An effort was made to determine the influence and validity of these factors. See Appendix I for a sample of the schedule.

Finally, the conceptual framework, the interviews, and the statistical data on selective factors were drawn together in order to establish some general conclusions about

club activity at the institution. It then became possible to present tentative objectives of this service and to make certain suggestions which might prove valuable to those who have the responsibility for guiding and developing the service.

Validity of Methods Used

There were certain limitations which became apparent. The four selective factors did not cover the wide range of qualitative factors and subjective evaluations which influenced the decision made upon each application. The interplay of these factors as well as other factors such as "going home" or clinical evaluations of a boy, could not be measured. Occasionally it could be observed that certain boys would not meet the qualifications but were strongly recommended by other staff members as special cases.

A valuable ^{tool} area for evaluating a service is surveying the interests of the population served. A questionnaire directed to the boys would have aided this effort. However, this would have expanded the study beyond its intent. It should be an area of future investigation. Likewise, the study definitely was not designed to measure or evaluate the contribution of club activity in this setting as either therapy or recreation. It would be necessary to establish narrative records of each club's meetings. This would be designed to reflect the impact of the activity upon the individual boy in

CHAPTER II

A FRAMEWORK OF CURRENT CONCEPTS AND OPINIONS

The function of a service designed to meet the problems and needs presented by individuals becomes crystallized if the relationships between the individual, the agency offering the service, and the methods of the service are defined. For the purpose of this study, a framework is formulated which attempts to relate the delinquent, the training school, and the group methods.

The Delinquent

While many of the behavior maladjustments considered as atypical have yielded to a delineation as entities capable of syndrome description, delinquent behavior has failed to succumb as readily. The scientific inquiries aimed at discovering the genesis of delinquent behavior have submitted a variety of interpretations with each proclaiming a specific validity. It is beyond the scope of this study to trace the development of these interpretations but a historical exposition of the delinquent etiologies may be found in the work by Barnes and Teeters.² Recent writers generally

²Harry E. Barnes and Negley K. Teeters, New Horizons in Criminology (New York: Prentice-Hall, Inc., 1943), pp. 121-248.

agree with the view of Alt and Grossbard that "delinquency describes the act rather than the doer" and that "delinquency is not a distinct psychological entity but rather one form of emotional disturbance."³

An important method employed in understanding the behavior disorders has been the compilation of those characteristics which contrast the problem group with the so-called "normal" contemporary group. Applied to the delinquent group is the monumental study by the Gluecks which has offered supportive evidence to many of the recent theories. After divergence from the general pattern of their observations was given recognition, a tentative causal formula emerged which presented synoptically that:

The delinquents as a group are distinguishable from the non-delinquents: (1) physically, in being essentially mesomorphic in constitution (solid, closely knit, muscular); (2) Temperamentally, in being restlessly energetic, impulsive, extroverted, aggressive, destructive (often sadistic)-traits which may be related more or less to the erratic growth pattern and its physiologic correlates or consequences; (3) in attitude, by being hostile, defiant, resentful, suspicious, stubborn, socially assertive, adventurous, unconventional, non-submissive to authority; (4) psychologically, in tending to direct and concrete, rather than symbolic, intellectual expression, and in being less methodical in their approach to problems; (5) socio-culturally, in having been reared to a far greater extent than the control group in homes of little understanding, affection, stability, or moral fibre by parents usually unfit to be effective guides and protectors or, according to psychoanalytic theory, desirable sources for emulation

³Herschel Alt and Hyman Grossbard, "Professional Issues in the Institutional Treatment of Delinquent Children," American Journal of Orthopsychiatry, Vol.XIX,(April, 1949), p. 279.

and the construction of a consistent, well-balanced, and socially normal superego during the early stages of character development. While in individual cases the stresses contributed by any one of the above pressure areas of dissocial-behavior tendency may adequately account for persistence in delinquency, in general the high probability of delinquency is dependent upon the interplay⁴ of the conditions and forces from all these areas.

Though successes may be experienced in isolating factors the immense task of diagnosing the distinctive forces operative in a specific individual still remains. Dr. Donald A. Block, former chief psychiatrist at the National Training School in Washington, D.C., doubts whether a common thread really links the diverse personalities of those who carry on delinquent behavior. However, he adds:

It is my assumption that one is more likely to find this thread if one considers delinquency as an interpersonal integration. Essentially this means that we take the two-group as our unit of observation and therefore look on delinquency as an interaction between people, rather than as a phenomenon occurring principally in a person.⁵

This assumption seems to be a logical one as the predominant attributes which are so distressing to those who are in contact with the delinquent, namely, hostility, egocentricism and a lack of consideration, are almost certain to guarantee a poor relationship. For whatever psychogenic or socio-cultural reasons condition his response, the delinquent reveals a defect in his manner of handling these

⁴Sheldon and Eleanor Glueck, Unraveling Juvenile Delinquency, (New York: The Commonwealth Fund, 1950), pp.281-282.

⁵Donald A. Block, M.D., "Some Concepts in the Treatment of Delinquency," Children, Vol.I, No.2, (March-April, 1954), p. 49.

factors in social relations. The rest of humanity undoubtedly, at one time or another, finds it necessary to express these same feelings. The difference seems to be one of subtle skills.

Some studies appear to have underlined this importance of the interpersonal factor. Doll and Fitch, using the Vineland Social Maturity Scale, discovered that "the social competence of delinquents is strikingly below that of normal non-delinquents, being principally in the feeble-minded and borderline range of social competence."⁶ An Associated Press release in June of this year, reported the current experimental studies by Dr. T. R. Sarkin and his associates at the University of California. One test developed verifies an observation that delinquents are less able than normal persons to predict the reactions of others. Among many factors, Merrill, in his research, indicates a lack of self-esteem and a subsequent tendency toward self-deception as a reaction frequently found in delinquents.⁷

The question of "hostility" often creeps into studies related to delinquent and criminal behavior. For instance, Berger found a positive correlation between the degree of

⁶Edgar Doll and Kathryn Fitch, "Social Competence and Juvenile Offenders," *Journal of Criminal Law and Criminology*, Vol. XXXII, (May-June, 1939), p. 67.

⁷Maud A. Merrill, Problems of Child Delinquency, (New York: Houghton-Mifflin Company, 1947), p. 145.

self-rejection among offenders and increased hostility toward others.⁸ Johnson discovered that delinquents are less able to express directly hostile feelings toward their parents and are more inclined to emphasize the non-authoritarian aspects of their parents.⁹ Relating this to the study by Thibault and Cowles which concluded that "overt acts of aggression in response to instigation of hostility will tend to reduce the level of hostile tension in the aggressor," one might speculate as to the meaning such behavior has for the adolescents in Johnson's investigation.¹⁰

Therefore, it becomes the position of the writer that the individual delinquent cannot be described as a particular personality on the basis of either his acts or by the factors which may interact to provide fertile ground for his manner of handling interpersonal conflict. As Dr. Lawson Lowry has stated, a great many factors are important to the evolution of the delinquent's personality but these factors are "not peculiar to the delinquent."¹¹ It might be

⁸Emanuel M. Berger, "The Relation Between Expressed Acceptance of Self and Expressed Acceptance of Others," Journal of Abnormal and Social Psychology, Vol. XLVI, No. 4, (October, 1952), p. 781

⁹Thomas F. Johnson, "Conceptions of Parents Held by Adolescents," Journal of Abnormal and Social Psychology, Vol. XLVII, No. 4, (October, 1952), p. 789.

¹⁰John W. Thibault and John Coules, "The Role of Communication in the Reduction of Interpersonal Hostility," Journal of Abnormal and Social Psychology, Vol. XLVII, No. 4, (October, 1952), p. 777.

¹¹Lawson Lowry, M.D., "Delinquent and Criminal Personalities," Personality and the Behavior Disorders, Vol. II, (New York: The Ronald Press Company, 1944), p. 818.

added that the delinquent operates within a framework of biological, psychological, and sociological conditions with a distinct handicap in his perception of others and the methods of handling crises in relations with others. He reaches his present condition because of his total past and current personal situation. He knows of no safer means of adjustment. Particularly pertinent to this study and perhaps lending direction is the observation by Marshall Clinard, eminent sociologist, who states:

Rather than looking to heredity or largely to some specific personality make-up as a specific cause for criminal behavior, it would be well for us to regard all human behavior as growing out of group experience. Human experience apart from the group is unknown. This group experience involves not only the family about which we now hear so much, but the play group, the school, neighborhood, clubs, the church, marriage, one's occupation, in fact, all life in its interaction with culture and sub-culture. Personality is an outgrowth of group experience in which the world around us is defined, and these definitions are secured from associations with others.¹²

The Training School

Historically, the training school developed as an adjunct to the community's recognized need for protective, custodial care of the child adjudged delinquent or in danger of becoming one. The establishment of the first "House of Refuge" in New York in 1825 marked a first step in the physical separation of the child from the adult offender in

¹²Marshall B. Clinard, "Criminal Behavior is Human Behavior," Federal Probation, Vol.XIII, No.1, (March, 1949), p. 23.

this country. While early efforts were made to define the purpose of this and succeeding institutions as educational, in practice, "reform" had often involved methods of industry and restriction which were, both physically and mentally, excruciating punishment.¹³

Unfortunately, current practices in many of our training schools continue to reflect the antiquated customs of the centuries. Delinquent behavior is not always seen as indicative of personal maladjustment. In open or veiled form, much of the public continues to demand a retribution. Punishment, in primitive society, meant appeasement for the gods. Anglo-Saxon and Galic codes gave us the right to redress for personal insult or injury. Puritanically, punishment offers a return to grace as a reward for penitence (hence "penitentiary") of those who made a rational choice to prostitute the god-given "free will" of mankind. More recently, incarceration has been viewed as a deterrent to future offenses for both the offender and those tempted to select his path.¹⁴ A psychological explanation and retort is offered by Ralph Banay when he explains:

The delinquent, because his relatively primitive conduct tends to stir similar tendencies in others, activates their sense of guilt. By punishing the delinquent or the criminal, the righteous citizen bolsters his own self-respect. The more holier-than-thou he is able to feel, the less he is bothered by his own sense

¹³Negley Teeters and John Reneman, The Challenge of Delinquency, (New York: Prentice Hall Inc., 1950), pp.429-52.

¹⁴Walter Bromberg, Crime and the Mind, (Philadelphia: J.P. Lippincott Company, 1948), pp. 7-14.

of guilt. When this irrational need to alleviate a sense of guilt can be recognized; then there will be hope that punishment may be abandoned and discipline will take the form of training and preconditioning rather than punishment, prevention rather than crime.¹⁵

Institutional commitment, viewed within the general public's rationale and, naturally, by the children involved, may represent retribution or punishment. Among many professionals, the institution appears as a monstrosity to be avoided or used only as a last resort for those beyond help. It has been argued that its atmosphere lacks personal warmth and creates artificial situations incompatible with community living and the needs of children. Perhaps, for the majority of children, this is true. However, there are children who need care and treatment outside their usual home environs. Some of these are unable to accept the "personal warmth" or close relationships offered by foster home parents. Conversely, delinquents do not supply the emotional needs of foster parents nor does their behavior always solicit tolerance and acceptance from these parents. While it is not advocated that the training school should be utilized indiscriminately as the best initial resource, neither should it be categorically assumed that it is without value in meeting the needs of certain juvenile offenders. It is one means of "training and preconditioning." It might well be a first

¹⁵Ralph S. Banay, "Disciplining the Delinquents," The Nervous Child, Vol. IX, No. 2, 1951, p. 165.

step in preparing the child for either a return to his own home or a foster-home.

Samuel Lerner believes that the institution has certain things to offer which cannot be supplied as well by foster-homes. They include: (1) a controlled or semi-controlled environment, (2) the experience of group living and interaction with other youngsters in the same setting, (3) the opportunity for diluted emotional relationships with the cottage parents, and (4) greater permissiveness for acting-out or withdrawing in a group setting.¹⁶ In other words, there is a kind of security in knowing regular, consistent limitations and in being able to control the quality of their interpersonal relations. Also, it is a setting in which the environment may be more easily modified by or for the child in response to his abilities to accept certain stress provoking situations. Bettelheim and Sylvester observed that:

The importance which milieu factors have for causing emotional disturbances in childhood is well established. It is also realized that manipulation of milieu factors can be used toward the rehabilitation of emotionally disturbed children.¹⁷

After establishing the validity of the training school as a legitimate resource in meeting needs, the function and

¹⁶Samuel Lerner, "The Diagnostic Basis of Institutional Care for Children," Social Casework, Vol. XXXIII, No. 3, (March, 1952), p. 106.

¹⁷Bruno Bettelheim and Emmy Sylvester, "A Therapeutic Milieu," American Journal of Orthopsychiatry, Vol. XVIII, No. 2, (April, 1948), p. 205-206.

methods of such a service become even more significant.

Slavson concurs in the observation that the total institutional environment is designed to help the child and adds that "social realities must, as far as possible, parallel those of the outside world and its culture." He continues that one of the chief aims is to establish in institutional living "its continuity and relatedness to the best in the culture from which the young people have come and to which they will eventually return."¹⁸ Richard Clendenen, an expert on training schools and currently with the Children's Bureau, speaks of the program in training schools as being:

planned to provide for a temporary period of treatment for children who are in need of protective group care. The child does not stay in the training school indefinitely, nor do the personal relationships formed there replace family ties. The child may be in the institution for a year, even two or three years, but sooner or later he exchanges his life in the protective environment of the institution for one in the outside community and resumes some form of family living. The focus of the training school program, therefore, must be upon training the child to live in the larger community outside the school not upon training the child to fit into an institutional program.¹⁹

The training school, then, has a purpose as one of the resources utilized by the community. It provides for

¹⁸S. R. Slavson, "Milieu and Group Treatment for Delinquents," Proceedings, National Conference of Social Work, 1948, (New York: Columbia University Press, 1949), p. 378.

¹⁹Richard Clendenen, "To Synchronize the Training School Program with Life in the Community," National Conference of Social Work-1948, As quoted by Dorothy L. Book in the National Probation and Parole Yearbook, 1950, p. 93.

living in a setting free from many of the immobilizing pressures of the community which, in many instances, contribute to or intensify the delinquent's conflict with social order. It endeavors to bring certain of these realities into the setting, in measured amounts, according to the individual child's capacity to integrate them. The objective is to begin a process of preparing the child for return to normal, socially acceptable living patterns. The uniqueness and greatest asset of an institution is the group experience which protects and offers the child relationships at a variety of levels in the transitional period between disintegrated unrelatedness and unthreatened positive relations with other children and adults. It has been emphasized that interpersonal defects are a primary problem in antisocial behavior. It is logical to assume that the training school, if properly oriented to these goals, is rich with opportunities for helping the delinquent.

The Group Methods

Group life satisfies a variety of human needs. Scheidlinger, in his recent book, cites a number of authorities who have related needs for group experience to the basic "herd or gregarious" instinct in all individuals.²⁰ In

²⁰Saul Scheidlinger, Psychoanalysis and Group Behavior, (New York: W. W. Norton and Company, Inc., 1952), pp. 3-8.

discussing the development of an adequate personality, Gertrude Wilson stresses the need for the parental sense, the sense of integrity, and the senses of trust, autonomy, initiative, accomplishment, identity and intimacy. She adds that "both the development of a healthy personality and the struggle to maintain it are carried on through participation in activities."²¹ Efforts to provide gratification for the individual are begun early in life and as the individual grows so does the constellation of his many experiences in groups. The peak in needing to belong to a group comes in the adolescent period when the child seeks group support in his adult strivings and rebellion against parental-surrogate controls. Legitimately channeled, the small group experience relieves the frustrations of this stage in the growth process. In view of the delinquent's problems, the small activity or interest group has increased importance in the training school. Wilson and Ryland note that:

Groups in custodial institutions have even greater significance than those offered as a general community service. They are substitutes for home and community group life. This is particularly true in children's homes, reformatories, institutions for the chronically ill and homes for the aged. In these settings, individuals have a great need for something to which they can belong and through which they can exercise their capacities for decision-making.²²

²¹ Gertrude Wilson, Recreational and Informal Educational Service, (New York: American Association of Group Workers, 1952), p. 1.

²² Gertrude Wilson and Gladys Ryland, Social Group Work Practice, (New York: Houghton Mifflin Company, 1949), p. 66.

Group life becomes not only a means of adjusting interpersonal relationships but a medium through which the community may be related to the institution. It is a medium for transmitting social norms.

In general, the specialized use of groups to help individuals meet personal and societal demand has developed along two main lines. One method has been designated as "group therapy" while the other has been called "recreational or informal educational" service. A confusion ensues as one attempts to differentiate these practices. It has become wildly popular to label all work with individuals or groups as "therapy" as though some proper dignity had become associated with their activity. Regardless of labels, the ultimate goal in either method is to help people live happier, more useful and satisfying lives in relationship to others and society. Both methods have been applied in many settings with both the "normal" and the "maladjusted." These would include: the schools, recreation centers or settlements, hospitals, psychiatric clinics and residences, and all kinds of institutions.

Group Therapy

Group therapy is here construed to mean psychotherapy in a group. It has as its specific goal the intrapsychic reorganization of the individual personality and implies treatment of the individual in a group. This experience includes the techniques normally associated with individual

psychotherapy. Gisela Konopka considers work with groups as therapy "only when such work is carried out within the framework of a clinical setting and only when its definite purpose is the healing of a recognized and diagnosed disability."²³

Scheidlinger describes group therapy:

As a psychological process wherein a trained specialist with the use of appropriate clinical controls aims at the repair of personality pathology in individuals in and through the group setting. The patients, generally speaking, accept the purpose and method employed in order to obtain help with their problems. It can be readily seen that in such a view of group psychotherapy, primary emphasis is placed on curing the individual pathology.²⁴

An earlier writing by Nathan Ackerman is probably most helpful in defining the dichotomy between group therapy and group work and the allied practices. He sees group work as a process of social re-education in which the conscious organization of behavior is modified or supported. In therapy, he sees depth treatment in which the release of unconscious urges and emotions are stimulated. Also, he explains that an insight into the meaning of these experiences is catalyzed and some of the processes involved in psychoanalysis are simulated.²⁵

²³Gisela Konopka, "Knowledge and Skill of the Group Therapist," American Journal of Orthopsychiatry, Vol. XIX, No. 1, (January, 1949), p. 56.

²⁴Saul Scheidlinger, "The Concepts of Social Group Work and of Group Psychotherapy," Social Casework, Vol. XXXIV, No. 7, p. 293.

²⁵Nathan Ackerman, "Some Theoretical Aspects of Group Psychotherapy," in Group Psychotherapy edited by J.L. Moreno, (New York: Beacon House, 1945), pp. 356-357.

Group therapy has taken many forms. Slavson suggests that there are play, activity-interview, interview, and analytic group therapies.²⁶ In general, the size is limited by most authors to six or eight individuals and includes those with a basic similarity of conflict patterns. It is often emphasized that the membership begins therapy at the same time and moves through problems on the basis of loyalty and mutual concern. Permissiveness in the expression of aggression, diluted or reinforced by the group members is a common characteristic. The length of time in therapy varies but it usually extends over a long period of time and often into periods well over a year. Pennock and Weyker²⁷ have written, as has Rosenthal,²⁸ that therapy is not universally applicable to the extremely aggressive, provocative, or sadistic individual as he tends to keep the group in a state of turmoil and conflict and cannot respond to the mild restraints found in group settings.

²⁶S. R. Slavson, Analytic Group Psychotherapy, (New York: Columbia University Press, 1950), p. vii.

²⁷Mary Pennock and Grace Weyker, "Some Developments in the Integration of Case Work and Group Work in a Child Guidance Clinic," The Group, Vol. XV, No. 2, P. 5.

²⁸Leslie Rosenthal, "Group Psychotherapy in a Child Guidance Clinic," Social Casework, Vol. XXXII, No. 8, (October, 1951), p. 342.

Slavson²⁹ and Redl³⁰ among others, have reported the contagious nature of acting out behavior among children which operates as a "chain reaction." Slavson concludes that in training school situations "it might well prove disastrous. The minimum of control essential to group living and restraint cannot be relaxed without the risk of serious disorganization in the school community." He also notes that those chosen for such a group would "consider themselves stigmatized, others would view themselves as privileged, all who are eliminated would be resentful. There would arise the problem of social castes, an unequalitarian treatment--- a fact that would intensify hostility and resentment."

Perhaps this is the reason most of the literature on group treatment of institutionalized offenders has been reported in the form of interview-therapy. The earliest record of its use with delinquent children is the work of Aichhorn when he describes the treatment of his "aggressive" group in which psychoanalytic principles were applied in an activity-living setting.³¹ Redl and Wineman attempted similar

²⁹Slavson, *Op. cit.* "Milieu and Group Treatment for Delinquents," p. 378.

³⁰Fritz Redl, "The Phenomenon of Contagion and 'Shock Effect' on Group Therapy," in Kurt R. Eissler, Searchlights in Delinquency, (International Universities Press, Inc., 1949).

³¹August Aichhorn, Wayward Youth (1925), (New York: The Viking Press, 1935), pp. 167-186.

approaches in their Pioneer House Project but introduced more modified restraints.³² Few others have ventured such an extensive use of group therapy methods. Moreno reported the use of group discussion in a New Jersey Prison in 1932.³³ This seems to have been the antecedent of the work by Bixby and McCorkle variously reported in more recent times.³⁴ Gersten applied a comparable technique with delinquents and reported a greater adjustment in the group in therapy than the matched control group. This was particularly noted in intelligence and academic achievement areas. He also noted that the introduction of handicrafts served as a catalyst in stimulating discussion. He interestingly reports:

The recordings highlight one of the more difficult problems in the prevention as well as the treatment of delinquency. This is the problem of providing them with adequate recreational facilities and the kind of recreational activities that will give them excitement and adventure comparable (at least to some extent) to that which they experience in their "gang" or street club wars or "rumbles" and other activities.³⁵

³²Fritz Redl and David Wineman, Children Who Hate, (Glencoe, Illinois; The Free Press, 1951), and Controls From Within, 1952.

³³J. L. Moreno, "The Application of the Group Method to the Classification of Prisoners," in Group Psychotherapy, (New York: Beacon House, 1945), p. 3-47.

³⁴F. Lovell Bixby and Lloyd W. McCorkle: "Guided Group Interaction in Correctional Work," American Sociological Review, Vol. XVI, No. 4, (August, 1951), pp. 455-461.

³⁵Charles Gersten, "Group Therapy with Institutionalized Juvenile Delinquents," Pedagogical Seminary and Journal of Genetic Psychology, Vol. XXC, (March, 1952), pp. 35-64.

Two other articles have appeared which relate to training school delinquents. Lassner's article deals with male delinquents at Red Wing (Minnesota) State Training School³⁶ and Ruth Borden's deals with psychodrama in a girls' training school.³⁷ Both report success in the use of dramatic tools.

With delinquents at Boys' Vocational School, James Crowner, an educator, reports a process using stage-recreation as a medium. He described as quasi-recreational its intent with periodic "round-robins" in which group members analyzed the problems and progress of other members. He concluded that this form of guidance takes the delinquent but a short way in this institution but saw value in it as a problem solving agent.³⁸ It is recommended as a technique to be carefully examined as the kind of activity most applicable to training school populations. The refinements which

³⁶R. L. Lassner, "Playwriting and Acting as Diagnostic-Therapeutic Technique with Delinquents," Journal of Clinical Psychology, Vol. XII, 1947, p. 349-356.

³⁷Ruth Borden, "The Use of Psychodrama in an Institution for Delinquent Girls," Sociometry, Vol. III, 1940, pp. 81-90.

³⁸James W. Crowner, "An Experimental Study of the Reactions of Institutionalized Delinquent Boys to Guidance Through Intensified Group Activity in a Six Months Period," (Unpublished Master's Thesis, Michigan State College, East Lansing, Michigan. 1954).

Mr. Crowner suggests undoubtedly reflect the trend toward treatment orientations and should therefore be subject to the same limitations applied to other forms of group therapy in the institutional setting.

Group Work-Recreational Services

Group work-recreational services are here construed to mean those activities which help move the individual personality and, depending upon limitations, the group-as-a-whole, toward goals which are socially acceptable. It is a learning process with socialization as its objective. It is contrasted to group therapy by its interpersonal orientation and its desire to provide support for individual efforts to meet emotional needs in socially approved ways. This means within the context of community realities and norms. Perhaps the best description of such services may be found in the publication by Witmer and Kotinsky. Here recreation is defined and activities analyzed as a contribution to the development of a healthy personality.

The wider latitude of choice inherent in leisure-time activities and the opportunity this choice provides for the more direct expression of drives and purposes endow these activities with a variety of potentials for contributing to healthy personality development. The free selection of goals and of means to their achievement, participation in spontaneous activities with no conscious ends in view, time in which to draw together the meaning of experience and "invite the soul"; all represent facets of life necessary to a sense of well-being and the development of a personal philosophy, however ill-articulated, without which the individual

is rudderless and feels himself at sea. In this sense, they are creative. They are recreative as well when the work life is routine, imposes many restraints, offers too few opportunities for choice....The various uses of play that appear in the development stages are continued throughout life as recreation. There is recreation that involves the pleasures of sensual perceptions, kinesthetic sensations and vocalizations. There is recreation that is a means of learning that life has rules. There is recreation through which we give back the blows we have received in real life or work out other aggressions. There is recreation through cooperation with others learned and practiced, and recreation that permits us to go off alone. And there is recreation that is work, that carries with it the jobs of real accomplishment.... Observers are of the well-grounded opinion that the development of the personality is based upon activity, doing and undergoing,³⁹ trying, succeeding, failing and growing in the process.

The worker, while maintaining an atmosphere of warmth and understanding, may impose limitations which emphasize that cooperation, respect for self and others, and creative activity can become a substitute for unsocial behavior. It is not assumed here that the goal is toward healing pathological behavior but it is recognized that therapeutic-attitudinal changes occur which help the individual adjust and accept social reality.⁴⁰ It is nearer the conscious level of personal integration although the worker in this area needs to be aware of the psychodynamics of human behavior. He uses this knowledge to help the individual grow to his fullest

³⁹Helen Witmer and Ruth Kotinsky, "Leisure-Time Services," Personality in the Making, (New York: Harper and Brothers, 1952), Chapter XII, pp. 273-289.

⁴⁰Charles McCormick, "Group Work Versus Group Therapy," in Readings in Group Work edited by Dorothea F. Sullivan, (New York: Association Press, 1952), pp. 179-187.

potential within the external realities of the group. His role remains flexible. He enters in to guide the individual and group action where the capacities are limited by poor contact with reality, withdrawal, aggression or indifference. He withdraws his active control as the members exhibit interest, knowledge, and eagerness to participate in planning or making decisions.

Aside from some of the literature designated as "group therapy," which might under critical analysis and observation, really become group work-recreation, there has been little written on the subject of activity groups in the training school; particularly when it comes to defining the purpose. It is assumed that the values previously cited would hold for the populations of training school: namely, the development of a healthy personality and social maturity. Group activity is seen as a means of giving the individual "a chance to evaluate himself in relation to others, security in being associated with a friend who is stronger in will and determination than he,"⁴¹ although it is recognized that the latter has a nebulous value to the institutionalized delinquent. This same feeling is gained as one reads reports on the work of the Central Harlem Street projects. Here the effort implies redirecting antisocial behavior into socially

⁴¹Kenneth I. Wollan, "The Use of Group Activity in Probation Work," National Probation and Parole Association Yearbook, 1938, pp. 240-255.

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constructive channels. Crawford, et al., who write of this work state, "at the present time, they (training schools) are experimenting with methods of utilizing the constructive potentialities of the club within the framework of the institutional setting."⁴² Who "they" represents has not been discovered in written materials except for the prolific writings of Gisela Konopka.

Konopka describes an experimental effort to apply group work at the reception center of the Minnesota Youth Conservation Commission. Again a chief method was the discussion group but supplementary activity facilitated the methods. She discovered that: (1) there is a direct correlation between restrictive atmospheres and low esprit de corps and between democratic approaches and closer group cohesion; (2) the boys did not pair off according to clinical pictures, the neurotic did not necessarily join neurotic; (3) sub-group cohesion depended mostly upon social attractiveness; (4) the sub-group criteria seemed to be (a) value on age--it is a symbol of the struggle of status, (b) similar reactions toward adults, (c) similar interests created temporary groupings, (d) intellectual differences did not mean much in groupings but the defectives generally were isolates, and (e) in this setting, sub-grouping by aggressiveness, withdrawal was not evident. It was felt

⁴²Paul Crawford, Daniel Mulman and James Dumpson, Working with Teen-Age Groups, A Report on the Central Harlem Street Club Project, (New York 1950) p. 153.

that the repressive and restrictive nature allows little of the real feeling to express itself. It tends to make diagnosis and prognosis of outside behavior nearly impossible.⁴³ In a more recent book, Mrs. Konopka outlined a far-reaching program for group work in the training school. This includes discussion groups, activity groups and planning councils. Considerable emphasis is placed upon the volunteer nature of group membership and grouping intelligently on the basis of some homogeneous traits but not to impossible refinements. She describes activity groups as outlets of feelings on a non-verbal basis, outlets for the spirit of adventure, a means of acquiring social skills, and a method of learning about limitations. The worker is a participant not domineering, but in a helpful way. The worker is also to be utilized in community relations (particularly in bringing volunteers to group activity) and as a leader in in-service training programs.⁴⁴

Two reports have come to the attention of the writer which indicate the nature of group activities in the training schools. The Boy Scouts of America list 39 State Correctional Institutions which have Scout Units. The report indicates that more than 70% of the 430 boys at Jamesburg, New Jersey

⁴³Gisela Konopka, Therapeutic Group Work with Children, (Minneapolis; University of Minnesota Press, 1949) pp. 134.

⁴⁴Gisela Konopka, Group Work in the Institution, (New York: Whiteside Inc. and William Morrow and Company, 1954), pp. 185-252.

State Home for Boys have taken advantage of the Scouting Program. Here cottage parents serve as scoutmasters and each cottage has its own troop. It is stated that:

For many years, state and private correctional institutions have used the Scouting program successfully. These institutions have made use of the Scouting program because it has decisively demonstrated its effectiveness in the work of rehabilitating juvenile delinquents.⁴⁵

Another survey by the Texas State Youth Development Council presented six objectives for recreation in the training school: (1) to furnish normal outlets for energy and emotion through vigorous physical exercise, (2) encourage the child in group adjustment by teaching acceptable social behavior, (3) to build confidence and security by providing opportunities for successful performance and creative expression, (4) to stimulate new interests by introducing the child to simple skills and hobbies applicable to vocational possibilities, (5) to assist in diagnosis of play behavior, and (6) to provide channels for the expression of hostility and aggression in non-destructive ways.

The survey included ten training schools. All had a variety of athletic, cottage and club program. Many utilized off-grounds trips and one indicated the existence of a student council. At Fricot Ranch School for Boys in California, an interesting innovation has developed. Each male staff member

⁴⁵ Less Juvenile Delinquency More Good Citizenship.... Through Scouting, (New York: Boy Scouts of America, 1954), pp. 29-33.

is responsible for counselling a group of not more than six boys. "He is to contact them at regular intervals and to discuss with them not as a caseworker or as an official counsellor but as a 'father.' In his discussion he tries to bring out the boys' interests and these are interpreted to the recreational leader who tries through direction and leadership to bring about active participation."⁴⁶

In conclusion, the relationship between the delinquent, the training school and group methods is clearly based upon the basic needs of the delinquent. Primarily the concern is with those methods affecting the quality of interpersonal relations. The training school represents the greatest arena for group experience at various levels, namely, the institutional community, the living group and the activity group. The latter is particularly a valuable group for helping the delinquent establish himself as a unique person, respected for his contribution and himself. It is felt by the writer that activity-interest groups are but a logical extension of the hypothesis that group experience defines the world and the individual's relationship to it. Group activities, then, are the channel through which the delinquent in the institution discovers himself and cultural norms. He finds legitimate ways of expressing his frustration and utilizing his creative talents. This is only possible where the general

⁴⁶Report of Survey on Recreational Programs at State Training Institutions, (Texas: Texas State Youth Development Council, 1951), p 20.

repressive measures found in many institutions are reversed. The small group is the logical place where repressions and restriction, within the realms of practicality, can be kept minimal. It is assumed that the worker or leader is able, by his awareness of behavior's purposeful meaning and his own needs, to allow for the growth of the personality of his individual charges. Dr. Ralph Banay summarized this contribution when he wrote: "The greatest hope in treating delinquents lies in providing a group experience that is set in a matrix of pleasure related to basic interest....The child who finds a new mode of conduct satisfying may retain it when he leaves the institution."⁴⁷

⁴⁷Ralph S. Banay, Youth in Despair, (New York: Coward-McCann Inc., 1948), pp. 171-175.

CHAPTER III

THE SETTING AND POPULATION

The Boys' Vocational School was established in 1855 by the Michigan State Legislature as the "House of Correction for Juvenile Offenders." It is the only state supported institution for the care and treatment of delinquent boys in Michigan. Those accepted for care are committed by an order from one of the 83 County Probate Courts. The eligibility for admission is determined by the provisions in Act 185, of the Public Acts of 1925, as amended by Act 122, of the Public Acts of 1953.⁴⁸ In general, it provides that a child must be at least twelve years of age and not more than seventeen when such an order is drawn. The State retains legal guardianship of the person and may maintain this jurisdiction until the boy reaches nineteen years. However, in practice, a discharge is usually granted before that time. A boy may gain "release status" at the end of six months but the average stay is slightly over eight months.

⁴⁸See Appendix II, p. 9.

Physical Setting

Although originally located on the periphery of Lansing, the institution now occupies approximately 100 acres of land which is well within the city limits. The surrounding neighborhood is primarily residential and the main business district of the city is about six blocks away. As one approaches the institution on Pennsylvania Avenue, the attractive landscape, ivy-covered buildings and large shade trees create an impression that one is about to enter a college campus rather than a home for delinquent boys. There is a wire fence which encloses three sides of the property but this seems designed more to keep other persons outside than energetic teen-agers inside. The campus proper is situated on 28 acres of land while the remaining acreage is mostly undeveloped farmland. The buildings represent various periods in the history of the institution's development. They are either remodeled structures like the Deputy Superintendent's home which was build in 1867, or more recent structures like the modern two-story hospital which was constructed in 1930.

Historical Background

BVS, as it is commonly called, has passed through many experiences during its growth which are typical of training schools in this country. In one way, the philosophy of its program might be reflected in the various changes of name.

It became a "State Reform School" in 1859 and an "Industrial School for Boys" in 1893. The present name was adopted in 1925. The ages of commitment have fluctuated from the range of 7 to 21 years to the present authorization. The management of the institution has been Boards of Control appointed by the Governor, the Board of Prison Inspectors, the State Corrections Commission, and a Juvenile Institute Commission.⁴⁹ Since 1947, it has been operated under the provision of the Michigan State Social Welfare Commission. Its superintendents have come from a variety of background; some political or military. The recent appointments have been by civil service with professional training and an extensive background in juvenile corrections evident.

Perhaps a historical turning point in the philosophy of the program was reached when a survey committee, appointed by Governor Murray D. VanWagoner in 1941, commissioned the noted Austin H. MacCormick, the Executive Director of the Osborne Association, to make a thorough study of the practices at the institution. The release of a part of his findings to the press led to the resignation of the Superintendent and his Deputy. The study covered all phases of the institutional life, made positive general recommendations and was most

⁴⁹The Michigan Boys' Vocational School, A report of the survey by Austin MacCormick made for the Governor's Survey Committee, 1942.

descriptive of the atmosphere that prevailed. At one point, Mr. McCormick wrote:

The repression and regimentation, the lack of wholesome recreational activities, the enforcement of silence rules and other rules that not only lack constructive value but are definitely harmful to growing boys, the failure to give training in normal, natural, well-ordered life with others, the use of such out-moded punishments as "standing on the line," the segregation of "runaways" under punishment conditions for months on end, and the use of physical force in disciplining boys--these should all be done away with at once.⁵⁰

Many changes were made in a situation which appears to have found the institution under the direction of interim superintendents. The resulting instability was evident when another committee of prominent lay and professional persons was appointed in 1945. The report of this group revealed that many of the earlier recommendations had been ignored and that some of the changes made had become only superficial gestures. The committee proceeded to systematically outline the function, services, and personnel policy of the institution. At the onset they declared that:

The survey committee flatly rejects the idea that the school should be a place of punishment or incarcerationrather it should be an institution devoted to the task of beginning a process of social rehabilitation. It should begin at once to prepare him for his return to community life by adequately supplying his physical and emotional needs and by directing his energies and interests into socially acceptable channels.⁵¹

⁵⁰Ibid. p. 69.

⁵¹Digest Report-Boys' Vocational School, Governor's Survey Committee, (Michigan Civil Service Commission, 1945), p. 2.

The services to be described at this point were first presented by this survey. Each year, many of their proposals are placed before the Legislature in the fond hope that the ultimate need of both citizen and delinquent can be more satisfactorily met. Albert Deutsch, who has reported the dismal situation in many state training schools, wrote in his book that:

It was a heartening experience for me when I visited the Michigan Boys' Vocational School in December 1948 and witnessed a process that was transforming one of the country's worst juvenile hellholes into a modern treatment center for child delinquents.⁵²

This process is still in progress and will probably continue so long as the enlightened leadership can continue to flourish.

The Program and Services

The remainder of the chapter is devoted to a description of the program and services of the institution. While many questions may remain unanswered, against this background it may be possible that the nature of group activities will be better understood.

Case Conference Committee

The Case Conference Committee functions as the classification, discipline and release board for each boy in

⁵² Albert Deutsch, Our Rejected Children, (New York: Little, Brown and Company, 1950), p. 55.

the program. It is composed of those administrative department heads who have direct contact with the child. It includes the Deputy Superintendent, Directors of Social Service, Psychological Clinic, Physical Education and Recreation, Academic School, and Home Life departments.

This committee meets with the individual boy while he is still in the reception unit and makes the initial cottage, vocational and work detail assignments, on the basis of the material prepared by the Social Service Department and the Psychological Clinic. They consider and decide upon any subsequent recommendations made by the social workers, psychologists, cottage parents, and detail supervisors which are to alter the boy's program. The boy's progress is reviewed by this group after the third and fifth months have passed. Usually, a release date is set at the "five months" review. At these times, the boy is seen and he is given an interpretation of the Committee's opinion. He is allowed to discuss these conclusions and to offer his opinion.

Discipline is completely handled by this Committee as the use of physical force and other excruciating forms of punishment have been abolished. If a boy is reported for some infraction, he is called to appear before the Committee to express his side of the issue. An effort is made to help the boy understand why rules are necessary and his part in keeping them. Depending upon the infraction, discipline may

involve denial of special privileges, postponement of release date, or temporary isolation from the full program. Usually, he is then referred to his social worker for help in finding ways to avoid future difficulties and to understand his own behavior.⁵³

Cottage Life

A boy's home, during his stay, is a cottage type dwelling which he shares with 20 to 30 other boys. Each unit is supervised by a married couple who try to create a home-like atmosphere in a situation where routine and large groups place practical limitations on such a project. Meals are prepared and served in a centrally located kitchen and cafeteria. The boys sleep in a dormitory of each cottage and are supervised by a male attendant during the sleeping hours. Cottage assignments are made on the basis of age, size, degree of maturity and, in some instances, type of behavior.

There are fourteen living units and each bears the name of some state. All have a similar physical design. The first floor of the cottage has a living room, hobby or reading room, a small kitchen and an apartment for the cottage parents. The basement serves as a rumpus room but also houses the individual lockers, toilet facilities and storage closets. The

⁵³ Recently, the procedure of Case Conference was revised on an experimental basis in an effort to involve the social worker in the process and to provide for a more positive, flexible manner of assaying the individual growth, and problems of the boy.

second floor is the dormitory where a shower and other toilet facilities are available.

There are four cottages which serve a specialized function within the program. Michigan Hall is the reception unit where the new boy remains from ten days to two weeks. During this period, physical examinations, diagnostic studies, and an orientation program are completed. The boys are in quarantine and do not leave the unit except for special field house recreation. This cottage is supervised by two men. Colorado Hall is a unit which provides maximum security for the chronic truant. Considerable effort is expended to help these boys reach a more stable adjustment so that they may return to the regular program. Except for field house recreation, all activities and education are carried on in the cottage. Minnesota Hall was established for boys with severe emotional problems who do not require a closed program. Special attention is also given to this group by the Social Service and Psychological departments. The final special unit, Ohio Hall, is designed for the older, aggressive boys who usually have long histories of poor conduct within the institution. Some are the more hostile, hardened boys who have led cottage disturbances, intimidated the less aggressive, younger boys, and been assaultive toward staff members. This unit is also supervised by two men. These boys participate in the regular program but generally are segregated during the recreation and cottage periods.

Aside from providing supervision for the boys from 6:30 to 8:30 A.M., during the noon hour, and from 4:30 to 8:30 P.M., the cottage parents are also responsible for censoring the mails and submitting a monthly adjustment report. This report goes to the Deputy Superintendent and the social worker. They also frequently confer with the social workers and psychologists as they work to coordinate their efforts in helping the boy solve his problems and make a satisfactory adjustment.

Education

A basic part of training school philosophy is academic and trade schooling. At Boys' Vocational, every effort is made to provide for a boy's educational needs if he possesses the aptitude and qualification. This service is divided into an academic and a vocational division and is under the direction of the School Principal.

The academic division offers both an ungraded and a high school curriculum. The ungraded school allows the boy to receive help at whatever level his capabilities may be. There are seven teachers who share this responsibility. One teacher works with boys below the fifth grade level. Three teachers work with grades up to the ninth in English and social studies, and three with the same grades in mathematics and general science. The high school is composed of the ninth and tenth grades and is staffed by three teachers. The courses

of study include: algebra, English, general business, general mathematics, general science, government, history, journalism, and social adjustment. A boy in high school may elect to attend school all day and is able to earn a full semester's credit toward his eventual graduation.

There are three additional teachers who offer special courses for the boys who show interest and talent in art, instrumental and vocal music. All boys have a half hour of group singing every week and about one hour a week in the library where they do research assignments or read whatever literature they may desire. One hour a day is devoted to physical education and one hour a week is set aside for health education. As required by Michigan law, all boys under sixteen must attend school on a half day basis unless there are certain incapacitating circumstances.

The classes usually have about fifteen boys in them and thus afford an opportunity for more individual attention than is generally possible in the public school. Many of the teachers have graduate degrees in specialized fields of education while still others have taken some graduate work.

The vocational training is a program which includes shop lectures and on the job performances. These classes complement the academic training received and meet about twenty hours each week. The vocational areas are: woodwork, machine metalwork, shoe repair, printing and tailoring. In addition,

there are certain work details, necessary to the operation of the institution, which may provide some trade experiences. If the boy is interested and a vacancy is available, he may select: barber shop, paint shop, electric shop, building and grounds maintenance, laundry, press room, linen room, mending room, greenhouse, bakery, kitchen, or cafeteria. While large scale farming has been abandoned, a small truck farm offers an opportunity for those interested. The direction of this program is directly handled by the Deputy Superintendent.

Social Services

As one of the clinical services in the institution, the Social Service department is responsible for the coordination and integration of all activities related to adjustment and planning for the boy both in and out of the institution. The major functions of the department are:

1. At admission, the social worker receives all new boys and acquaints him with the institution's program and what will be in store for him during the orientation-reception period. He obtains a social history which includes information from court records, other community agencies, and interviews with the new boy. These interviews clarify facts and attempt to discover interests and attitudes which may be helpful in developing a program during his stay. This history, together with the psychiatric and psychological evaluations, is put into digest form called the "Admission Summary" and then

distributed to the cottage parents, teachers and the Case Conference Committee.

2. During the boy's stay, he is assigned to a social worker who, within the limits of a large caseload, offers help to the boy regarding his past and present relationships and problems. The worker represents the boy at Case Conference reviews and prepares summaries of his adjustment. He also maintains the individual case records and frequently interprets the boy's problem to various staff members planning the treatment and education of the boy. He consults with those individuals who are in direct contact with the boy so that he is able to obtain a more complete picture of the child's behavior and personality. When parents or relatives visit, the worker appraises the progress and adjustment made by the boy and attempts to help them face the problems which the boy presents. This is also an opportunity to gain further insight into the boy's problems by soliciting information and feelings which may be helpful to his care and training at the institution. Frequently, the social worker conveys boys to other facilities when special treatment or examinations are needed. He also handles the correspondence with other agencies who request information about the boy or who can provide valuable information for the institutional planning.

3. When a release date has been set, the social worker is responsible for a report which is sent back to the County of commitment. He plans for the boy's release to parents or

relatives, a boarding home, or his admission to other institutions if this seems to be indicated.

Psychiatric and Psychological Services

Since the passage of Act 122 by the Legislature in 1953, the work of these services have become increasingly more important to the institution. This Act provided that:

The Superintendent, as soon as practical, shall obtain for each boy so held a physical and mental examination by a medical doctor, a psychiatrist and a clinical psychologist. The Michigan Social Welfare Commission may, on the basis of said findings, exclude from admission any boy who, because of mental or physical defect, would be unable to profit from training or, at the option of the judge who committed the boy and if the nature of the defect would not endanger other boys in said school, order the boy admitted and care for him at the expense of the county of commitment. Such expense shall be determined by the Commission on a per diem basis using all cost figures for the previous fiscal year exclusive of capital expenditure.⁵⁴

A psychiatrist is employed on a part time basis to interview each boy at admission for the purpose of tendering a diagnosis and treatment recommendation. If the boy is found too severely disturbed or unable to function properly in the program, plans are initiated to have him committed to the proper facility.

The Psychological Clinic is composed of a chief psychologist, two assistants, and two internes who are completing their graduate training in clinical psychology. The primary function of this group is to give psychometric

⁵⁴See Appendix II, p. 9.

examination. These examinations include intelligence, aptitude, scholastic achievement and personality projectives. They also develop sociograms periodically. The staff psychologists are available for limited individual treatment for boys who may profit from therapy. At the time of release, certain of the tests are repeated for a final re-evaluation.

Medical Services

The medical staff consists of a local physician who serves on a part time basis but is subject to 24 hour call. Outside specialists are employed on a contractual basis for special operations. The dental program is also handled on a part time contractual basis. There are three training women nurses in attendance throughout the 24 hours.

The hospital is a modern two-story structure with a 56 bed capacity. The first floor contains two 16 bed wards and a diet kitchen as well as offices for the doctor and medical examinations. The second floor has six, four bed rooms, two single rooms, and a dental office and an operating room.

Chaplains

The institution has a full time Protestant Chaplain and a part time Catholic Chaplain. Each performs the usual functions of a minister or priest and conducts services every Sunday. Spiritual guidance for those who desire it

is available. The Chaplains see every boy during the orientation period. Frequently, it is found that a boy is more willing to discuss his problems and concerns with a chaplain than another staff person. Sunday morning classes for Protestants are held in the cottages and utilize various lay volunteers from the local community. The Catholic boys have catechism classes which are usually conducted by college students of the Newman Club in East Lansing.

Recreation

Planning for leisure time is one of the most difficult tasks which can be presented in a training school where freedom of movement is somewhat curtailed. The "Boys' Vocational" has developed a rather extensive program to meet the needs of all the boys. The four phases of the program are: Athletic Recreation, Special Programs and Events, Hobby Craft, and Club Activities. The program is staffed by a director and four health and physical education teachers. There are nine part time recreation leaders who work three hours nightly and Saturday afternoons supervising and officiating activities and contests. The facilities include a college size fieldhouse, containing a swimming pool, gymnasium, portable basketball floor, cinder area and shower and locker rooms; a varsity football and baseball field and eight play areas in front of the cottages.

Athletic recreation involves interscholastic competition in football, basketball, wrestling, track and field, and swimming; intramural contests similar to the above but in addition, horseshoes, handball, and table tennis. These are organized in leagues by cottage groupings. Nightly and Saturdays a period in the fieldhouse is available for all boys.

Special programs and events include weekend and holiday movies, many outside entertainments, all-campus variety shows, MSC home football games, and special contests on Mother's Day, Memorial Day, and the 4th of July.

Hobby craft is centered in a room especially equipped with the tools and supplies needed and is supervised by the cottage mothers who work in teams. A specific group of hobbies is offered each night. Some boys pursue this work in their cottages.

Club activities is the subject of this project and therefore, will be considered in a more detailed manner in another chapter. The department is working on another project which is in an effort to establish a summer camping program. Two cottages would go at one time and a social worker, recreation leader, and teacher would be included in the group. It is a plan which would provide an atmosphere free from the stigma and barriers of institutional living and routine.

The Population

The capacity for the Boys' Vocational School, in terms of operating effectively, has been established at a maximum of 350 boys. However, in recent years, the enrollment has been consistently above this figure and frequently well over 400. Today, there are approximately 1200 boys under the guardianship of the institution and about 800 of these are on release status.

A recent study of new admission by Walter Chun, a similar study made by the Psychological Clinic, and a Summary of Boys Entering During 1953, will be used to present a description of the population.⁵⁵

About twenty-five percent of the boys come from Wayne County, and about eighty percent from below the Muskegon-Saginaw line. Nearly ninety percent of the boys come from urban areas. The average age at commitment is fifteen years with about two-thirds of the population either fifteen or older. The twelve and thirteen year olds represent about thirteen percent of the population. About a quarter of the boys are Catholics and the remainder classified as Protestants. Approximately eighty percent are White, sixteen percent Negro and the remainder either Mexican or

⁵⁵Walter P.S. Chun, "The Intake of Boys' Vocational School," (Unpublished M.S.W. Thesis, School of Social Work, University of Michigan, 1954), p. 22-50. See also Appendix III.

Indian. Nearly half of the boys come from broken homes with over three-fourths of them living with their natural mothers.

The most common reason for commitment is for an offense against property and most frequently they are larceny, breaking and entering, and unlawful driving away of an automobile. There does not appear to be any consistency in the number of offenses before commitment. They range from one to over forty with the most frequent being less than six, according to Mr. Chun.

The typical boy falls within the average range of intelligence with the total population showing less frequency at the high and low of the Wechsler populations. The academic retardation averages between three and four years. A variety of personality characteristics have been described but none seem to have been distinctly classified. Mr. Chun discovered that about sixteen percent were diagnosed by either or both the psychiatrist and a psychologist as showing some personality disturbances and about 3 percent were operating at the defective level of intelligence. On the Mooney Problem Checklist in 1953, most underlined problems were in the self-centered areas and the fewest in boy-girl relationships. The psychologist opined that "they tend to be primarily concerned with themselves and not adequately concerned about other people."

Current Problems

Behind those problems which hamper the rehabilitation goals held by the administration at Boys' Vocational, lies intake control. While the recent moves by the Legislature previously cited have done much to improve controls, there is one important fact. Although it is felt that a boy cannot profit by the program and should be referred to other facilities, it is not always possible. If not "dangerous" to the rest of the population, the committing judge may order that the child be continued in the program at county expense. It is plausible to assume that this might prove to be the exception as often as the rule. There is no mental hospital designed for child care. The existing space in training schools for the mentally defective, is beyond capacity.

Another factor, lack of local child caring services for delinquent, dependent and neglected children, has been reported by the Michigan Youth Commission.⁵⁶ The report indicates that 57 of the States' 83 counties must depend on diocesan agencies or a state-wide placing agency. Another survey has indicated that the larger counties, though possessing adequate facilities for normal conditions, are unable to meet child care needs under the present population-problem

⁵⁶Services for Children Outside Their Own Homes, (Michigan Youth Commission, Detroit, Michigan, No. 1953), 44 pp.

pressures. It is logical to conclude that judges will be forced to meet the delinquent's problem with earlier commitment than most professionals would recommend. Also, the financial assets of many courts are inadequate for local care programs. Consequently, because the expense may be borne by the State, one might assume that these pressures also influence commitments in some areas.

The recent study by Sherwood Norman describes another phase of the problem when he observed:

A large proportion of the boys from Detroit represent a highly sophisticated group who are sent to the Boys' Vocational School after long histories of serious offenses, since it has been the policy of Wayne County Court to use Boys' Vocational School as "a last resort."Moreover, these sophisticated youngsters must mingle with boys of the same age from rural areas where there is a larger proportion having superficial problems which might have been straightened out on a casework basis in their own homes had skillful enough probation services been available. The mixing of these two types of boys in the same institution interferes with a constructive program and is observed to be a cause of delinquency contagion by the institution's staff, thus defeating the very purpose for which the school exists.⁵⁷

A final problem, of course, is the fickle public attitude which seems to move in strange avenues. Pressures exist from those who demand strict, regimented discipline and those who have, at the other extreme, accepted "permissiveness" as a universally applicable formula. The close proximity of a residential neighborhood and the related offerings from the

⁵⁷Sherwood Norman, The Detention of Children in Michigan, (New York: The National Probation and Parole Association, 1952), p. 14.

local press have added much to a frustrating situation for the superintendent and his staff.

CHAPTER IV

THE PROGRAM AND STRUCTURE OF GROUP ACTIVITIES AT BOYS VOCATIONAL SCHOOL

Group activities at Boys' Vocational School received an operating philosophy from the report of the survey committee of 1945. This report is quoted as follows:

The committee agrees that the concept of "recreation" must be given a broad interpretation. It cannot be conceived as a narrow listing of easily observable activities like airplane clubs or ping-pong games, but it is something that reaches deeply into the totality of human lives. It includes an evaluation of the total atmosphere of a place where disturbed children are to be rehabilitated. It embraces the total relaxational diet of a child's life and cannot be separated from the human relationship which dominates human existence. Nor can recreation be regarded simply as a luxury which can be taken away at random. It is an essential part of the emotional, mental and physical diet of a growing boy. While agreeing that some forms of recreational enjoyment may at times be used for withdrawing privileges, the committee contends that there is a lower threshold below which withdrawal of recreation cannot be carried without serious damage to the physical and mental health of a growing boy....The recreational diet should be enriched by providing for extensive recreational and extra-curricular programs built around cottage life. In addition to the activities now carried out in the cottage during the evening hours, there should be club meetings, checker tournaments, modified shuffle board, group singing, novelty bands and other spontaneous activities which will demand a natural and absorbing interest.⁵⁸

⁵⁸Op. Cit., The Digest Report, pp. 18-24.

The creation of a new activity is subject to committee study and then recommendations are forwarded to the Superintendent who makes the final decision.⁵⁹

Some philosophy is also reflected in a memorandum dated August 12, 1953. It states that:

Club work at BVS is a learning situation for the participant which should be directed toward giving the boy wholesome experience in normal community living in order to establish a pattern for better community adjustment upon release. And in all phases of the program, self-discipline should be one of the primary objectives. Because club participation is regarded by the boys as an extra privilege, it should be made as meaningful as possible. Boys should be permitted to spend small sums of money when off-grounds under the supervision of the group leader. With proper safeguards, we see this as a possible experience which should enrich the club program and encourage growth on the part of the boys participating.

The Group Activities

Group activities describes the extra-curricular, activity-interest clubs which function as part of the recreation program of the institution. These clubs are, at the present time: the model airplane club, established in 1950; the Boy Scouts, started in the late 1930's; the camera club, which began in 1950; the chess club, activated in 1950; the Hi-Y, which originated in 1943; the Players, formed in 1948; and the record club, which was originally formed in 1950 but was only recently activated late in 1953. In general the

⁵⁹Staff Memorandum. "Policy of Committee on Volunteer Group Activities," February 15, 1950.

clubs meet throughout the year, with the exception of model airplane and chess clubs, which are seen as activity in lieu of outside activities of the spring and summer months. The leadership is drawn from the teaching staff, detail supervisors, the recreation department, and cottage parents. With the exception of the person from the recreation department, none have specialized training in work with groups. However, most have been motivated by a sincere interest in the activity and have made an effort to become better informed about group activity. The only club which consistently used volunteers was the model airplane club, and these individuals were not responsible for custodial supervision. They contributed the knowledge and enthusiasm for the activity which has been described as one of the most successful.

Policy and Procedure

All policy and procedures for the club activities are developed by the group activities committee which is composed of the Director of Recreation, acting as chairman, the Academic School Principal, who acts as secretary, the Deputy Superintendent, the Casework Supervisor, and the Assistant Director of the Homelife Department. Thus, the committee includes representatives from all phases of the program which have direct contact with every boy. The committee was established late in 1949 to insure a well-balanced program and to provide for the expansion of the activity. For

practical reasons, it was to serve as a clearing house which screened potential members. It avoids competition for the same boy and provides for the widest distribution of memberships among the population. These objectives are accomplished by requiring committee approval for all new members. The committee has the authority to suspend members and must approve all special activities contemplated by the individual clubs.

The procedure for a boy who desires club membership is as follows: (1) he fills out an application stating his reason for wishing to join,⁶⁰ (2) the application is passed to the cottage parent who adds his comments, and (3) turns the application over to the boy's counsellor who adds comment based upon psychometric evaluation, present institutional adjustment, and personal observation or impression. Finally, it is presented to the committee which meets weekly. Here the action may be approval, disapproval, referral to another activity or deferment until a later date.

The general policy has been that the applications will be considered on an individual basis but that preference will be given to boys who have been committed to the institution for the first time. A boy must be in the institution's program one month before his application can be considered. Boys are to be received into active membership in order of approval except in special cases. Only in exceptional cases

⁶⁰ See Appendix IV.

is a boy to be approved for more than one activity under the committee's jurisdiction. After being officially dropped a boy must wait thirty days before making a new application. The maximum membership of a group shall not exceed sixteen but provision is made for larger groups for a specific period of time. A waiting list of not more than six is maintained. When this has been reached, the staff members are notified that no more applications will be accepted for that activity.

Data from Interviews with Committee Members

The data collected from interviews with the individual members is presented in the form of a typical response in order to preserve the identity of the interviewee. Where responses appeared to be the same only one response is written.

1. What do the boys get out of the club program at BVS?

"It serves to enrich the program for the boy during his stay. It is a recreational activity but from its inception more important things were recognized. Maybe activity through a recreational media means rehabilitation. Each kid joins for different reasons. I would guess that some may join to get off-grounds while others might be interested in the actual activity. It is exposing kids to group activities of the type we hope they will carry to the home community. It helps certain boys in a small group find out just how easy it is to get along with others and have a good time without a gang. It's a chance for a group situation where

they work with others to learn to get along. It's a new situation with another adult who can be less restrictive. I don't measure it in terms of therapy. A boy isn't here long enough for character building. I don't think in terms of adjustment because they can take or leave organized activity. It's a special privilege in the boy's mind which means status in the institution."

2. Is there anything which boys seem to get out of specific clubs?

"Something which is purely recreation doesn't exist. There are learning situations in all clubs. There's no scientific basis to determine that, and I doubt if any correlation could be established. Everybody gets something different from what he does. (Model Airplane) We can put the more withdrawn and disturbed boy here. He is protected in his relationships. Fearful kids work well. It teaches self-discipline, application to a task, and carrying a project through to its completion. (Boy Scouts) They earn badges, promotions and merits which can apply outside. It teaches them useful knowledge. It makes them proud to belong to a legitimate organization. I've seen some marked improvement in the little guys. It gives them a better model than the older boys we have here. (Camera Club) It is a beginning for an excellent hobby. They make their own cameras which they can keep. (Hi-Y) It gives them a chance to meet

good people from the outside who didn't have to be delinquent. Lots of our boys try to live up to the standards. It gives them experience in conducting meetings and holding offices. They have cracked an in-group. (Players) One value is in the personal relationship to the leader. A few boys have carried it back to home community theatres. Sometimes it's detrimental because it has been a closed group with an ego of its own and the boys think they are better than anyone else. (Record) They learn history of musicians and how to be good listeners. They meet outside people in the music world. Many have real talents which can be encouraged."

3. What factors do you use in deciding which boys should belong to a club? Suspended?

"We want to do what is best for the group but it's aimed at the individual. I go by each case and rely upon the psychological report, counsellor and cottage parents' judgments, but doing a good job around here seems to be first. I hesitate on personality type because in the community most of the people in a club are varied. There's nothing therapeutic about the clubs because we don't have people trained for it. Discipline shouldn't count but the group opinion sways you. In over-all policy, I look to see if he's a truancy risk and if the clinic feels a boy needs it. A kid has to earn it and if he is turned down, he can get in shape for

it. Usually older and younger boys don't mix well. Some might want to get in a club just to operate but they need to contribute to the club. We need to watch that a combination doesn't get in. They join clubs back home by age and grade plus a common interest, it should be the same here.

(Model Airplane) It's wide open and no age requirement. If he's an older boy, I want the less sophisticated, situational delinquent. Limit to about twelve boys. (Boy Scouts) It's for younger boys because older ones just starting couldn't fit in outside of BVS. It depends on the degree of maturity. One or two older are all right if they have Scout background. They can serve as leaders and are usually the enthusiastic, situational delinquents. If a boy can't read, he can't learn his achievements and he'd be a misfit. There is no limit on the number of boys. (Camera) Most any boy can fit in this club. He should have manipulative ability and be able to follow directions. Limit to six boys.

(Chess) He's got to be at least normal in intelligence. He can't be dull as he must be able to think ahead and work out problems. Generally we limit it to six or eight boys. (Hi-Y) It is a high school group and since we meet outside groups, they should be able to contribute. He doesn't need to be in school but should have high school level of ability. It's for older boys with ability. Once in awhile a special case comes up and we slip one in who doesn't fit exactly. Limited to sixteen boys. (Players) The higher caliber of boy who is

usually in the leader's classes. We go by the leader's recommendation as he knows how they would fit in. He should be a high school boy but we will slip in a few others if it's a special case. Limit to fifteen boys. (Record) It is wide open but usually the older boys go for it. The noisy guy won't work out. We watch for combinations in this one. Limited to fifteen boys. (Suspension) An AWOL or poor behavior with the group is a primary consideration. I depend on the group leader's recommendation. If his club behavior is good, I tend to ignore general behavior."

4. What are some of the current problems facing the committee?

"Leadership is difficult to find. Getting boys to file applications and then keep up. We don't always have those who can be depended upon. Sometimes there's competition between clubs and sports. Many clubs need better meeting places and equipment. How to expand the program is a big one. The perennial problem is the treatment versus reward argument. We need leaders who can handle boys by understanding his behavior. Maybe we should relate approval to a boy's needs and not his behavior record. We have to screen out too many because we don't have enough clubs where they can fit in. Referrals are too sporadic. We need an even flow from all cottages. It looks like some private screening is going on below the committee level."

5. What changes, if any, should be made in the program?

"We need more clubs because we are handicapped. We could make better groupings. We need to formulate some principles, I'm vague about it. Kids don't understand purposes of the clubs. The referral system might need to be altered. We have boys too old for Scouts and yet not qualified for Hi-Y or Players. It might be interesting to see what the boys want to do. Our activities fit an administrative pattern. Should have some substitute leaders or assistants who can fill in if a pinch occurs. Maybe we need funds to supplement the work. We need a fresh interpretation of policy and should have club leaders' viewpoint, but to expand the committee would make it unwieldy. We need group therapy but not under this committee. It should be a clinical function even if they call them clubs."

6. Is there any advantage in using volunteers?

"Volunteers are good to have as a public relations media but we need to have orientation about the kids and policy--a kind of in-service training. We have had sad experiences as we can't depend on them. Volunteers can help, but you have to develop them. They feel sorry for the boys, and can't help them. They are played for suckers too often. It might work if they worked with a staff member for awhile. A year-around program burdens them. Could use them to back the staff by providing transportation. I'm not for college

students. They're too undependable. The community needs to be involved with BVS.

Data from Interviews with the Club Leaders

Questions similar to those asked of the group activities committee members were also asked of the club leaders. Additional questions related to their methods and objectives were also asked. The Chairman of the group activities committee also served as the leader of the model airplane and chess clubs. For this reason, his comments are not included in this section. The use of typical response is presented here where it is applicable.

1. What do the boys get out of the club program at EVS?

"There aren't any formulated ideas on what they are supposed to get. It's personal conjecture. They might develop better social relationships. It might just be activities which are different applied in a smaller group. It's a chance to get out of the cottage and do something different. Some probably join to go off-grounds. I don't think there is a known common purpose which gets re-emphasized often enough. It seems to be recreational but I feel it should be therapeutic as well. It should develop new interests and teach worthy use of leisure time. Some have character building and moral principles to be learned. They probably get emotional relief from the institutional atmosphere. I have not thought much about it. Too many boys don't know

what they want, except what's not good for them, but I guess it gives them something different to do. It defrays lost time and makes it go faster. It helps them socialize."

2. What can you tell me about the objectives of other clubs?

"Not much. I don't talk to others about their work too much. In general, they are primarily recreational. They also have some learning in an interest area. Hi-Y and Scouts are like community groups. They have deeper purposes in citizenship and religious areas. Players produce plays for the institution, teaches stage craft and offers "therapy" in a group. I think in the others it's to do something they like to do; like listen to music or play chess. I think they try to bring out phases in character but some are earned special privileges."

3. What do the boys think your club's objective is?

Camera: "They get free camera which they make themselves, a chance to go off-grounds, to get out of the cottage, to do something different, and to learn about photography."

Hi-Y: "It probably varies with the boy. Some join for extra things like off-grounds trips or getting out of the cottage, but most of them aren't clear when they come into it. It satisfies a need for extra privileges. Some boys soon realize and accept the real purposes sincerely."

Players: "I tell them that it is not only recreational but that they can get help with their problems. From correspondence, they say it gives them a friendly feeling of group unity, closeness, common interest, success, fellowship, self-confidence, prestige, a warm feeling, and help solving their own problems. Of course, some are interested in going off-grounds but they become aloof to it. I think there were few in it for that purpose."

Record: "The majority are interested in music and want to keep up with the current hits. They are cut off from it here. It's a chance for informal enjoyment and socializing."

Boy Scouts: "The purposes are clearly defined. They are here to learn and contribute by helping others learn. For the younger boys, they get something out of it. If they don't, we eliminate them. They learn to be trustworthy. If they can't, then they're asked to get out."

4. What are your objectives for the club?

Boy Scouts: "It is Scout Work and it is supposed to create a desire to continue it outside. I work toward advancement. If they don't get started young, they can't make Eagle before high school and once they're there, they won't have time to."

Camera: "To involve kids in an interest in photography with the hope that he will go on in his home community."

It gives an opportunity for success. I think they aren't here long enough to teach photography but at least they learn how to take, develop, and print. There's a sense of accomplishment in making your own camera."

Hi-Y: "The Hi-Y purposes and platform: to create, maintain and extend throughout the school and community, high standards of Christian character and 'clean speech, clean sports, clean scholarship, and clean living.' If I had the time and opportunity, it would be helping them to put Christian principles into practices. That's difficult here. I'm not sure of the therapeutic contribution but it would be if boys took the objectives of the club seriously. I'd like to create a group feeling."

Players: "To develop insight into personality problems by using the gang instinct, provide a creative outlet through play activity, and to entertain the total institutional population."

Record: "I tried to do the better music, but they're not ready for it. I want to provide a socializing atmosphere and some enjoyment. It helps me to know the boys better in a situation different from the usual boy-supervisor relationship."

5. What methods (activities) do you employ to meet these objectives?

Boy Scouts: "We do the usual hiking, outdoor cooking,

and other things to pass the tests. Only camping is out. We had a sad experience a few years ago which spoiled it for the rest."

Camera: "We take pictures of all events on grounds and the boys take turns traveling with the teams. We take trips to local exhibits or to take pictures. We do the developing, printing and make cameras, which teaches them a lot. I don't know enough to get real technical. I also think they find somebody they can relate to informally. It's a pseudo-father relationship."

Hi-Y: "We participate in World Student Service Drives, the local Hi-Y Council, and local Y Campaigns which help the community and the individual clubs. We bring in outside speakers, talk about problems (through discussion methods), and are working on a clean speech pledge for the members and the total population. We also have recreational outings and other entertainment for the recreation side of the club. I try to keep from playing the role of a preacher or minister, and to avoid acting as though I am talking down to inferiors. I share the planning with the membership."

Players: "The actual play productions create crisis situations which build esprit de corps. We have off-grounds trips which act as a solidifier too. The 'round-robins' where the boys talk about each other's problems help to develop insight. I avoid the role of teacher and have it clearly understood that this is a different relationship."

Record: "We listen to music and discuss current artists and their recordings. We talk about where they're playing, their likes and dislikes. We really get the background. I try to bring in my musician friends once in a while."

6. What problems do you encounter in meeting the objectives?

"Some boys don't have much to give or even ask. We don't have the equipment needed. Regardless of what we do, we remain an authority figure, which they distrust. It's a too restrictive environment to be helpful. Boys must request club activity so we don't always get the ones who need it. The status problem is great but the boys won't admit it. It's a frantic struggle for power. Sometimes there's a pressure from higher levels which restrict the activities. It involves too many leadership hours to do a good job. Although I volunteered, the leadership should be drawn from people without too many family responsibilities. The communication between the committee and the leader is poor. There are administrative problems, which I can appreciate, that restrict us. We need more help that can be depended upon. They aren't in the club long enough and with the members changing all the time, we seem to always be at the beginning stages over and over again. Rewarding good behavior by putting boys in clubs is an obstacle to achieving a club's purposes. The gilt-edge impression boys have of a

club is a handicap when they look for entertainment all the time. I need more help, from the staff or outside, which is reliable. You need a varied and interesting program which this type of place restricts. The boys just get started and then it's time for them to go home."

7. What changes, if any, should be made in the program?

"The chief psychologist ought to be on the committee. We need to re-evaluate goals on the basis of individual needs. The committee should have regular contact with the leaders, and not just a carbon copy of the minutes. We are isolated and feel unsupported and at times feel coerced. It makes it a chore. The whole program suffers under stress of policy and distress of philosophy. The committee should be joint administrative-leadership even if it's windy. There would be progress. The groups should do things together quite often because it has a good effect. It would be an inter-group venture. I haven't thought much about it, but summer camping would be an asset. I think we should examine our policies. There should be more coming together of the other leaders and committee. I feel like I need some supervision. I'm new at it and I probably could do more than I really am. I want to know what happens. The only thing I see, is that some leaders play around too much, and the respect isn't there when you need it. It's not a wise practice."

8. Is there any advantage in using volunteers?

"We need more clubs but without leadership, it's impossible. We should use people that have an interest in our activity. They should be encouraged whenever and wherever they can, within the limits of institutional policy. They might not keep the interest and be dependable. They are O.K. but not without orientation. It's a risk because the boys take advantage of the naive person. It's a failure to let boys think you are weaker than they are, even if that's professional. In-service training is needed by everybody regardless of experience in working with clubs."

Summary

The material from these interviews with the committee members and club leaders point out, though at times vaguely, that:

1. The club program remains primarily a recreational-leisure time pursuit for the boys with a hope that the boys will find interests which may be more legitimately applied in the home community. A few individuals feel that there is something more than recreation, but find it difficult to define.

2. There is an universal agreement that club activity should be expanded to involve more boys and to appeal to more interests. The problem here is one of adequate leadership.

It is agreed that the use of volunteers would be beneficial, but with orientation and in-service training programs.

3. There seems to be a definite need, judging from the feelings expressed by the club leaders, that there should be closer and better communication between the committee and leadership. There is also evidence that the leaders, themselves, would profit from the cross-fertilization they could offer each other. Perhaps involving people of professional experience with groups, on a consulting basis, for in-service training, would not only enhance the program but help to clarify the purpose and objectives of club activities.

4. There is a great deal of feeling that the boys see the club program as something which breaks the monotony of institutional living. For example, the views held that these activities get the boys out of the cottage and off-grounds. Perhaps, on the basis of human need, this is a worthy and legitimate function for a club activity.

CHAPTER V

AN ANALYSIS OF COMMITTEE ACTION UPON APPLICATIONS RECEIVED DURING A SIX MONTHS PERIOD

The Group Activities Committee has four kinds of action which may be taken at the time an application is received. An application may be approved, disapproved, deferred to a later date, or referred back to the boy with a notation to apply for another activity. The interviews held with members of the Committee revealed that selection is likely to be influenced by the following factors: age, intelligence quotient, length of stay in the institution, and the behavior record which is measured in terms of the number of appearances before the discipline committee. Aside from these qualifications, the recommendations of the cottage parents or professional services and the boy's status as a "new boy" or "P.V." (parole violator) may also enter in the decision. Approved or disapproved seems self-explanatory. A request may be deferred because a boy may be a new, unknown quantity to BVS, represent a behavior problem, or the club he has chosen may have reached its maximum membership capacity. The boy may be referred to another activity because he does not meet the qualifications of his choice, or because the

club has reached its capacity and the waiting list is too long.

A General Analysis

During the six month period between November 1, 1953 and April 30, 1954, the Group Activities Committee received 180 applications for the various club activities. The new boy represented 119 of the requests while the "P.V.'s" filed 39 applications. There were 22 applications designated as "unknown" because the boys' records were not readily accessible when the data was collected. Table 1, on page 75 presents the initial committee action on these applications.

Although not indicated by the table, 8 of the deferred were later approved, 6 were disapproved, and one did not reappear for action. Of those referred, 4 were approved for another activity and 10 were not subject to further consideration. Thus, a total of 109 or approximately 61 percent of those who applied were approved for a club activity. The "new boys" approved equalled about 72 percent of those approved for an activity while the "recidivists" represented about 18 percent, and the "unknown" about 10 percent. In general, these figures are in keeping with the BVS population at a given time, about 25 percent are recidivists.

It can be noted that the two national organizations, the Boy Scouts and Hi-Y, are most frequently petitioned, (60 percent). One might speculate that this is the result of a

TABLE 1

INITIAL COMMITTEE ACTION UPON APPLICATIONS RECEIVED
DURING PERIOD NOVEMBER 1, 1953 TO APRIL 30, 1954
BY CLUB ACTIVITIES

Clubs	No. of Boys	Initial Committee Action			
		Approved	Disapproved	Deferred	Referred
Total.....	180	97	54	15	14
New Boys.....	119	73	26	10	10
Recidivists..	39	13	19	3	4
Unknown.....	22	11	9	2	
<u>Airplane</u>	16	13	1	2	
New Boys.....	13	11	1	1	
Recidivists..	2	2			
Unknown.....	1			1	
<u>Boy Scouts</u>	45	28	11	3	3
New Boys.....	33	25	5	2	1
Recidivists..	11	2	6	1	2
Unknown.....	1	1			
<u>Camera</u>	17	8	6	2	1
New Boys.....	10	5	2	2	1
Recidivists..	4	1	3		
Unknown.....	3	2	1		
<u>Chess</u>	5	4		1	
New Boys.....	4	4			
Recidivists..	1			1	
Unknown.....	0				
<u>Hi-Y</u>	63	36	25	4	8
New Boys.....	38	18	10	3	7
Recidivists..	15	5	9		1
Unknown.....	10	3	6	1	
<u>Players</u>	15	9	3	1	2
New Boys.....	9	5	2	1	1
Recidivists..	1				1
Unknown.....	5	4	1		
<u>Record</u>	19	9	8	2	
New Boys.....	12	5	6	1	
Recidivists..	5	3	1	1	
Unknown.....	2	1	1		

a familiarity with the program in the outside community but it may also be related to the fact that these activities have a more varied program than most of the other clubs. Also, it is noted that the younger boys are somewhat restricted to the Boy Scouts and that the Hi-Y has developed the reputation for being the club which most frequently leaves the grounds.

An Analysis of Selective Factors

While it has been recognized that there may be subtle factors which influence the committee's action such as: clinical recommendation, "going home" or pre-committee screening, the four factors previously mentioned, namely, age, intelligence, length of stay, and discipline record, are analyzed. A cross tabulation between length of stay and discipline record is also presented. The "unknown" group has been eliminated from this portion of the analysis. In this analysis, the deferred and referred categories were considered as disapproved if no subsequent committee action was taken.

Age

Age is one factor which has seemed important to the status of the individual delinquent. It has become quite important within the training school where efforts are frequently made to protect the younger boys from the older, more aggressive boys. It has been felt that limiting the contacts

between these groups may also limit the imitation of the older boy by the younger. Table 2, below, illustrates this factor as it relates to those approved for a club activity.

TABLE 2

AGE IN YEARS OF BOYS APPROVED FOR A CLUB ACTIVITY
DURING PERIOD NOVEMBER 1, 1953 to APRIL 30, 1954

Clubs	No. of Boys	Age in Years					
		12	13	14	15	16	17
Total.....	97	1	5	19	32	39	1
New Boys.....	78		5	15	26	31	1
Recidivists..	19	1		4	6	8	
<u>Airplane</u>	14			3	7	4	
New Boys.....	12			3	5	4	
Recidivists..	2				2		
<u>Boy Scouts</u>	28		4	14	7	3	
New Boys.....	25		4	12	6	3	
Recidivists..	3			2	1		
<u>Camera</u>	9	1			4	4	
New Boys.....	7				4	3	
Recidivists..	2	1				1	
<u>Chess</u>	6		1		3	2	
New Boys.....	4		1		2	1	
Recidivists..	2				1	1	
<u>Hi-Y</u>	25				5	19	1
New Boys.....	19				4	14	1
Recidivists..	6				1	5	
<u>Players</u>	6				2	4	
New Boys.....	6				2	4	
Recidivists..							
<u>Record</u>	9			2	4	3	
New Boys.....	5				3	2	
Recidivists..	4			2	1	1	

It can be noted that acceptance in a club activity slightly accedes the general institution population pattern. The boys 15 years or older represent two-thirds of the institution population but nearly three-fourths of those who were approved for an activity. While numerical equality is not a primary source of concern, it appears that the service is favoring the older boy. The younger boys are somewhat limited in their selection of an activity. Since this age group is known to find support in homogeneous groups, perhaps another group designated for the three younger ages is indicated.

While the size of the sample limits the conclusiveness of the data, in the specific clubs certain trends are noted. The Hi-Y, Players, and Record Clubs are definitely limited to the older boys. A wider range of ages appears to be permitted in the Camera, Chess and Model Airplane Clubs. Though the Boy Scouts have been designated as being for the younger boys, a little more than a third of the boys approved during the period of the study, came from the older age group.

Table 3, page 79, indicates the age distribution of those boys disapproved for a club activity. From this Table, one gains the impression that applications made to the model airplane were most likely to avoid disapproval. The Chess Club, if it were not for intellectual qualifications, might have seemed to be the same. It is wondered if this activity was widely publicized since no disapprovals appear. This

TABLE 3

AGE IN YEARS OF BOYS DISAPPROVED FOR A CLUB ACTIVITY
DURING PERIOD NOVEMBER 1, 1953 TO APRIL 30, 1954

Clubs	No. of Boys	Age in Years					
		12	13	14	15	16	17
Total.....	61		4	5	21	26	5
New Boys.....	41		2	5	10	19	5
Recidivists..	20		2		11	7	
<u>Airplane</u>	2				2		
New Boys.....	2				2		
Recidivists..							
<u>Boy Scouts</u>	14		4	2	5	3	
New Boys.....	8		2	2	2	2	
Recidivists..	2		2		3	1	
<u>Camera</u>	5			1	4		
New Boys.....	2			1	1		
Recidivists..	3				3		
<u>Chess</u>	0						
New Boys.....	0						
Recidivists..	0						
<u>Hi-Y</u>	29			2	19	15	3
New Boys.....	19			2	4	10	3
Recidivists..	10				5	5	
<u>Players</u>	3					3	
New Boys.....	3					3	
Recidivists..	0						
<u>Record</u>	8				1	5	2
New Boys.....	7				1	4	2
Recidivists..	1					1	

activity was the only one in which a boy was approved though he belonged to another activity. Some evidence of the younger boy's plight is revealed by the fact that only ten of these boys attempted to make application for activities

other than the Scouts. Six of these managed to gain approval. It is also observed that more boys were disapproved than approved for membership in the Hi-Y, which possibly indicates the qualifications required for approval. In general, the criteria of the committee seems to be supported.

Intelligence Quotient

Intellectual capacity has been designated as important in three of the clubs. According to the interview with the committee members, an average or better intelligence is required in the Chess, Hi-Y, and Players groups. Table 4, page 81, presents the data which compares this factor and approval for an activity. As expected, the highest frequency among the approved falls within the normal range of intelligence. The ranges below normal comprised about 37 percent of the BVS population in 1953. This group represented about 34 percent of those approved over the period of this research, and appears comparable to the population.

The three clubs which have special qualifications in this area, are found to have members from the upper ranges of intelligence. An investigation of the two exceptions in the Hi-Y shows that these boys were strongly recommended by other staff members and were supported by clinical findings based on psychological need. Boys approved for the Scouts, while most frequently of normal intelligence, tend to be drawn from the lower ranges of intelligence. While this could present

TABLE 4

INTELLECTUAL RANGES OF BOYS APPROVED FOR A CLUB ACTIVITY
DURING PERIOD NOVEMBER 1, 1953 TO APRIL 30, 1954

Clubs	No. of Boys	Intelligence Quotient Ranges				
		To 79	80-90	91-110	11-119	120 up
Total.....	97	13	20	58	2	4
New Boys.....	78	12	16	46	1	3
Recidivists..	19	1	4	12	1	2
<u>Airplane</u>	14	4	1	9		
New Boys.....	12	4	1	7		
Recidivists..	2			2		
<u>Boy Scouts</u>	28	5	11	12		
New Boys.....	25	5	9	11		
Recidivists..	3		2	1		
<u>Camera</u>	9	3	3	3		
New Boys.....	7	3	2	2		
Recidivists..	2		1	1		
<u>Chess</u>	6			5		1
New Boys.....	4			4		
Recidivists..	2			1		1
<u>Hi-Y</u>	25	1	1	19	1	3
New Boys.....	19		1	14	1	3
Recidivists..	6	1		5		
<u>Players</u>	6		1	5		
New Boys.....	6		1	5		
Recidivists..	0					
<u>Record</u>	9		3	5	1	
New Boys.....	5		2	3		
Recidivists..	4		1	2	1	

a problem to the leader in teaching oaths and skills, it has been observed, at the meetings, that the method employed is to have the more skillful teach the others by demonstration rather than by requiring the boys to study the handbook. Intellectual capacities appear to be scattered in the other groups.

Those boys disapproved for club work and their intellectual abilities are grouped in Table 5, below. The

TABLE 5

INTELLECTUAL RANGES OF BOYS DISAPPROVED FOR A CLUB ACTIVITY
DURING PERIOD NOVEMBER 1, 1953 to APRIL 30, 1954

Clubs	No. of Boys	Intelligence Quotient Ranges				
		to 79	80-90	91-110	111-119	120 up
Total.....	61	12	21	26		2
New Boys.....	41	9	16	15		1
Recidivists..	20	3	5	11		1
<u>Airplane</u>	2	1		1		
New Boys.....	2	1		1		
Recidivists..	0					
<u>Boy Scouts</u>	14	3	7	4		
New Boys.....	8	2	5	1		
Recidivists..	6	1	2	3		
<u>Camera</u>	5	1	1	3		
New Boys.....	2	1		1		
Recidivists..	3		1	2		
<u>Chess</u>	0					
New Boys.....	0					
Recidivists..	0					
<u>Hi-Y</u>	29	6	7	15		1
New Boys.....	19	4	6	9		
Recidivists..	10	2	1	6		1
<u>Players</u>	3		1	1		1
New Boys.....	3		1	1		1
Recidivists..	0					
<u>Record</u>	8	1	5	2		
New Boys.....	7	1	4	2		
Recidivists..	1		1			

largest total number again appears in the normal (91-110) range but the remainder tend to be at the lower functioning

levels. The Boy Scouts and Record Club reveal the greatest concentrations at these levels. However, the most significant fact to be drawn from the analysis of intelligence quotients is the support clearly reflected in the requirements made for the Hi-Y, Chess, and Players groups, although insufficient samples in the Players limit the validity.

Length of Stay Before Referral

As it appears in Table 6, page 84, most boys are approved for a club between the first and second months of their stay at BVS. However, a bi-modal frequency distribution becomes apparent as the third month, also, records a large number of approvals. The general picture reveals a rather sporadic response to the group activities program. This may mean that knowledge of the activities is inadequate or that making application is a contagious phenomenon in the cottages. The latter seems more likely since one might postulate that the recidivists would be better informed and would make earlier application. This conclusion is not supported by the data.

While general policy statements established that a boy must have been in the institution at least thirty days, the table reveals that nine boys were approved before this interim had elapsed. A closer examination of these boys proves that the majority of them were approved near the end

TABLE 6

LENGTH OF STAY OF BOYS APPROVED FOR A CLUB ACTIVITY
DURING PERIOD NOVEMBER 1, 1953 TO APRIL 30, 1954

Clubs	No. of Boys	Length of Stay in Months						
		Under 1	1	2	3	4	5	6 & over
Total.....	97	9	30	15	22	13	5	3
New Boys.....	78	6	25	12	18	10	5	2
Recidivists..	19	3	5	3	4	3		1
<u>Airplane</u>	14		7		3	2	2	
New Boys.....	12		5		3	2	2	
Recidivists..	2		2					
<u>Boy Scouts</u>	28	5	8	5	5	3	1	1
New Boys.....	25	5	8	4	3	3	1	1
Recidivists..	3			1	2			
<u>Camera</u>	9		6		3			
New Boys.....	7		5		2			
Recidivists..	2		1		1			
<u>Chess</u>	6	2		1	1	1	1	
New Boys.....	4			1	1	1	1	
Recidivists..	2							
<u>Hi-Y</u>	25	1	7	9	4	4		
New Boys.....	19	1	5	7	4	2		
Recidivists..	6		2	2		2		
<u>Players</u>	6		2		3		1	
New Boys.....	6		2		3		1	
Recidivists..	0							
<u>Record</u>	9	1			3	3		2
New Boys.....	5				2	2		1
Recidivists..	4	1			1	1		1

of the thirty days and would most likely have been eligible by the next committee meeting.

Boys approved for Scouts, Airplane and Camera Clubs enter the activity earlier than the others. With the exception

of the Record Club, the other activities have a rather wide distribution of months stay before approval. An interesting observation might be made in the case of the Record Club.

In the approved and disapproved applications, these boys usually petition the committee much later in their stay. Perhaps this is related to a discovery that the older, more sophisticated delinquent is interested in this activity. This fact may deter other boys because of an uncertainty about the current membership or because the current membership exerts some other influence. However, this cannot be demonstrated and therefore must remain a hypothesis.

Table 7, page 86, may serve to support the general impression that the earlier the application is made the more likely approval becomes.

Discipline Record

It has been suggested that one of the dilemmas in the group activities program is the arguments of a treatment versus reward philosophy. Table 8, page 87, relates discipline record to approval. Discipline record refers to the number of reports received by the case conference committee which resulted in some form of discipline.

It appears that the smaller number of discipline appearances is the best guarantee of approval. The highest frequency of approvals appeared in the group of boys who have no record of discipline. This pattern gradually declines as

TABLE 7

LENGTH OF STAY OF BOYS DISAPPROVED FOR A CLUB ACTIVITY
DURING PERIOD NOVEMBER 1, 1953 TO APRIL 30, 1954

Clubs	No. of Boys	Length of Stay in Months						
		Under 1	1	2	3	4	5	6 & over
Total.....	61	6	6	11	8	13	11	6
New Boys.....	41	1	5	8	6	9	8	4
Recidivists..	20	5	1	3	2	4	3	2
<u>Airplane</u>	2		1				1	
New Boys.....	2		1				1	
Recidivists..	0							
<u>Boy Scouts</u>	14	1	2	2	1	3	3	2
New Boys.....	8		2	1	1	2	2	
Recidivists..	6	1		1		1	1	2
<u>Camera</u>	5	2		1		1		1
New Boys.....	2					1		1
Recidivists..	3	2		1				
<u>Chess</u>	0							
New Boys.....	0							
Recidivists..	0							
<u>Hi-Y</u>	29	3	3	4	6	6	6	1
New Boys.....	19	1	2	3	5	3	4	1
Recidivists..	10	2	1	1	1	3	2	
<u>Players</u>	3			1		2		
New Boys.....	3			1		2		
Recidivists..	0							
<u>Record</u>	8			3	1	1	1	2
New Boys.....	7			3		1	1	2
Recidivists..	1				1			

more discipline appears. However, a small increase is noted in the group with between five and nine appearances and would seem to be contra-indicative, but the category represents five reports rather than one.

TABLE 8

DISCIPLINE RECORD OF BOYS APPROVED FOR A CLUB ACTIVITY
DURING PERIOD NOVEMBER 1, 1953 TO APRIL 30, 1954

Clubs	No. of Boys	Boys Reported for Discipline						
		0	1	2	3	4	5-9	10 +
Total.....	97	34	26	13	9	1	11	3
New Boys.....	78	25	23	12	7	1	7	3
Recidivists..	19	9	3	1	2	0	4	
Airplane	14	5	4	2	1		2	
New Boys.....	12	4	3	2	1		2	
Recidivists..	2	1	1					
Boy Scouts	28	8	10	1	1	1	6	1
New Boys.....	25	7	10	1	1	1	4	1
Recidivists..	3	1					2	
Camera	9	2	5	1			1	
New Boys.....	7	1	4	1			1	
Recidivists..	2	1	1					
Chess	6	4	1	1				
New Boys.....	4	3		1				
Recidivists..	2	1	1					
Hi-Y	25	14	2	3	5		1	
New Boys.....	19	10	2	3	4			
Recidivists..	6	4			1		1	
Players	6		3	3				
New Boys.....	6		3	3				
Recidivists..	0							
Record	9	1	1	2	2		1	2
New Boys.....	5		1	1	1			2
Recidivists..	4	1		1	1		1	

The discipline record of boys who applied for the Scouts, Model Airplane, and Record Clubs appear to have the wider range of distributions. Yet the greatest number of approvals tend to be grouped more closely in the lesser number

of "Case Conference" appearances. The Hi-Y clearly reflects the committee requirements. More than half of those approved did not have a single discipline report. In only one case has a boy been subject to more than three disciplines. This case was examined more thoroughly. The boy, a recidivist, had made a fine adjustment during his first stay and had been president of the Hi-Y. The original psychological report had recommended group activities. Upon his return, he exhibited many bitter, aggressive feelings which seemed justified when his history was reviewed. The committee decided that the Hi-Y might help the boy accept his return to BVS. Whether this proved to be a factor or not, the subsequent behavioral adjustment seemed less problematic after he was admitted to membership.

The presentation of those disapproved for an activity and related to the discipline record is illustrated in Table 9, page 89. While the highest frequency of disapprovals appears among those boys who have five to nine reports, it is again noted that this represents a larger group of reports than the other category. The frequencies are not significant because of a fairly even distribution. Those disapproved for Hi-Y were examined more closely and it was found that these boys were likely to be "going home" or were in the lower range of intellectual ability.

A cross tabulation which indicates the relationship between length of stay and the discipline record was made in

TABLE 9

DISCIPLINE RECORD OF BOYS DISAPPROVED FOR A CLUB ACTIVITY
DURING PERIOD NOVEMBER 1, 1953 TO APRIL 30, 1954

Clubs	No. of Boys	Boys Reported for Discipline						
		0	1	2	3	4	5-9	10+
Total.....	61	8	8	6	7	8	19	6
New Boys.....	41	5	3	5	5	6	13	4
Recidivists..	20	3	5	1	2	2	5	2
Airplane	2					1		1
New Boys.....	2					1		1
Recidivists..	0							
Boys Scouts	14	1	1	3	2		6	1
New Boys.....	8	1		2	1		4	
Recidivists..	6		1	1	1		2	1
Camera	5	1	2		1		1	
New Boys.....	2				1		1	
Recidivists..	3	1	2					
Chess	0							
New Boys.....	0							
Recidivists..	0							
H1-Y	29	5	4	3	4	6	7	
New Boys.....	19	3	2	3	3	4	4	
Recidivists..	10	2	2		1	2	3	
Players	3		1				2	
New Boys.....	3		1				2	
Recidivists..	0							
Record	8	1				1	2	4
New Boys.....	7	1				1	2	3
Recidivists..	1							1

an effort to further explore this problem. The results, for those approved, appear in Table 10, page 90, while the results for those disapproved appear in Table 11, page 90.

TABLE 10

RELATIONSHIP BETWEEN LENGTH OF STAY AND BOYS' DISCIPLINE
RECORD BEFORE COMMITTEE APPROVAL FOR A CLUB ACTIVITY
DURING PERIOD NOVEMBER 1, 1953 TO APRIL 30, 1954

Stay in Months Before Approval	No. of Boys	Boys Reported for Discipline						
		0	1	2	3	4	5-9	10+
Total.....	97	34	26	13	9	1	11	3
Under 1.....	9	6	3					
1, less than 2..	30	13	12	2	2		1	
2, " " 3..	15	9	1	2	1		2	
3, " " 4..	22	4	8	2	5		2	1
4, " " 5..	13	2	1	5	1		3	1
5, " " 6..	5		1	2		1	1	
6 or more.....	3						2	1

TABLE 11

RELATIONSHIP BETWEEN LENGTH OF STAY AND BOYS' DISCIPLINE
RECORD BEFORE COMMITTEE DISAPPROVAL FOR A CLUB ACTIVITY
DURING PERIOD NOVEMBER 1, 1953 TO APRIL 30, 1954

Stay in Months Before Disapproval	No. of Boys	Boys Reported for Discipline						
		0	1	2	3	4	5-9	10+
Total.....	61	8	8	6	7	8	18	6
Under 1.....	6	1	2	1	2			
1, less than 2..	6	2	1	3				
2, " " 3..	11	2	1		2	2	4	
3, " " 4..	8	2	2	2			1	1
4, " " 5..	13		2		3	2	5	1
5, " " 6..	11	1				4	4	2
6 or more	6						4	2

The essential factor to be drawn from this tabulation is that the longer a boy stays the more likely he is to have a greater discipline record. It is most difficult to decide whether approval is related to his length of stay

or discipline record because of this fact. Either qualification would be sufficient cause for disapproval since the later he applies, the more likely he is nearing a time for release from the institution.

Summary

The data collected and presented seemed to point up one conclusion quite well. It is nearly impossible to judge an application for club activity on one factor alone. The interplay between these factors in a given case provides extenuating circumstances which cannot be analyzed in this study. Perhaps a study of individual cases would be more fruitful.

At the present time, it is likely that the criteria represented by the four factors of selection, do enter into consideration for a specific club. The role these factors play in influencing decisions seems to be supported but it is not clearly defined. It would seem that the criteria are not uniformly applied in all cases. Therefore, the evaluation of an application might be subjective. However, this may indicate a relative flexibility in reaching a decision. If the latter can be proven, one might conclude that many applications are considered on the basis of individual needs. The data presented is not adaptable to such an analysis.

The Discipline Record, as one factor, needs special attention. While in individual cases like the one cited, a

boy's history and adjustment needs are considered, it is quite evident that good behavior is an important factor in getting approved. However, the type of behavior is a quality which has not been considered in this study. Obviously an AWOL, assault or sexual problem would impose greater obstacles to approval than minor violations such as smoking. A study which deals strictly with the quality of discipline-provoking behavior would be more applicable. Certainly, the interviews seem to hint of this possibility.

Finally, then, it is concluded that the data does not reveal any positive trends which have been clearly defined for club activity in general. There are indications that the four factors frequently mentioned do enter the situation subjectively. The question still remains: to what degree? The pattern of selection is not portrayed by the method applied in this analysis. An intensive examination of each factor might prove more instructive.

CHAPTER VI

GENERAL CONCLUSIONS AND SPECIFIC IMPLICATIONS

A major problem facing the training schools in the United States has been rapidly increasing institutional populations. This situation must be met realistically. Obviously more facilities and personnel would prove helpful but finances create a practical limitation. Until increased facilities and personnel are made available, long term care is no longer possible. The crisis has been met at Boys' Vocational School by gradually reducing the average period of time that boys remain in the institution. This fact provides several implications for both the total institutional training program and the group activity services.

General Conclusions

First, from current theoretical opinion, the training school is regarded as a transitional milieu which relieves the child of the pressures created by his inability to avoid panic or distortion when faced with close, emotional relationships. It is a period when he may gradually be enabled to establish interpersonal contacts. Intensive therapy, whether individual or group, requires regular sessions extending over a period of months and, in some instances, into

a period of years. It seems likely, then, that the therapeutic function of the training school does not lie in personality reorganization which requires deep therapy, but rather in helping the delinquent increase his capacity to tolerate and adjust his relations with others. This capacity is increased by demonstrating that his predicament is related in some ways to his behavior toward others and not solely what others are doing to him.

Secondly, our literature and data demonstrate that institutional groups are dynamic, changing entities. Referring to our discussion of conditions necessary to group treatment, it is recalled that such a group does not constantly change memberships. It continues over a long period of time, exhibits a high degree of permissiveness, and is supervised by a professionally trained specialist within a clinical setting. The descriptions of the program, policies and procedures of group activity at Boys' Vocational do not fulfill these conditions. The interviews, by and large, do not reveal this intent. When the interviewers speak of something more than recreational-leisure time activity in this program, is it not possible that they are thinking of a "therapeutic by-product"? The by-product in this case is a small group experience in which the boy "defines the world about him" in terms of his behavior. Perhaps, to a degree, he learns a social skill by perceiving that certain behavior provokes

negative reactions in others. If this be possible, it may be that he will not be so threatened by others. Of course, there are basic human needs met by small group participation in this setting which have been reported in Chapter II of this study.

Thirdly, if one looks to the adjustment required of a boy within the institutional environment, one becomes aware of many tension producing situations. The day and its activities are organized and planned for him. This fosters the kind of dependency so inimical to adolescence. It is likely that the boy must find ways to rebel and often these are unacceptable in operating an institution. However, some efforts must be made to discover methods of relieving tensions which increase hostility and aggression. These are factors which the boy actually fears most in himself. The use of competitive sports has certain validity but for the boy too threatened by such activity, a more subtle method may be indicated. It seems likely that a group experience where he controls some part of his destiny by planning and making decisions will help him make a better adjustment record within the setting. Although such adjustment is not the primary goal, it is wise to remember that training schools have custodial responsibilities which are a problem.

Finally, as detention periods in the training schools become shorter and local community services are improved, the

training schools may become a diagnostic center with an emphasis on the transitional nature of its function. Such a development would increase the importance of small group experiences. It is within this unit that behavior may be observed closest to natural expression. In general, the responses tend to be repressed or lost in larger group situations.

Specific Implications

On the basis of theoretical concepts and the analysis of the current group activities program, the following implications might be drawn:

1. Club activities at Boys' Vocational School are primarily designed to be recreational-leisure time pursuits and should not be considered as having group or individual psychotherapeutic goals or objectives.

2. Club activities may possibly contribute to the individual delinquent's improved capacity (1) to comprehend the relationship between his behavior and the reactions of others to his behavior, (b) to improve his skills in social relationships, (c) to tolerate closer relationships in a manner which is not threatening to himself or to others, and (d) to develop new recreational interests which are socially acceptable within the community.

3. Club activities may affect the quality of the boy's institutional adjustment by counteracting the limitations inherent in a mass institutional setting. This means

a decrease in tension because (a) he has an area where he can participate in the planning and control of his destiny, (b) he can belong to a group which can satisfy his need for uniqueness, status, and attention, (c) he is able to remove himself from the usual, repetitious routines of institutional living, and (d) he can be, on various occasions, brought in contact with the normal community life he longs to enjoy.

Recommendations

From these implications, there are some recommendations which may help chart the course for future administrative action and to this constructive end, it is suggested that:

1. The group activities committee and club leaders meet in a series of conferences to consider the goals of the program in light of this interpretation. The goal is not to accept or reject the conclusions but to use them as a point of departure in hammering out a guiding philosophy which defines the function of this service within the total institutional structure. It might be geared to the changing role of the training school in the total social treatment process.

2. The group leaders arrange for an in-service experience in which they might share viewpoints, invite professional consultation, and help each other understand the dynamics of individual and group behavior.

3. A method of narrative recording, geared to realities of time and purpose be initiated. The purpose of such

a process is to (a) provide material by which the group leader may see what is happening to individual members and the group-as-a-whole, (b) more clearly understand his role, (c) provide material which may be valuable to the total understanding of the individual boy and his progress, and (d) finally, provide data by which the impact of group experience upon the delinquent may be more carefully studied and the service, at Boys' Vocational School, more logically evaluated.

4. An experimental group be established which does not meet as a type of national organization or as a particular interest like the Chess, Camera, or Airplane Clubs now in the program. The purpose of this group would be to see if a program of activities might be decided by the individual members, at a specific time, according to their needs and interests. This could provide a flexible program of activities for the members as their capacity to use a group experience grows. It also could provide tension-release through socially and institutionally acceptable norms for boys excluded in the present program.

5. The use of volunteers in the program may be improved if efforts could be made to involve them more completely in the activity. Just as the boys are more responsive where they share in planning, so are the volunteers. Naturally, as the committee members and club leaders recognized, supervision and-in service training is a necessary

adjunct. As one person stated: "You have to develop them." It would be an ideal situation if a professionally trained worker could be responsible for such a program. Volunteers, once involved, provide an avenue of reaching the general public which needs to understand the dynamics of delinquent behavior and the problems of institutional management.

It is recognized that this study is only the beginning of efforts to define the function of club activity within the institutional setting. It is hoped that interest in its development has been stimulated in others as it has been in the writer. Further study, devoted to evaluating the specific contributions of club activity, needs to be undertaken.

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APPENDIXES

APPENDIX I

INTERVIEW QUESTIONS AND STUDY SCHEDULE

Interview Questions

Committee Members:

1. What do the boys get out of the club program at BVS?
2. Is there anything which boys seem to get out of specific clubs?
3. What factors do you use in deciding which boys should belong to a club? Be suspended?
4. What are some of the current problems facing the committee?
5. What changes, if any, should be made in the program?
6. Is there any advantage in using volunteers?

Club Leaders:

1. What do the boys get out of the club program at BVS?
2. What can you tell me about the objectives of the other clubs?
3. What do the boys think your club's objective is?
4. What are your objectives for the club?
5. What methods (activities) do you employ to meet these objectives?
6. What problems do you encounter in meeting the objectives?
7. What changes, if any, should be made in the program?
8. Is there any advantage is using volunteers?

Study Schedule

Name _____ Age _____ Admitted _____ Released _____

IQ Form _____ Verbal _____ Performance _____ Full Scale _____

BVS Discipline Record _____

Previous Club Experience _____ Gang _____

Club Activity _____ Reason for Petition _____

Committee Action _____

APPENDIX II

LAWS GOVERNING BOYS' VOCATIONAL SCHOOL

STATE OF MICHIGAN

Excerpts From
the compiled laws of 1948, as amended
Governing
Boy's Vocational School
Girl's Training School
Michigan Children's Institute

State of Michigan
Department of Social Welfare
Lansing 13, Michigan

October 2, 1953

TABLE OF CONTENTS

	Page
1. Excerpts from Social Welfare Act	1
2. Excerpts from Michigan Children's Institute Act	2
3. Boys' Vocational School Act	8
4. Girls' Training School Act	13

*Numbers preceding the catch lines (section headings)
refer to section number in the compiled laws of 1948.
Amendments shown refer to changes since 1948. -*

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State of Michigan
DEPARTMENT OF SOCIAL WELFARE
Lansing 13, Michigan

October 2, 1953

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EXCERPTS FROM SOCIAL WELFARE ACT
Act 280, P.A. 1939, as amended

400.1 State department of social welfare; powers and duties; records; hearings.

Sec. 1. There is hereby created a department of the state government which shall be known and designated as the "state department of social welfare," hereinafter called the state department, which shall possess the powers granted and perform the duties imposed in this act. - - - .

The Michigan welfare commission shall be responsible for the operation and supervision of the boys' vocational school, at Lansing, the girls' training school, at Adrian, and the Michigan children's institute, at Ann Arbor. The commission shall have the power to make and enforce its own rules and regulations, not inconsistent with the law governing the several institutions under its control, respecting the conduct of each such institution, discipline therein, the care of property, and for the welfare of the inmates, wards, or parolees thereof. Such commission shall appoint the executive heads of the several institutions under its jurisdiction, and may incur such other expenses as may be necessary to operate the said institutions and to supervise wards or parolees thereof. The commission shall be, in all respects, the legal successor to the powers, duties and responsibilities of the juvenile institute commission - - - . Immediately on the taking effect of this act, the said juvenile institute commission shall be abolished. All records of the juvenile institute commission shall be transferred to and become the property of the Michigan social welfare commission.

400.14 State department of social welfare; additional powers and duties.

Sec. 14. The state department shall have and be vested with the following additional powers and duties:

Child welfare projects.

(c) To assist in the development of sound programs and standards of child welfare by public organizations throughout the state; to cooperate with private child welfare organizations in programs mutually agreed upon; and provide a service of consultation and assistance to the juvenile probation service of the probate courts: *Provided*, That this subsection will not interfere with the jurisdiction of the juvenile division of the several probate courts maintaining a probation service.

Welfare statistics and report.

(g) To collect and compile statistics, make special fact-finding studies and publish reports in reference to the field of welfare, including a biennial report as provided in section 17.

EXCERPTS FROM THE MICHIGAN CHILDREN'S INSTITUTE ACT
Act 220, P.A. 1935, as amended

An act to provide family home care for children committed to the care of the state, to create the Michigan children's institute under the control of the state juvenile institute commission to take over the functions of the state public school, to prescribe the powers and duties thereof, to provide penalties for violations of certain provisions of this act, and to repeal Act No. 164 of the Public Acts of 1931 and all other acts and parts of acts contravening the provisions of this act.

The People of the State of Michigan enact:

400.201 Michigan children's institute; transfer of property of state public school.

Sec. 1. That in order the state may more effectively exercise the duty and obligation which it owes to unfortunate children, there is hereby created and established the Michigan children's institute. Such records, papers, equipment and appurtenances as needed from the state public school shall be transferred to the said institute and whenever the name "state public school" appears in any statute of this state it shall be taken and deemed to mean the Michigan children's institute.

400.202 Same; control by juvenile institute commission: superintendent, appointment.

Sec. 2. The said Michigan children's institute shall be under the control and management of the state juvenile institute commission, whose appointment and duties are provided in Act No. 280 of the Public Acts of 1939 and as further expressly provided for in this act. The state juvenile institute commission shall appoint the superintendent, subject to the approval of the governor, and such other officers and employees as it shall deem necessary, who shall severally hold their offices and positions during the pleasure of the commission.

400.203 Same; admittance of child; eligibility, observation; transfer.

Sec. 3. Any child may be admitted to said institute hereafter in

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accordance with any 1 of the following provisions:

a. Commitment: Any child may be committed by the juvenile division of the probate court to the Michigan children's institute.

(1) Who is abandoned by his parents, guardian, or other custodian, or who is otherwise without proper custody or guardianship;

(2) Whose home or environment, by reason of neglect, cruelty, drunkenness, criminality, or depravity on the part of the parents, guardian, or other custodian, is an unfit place for such child to live in;

Provided (a) That the child is under 14 years of age and provisions have been made for its support and education under such regulations as the said commission may establish; and (b) that the child is sound in mind and body, free from chronic or contagious disease as shown by a careful examination given by a regularly authorized and competent physician.

b. Observation: When in accordance with the provisions of the statutes, a child has been decreed to be a ward of the probate court, or the juvenile division of the probate court has acquired formal jurisdiction of a child, the court, if it shall appear to the judge of probate, because of the circumstances of the case, or because the condition of the child might be benefited--the court may direct the said child to be taken to the Michigan children's institute for observation for a period not to exceed 30 days. Before the expiration of this period of observation, the superintendent of said institute shall report to the judge of probate the results of the observation of said child: *Provided*, That if the said superintendent shall report to the judge of probate that the period of observation should be extended, or that the child is in need of treatment for emotional disturbance which does not require hospital care and for which the institute has facilities, then the court may continue the observation period or establish a treatment period for said child to any date during the minority of said child: *Provided*, That when such child has ceased to be a ward of the court, written consent of the person or persons lawfully having custody of the child shall be secured. Before the expiration of this extended period of extended observation or treatment, the superintendent shall report to the judge of probate the results of the observation or treatment of said child and an opinion stating what disposition can be made of said child: *Provided*, That before any child is sent to said institute for observation, the superintendent of said institute shall notify the judge of probate that there is room to receive said child. The commission may by regulation establish conditions for the reimbursement of the expense of caring for said child while under the supervision of said institute when the parents or other persons responsible for the child's support are financially able to pay reasonable costs of such care.

c. Transfer: Any child now attending or under the control of the

boys' vocational school at Lansing or the girls' training school at Adrian, may upon recommendation of the superintendent of each respective institution to the state juvenile institute commission and upon approval of said commission, be transferred to the care of the Michigan children's institute for placement and supervision under such regulations as the said commission shall establish when such transfer will materially benefit the child either mentally or physically. The original commitment shall be deemed to be in full force and effect for the purpose of retaining such child in the custody of the state: *Provided*, That before such transfer is made the superintendent of said institute shall indicate in writing that there is room to receive such child and the said superintendent, with the approval of the said commission, may at any time return the child to the care of the institution to which the original commitment was made any time before the expiration date of the order of commitment. (As amended by Act 120, P.A. 1951.)

400.204 Same; order committing; transportation; expense.

Sec. 4. When an order is made committing a child to said institute, the court shall within 30 days send to the superintendent of said institute a certified copy of the petition, order of disposition in the case, report of the county agent or probation officer, and the report of the physician making the examination of the child. Upon receipt of such order the superintendent of said institute shall, as soon as there is room to receive such child at the said institute, notify the judge of probate of that fact, whereupon the judge of probate may cause such child to be transferred to the said institute for admission thereto. The expense of transportation of such child to said institute pursuant to law shall be audited by the board of state auditors and paid from the general fund in the same manner as the expense of conveying children to other institutions of the state.

400.205 Placement of child in private home; further supervision, court orders.

Sec. 5. In case a child has been committed to said institute, and a person in the same county has been found who is willing to take said child into his home under the same conditions as children placed out on agreement, or for adoption from the said institute, the court, county agent, probation officer or any other person representing the court or state in the placement of children may notify the superintendent of said institute, giving the name and the address of the party interested in taking the child into his home; whereupon the superintendent shall order an investigation be made, and if it appears that the home is a suitable one for said child, the child shall be placed and the order of the court entered on the records of the said institute. Upon entering the order of the court on the records

of the said institute, the child shall be considered a ward of said institute and may be supervised, or adopted as are other wards of the said institute. *Provided*, in case the investigation indicates that the child is not eligible for admission to the said institute because of some mental or physical defect, or should not be offered for adoption because of a mental defect in its forbears, or being of unknown parentage and too young to determine its mental and physical development, the superintendent shall so notify the court with reasons thereof and further disposition shall be made by said court.

Sec. 6. Repealed.

400.207 Regulations; gifts, crediting, investment; placement in licensed boarding home.

Sec. 7. The commission shall make all necessary regulations for the maintenance, health, instruction and training of the children under the control of the said institute; for placing them in homes; and for their supervision while they remain wards of the state. The superintendent is to be recognized as the authorized agent of the said commission to carry out the purposes of this act. The superintendent or the commission may receive any donation, grant or personal property for the benefit of the children of said institute. The superintendent or the commission, upon receipt of such donation, grant or personal property, shall within 30 days remit the same to the state treasury to be credited to the Michigan children's institute trust fund, which is hereby created in the state treasury. The state treasurer is hereby authorized to keep as much of said fund as he deems advisable invested in United States government bonds, notes, bills, certificates or other obligations, and to credit all earnings to said fund. The commission may expend such amounts as they deem necessary for any of the purposes of said institute for the care and education of such children during minority or until released as provided in this act. When any part of said trust fund shall be required by said commission for said purposes, the superintendent shall obtain the same by requisition to the accounting division of the department of administration, which division shall certify the same to the auditor general who shall issue his warrant therefor. The said commission may utilize any facilities existing in any county in caring for such children and is authorized to accept the services of any voluntary organization for the benefit of such children, subject to such regulations as the said commission may establish. Such rules and regulations shall be enforced by the superintendent on behalf of the said commission. Any agreement entered into with any person taking a child who is a ward of the Michigan children's institute shall provide that the said commission shall have the right to cancel the same when, in the opinion of said commission, the interest of the child requires it. If any parent, or relatives within the third de-

gree, of any child who is a ward of said institute shall establish a suitable home and are capable and willing to support such child, the said commission may by resolution restore such child to its parent, parents or relatives. Said institute may assist such parent or relative with the support of such child, provided such aid is less than the cost of care that said institute would otherwise provide. Said commission shall have the right and authority to place and maintain any child under the control of said institute in any licensed boarding home for children, and the expense of supervision and transportation of such children to said home shall be paid out of money appropriated to said institute. The superintendent shall cause an investigation of the condition and suitability of each such boarding home to be made, and a report to be made and kept on file at the office of the superintendent. Such report must have the approval of said superintendent before any child or children of the said institute may be placed in such licensed boarding home. (As amended by Act 120, P.A. 1951.)

400.208 Return of children to home county.

Sec. 8. The said commission is authorized to return to the counties from which they were sent, the following classes of children.

First, those who have become 16 years of age and who, for any reason, cannot be placed or retained in family homes.

Second, those who by reason of vicious habits or incorrigibility, cannot be placed in or retained in family homes.

Third, those who are of unsound mind or body, or have some physical disability, which prevents their being placed in family homes. Whenever a child shall be ordered by said commission to be returned to a county, as herein provided, the guardianship of the said commission shall cease, and the child thereupon becomes a charge on the county from which it was sent, and the superintendent shall report to the court the reasons thereof, and any other information which may assist the court in a further disposition of the child.

400.209 Adoption; consent.

Sec. 9. The superintendent of said institute is hereby authorized to consent to the adoption of any child who may have been committed to said institute, pursuant to the law for the adoption of minors. On such adoption, the child so adopted shall cease to be a ward of the state.

400.210 Same; application; visitation.

Sec. 10. Any person desiring to take a child from said institute by agreement or adoption shall apply for that purpose in writing, on

such forms as said commission shall prescribe, to the superintendent or to the judge of probate of the county in which the applicant resides. The superintendent of said institute shall require an investigation of the home of the applicant upon such forms as the commission shall prescribe. Said commission shall procure 1 or more reports, at least 4 times each year, for each child placed in a home for adoption or on an agreement, either from the county agent, officer of the institute or the person with whom the child is placed, and at such times as the superintendent of said institute may direct.

It shall be the duty of county agents or child welfare workers of the state department of social welfare in their respective counties, to visit the wards of the said institute at such times as they are requested to do so, by said superintendent, and to report on said homes and children to said institute.

400.211 Preservation of records; records confidential.

Sec. 11. The commission shall preserve in said institute all legal and other papers of importance including reports of investigation of parentage, of family conditions of the children committed to said institute, and also a brief history of each child, showing its name, age, county, former residence, occupations, habits and character, so far as can be ascertained, and the name and residence and occupation of the person who has taken the child by agreement, or for adoption. In any report of any officer of the institute, or any agent of the state department of social welfare or any state or county officer, no names of such children, wards of the state, shall be published. Act No. 142 of the Public Acts of 1909, as amended, and Act No. 115 of the Public Acts of 1925, being sections 6733 to 6736, inclusive, of the Compiled Laws of 1929 shall not apply to said institute. All records pertaining to any child committed to said institute shall be filed as confidential and shall not be made public thereafter, excepting as the said commission shall authorize, when deemed necessary for the best interest of the child.

Secs. 12, 15 and 16 are obsolete and omitted.

400.213 Construction of act; severing clause.

Sec. 13. This bill being remedial in its nature and purposes shall be liberally construed in order to accomplish the beneficial purposes herein sought. Should any clause, paragraph, or section of this bill be declared unconstitutional by any court of competent jurisdiction, such decision shall not affect the remainder thereof.

400.214 Aiding child to escape; penalty.

Sec. 14. Any person who shall aid or assist, or entice a child under the control of the said institute to escape from a home in which said child has been placed, or shall aid, entice or assist any

such child to leave the state, or shall marry any such child without the consent of the said commission, shall be guilty of a misdemeanor and shall be punished by a fine not exceeding one hundred dollars and costs of prosecution, or by imprisonment in a county jail, or any of the state prisons for a term not exceeding a year, or by both such fine and imprisonment according to the discretion of the court.

THE BOYS' VOCATIONAL SCHOOL ACT

Act 185, P. A. 1925, as amended

by Act 122, P. A. 1953

An act to provide a state agency for the correction, education, care and protection of boys in conflict with society; to establish at Lansing a boys' vocational school under the control of the Michigan social welfare commission; to prescribe who may be admitted thereto, the powers and duties of the officers immediately in charge of said school, the character and extent of education, discipline and training to be enforced and provided therein, to provide for the temporary use of other state facilities in certain cases of boys committed to the state department of social welfare, to provide for the temporary use of boys' vocational school by the counties and at the expense of the counties for the care of delinquent boys who are mentally or physically unable to profit from the education provided therein; and to provide penalties for violations of certain provisions of this act.

The People of the State of Michigan enact:

803.101 Boys' Vocational school; establishment; social welfare department, authority; commitment.

Sec. 1. There is hereby authorized and established at the city of Lansing, a facility to be known and designated as the boys' vocational school for purposes and to be governed as herein prescribed and provided. The state department of social welfare is hereby authorized to receive at boys' vocational school by commitment from the probate court, juvenile division, boys believed eligible by the court for admission to said school. All boys heretofore or hereafter committed to boys' vocational school shall be deemed committed to the state department of social welfare. Wherever commitment to boys' vocational school is mentioned in any law of this state, it shall be construed to mean commitment to the state department of social welfare.

803-102 Same; eligibility for admission; health examination; physical and mental examination; may exclude from admission; county expense; determination; affidavit to auditor general; return to committing county; expense.

Sec. 2 A boy between the ages of 12 and 17 is eligible for admission to said boys' vocational school, upon commitment by the juvenile division of the probate court to the state department of social welfare, who:

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

(2) Wilfully and repeatedly absents himself from school while being required by law to attend, or repeatedly violates rules and regulations thereof; or

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

(4) Has habitually violated municipal ordinances, statutes of the United States defining petty offenses or statutes of the state defining misdemeanors cognizable by justices of the peace or who has violated any other penal statutes of the state or the United States; or

(5) Habitually idles away his time.

Boys committed shall be subjected to a careful health examination by a registered physician, and a written report on said examination showing that the boy is free from any chronic or contagious disease or mental or physical defect that would be a menace to those already in the said boys' vocational school, shall accompany the commitment papers: *Provided*, That when the superintendent of boys' vocational school has received a boy, the boy shall be held by the superintendent without formal admission to the school pending further examination. The superintendent, as soon as practical, shall obtain for each boy so held a physical and mental examination by a medical doctor, a psychiatrist and a clinical psychologist. The Michigan social welfare commission may, on the basis of said findings, exclude from admission any boy who, because of mental or physical defect, would be unable to profit from training, or, at the option of the judge who committed the boy and if the nature of the defect would not endanger other boys in said school, order the boy admitted and care for him at the expense of the county of commitment. Such expense shall be determined by the commission on a per diem basis using all cost figures for the previous fiscal year exclusive of capital expenditures. The superintendent shall make and file with the auditor general an affidavit of such expense and the state shall collect the amount of such expense from the treasurer of the county of commitment: *Provided*, That if the county agent or some other suitable person appointed by the judge does not come for a boy not admitted to

said school within 3 days after the court has been notified that the boy cannot be admitted as either a state or county charge, or if the judge has failed to provide for admission as a county charge, the superintendent shall order the boy returned to the committing county by an employee of boys' vocational school and the cost of the return shall be at the expense of the county.

803.103 Same; control by social welfare commission; rules, use, personal investigation; guardianship; period of confinement; temporary protection and correction, cost.

Sec. 3. The said boys' vocational school shall be under the general control and management of the Michigan social welfare commission, hereinafter referred to as "the commission", to the same extent as provided in section 1 of Act No. 280 of the Public Acts of 1939, as amended, being section 400.1 of the Compiled Laws of 1948. Under rules promulgated by the commission with the approval of the commissioner of corrections, the Michigan reformatory, probationary work camps and other facilities of the department of corrections, except prisons, may be used temporarily for the protection and correction of a boy 16 years of age or older heretofore or hereafter committed to the state department of social welfare under this act when such boy has been found to be so aggressively out of control as to be a menace to himself or others in said school. Such rules shall provide for a careful personal investigation by the director of the state department of social welfare of the records of said school concerning the boy and an interview by the director with the boy himself and with others acquainted with his behavior. When the facilities of the department of corrections are used by the state department of social welfare in this manner for any boy, he may be required to abide by the regulations of the department of corrections and shall be subject to the same supervision and discipline as prisoners: *Provided, That* at any time the superintendent of boys' vocational school with the approval of the director of the state department of social welfare may order the return of the boy to said boys' vocational school: *And provided further, That* the guardianship for the state remains with the superintendent of boys' vocational school as provided in section 5 of this act: *And provided further, That* no boy shall be confined after he has reached 19 years of age. The boys' vocational school shall furnish the transportation both to the facility designated by the commissioner of corrections for receiving a boy, and from the facility where he is cared for if being returned to boys' vocational school for further care at the school or for release. The department of corrections is hereby authorized and directed to receive any boy sent to it for temporary protection and correction under this section and no special provision for the segregation for such a boy from prisoners need be provided. The cost of care of such a boy while under the control of the department

of corrections shall be a charge against the appropriation of the department of corrections.

803.104 Same; superintendent and employees

Sec. 4. The officers in immediate charge of said boys' vocational school shall consist of a superintendent, who shall be responsible for the conduct, discipline, education and business affairs of said school, an assistant superintendent, who shall act for and in the absence or disability of said superintendent and who shall perform such other duties as may be assigned him by said superintendent or the commission and such teachers, attendants, instructors, medical officers and helpers as may be necessary as the said commission may determine from time to time subject to the provisions of section 3 of this act.

803.105 Relationship of state; absentees.

Sec. 5. The state shall at all times stand in the place and relationship of parent and legal guardian to each boy sent to said boys' vocational school during his residence therein or while under the control thereof, and the superintendent shall represent the state in such relationships. Each boy sent to such school shall be subject to the training, education and discipline herein prescribed by the commission, and shall remain therein until graduation or discharge therefrom as herein provided. No boy attending such school shall absent himself therefrom or from any school class, task or duty prescribed for him without leave or permission from said superintendent. Whenever any boy absents himself without leave beyond the limits of said school he may be retaken thereto by any police or other public officer or agent without warrant, and it shall be the duty of every person having knowledge of the whereabouts of such boy to immediately notify the superintendent of said school of such fact, and also the nearest public official and to hold said boy in detention until he can be delivered up for return to said school.

803.106 Rules and regulations; discipline; course of study.

Sec. 6. The commission shall prescribe rules and regulations for the discipline of said school to carry out the purposes thereof. Said commission, in conjunction with the superintendent of public instruction, shall also prescribe a complete and graduated course of study for the boys within such school, equal and as near as may be similar to the grades up to the twelfth grade in the public schools of this state. Said commission shall also provide the means and equipment, and competent instructors for the teaching of useful trades and occupations, including any technical training that may be useful and suitable to the pupils therein.

803.107 Training.

Sec. 7. The boys attending said boys' vocational school may be

804.108 Girls' training school; temporary leaves of absence from, or release to parents or foster family.

Sec. 8 Under rules and regulations to be prescribed by the Michigan social welfare commission, any girl in said school may be granted temporary leaves of absence for vacation periods or released to her parent or parents, or to a suitable foster family of good character. (As amended by Act 175, P.A. 1949.)

804.109 Release or discharge.

Sec. 9. Every such girl shall remain in said school until her release therefrom or for the period expressed in the order of the juvenile division of the probate court which sent her there; but no such girl shall be held in said school beyond the age of 19 years. Upon her release or discharge she may be returned either to the county from which she came or to her natural parents, if living and able to take charge of her, or placed temporarily in the care of any resident of this state of good moral character who is willing to furnish her a home or employment as provided in section 8 hereof.

804.110 Medical and physical inspection; treatment; burial; discipline; incorrigibility.

Sec. 10. The rules and regulations of said school shall provide for initial, periodical and final medical and physical inspections of each girl; for her treatment for any disease or physical ailment; for decent and appropriate burial in case of death; for her classification as to age, mental condition, adaptability as to occupation, conduct and deportment and as to such other grounds as may be prescribed therein. The discipline prescribed shall be fairly and humanely carried on; and shall not ordinarily include any form of punishment not permitted to parents in their usual relationships. Any such girl 17 years of age or older who proves to be wholly incorrigible may be returned to the public authorities of the county from which she came, upon approval of the juvenile institute commission, and evidence of incorrigibility in the institution shall be admissible in a hearing before the juvenile division of the probate court.

804.111 Records and reports.

Sec. 11. Records shall be kept pertaining to each individual girl during her residence or connection with said school, containing such information and notations as may be prescribed by the state juvenile institute commission in regulations. Reports shall be furnished the governor upon such matters pertaining to said school as he may require. Upon release from said school, all records pertaining to any girl shall be filed as confidential upon the order of the probate court of the county having original jurisdiction of such girl.

804.112. Clothing, transportation and money furnished upon release.

Sec. 12. Every girl upon release or honorable discharge from said school, shall be given suitable civilian clothing, transportation to her destination, and such sum of money, not exceeding \$50.00, as may be deemed necessary for her sustenance for a period of 30 days thereafter, which clothing and money shall be provided out of any funds in the state treasury not otherwise appropriated, upon the requisition of the superintendent of said school and the warrant of the auditor general.

804.113 Repeal; misdemeanor, penalty.

Sec. 13. All acts and parts of acts, inconsistent herewith, are hereby repealed. Any person, not being a girl therein who aids or induces any girl in said school to disobey its rules or regulations, or to escape therefrom, or who fails to notify the public authorities as required in section 5, or who otherwise violates any of the provisions of this act, shall be deemed guilty of a misdemeanor, and on conviction thereof shall be punished by a fine not exceeding \$1,000.00, or by imprisonment in any of the state prisons for not more than 1 year, or by both such fine and imprisonment in the discretion of the court.

* * * * *

804.102 Same; eligibility for admission; examination, report.

Sec. 2. Who may be admitted. All girls now attending or held in said girls' training school or paroled or apprenticed therefrom or belonging thereto, shall continue under the authority of the girls' training school according to the orders of the several courts which sent them there in the first instance; and any female child between the ages of 12 and 17 is eligible for admission to said girls' training school upon commitment by the juvenile division of the probate court, providing she:

- (1) Repeatedly associates with dissolute, vicious, or immoral persons, or is leading an immoral or vicious life; or
- (2) Wilfully and repeatedly absents herself from school while being required by law to attend, or repeatedly violates rules and regulations thereof; or
- (3) Has deserted her home without sufficient cause, or is repeatedly disobedient to the personable and lawful commands of her parents, guardian or other custodian; or
- (4) Has habitually violated municipal ordinances, statutes of the United States defining petty offenses or statutes of the state defining misdemeanors cognizable by justices of the peace or who has violated any other penal statutes of the state or the United States.

Girls committed to the girls' training school shall be subjected to a careful examination by a registered and competent physician, and a written report on said examination, showing that the girl is not pregnant and is free from any chronic or contagious disease or physical defect that would be a menace to those already in the said girls' training school, and showing that she is not physically or mentally handicapped to the extent that she cannot be enrolled in the academic or vocational training program of said school, shall accompany the commitment papers.

804.103 Same; control by juvenile institute commission.

Sec. 3. The said girls' training school shall be under the general control and management of the state juvenile institute commission to the same extent as provided in Act No. 280 of the Public Acts of 1939.

804.104 Same; superintendent and employees.

Sec. 4. The officers in immediate charge of said girls' training school shall consist of a superintendent, who shall be responsible for the conduct, discipline, educational and business affairs of said school; an assistant superintendent, who shall act for and in the absence or disability of said superintendent and who shall perform such other duties as may be assigned him by said superintendent or the

state juvenile institute commission; and such teachers, attendants, instructors, medical officers and helpers as may be necessary as the said state juvenile institute commission may determine from time to time subject to the provisions of section 3 of this act.

804.105 Relation of state to girls; education, discipline; escaped girls.

Sec. 5. The state shall at all times stand in the place and relationship of parent and legal guardian to each girl sent to said girls' training school during her residence therein or while under the control thereof; and the superintendent shall represent the state in such relationships. Each girl sent to such school shall be subject to the training, education and discipline herein prescribed and to the rules and regulations of said school, and shall remain therein until graduation or discharge therefrom as herein provided. No girl attending such school shall absent herself therefrom or from any school class, task or duty prescribed for her without leave or permission from said superintendent. Whenever any girl absents herself without leave beyond the limits of said school she may be retaken thereto by any police or other public officer or agent without warrant, and it shall be the duty of every person having knowledge of the whereabouts of such girl to immediately notify the superintendent of said school of such fact, and also the nearest public official and to hold said girl in detention until she can be delivered up for return to said school.

804.106 Rules and regulations; course of study.

Sec. 6. The state juvenile institute commission shall prescribe rules and regulations for the discipline of said school to carry out the purposes thereof, which shall be subject to the advice and approval of the governor. Said commission, in conjunction with the superintendent of public instruction, shall also prescribe a complete and graduated course of study for the girls within such school, equal and as near as may be similar to the grades up to the twelfth grade in the public schools of this state. Said commission shall also provide the means and equipment, and competent instructors for the teaching of useful arts and occupations including domestic science, to the pupils therein.

804.107 Clothing and equipment furnished to girls.

Sec. 7. The girls attending said girls' training school shall be furnished clothing and athletic equipment, and given instruction in gymnastics and athletics. It shall be the duty of the officers connected with said school to stimulate esprit de corps in said school, and inculcate the principles of good citizenship in the minds of said girls.

APPENDIX III

SUMMARY OF PSYCHOLOGICAL DATA

SUMMARY OF DATA

Boys Entering

January 1, 1953 thru December 31, 1953

Compiled by Staff of Psychological Clinic

**E. L. V. Shelley
Chief Psychologist**

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DISTRIBUTION OF INTELLIGENCE QUOTIENTS

Tests used -- Wechsler-Bellevue, Form I and II, Wechsler Intelligence Scale for Children. (given to boys under 15 years of age)

<u>I.Q.</u>	<u>OUR POPULATION</u> <u>1953</u>	<u>OUR POPULATION</u> <u>1952</u>	<u>WECHSLER'S</u> <u>POPULATION</u>
120 and over	2%	2%	8%
110-119	5%	10%	10%
100-109	17%	20%	
90-99	38½%	31%	50%
80-89	23%	23%	16%
70-79	13%	10%	7%
60-69	1%	3%	
50-59	½%	1%	2%
Median I.Q.	92½%	94%	

1. This year we received a smaller percentage of bright boys than last year. The increase goes to the average group.
2. The other categories remain about the same as in past years.

ACADEMIC ACHIEVEMENT

<u>GRADE</u>	<u>1953</u>	<u>READING</u> <u>1952</u>	<u>1953</u>	<u>ARITHMETIC</u> <u>1952</u>
11	2%	2%	1%	3%
10	6%	1%	1%	4%
9	9%	6%	6%	5%
8	15%	14%	6%	10%
7	12%	12%	16%	13%
6	12%	14%	20%	27%
5	16%	16%	22%	21%
4	15%	15%	15%	11%
3	5%	5%	2%	2%
low 3	8%	3%	10%	3%
Median Grade	6	6	6	6

1. In 1953 we received a larger percentage of boys with good reading skills (9th grade level or higher) - 17% as compared with 9% in 1952.
2. There was a 5% increase in the percentage below 4th grade level.
3. We received this year a smaller percentage of boys with good arithmetic skills (9th grade or above) 8% as compared with 12% in 1952.
4. There was a very marked increase in percentage of boys with arithmetic skills below 3rd grade level - 12% in 1953 compared with 5% in 1952.
5. For the first time in 4 years there has been a significant change in the arithmetic skills of our incoming groups. This year's group has markedly poorer arithmetic skills than any group in the last 4 years.

ACADEMIC GROWTH DURING STAY AT EVS
January 1, 1953 to December 31, 1953

Group A - (Boys Above Average in Intelligence)

I. Reading Skills:

35% made 3 months growth for each month in school.
47 made 2 months growth for each month in school.
12 made 1 month growth for each month in school.
6 made no growth.

1. 1 boy made 2 grades growth (24 months) during 4 months attendance in our school.
2. Only 1 boy in this group failed to grow at all although he spent 5 months in the program.
3. 82% of the group made the kind of growth one would expect from their intellectual endowment.

II. Grammar Skills:

25% made 4 months growth for each month in school.
31 made 3 months growth for each month in school.
6 made 1 month growth for each month in school.
38 made no growth.

1. 1 boy made 3 grades growth (36 months) while attending our school 5 months.
2. The percentage of boys making no growth was only $\frac{1}{2}$ as large as last year. This is good progress. There are still too many boys in this group.
3. There was a marked increase this year in the percentage of boys in this group who made the kind of progress of which they are capable.

III. Arithmetic Skills:

31% made 4 months growth for each month in school.
1 made 3 months growth for each month in school.
0 made 2 months growth for each month in school.
25 made 1 month growth for each month in school.
38 made no growth.

1. Almost $\frac{1}{3}$ of the group made growth of about 1 full grade for every month of school experience.
2. All the rest made less growth than they should have in view of their ability.

IV. Spelling Skills:

14% made 3 months growth for each month in school.
21 made 2 months growth for each month in school.
14 made 1 months growth for each month in school.
51 made no growth.

1. 2 boys made about 1 grade growth (12 months) for every month in our school.
2. Results for 1953 were just about what they were for 1954.
3. $\frac{2}{3}$ of the group made much less progress than they were capable of.

1. The first step is to identify the problem.

2. The second step is to define the problem.

- The third step is to analyze the problem.
- The fourth step is to develop a solution.
- The fifth step is to implement the solution.

3. The sixth step is to evaluate the solution.

4. The seventh step is to monitor the solution.

5. The eighth step is to report the results.

- The ninth step is to review the process.
- The tenth step is to improve the process.
- The eleventh step is to document the process.

6. The twelfth step is to communicate the results.

7. The thirteenth step is to follow up on the results.

8. The fourteenth step is to close the project.

- The fifteenth step is to evaluate the project.
- The sixteenth step is to report the results.
- The seventeenth step is to monitor the solution.
- The eighteenth step is to report the results.

9. The nineteenth step is to follow up on the results.

10. The twentieth step is to close the project.

-

V. Total Grade Placement

- 10% made 4 grades growth for each month in school.
- 10 made 3 grades growth for each month in school.
- 16 made 3 grades growth for each month in school.
- 54 made 1 grade growth for each month in school.
- 10 made no growth.

Group B (Boys of Average Intelligence)

I. Reading Skills:

- 13% made 5 months growth for each month in school.
- 13 made 4 months growth for each month in school.
- 12 made 3 months growth for each month in school.
- 21 made 2 months growth for each month in school.
- 28 made 1 month growth for each month in school.
- 13 made no growth.

1. In 1953 about 38% of this group made unusually good growth as compared with 27% in 1952. This is a significant increase.
2. The percentage of boys who made no growth was cut in half in 1953. This too is a fine record.

II. Grammar Skills:

- 13% made 5 months growth for each month in school.
- 6 made 4 months growth for each month in school.
- 10 made 3 months growth for each month in school.
- 10 made 2 months growth for each month in school.
- 14 made 1 month growth for each month in school.
- 47 made no growth.

The situation here has not changed materially over last year except that there was a reduction in percentage of boys making no progress. This group is still too large.

III. Arithmetic Skills:

- 13% made 5 months growth for each month in school.
- 8 made 4 months growth for each month in school.
- 17 made 3 months growth for each month in school.
- 18 made 2 months growth for each month in school.
- 26 made 1 month growth for each month in school.
- 18 made no growth.

1. There was an increase in the percentage of boys making unexpectedly good growth as compared with 1952.
2. A better job of teaching arithmetic to this group was done in 1953 than in 1952.

IV. Spelling Skills:

- 13% made 5 months growth for each month in school.
- 6 made 4 months growth for each month in school.
- 9 made 3 months growth for each month in school.
- 13 made 2 months growth for each month in school.
- 20 made 1 month growth for each month in school.
- 39 made no growth.

1. The spelling situation was practically the same in 1953 as in 1952.
2. Too many boys make no progress in spelling although they are capable.

• The first step in the process of creating a new product is to identify a market need. This can be done through market research, which involves gathering information about the target market and its needs.

• Once a market need has been identified, the next step is to develop a product concept. This involves creating a detailed description of the product, including its features, benefits, and target market. The product concept is then used to create a business plan, which outlines the company's goals, strategies, and financial projections.

• The third step in the process is to develop a prototype. This involves creating a physical model of the product, which can be used to test the product's design and functionality. The prototype is then used to create a marketing plan, which outlines the company's marketing strategies and tactics.

• The fourth step in the process is to create a marketing plan. This involves developing a strategy for promoting the product, including advertising, public relations, and sales. The marketing plan is then used to create a sales plan, which outlines the company's sales goals and strategies.

• The fifth step in the process is to launch the product. This involves creating a sales plan, which outlines the company's sales goals and strategies. The sales plan is then used to create a distribution plan, which outlines the company's distribution channels and strategies.

• The sixth step in the process is to evaluate the product's performance. This involves gathering feedback from customers and analyzing sales data. The feedback is then used to make improvements to the product and its marketing plan.

• The seventh step in the process is to create a sales plan. This involves developing a strategy for promoting the product, including advertising, public relations, and sales. The sales plan is then used to create a distribution plan, which outlines the company's distribution channels and strategies.

• The eighth step in the process is to evaluate the product's performance. This involves gathering feedback from customers and analyzing sales data. The feedback is then used to make improvements to the product and its marketing plan.

• The ninth step in the process is to create a sales plan. This involves developing a strategy for promoting the product, including advertising, public relations, and sales. The sales plan is then used to create a distribution plan, which outlines the company's distribution channels and strategies.

V. Total Grade Placement

11% made 5 months growth during each month in school.
7 made 4 months growth during each month in school.
15 made 3 months growth during each month in school.
24 made 2 months growth during each month in school.
32 made 1 month growth during each month in school.
11 made no growth.

The over-all picture for these boys of average intelligence was good this year. Only 11% failed to grow and 33% made considerably better progress than we expected.

Group C (Boys Below Average in Intelligence)

I. Reading Skills:

19% made 5 months growth for each month in school.
11 made 4 months growth for each month in school.
13 made 3 months growth for each month in school.
13 made 2 months growth for each month in school.
18 made 1 month growth for each month in school.
26 made no growth.

Half of these boys made considerably more growth than one would predict for this ability. This evidences a good teaching job.

II. Grammar Skills:

8% made 5 months growth for each month in school.
5 made 4 months growth for each month in school.
8 made 3 months growth for each month in school.
14 made 2 months growth for each month in school.
17 made 1 month growth for each month in school.
48 made no growth.

III. Arithmetic Skills:

13% made 5 months growth for each month in school.
8 made 4 months growth for each month in school.
11 made 3 months growth for each month in school.
16 made 2 months growth for each month in school.
39 made 1 month growth for each month in school.
13 made no growth.

An unusually large proportion of this group made growth in arithmetic way beyond the expectation for their learning ability.

IV. Spelling Skills:

11% made 5 months growth for each month in school.
8 made 4 months growth for each month in school.
9 made 3 months growth for each month in school.
9 made 2 months growth for each month in school.
25 made 1 month growth for each month in school.
38 made no growth.

V. Total Grade Placement:

7% made 5 grades growth during each month in school.
9 made 4 grades growth during each month in school.
9 made 3 grades growth during each month in school.
14 made 2 grades growth during each month in school.
48 made 1 grade growth during each month in school.
13 made no growth.

- The first step in the process of the scientific method is to ask a question.
- The second step is to do background research.
- The third step is to form a hypothesis.
- The fourth step is to test the hypothesis by conducting an experiment.
- The fifth step is to analyze the data and draw a conclusion.

The scientific method is a process that scientists use to investigate the natural world. It is a systematic approach that involves asking a question, doing background research, forming a hypothesis, testing the hypothesis by conducting an experiment, and analyzing the data to draw a conclusion.

What is a hypothesis?

- A hypothesis is a statement that can be tested by an experiment.
- It is a prediction about the outcome of an experiment.
- It is based on background research and a question.
- It is a statement that can be proven true or false.
- It is a statement that is testable and falsifiable.

A hypothesis is a statement that can be tested by an experiment. It is a prediction about the outcome of an experiment. It is based on background research and a question. It is a statement that can be proven true or false. It is a statement that is testable and falsifiable.

- The hypothesis is tested by conducting an experiment.
- The experiment is designed to test the hypothesis.
- The results of the experiment are analyzed to see if they support the hypothesis.
- If the results support the hypothesis, the hypothesis is accepted.
- If the results do not support the hypothesis, the hypothesis is rejected.

What is an experiment?

- An experiment is a test of a hypothesis.
- It is a procedure that is designed to test the hypothesis.
- It is a test that can be repeated.
- It is a test that is controlled.
- It is a test that is fair.

An experiment is a test of a hypothesis. It is a procedure that is designed to test the hypothesis. It is a test that can be repeated. It is a test that is controlled. It is a test that is fair.

- The experiment is conducted by the scientist.
- The scientist records the results of the experiment.
- The results are analyzed to see if they support the hypothesis.
- If the results support the hypothesis, the hypothesis is accepted.
- If the results do not support the hypothesis, the hypothesis is rejected.

The experiment is conducted by the scientist.

- The scientist records the results of the experiment.
- The results are analyzed to see if they support the hypothesis.
- If the results support the hypothesis, the hypothesis is accepted.
- If the results do not support the hypothesis, the hypothesis is rejected.

MANUAL DEXTERITY

Test used -- Bennett Hand Tool Dexterity Test.

<u>PERCENTILE</u>	<u>1951</u>	<u>1952</u>	<u>1953</u>
90-100 - Very High	6%	13%	16%
80-89) - High	10%	12%	10%
70-79)	11%	8%	12%
60-69 - High Average	13%	9%	11%
50-59) - Average	7%	15%	11%
40-49)	15%	7%	9%
30-39 - Low average	10%	10%	11%
20-29 - Low	7%	8%	11%
10-19) - Very low	11%	9%	7%
0-9)	13%	9%	2%
Median	52 percentile	50 percentile	55 percentile

1. The trend noted in 1952 continued in 1953. We received a larger percentage of boys with good dexterity and a smaller percentage with par dexterity.
2. Almost 2/3 of the group could profit from high - level millwork training. It is too bad we don't have more opportunities for this kind of work.

RESULTS OF THE MOONEY PROBLEM CHECK LIST (Junior High School Form)

The boy is asked to underline the question which is troubling him at the present time. He may at times underline questions which are not really concerning him very much, and at other times may fail to underline other questions about which he is very much troubled. However, since the situation is structured only by the statement of the question, the results are interesting. During 1952 this check list was given to 329 boys, only those with reading skills at 5th grade or higher. The specific problems which were underlined most often were:

- No. 66 - Getting into trouble.
- " 134 - Missing someone very much.
- " 52 - Wanting to earn some of my own money.
- " 68 - Sometimes not being as honest as I should be.
- " 111 - Don't like school.
- " 65 - Picking the wrong kind of friends.
- " 5 - Not getting outdoors enough.
- " 156 - Needing a job during vacations.
- " 86 - Restless to get out of school and into a job.

Numbers 66, 134, 68 and 86 were also most frequently underlined in 1952 and 1951. The rest are new to our hit parade.

Problems underlined least often were:

- No. 77 - Too much school work to do at home.
- " 98 - Being picked on.
- " 11 - Being an only child.
- " 75 - Missing too much school because of illness.
- " 93 - Not allowed to have dates.
- " 116 - Being criticized by my parents.
- " 58 - Parents working too hard.

Numbers 11 and 116 also appeared on the list in 1951 and 1952.

More problems were underlined in the areas of self-centered concerns and school than any other.

The fewest underlines were in the areas Boy-Girl Relationships. This was also true in 1951 and 1952.

The tendency to project problems on school characterizes this group as it did the group last year. They also tend to be primarily concerned with themselves and are not adequately concerned about other people.

APPENDIX IV

APPLICATION FOR CLUB ACTIVITY

APPLICATION FOR CLUB ACTIVITY

I realize that I should stick with this activity during the remainder of my stay at BVS unless there is a good reason for dropping it. Being a member of a club demands regular attendance in spite of other activities which I might occasionally prefer to attend.

I realize I should join a club only in case of a real interest which means I should give considerable thought to the matter before joining. As a club member I would expect to maintain a good record before, during, and after joining. In other words, being a club member is an opportunity which carries with it certain responsibilities.

If you are not clear on the activities of each club your cottage parents or counselor can supply this information. Don't just join a club to be doing something. Join it because of what you can give to and get from it. The recommendations of your cottage parents will help you in getting into a club activity. You will be permitted to join only one club activity (few exceptions), during your stay at BVS.

I am interested in joining the _____ because _____

Signed

Cottage parents comment: _____

Please forward to boy's counselor who will refer it to the Group Activities Committee.

GROUP ACTIVITIES REFERRAL

(Boy's Name)

(Hall)

(Age)

(Date of Referral)

Civilians Engaged in

[illegible]

Detail and or grade
Placement

Possible
Parole Date

TABLE OF ADJUSTMENT BY COMPTROL:

NET OF ADJUSTMENT BY COTTAGE RENTALS:

REL. POSITIONS: (Counselor, Teacher, Detail Supervisor, Coach, P.E. Inst., Cottage Parent, Chaplain, Psychologist, etc.)

(Counselor's Signature)

NET ACTION:

(Group Activities Secretary

