

**THE RELATIONSHIP OF CERTAIN CHARACTERISTICS
TO INSTITUTIONAL ADJUSTMENT IN A
STATE TRAINING SCHOOL FOR DELINQUENT BOYS**

**Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY**

James M. Crowner

1960



This is to certify that the

thesis entitled


THE RELATIONSHIP OF CERTAIN CHARACTERISTICS
TO INSTITUTIONAL ADJUSTMENT
IN A STATE TRAINING SCHOOL FOR DELINQUENT BOYS

presented by

James M. Crowner

has been accepted towards fulfillment
of the requirements for

Ph.D degree in Teacher Education
(Special Education)


Major professor

Date February 22, 1960



72 P. 25

~~FEB 24 '87~~

P ~~MAR 10 '87~~ 071





THE RELATIONSHIP OF CERTAIN CHARACTERISTICS
TO INSTITUTIONAL ADJUSTMENT
IN A STATE TRAINING SCHOOL FOR DELINQUENT BOYS

By

James M. Crowner

AN ABSTRACT

Submitted to the School for Advanced Graduate
Studies of Michigan State University of
Agriculture and Applied Science
in partial fulfillment of the
requirements for the degree
of

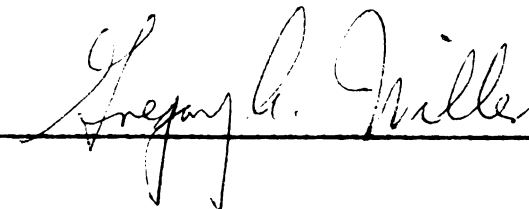
DOCTOR OF PHILOSOPHY

Department of Teacher Education

Year

1960

Approved



1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the integrity of the financial system and for the ability to detect and prevent fraud.

2. The second part of the document outlines the various methods used to collect and analyze data. It describes the use of statistical techniques to identify trends and anomalies in the data, and the importance of using reliable sources of information.

3. The third part of the document discusses the role of the auditor in the process. It explains that the auditor's primary responsibility is to provide an independent and objective assessment of the financial statements. This involves a thorough review of the records and the application of professional judgment.

4. The fourth part of the document addresses the challenges faced by auditors in the modern business environment. It highlights the increasing complexity of financial transactions and the need for auditors to stay current in their knowledge and skills. It also discusses the importance of maintaining high ethical standards and the role of professional associations in promoting these standards.

5. The final part of the document provides a summary of the key points discussed and offers some recommendations for improving the auditing process. It stresses the need for continued education and professional development for auditors, and the importance of transparency and accountability in the financial system.

JAMES M. CROWNER

ABSTRACT

This study is concerned with establishing the degree of relationship which exists between certain physical, personality, social, clinical and environmental characteristics and the institutional adjustment of 135 inmates at Boys Vocational School, a state training school for delinquent boys located at Lansing, Michigan.

The precise characteristics studied were: 1. chronological age, 2. height for age, 3. weight for age, 4. complexion, 5. intelligence, 6. reading achievement, 7. arithmetic achievement, 8. tool dexterity, 9. peer status, 10. size of teen-age population in county of commitment, and 11. clinical classification.

Institutional adjustment was determined on the basis of 1. citizenship grade average, 2. number of appearances before a staff committee for disciplinary action, and 3. amount of additional time added to the inmate's stay in the institution which was incurred through such disciplinary action.

As a related problem, the validity of the classification system currently in use at Boys Vocational School to predict institutional adjustment was tested against the post-institutional criteria for adjustment used in this study.

The study group was composed of the total population of four living units (cottages) selected as representative of the institution in the year 1957.

Having collected the necessary data from the inmates' records, the investigator assigned a standard adjustment score to each member of the study group. The members were then ranked in order of adjustment. The upper quartile (high adjustors) and the bottom quartile (low adjustors) were isolated and were given standard scores on each of the characteristics

1948. 1949. 1950. 1951. 1952. 1953. 1954. 1955. 1956. 1957. 1958. 1959. 1960.

1961. 1962. 1963. 1964. 1965. 1966. 1967. 1968. 1969. 1970. 1971. 1972.

1973. 1974. 1975. 1976. 1977. 1978. 1979. 1980. 1981. 1982. 1983. 1984.

1985. 1986. 1987. 1988. 1989. 1990. 1991. 1992. 1993. 1994. 1995. 1996.

1997. 1998. 1999. 2000. 2001. 2002. 2003. 2004. 2005. 2006. 2007. 2008.

2009. 2010. 2011. 2012. 2013. 2014. 2015. 2016. 2017. 2018. 2019. 2020.

2021. 2022. 2023. 2024. 2025. 2026. 2027. 2028. 2029. 2030. 2031. 2032.

2033. 2034. 2035. 2036. 2037. 2038. 2039. 2040. 2041. 2042. 2043. 2044.

2045. 2046. 2047. 2048. 2049. 2050. 2051. 2052. 2053. 2054. 2055. 2056.

2057. 2058. 2059. 2060. 2061. 2062. 2063. 2064. 2065. 2066. 2067. 2068.

2069. 2070. 2071. 2072. 2073. 2074. 2075. 2076. 2077. 2078. 2079. 2080.

2081. 2082. 2083. 2084. 2085. 2086. 2087. 2088. 2089. 2090. 2091. 2092.

2093. 2094. 2095. 2096. 2097. 2098. 2099. 2100. 2101. 2102. 2103. 2104.

2105. 2106. 2107. 2108. 2109. 2110. 2111. 2112. 2113. 2114. 2115. 2116.

2117. 2118. 2119. 2120. 2121. 2122. 2123. 2124. 2125. 2126. 2127. 2128.

2129. 2130. 2131. 2132. 2133. 2134. 2135. 2136. 2137. 2138. 2139. 2140.

2141. 2142. 2143. 2144. 2145. 2146. 2147. 2148. 2149. 2150. 2151. 2152.

2153. 2154. 2155. 2156. 2157. 2158. 2159. 2160. 2161. 2162. 2163. 2164.

2165. 2166. 2167. 2168. 2169. 2170. 2171. 2172. 2173. 2174. 2175. 2176.

2177. 2178. 2179. 2180. 2181. 2182. 2183. 2184. 2185. 2186. 2187. 2188.

2189. 2190. 2191. 2192. 2193. 2194. 2195. 2196. 2197. 2198. 2199. 2200.

2201. 2202. 2203. 2204. 2205. 2206. 2207. 2208. 2209. 2210. 2211. 2212.

2213. 2214. 2215. 2216. 2217. 2218. 2219. 2220. 2221. 2222. 2223. 2224.

2225. 2226. 2227. 2228. 2229. 2230. 2231. 2232. 2233. 2234. 2235. 2236.

2237. 2238. 2239. 2240. 2241. 2242. 2243. 2244. 2245. 2246. 2247. 2248.

2249. 2250. 2251. 2252. 2253. 2254. 2255. 2256. 2257. 2258. 2259. 2260.

2261. 2262. 2263. 2264. 2265. 2266. 2267. 2268. 2269. 2270. 2271. 2272.

chosen for study.

Using the "student's t" as a test method, the means of the scores of the high adjustors were tested against the means of the scores of the low adjustors to determine, at a five per cent level of confidence, significance in difference.

The major findings showed that those who adjusted most favorably to the training school were: 1. more intelligent, 2. of higher arithmetic achievement, 3. older, 4. clinically classified as less serious types of delinquents, 5. of better tool dexterity, 6. more popular with their peers, and 7. of higher reading achievement than those who adjusted least favorably to the training school. All other characteristics under study were found to be non-significant when the five per cent level of confidence was employed.

The classification system which was currently in use at Boys Vocational School to predict institutional adjustment was found to be statistically significant for this purpose.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

In the second section, the author outlines the various methods used to collect and analyze the data. This includes both primary and secondary data collection techniques. The primary data was gathered through direct observation and interviews with key personnel. Secondary data was obtained from existing reports and databases.

The analysis phase involved identifying trends and patterns in the data. Statistical tools were used to quantify the findings, and the results were compared against industry benchmarks. This comparison helps to identify areas of strength and weakness within the organization.

Based on the findings, several recommendations are provided to improve the current processes. These include implementing more robust data management systems, enhancing staff training, and establishing regular communication channels. The goal is to create a more efficient and data-driven organization.

Finally, the document concludes by summarizing the key takeaways and expressing confidence in the future success of the organization. It encourages continued monitoring and evaluation to ensure that the implemented changes are effective and sustainable.



THE RELATIONSHIP OF CERTAIN CHARACTERISTICS TO
INSTITUTIONAL ADJUSTMENT IN A STATE TRAINING
SCHOOL FOR DELINQUENT BOYS

by

James M. Crowner

A THESIS

Submitted to the School for Advanced Graduate Studies of
Michigan State University of Agriculture and
Applied Science in partial fulfillment of
the requirements for the degree of

DOCTOR OF PHILOSOPHY

Department of Teacher Education

1960

THE UNIVERSITY OF CHICAGO
DIVISION OF THE PHYSICAL SCIENCES
DEPARTMENT OF CHEMISTRY

CHICAGO, ILLINOIS

1954

TO THE DIRECTOR, UNIVERSITY OF CHICAGO
FROM THE DEPARTMENT OF CHEMISTRY

RECEIVED

UNIVERSITY OF CHICAGO

C7 27850
5/24/60

James M. Crowner
candidate for the degree of
Doctor of Philosophy

Final Examination: February 22, 1960, 10:00 a.m.,
Room 319, College of Education, Michigan State University

Dissertation: The Relationship of Certain Factors to
Institutional Adjustment in a Training
School for Delinquent Boys

Outline of Studies:

Major Subject: Teacher Education (Special Education)
Minor Subjects: Guidance and Counseling, Sociology

Biographical Items:

Born, April 4, 1923, Akron, Ohio

Undergraduate Studies, University of Detroit,
1944-1948

Graduate Studies, Michigan State University,
1948-1954
continued 1956-1960

Experience: Recreation Supervisor and Instructor, Boys
Vocational School, 1948-1958; Instructor in
Special Education, Michigan State University,
February, 1958, to present.

Member of: Council for Exceptional Children, Michigan
Association for Retarded Children, Michigan
Association for Emotionally Disturbed Children

ACKNOWLEDGMENTS

The author wishes to thank Dr. Gregory Miller who, as his Major Professor and Guidance Committee Chairman, provided counsel and encouragement throughout the course of this project. In addition, he desires to express his appreciation to the other members of his Guidance Committee, Dr. William Durr, Dr. Charles Hoffer, Dr. James Costar, Dr. Buford Stefflre, and the late Dr. Cecil Millard for their helpful criticism and suggestions relating to the thesis.

Grateful acknowledgment is also due to Mr. John Patterson of the Bureau of Educational Research, Michigan State University, for his invaluable help, suggestions, and assistance with the statistical aspects of this investigation and to Mr. James Lorenz for the use of IBM equipment.

The investigator extends his sincere appreciation to Mr. Robert Wisner, Superintendent of Boys Vocational School, to his staff and to the boys of his school who, following many years of pleasant association, aided so generously in the completion of this project.

Finally, to his wife, Alice Jean Crowner, the author remains in loving debt for her assistance in tabulating data and for her patience without which this project would have been impossible.

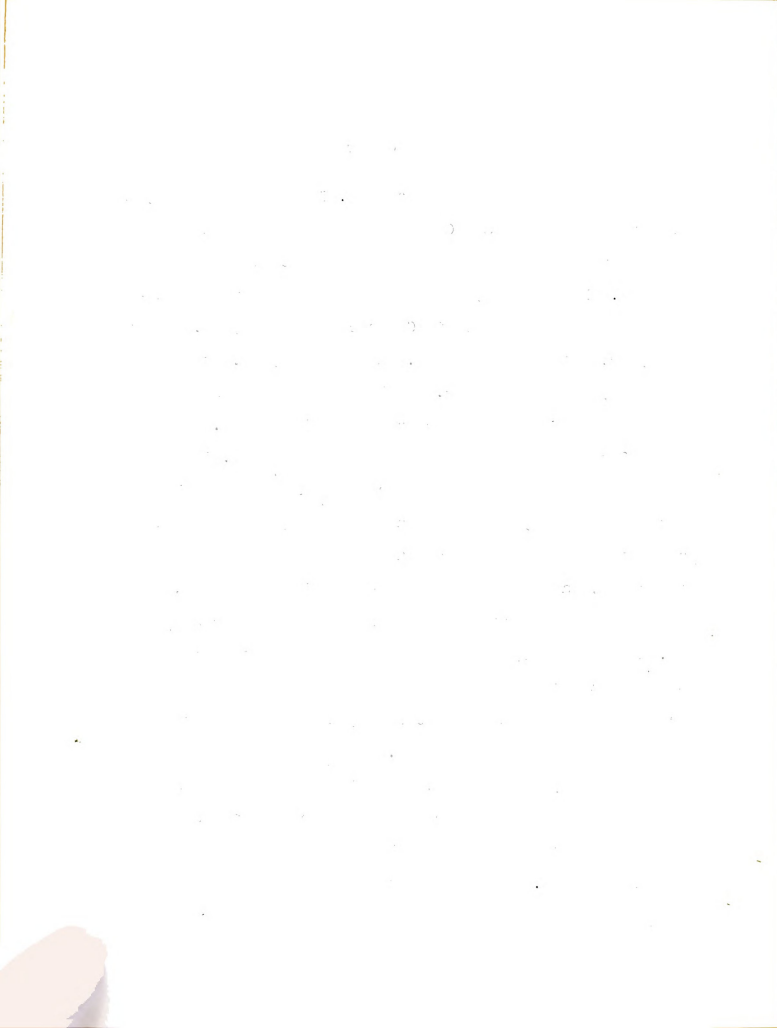


TABLE OF CONTENTS

| CHAPTER | PAGE |
|---|------|
| I. THE NATURE OF THE PROBLEM. | 1 |
| Introduction | 1 |
| Statement of the problem | 5 |
| Statement of the sub-problem. | 5 |
| Purpose and importance of the study | 6 |
| Limitations and scope of the study. | 7 |
| Definition of terms. | 8 |
| Terms used in the title | 8 |
| Important terms used throughout text | 9 |
| Assumptions | 12 |
| Hypotheses to be tested | 12 |
| Organization of the study. | 14 |
| II. CRITICAL REVIEW OF THE LITERATURE | 16 |
| Introduction | 16 |
| Traning school versus treatment center | 16 |
| Private and semi-private treatment centers | 18 |
| Public training schools | 20 |
| Programs for institutional adjustment in
the training school | 23 |
| Characteristics relating to institutional
adjustment | 24 |

1937年12月

1

1937年12月

1. 1937年12月1日 星期日 晴

2. 1937年12月2日 星期一 晴

3. 1937年12月3日 星期二 晴

4. 1937年12月4日 星期三 晴

5. 1937年12月5日 星期四 晴

6. 1937年12月6日 星期五 晴

7. 1937年12月7日 星期六 晴

8. 1937年12月8日 星期日 晴

9. 1937年12月9日 星期一 晴

10. 1937年12月10日 星期二 晴

11. 1937年12月11日 星期三 晴

12. 1937年12月12日 星期四 晴

13. 1937年12月13日 星期五 晴

14. 1937年12月14日 星期六 晴

15. 1937年12月15日 星期日 晴

16. 1937年12月16日 星期一 晴

17. 1937年12月17日 星期二 晴

18. 1937年12月18日 星期三 晴

19. 1937年12月19日 星期四 晴

20. 1937年12月20日 星期五 晴

21. 1937年12月21日 星期六 晴

22. 1937年12月22日 星期日 晴

| CHAPTER | PAGE |
|---|------|
| III. METHODOLOGY AND PROCEDURE. | 27 |
| Design of the study. | 27 |
| Instrumentation | 28 |
| Criteria for institutional adjustment. | 28 |
| Variables | 31 |
| Sources of data | 34 |
| Test Method | 34 |
| Definition of population studied | 35 |
| Organization of the data | 35 |
| IV. PHYSICAL CHARACTERISTICS IN RELATION TO
INSTITUTIONAL ADJUSTMENT | 41 |
| Introduction | 41 |
| The analysis of means of adjustment
scores for high and low adjustors . . | 44 |
| Age | 45 |
| Height | 45 |
| Weight | 45 |
| Complexion. | 46 |
| Summary. | 46 |
| V. PERSONALITY CHARACTERISTICS IN RELATION TO
INSTITUTIONAL ADJUSTMENT | 47 |
| Introduction | 47 |
| Intelligence | 50 |
| Reading Achievement. | 50 |
| Arithmetic Achievement. | 50 |

| CHAPTER | PAGE |
|--|------|
| Combined achievement scores. | 51 |
| Tool dexterity | 51 |
| Summary | 52 |
| VI. SOCIAL, CLINICAL, AND ENVIRONMENTAL
CHARACTERISTICS IN RELATION TO INSTITUTIONAL
ADJUSTMENT | 53 |
| Introduction. | 53 |
| Peer status | 58 |
| Clinical classification | 59 |
| Population in county of commitment | 59 |
| Summary | 60 |
| VII. PREDICTING INSTITUTIONAL ADJUSTMENT | 61 |
| Introduction. | 61 |
| Accuracy of B.V.S. adjustment prognosis. | 65 |
| Levels of significance for all variables
related to institutional adjustment | 65 |
| VIII. SUMMARY AND CONCLUSIONS | 67 |
| Introduction. | 67 |
| The results of the study. | 68 |
| Inferences drawn from the results of the
study | 69 |
| Age. | 70 |
| Physical maturity for age | 71 |
| Complexion | 71 |
| Intelligence. | 73 |

The first part of the report deals with the general situation of the country and the progress of the work during the year. It is followed by a detailed account of the various expeditions and the results obtained. The second part of the report is devoted to the study of the flora and fauna of the country, and the third part to the study of the geology and the physical features of the country.

The first expedition was led by Mr. A. B. C. and was devoted to the study of the flora of the country. It was successful in obtaining a large number of new species of plants, and in making a detailed study of the distribution of the various species.

The second expedition was led by Mr. D. E. F. and was devoted to the study of the fauna of the country. It was successful in obtaining a large number of new species of animals, and in making a detailed study of the distribution of the various species.

The third expedition was led by Mr. G. H. I. and was devoted to the study of the geology and the physical features of the country. It was successful in obtaining a large number of new species of minerals, and in making a detailed study of the distribution of the various species.

The fourth expedition was led by Mr. J. K. L. and was devoted to the study of the geology and the physical features of the country. It was successful in obtaining a large number of new species of minerals, and in making a detailed study of the distribution of the various species.

The fifth expedition was led by Mr. M. N. O. and was devoted to the study of the geology and the physical features of the country. It was successful in obtaining a large number of new species of minerals, and in making a detailed study of the distribution of the various species.

The sixth expedition was led by Mr. P. Q. R. and was devoted to the study of the geology and the physical features of the country. It was successful in obtaining a large number of new species of minerals, and in making a detailed study of the distribution of the various species.

The seventh expedition was led by Mr. S. T. U. and was devoted to the study of the geology and the physical features of the country. It was successful in obtaining a large number of new species of minerals, and in making a detailed study of the distribution of the various species.

The eighth expedition was led by Mr. V. W. X. and was devoted to the study of the geology and the physical features of the country. It was successful in obtaining a large number of new species of minerals, and in making a detailed study of the distribution of the various species.

The ninth expedition was led by Mr. Y. Z. A. and was devoted to the study of the geology and the physical features of the country. It was successful in obtaining a large number of new species of minerals, and in making a detailed study of the distribution of the various species.

The tenth expedition was led by Mr. B. C. D. and was devoted to the study of the geology and the physical features of the country. It was successful in obtaining a large number of new species of minerals, and in making a detailed study of the distribution of the various species.

| CHAPTER | PAGE |
|---|------|
| Academic achievement. | 73 |
| Tool dexterity. | 74 |
| Peer status. | 75 |
| Clinical classification. | 76 |
| Population in county of commitment . . . | 77 |
| Prognosis | 77 |
| Implications for Boys Vocational School . . | 78 |
| Implications for all training schools . . . | 81 |
| Implications for further research | 83 |
| BIBLIOGRAPHY | 86 |
| APPENDIX. | 91 |

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

2. The second part of the document outlines the procedures for handling discrepancies. It states that any differences between the recorded amounts and the actual amounts should be investigated immediately. The reasons for these discrepancies could range from clerical errors to more complex issues like fraud.

3. The third part of the document provides a detailed breakdown of the financial data for the period. It includes a table showing the total revenue, expenses, and the resulting net profit. Each category is further subdivided into specific items, such as salaries, rent, and utilities.

4. The fourth part of the document discusses the implications of the financial results. It notes that the overall performance was satisfactory, but there are areas where costs can be reduced. For example, renegotiating contracts with suppliers or optimizing the staffing levels could lead to significant savings.

5. The fifth part of the document concludes with a summary of the key findings and recommendations. It suggests that the company should continue to focus on cost control and improve its internal controls to prevent future discrepancies. Regular audits are also recommended to ensure the ongoing accuracy of the financial records.

LIST OF TABLES

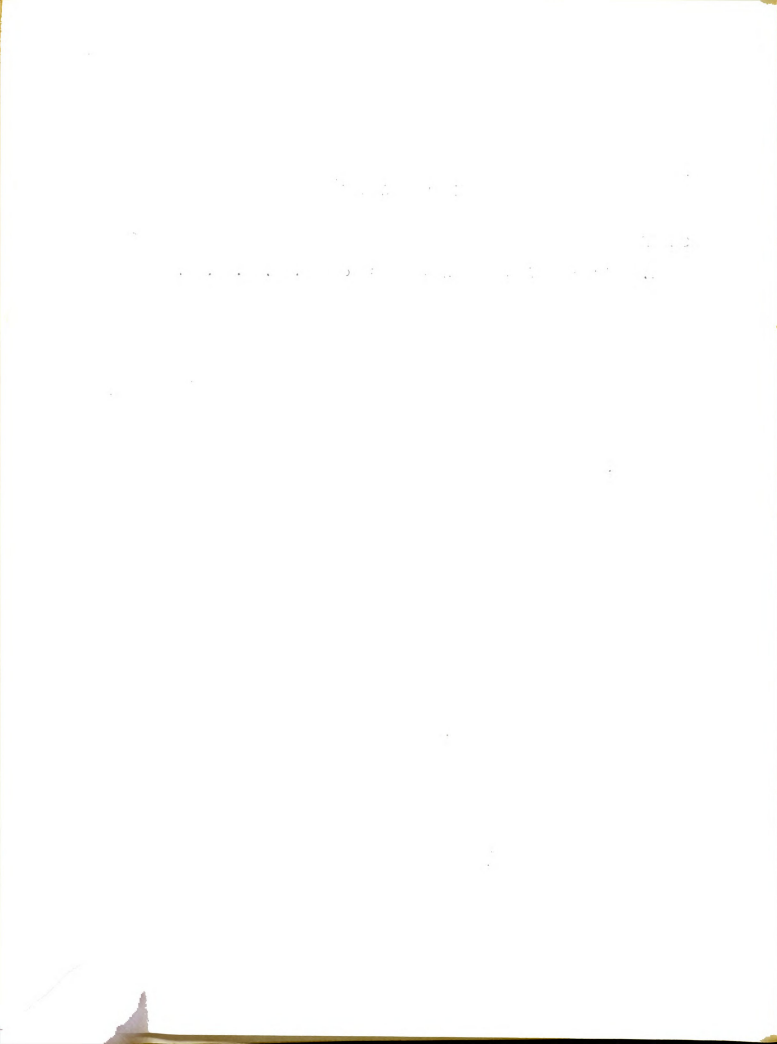
| TABLE | PAGE |
|--|------|
| I. Tabulation of Raw Scores of Study Group. . . | 36 |
| II. Scores of 35 High Adjustors on 12 Variables . | 39 |
| III. Scores of 55 Low Adjustors on 12 Variables. . | 40 |
| IV. Physical Characteristics. | 44 |
| V. Personality Characteristics. | 49 |
| VI. Social, Clinical, and Environmental
Characteristics | 57 |
| VII. Variables in Order of Significance | 66 |

1918-1919

| Year | Month | Day | Event | Page |
|------|-------|-----|-------|------|
| 1918 | Jan | 1 | ... | 101 |
| 1918 | Jan | 2 | ... | 102 |
| 1918 | Jan | 3 | ... | 103 |
| 1918 | Jan | 4 | ... | 104 |
| 1918 | Jan | 5 | ... | 105 |
| 1918 | Jan | 6 | ... | 106 |
| 1918 | Jan | 7 | ... | 107 |
| 1918 | Jan | 8 | ... | 108 |
| 1918 | Jan | 9 | ... | 109 |
| 1918 | Jan | 10 | ... | 110 |
| 1918 | Jan | 11 | ... | 111 |
| 1918 | Jan | 12 | ... | 112 |
| 1918 | Jan | 13 | ... | 113 |
| 1918 | Jan | 14 | ... | 114 |
| 1918 | Jan | 15 | ... | 115 |
| 1918 | Jan | 16 | ... | 116 |
| 1918 | Jan | 17 | ... | 117 |
| 1918 | Jan | 18 | ... | 118 |
| 1918 | Jan | 19 | ... | 119 |
| 1918 | Jan | 20 | ... | 120 |
| 1918 | Jan | 21 | ... | 121 |
| 1918 | Jan | 22 | ... | 122 |
| 1918 | Jan | 23 | ... | 123 |
| 1918 | Jan | 24 | ... | 124 |
| 1918 | Jan | 25 | ... | 125 |
| 1918 | Jan | 26 | ... | 126 |
| 1918 | Jan | 27 | ... | 127 |
| 1918 | Jan | 28 | ... | 128 |
| 1918 | Jan | 29 | ... | 129 |
| 1918 | Jan | 30 | ... | 130 |
| 1918 | Jan | 31 | ... | 131 |
| 1918 | Feb | 1 | ... | 132 |
| 1918 | Feb | 2 | ... | 133 |
| 1918 | Feb | 3 | ... | 134 |
| 1918 | Feb | 4 | ... | 135 |
| 1918 | Feb | 5 | ... | 136 |
| 1918 | Feb | 6 | ... | 137 |
| 1918 | Feb | 7 | ... | 138 |
| 1918 | Feb | 8 | ... | 139 |
| 1918 | Feb | 9 | ... | 140 |
| 1918 | Feb | 10 | ... | 141 |
| 1918 | Feb | 11 | ... | 142 |
| 1918 | Feb | 12 | ... | 143 |
| 1918 | Feb | 13 | ... | 144 |
| 1918 | Feb | 14 | ... | 145 |
| 1918 | Feb | 15 | ... | 146 |
| 1918 | Feb | 16 | ... | 147 |
| 1918 | Feb | 17 | ... | 148 |
| 1918 | Feb | 18 | ... | 149 |
| 1918 | Feb | 19 | ... | 150 |
| 1918 | Feb | 20 | ... | 151 |
| 1918 | Feb | 21 | ... | 152 |
| 1918 | Feb | 22 | ... | 153 |
| 1918 | Feb | 23 | ... | 154 |
| 1918 | Feb | 24 | ... | 155 |
| 1918 | Feb | 25 | ... | 156 |
| 1918 | Feb | 26 | ... | 157 |
| 1918 | Feb | 27 | ... | 158 |
| 1918 | Feb | 28 | ... | 159 |
| 1918 | Feb | 29 | ... | 160 |
| 1918 | Feb | 30 | ... | 161 |
| 1918 | Mar | 1 | ... | 162 |
| 1918 | Mar | 2 | ... | 163 |
| 1918 | Mar | 3 | ... | 164 |
| 1918 | Mar | 4 | ... | 165 |
| 1918 | Mar | 5 | ... | 166 |
| 1918 | Mar | 6 | ... | 167 |
| 1918 | Mar | 7 | ... | 168 |
| 1918 | Mar | 8 | ... | 169 |
| 1918 | Mar | 9 | ... | 170 |
| 1918 | Mar | 10 | ... | 171 |
| 1918 | Mar | 11 | ... | 172 |
| 1918 | Mar | 12 | ... | 173 |
| 1918 | Mar | 13 | ... | 174 |
| 1918 | Mar | 14 | ... | 175 |
| 1918 | Mar | 15 | ... | 176 |
| 1918 | Mar | 16 | ... | 177 |
| 1918 | Mar | 17 | ... | 178 |
| 1918 | Mar | 18 | ... | 179 |
| 1918 | Mar | 19 | ... | 180 |
| 1918 | Mar | 20 | ... | 181 |
| 1918 | Mar | 21 | ... | 182 |
| 1918 | Mar | 22 | ... | 183 |
| 1918 | Mar | 23 | ... | 184 |
| 1918 | Mar | 24 | ... | 185 |
| 1918 | Mar | 25 | ... | 186 |
| 1918 | Mar | 26 | ... | 187 |
| 1918 | Mar | 27 | ... | 188 |
| 1918 | Mar | 28 | ... | 189 |
| 1918 | Mar | 29 | ... | 190 |
| 1918 | Mar | 30 | ... | 191 |
| 1918 | Mar | 31 | ... | 192 |
| 1918 | Apr | 1 | ... | 193 |
| 1918 | Apr | 2 | ... | 194 |
| 1918 | Apr | 3 | ... | 195 |
| 1918 | Apr | 4 | ... | 196 |
| 1918 | Apr | 5 | ... | 197 |
| 1918 | Apr | 6 | ... | 198 |
| 1918 | Apr | 7 | ... | 199 |
| 1918 | Apr | 8 | ... | 200 |
| 1918 | Apr | 9 | ... | 201 |
| 1918 | Apr | 10 | ... | 202 |
| 1918 | Apr | 11 | ... | 203 |
| 1918 | Apr | 12 | ... | 204 |
| 1918 | Apr | 13 | ... | 205 |
| 1918 | Apr | 14 | ... | 206 |
| 1918 | Apr | 15 | ... | 207 |
| 1918 | Apr | 16 | ... | 208 |
| 1918 | Apr | 17 | ... | 209 |
| 1918 | Apr | 18 | ... | 210 |
| 1918 | Apr | 19 | ... | 211 |
| 1918 | Apr | 20 | ... | 212 |
| 1918 | Apr | 21 | ... | 213 |
| 1918 | Apr | 22 | ... | 214 |
| 1918 | Apr | 23 | ... | 215 |
| 1918 | Apr | 24 | ... | 216 |
| 1918 | Apr | 25 | ... | 217 |
| 1918 | Apr | 26 | ... | 218 |
| 1918 | Apr | 27 | ... | 219 |
| 1918 | Apr | 28 | ... | 220 |
| 1918 | Apr | 29 | ... | 221 |
| 1918 | Apr | 30 | ... | 222 |
| 1918 | Apr | 30 | ... | 223 |
| 1918 | Apr | 30 | ... | 224 |
| 1918 | Apr | 30 | ... | 225 |
| 1918 | Apr | 30 | ... | 226 |
| 1918 | Apr | 30 | ... | 227 |
| 1918 | Apr | 30 | ... | 228 |
| 1918 | Apr | 30 | ... | 229 |
| 1918 | Apr | 30 | ... | 230 |
| 1918 | Apr | 30 | ... | 231 |
| 1918 | Apr | 30 | ... | 232 |
| 1918 | Apr | 30 | ... | 233 |
| 1918 | Apr | 30 | ... | 234 |
| 1918 | Apr | 30 | ... | 235 |
| 1918 | Apr | 30 | ... | 236 |
| 1918 | Apr | 30 | ... | 237 |
| 1918 | Apr | 30 | ... | 238 |
| 1918 | Apr | 30 | ... | 239 |
| 1918 | Apr | 30 | ... | 240 |
| 1918 | Apr | 30 | ... | 241 |
| 1918 | Apr | 30 | ... | 242 |
| 1918 | Apr | 30 | ... | 243 |
| 1918 | Apr | 30 | ... | 244 |
| 1918 | Apr | 30 | ... | 245 |
| 1918 | Apr | 30 | ... | 246 |
| 1918 | Apr | 30 | ... | 247 |
| 1918 | Apr | 30 | ... | 248 |
| 1918 | Apr | 30 | ... | 249 |
| 1918 | Apr | 30 | ... | 250 |
| 1918 | Apr | 30 | ... | 251 |
| 1918 | Apr | 30 | ... | 252 |
| 1918 | Apr | 30 | ... | 253 |
| 1918 | Apr | 30 | ... | 254 |
| 1918 | Apr | 30 | ... | 255 |
| 1918 | Apr | 30 | ... | 256 |
| 1918 | Apr | 30 | ... | 257 |
| 1918 | Apr | 30 | ... | 258 |
| 1918 | Apr | 30 | ... | 259 |
| 1918 | Apr | 30 | ... | 260 |
| 1918 | Apr | 30 | ... | 261 |
| 1918 | Apr | 30 | ... | 262 |
| 1918 | Apr | 30 | ... | 263 |
| 1918 | Apr | 30 | ... | 264 |
| 1918 | Apr | 30 | ... | 265 |
| 1918 | Apr | 30 | ... | 266 |
| 1918 | Apr | 30 | ... | 267 |
| 1918 | Apr | 30 | ... | 268 |
| 1918 | Apr | 30 | ... | 269 |
| 1918 | Apr | 30 | ... | 270 |
| 1918 | Apr | 30 | ... | 271 |
| 1918 | Apr | 30 | ... | 272 |
| 1918 | Apr | 30 | ... | 273 |
| 1918 | Apr | 30 | ... | 274 |
| 1918 | Apr | 30 | ... | 275 |
| 1918 | Apr | 30 | ... | 276 |
| 1918 | Apr | 30 | ... | 277 |
| 1918 | Apr | 30 | ... | 278 |
| 1918 | Apr | 30 | ... | 279 |
| 1918 | Apr | 30 | ... | 280 |
| 1918 | Apr | 30 | ... | 281 |
| 1918 | Apr | 30 | ... | 282 |
| 1918 | Apr | 30 | ... | 283 |
| 1918 | Apr | 30 | ... | 284 |
| 1918 | Apr | 30 | ... | 285 |
| 1918 | Apr | 30 | ... | 286 |
| 1918 | Apr | 30 | ... | 287 |
| 1918 | Apr | 30 | ... | 288 |
| 1918 | Apr | 30 | ... | 289 |
| 1918 | Apr | 30 | ... | 290 |
| 1918 | Apr | 30 | ... | 291 |
| 1918 | Apr | 30 | ... | 292 |
| 1918 | Apr | 30 | ... | 293 |
| 1918 | Apr | 30 | ... | 294 |
| 1918 | Apr | 30 | ... | 295 |
| 1918 | Apr | 30 | ... | 296 |
| 1918 | Apr | 30 | ... | 297 |
| 1918 | Apr | 30 | ... | 298 |
| 1918 | Apr | 30 | ... | 299 |
| 1918 | Apr | 30 | ... | 300 |

LIST OF GRAPHS

| GRAPH | PAGE |
|---|------|
| 1. Distribution of Adjustment Scores. | 38 |



CHAPTER I

THE NATURE OF THE PROBLEM

Introduction

J. Edgar Hoover, Chief of the Federal Bureau of Investigation, notes that there has been an upsurge in youth crime with an increase of 55 per cent since 1952 among persons under 18. (29:7)

Primary concern is, of course, directed toward halting these alarming trends. As a consequence, professional journals and popular media--the press, motion pictures, and television--have emphasized causative factors or prevention, and the treatment of delinquency has been relegated to a few articles in professional publications, or, on occasion, a public declamation criticizing police or institution laxity. This paucity of treatment information is unfortunate in several respects. (1) The public seems unaware that the increase of delinquency has imposed a tremendous burden on existing treatment facilities. (2) This apparent lack of concern for treatment indicates public apathy for the rehabilitation of declared delinquents. (3) Institutions, bereft of public support, are forced to operate within facilities which are largely overcrowded and antiquated. (4) Finally, the public is led to ignore important treatment

REPORT ON THE ...

The following table shows the results of the survey conducted in the month of January, 1954. The data is presented in two columns: the first column lists the various items surveyed, and the second column shows the corresponding values. It is noted that the values for the first three items are significantly higher than those for the remaining items, which are relatively low and stable. The overall trend indicates a concentration of value in the initial categories of the survey.

| Item | Value |
|---------|-------|
| 1. ... | 12.5 |
| 2. ... | 8.7 |
| 3. ... | 6.3 |
| 4. ... | 1.2 |
| 5. ... | 0.8 |
| 6. ... | 1.1 |
| 7. ... | 0.9 |
| 8. ... | 1.0 |
| 9. ... | 0.7 |
| 10. ... | 0.6 |

innovations that are taking place in some of their training schools.

Thus it is that, in the eyes of all but a few, the image of the "reform school" remains one of sterility and despair.

The roots of such stereotypes are not hard to find. American training schools for delinquents have, for the most part, somewhat sordid beginnings. Paralleling the advance of adult penology, many have grown from harsh, violently repressive juvenile prisons to institutions which, with varying degrees of success, are committed to the most enlightened principles of child growth and development.

Boys Vocational School, a state training school for delinquent boys located at Lansing, Michigan, is a case in point. This institution was first established as the "House of Correction for Juvenile Offenders" under a legislative statute approved in 1855. The law stipulated that,

Every person who, at the time of his or her conviction of a prison offense shall be under the age of 15 years, and such other persons so convicted between the ages of 15 and 20 years as the circuit court and other courts having jurisdiction . . . may deem fit subjects therefor, shall be sentenced to said House of Correction for Juvenile Offenders, for the term of their imprisonment. (27:1)

Prior to the founding of this institution, juvenile offenders were incarcerated in adult penitentiaries. Stories of sexual abuse, as much as anything, led to the development of a separate institution.

1. The first part of the text discusses the importance of maintaining accurate records.

2. It then goes on to describe the various methods used to collect and analyze data.

3. The author also mentions the challenges faced in conducting such research.

4. Finally, the text concludes with a summary of the findings and their implications.

5. The overall goal of the study is to provide a comprehensive overview of the current state of research in this field.

6. The author hopes that this work will be helpful to other researchers and practitioners alike.

7. The text is organized into several sections, each focusing on a different aspect of the research.

8. The first section provides a detailed description of the research methodology.

9. The second section discusses the results of the data analysis.

10. The third section explores the implications of the findings for future research.

11. The fourth section offers some practical suggestions for how these findings can be applied in the real world.

12. The author also acknowledges the limitations of the study and the need for further research.

13. The text is written in a clear and concise style, making it accessible to a wide range of readers.

14. The author's expertise in the field is evident throughout the text.

15. The overall quality of the work is high, and it is a valuable contribution to the literature.

16. The text is well-organized and easy to read, with a clear flow of ideas.

17. The author's use of examples and case studies helps to illustrate the key points.

18. The text is a must-read for anyone interested in this field of research.

19. The author's insights and perspectives are both thought-provoking and informative.

20. The text is a well-written and informative work that is highly recommended.

21. The author's clear and concise writing style makes the text easy to read and understand.

22. The text is a valuable resource for anyone looking to learn more about this field.

23. The author's expertise and passion for the subject are evident throughout the text.

24. The text is a well-organized and informative work that is highly recommended.

25. The author's clear and concise writing style makes the text easy to read and understand.

26. The text is a valuable resource for anyone looking to learn more about this field.

27. The author's expertise and passion for the subject are evident throughout the text.

28. The text is a well-organized and informative work that is highly recommended.

29. The author's clear and concise writing style makes the text easy to read and understand.

30. The text is a valuable resource for anyone looking to learn more about this field.

The school has undergone numerous legislative changes, particularly in regard to commitment and discharge policies. Originally, the lower age limit for prisoners was seven and for many years a child committed at this age could remain in the institution until he reached his twenty-first birthday. Only during the first few years were girls received. A law of 1861 specified that only "male prisoners" were to be committed. The official title (if not the treatment system) was changed three times. In 1859, the name of the institution was changed to "Reform School," in 1893 to "Industrial School for Boys" and, in 1925, to the present "Boys Vocational School."

A series of investigations have been conducted at Boys Vocational School, notably a survey by Austin H. McCormick in 1942.(27) These have usually had a healthy effect on treatment policy and have served to discourage abuses in management and control. The school ranks today as one of the best of such institutions in the United States.(11)

In the development of more effective treatment programs, Boys Vocational School and other institutions of its kind are in constant need of evaluative tools with which to assess their present methods and to plan for the care of an ever increasing inmate population. The clinical staffs of these institutions collect data which, in addition to their value to individual treatment, will assist them in these purposes. If certain data are of use in understanding

1981. *Journal of Applied Ecology*, **18**, 103-114.
1982. *Journal of Applied Ecology*, **19**, 103-114.
1983. *Journal of Applied Ecology*, **20**, 103-114.
1984. *Journal of Applied Ecology*, **21**, 103-114.
1985. *Journal of Applied Ecology*, **22**, 103-114.
1986. *Journal of Applied Ecology*, **23**, 103-114.
1987. *Journal of Applied Ecology*, **24**, 103-114.
1988. *Journal of Applied Ecology*, **25**, 103-114.
1989. *Journal of Applied Ecology*, **26**, 103-114.
1990. *Journal of Applied Ecology*, **27**, 103-114.
1991. *Journal of Applied Ecology*, **28**, 103-114.
1992. *Journal of Applied Ecology*, **29**, 103-114.
1993. *Journal of Applied Ecology*, **30**, 103-114.
1994. *Journal of Applied Ecology*, **31**, 103-114.
1995. *Journal of Applied Ecology*, **32**, 103-114.
1996. *Journal of Applied Ecology*, **33**, 103-114.
1997. *Journal of Applied Ecology*, **34**, 103-114.
1998. *Journal of Applied Ecology*, **35**, 103-114.
1999. *Journal of Applied Ecology*, **36**, 103-114.
2000. *Journal of Applied Ecology*, **37**, 103-114.
2001. *Journal of Applied Ecology*, **38**, 103-114.
2002. *Journal of Applied Ecology*, **39**, 103-114.
2003. *Journal of Applied Ecology*, **40**, 103-114.
2004. *Journal of Applied Ecology*, **41**, 103-114.
2005. *Journal of Applied Ecology*, **42**, 103-114.
2006. *Journal of Applied Ecology*, **43**, 103-114.
2007. *Journal of Applied Ecology*, **44**, 103-114.
2008. *Journal of Applied Ecology*, **45**, 103-114.
2009. *Journal of Applied Ecology*, **46**, 103-114.
2010. *Journal of Applied Ecology*, **47**, 103-114.
2011. *Journal of Applied Ecology*, **48**, 103-114.
2012. *Journal of Applied Ecology*, **49**, 103-114.
2013. *Journal of Applied Ecology*, **50**, 103-114.
2014. *Journal of Applied Ecology*, **51**, 103-114.
2015. *Journal of Applied Ecology*, **52**, 103-114.
2016. *Journal of Applied Ecology*, **53**, 103-114.
2017. *Journal of Applied Ecology*, **54**, 103-114.
2018. *Journal of Applied Ecology*, **55**, 103-114.
2019. *Journal of Applied Ecology*, **56**, 103-114.
2020. *Journal of Applied Ecology*, **57**, 103-114.
2021. *Journal of Applied Ecology*, **58**, 103-114.
2022. *Journal of Applied Ecology*, **59**, 103-114.
2023. *Journal of Applied Ecology*, **60**, 103-114.
2024. *Journal of Applied Ecology*, **61**, 103-114.
2025. *Journal of Applied Ecology*, **62**, 103-114.

the individual and prescribing individual treatment, it would seem that much of these same data could be used collectively as an aid to understanding the institution's total program. The Gleucks in their famous follow-up studies (15, 16, 17, 18) have told us something about the institutional and post-institutional adjustment of youthful offenders, but beyond this there is little that has been done to utilize existing data in drawing inferences regarding the adjustment of youthful offenders to custody. What significant differences, if any, exist between those inmates who adjust well to a training school program and those inmates who adjust poorly? Is there a type of delinquent boy who is more amenable to treatment in one type of training school than in others? Boys Vocational School is an "open type" institution. That is, it has no walls about the grounds, and it uses minimum security measures (e.g., there are no guards, nor bars on the windows). Controls are fairly flexible and training, for the most part, is treatment oriented. Which inmates seem to respond most favorably to this type of setting? And, although one cannot determine which type of program they might have responded to, which inmates seem most unable to adjust to this type of setting?

Granted that, in a strict sense, they can apply to only one such institution, answers to questions of this sort, hopefully, can be useful in evaluating the existing

Handwritten text, likely bleed-through from the reverse side of the page. The text is extremely faint and illegible due to the low contrast and scan quality. It appears to be organized into several paragraphs, but the specific words and sentences cannot be discerned.

programs of all correctional institutions for juveniles. The study which follows is a tentative step in this direction.

Statement of the Problem

The primary purpose of this study is to analyze various factors which appear to relate positively and negatively to the institutional adjustment of 135 delinquent boys who have been committed to Boys Vocational School, a state training school located at Lansing, Michigan.

Statement of the Sub-Problem

As a related problem, the validity of the classification system currently in use at Boys Vocational School to predict institutional adjustment will be tested.

Soon after their commitment, inmates at the Lansing training school are classified in terms of probable institutional adjustment. These classifications, although utilizing interviews, tests, and court data, are **judgmental** in nature. A composite classification is derived from those of the psychologist, a social worker, the director of social service, and the director of training. Using this study's scores for institutional adjustment--scores which are determined for each inmate after he has been released from the school--this classification system will be tested for validity.

Purpose and Importance of the Study

The study is intended to add to a small body of knowledge regarding institutional adjustment in state training schools. It is hoped that by determining relationships between the physical, personal, social, environmental, and clinical characteristics of inmates and their degree of institutional adjustment a contribution will have been made to an understanding of training school adjustment in general and training school adjustment at Boys Vocational School, Lansing, Michigan, in particular.

As a classification aid, this study might lead to an instrument to predict which inmates are most likely to adjust in the type of setting provided at Boys Vocational School and which inmates are most likely to fail. It should be understood that, if such a prediction instrument is developed by this study, it would be used discriminately, with other factors still considered in determining placement.

In this respect, the study might have immediate implications for Boys Vocational School. A new institution is being built which will offer at least two separate programs for inmates committed to it--a traditional training school program much like the one currently in effect and a program offering maximum security and more rigorous controls.

It is hoped that the study will assist, to some degree, in determining which boys are most likely to adjust under the traditional training school program.

1870

1871

1872

1873

1874

1875

1876

1877

1878

1879

1880

1881

1882

1883

1884

1885

Limitations and Scope of the Study

As noted above, it would be dangerous to use the results of this type of study in predicting institutional adjustment without considering other factors.

This study is suggested as an aid to prediction, and is not, in itself, to be used for developing a prediction device. The aim is to analyze relationships with inferences added which relate to prediction efficiency.

The population to be studied is drawn from a single state training school for juvenile delinquents. There are 116 such schools in the United States.(21) In addition, the sample is restricted to 135 inmates out of a possible 376 at Boys Vocational School. It is recognized that this sample may not be representative of all such schools nor, despite efforts to make it so, even representative of the total population at Boys Vocational School.

The study concerns itself with those inmates in the age range from thirteen through seventeen, committed to the institution under Michigan law in and around the year 1957. Though the Michigan law appears typical, commitment practices and legal procedures vary somewhat from state to state.(7) Further, it is recognized that training school programs and the characteristics of a training school population are subject to change. It is possible that both have been altered in the two and one-half years since the data for this study were recorded.

Handwritten text, likely bleed-through from the reverse side of the page. The text is extremely faint and illegible due to the quality of the scan. It appears to be several paragraphs of text, possibly a letter or a report, but the specific words and sentences cannot be discerned.

Finally, the study restricts itself to those factors which are clearly measurable--which seem pertinent to the investigator or officials at Boys Vocational School which are most amenable to statistical treatment, and for which data are available. The rationale for the selection of each variable is discussed further as an introduction to the particular chapter in which each variable is tested against institutional adjustment. Other factors (e.g., psycho-social development) undoubtedly have a bearing on institutional adjustment. However, data for these factors were either not available or were too subjective in nature to warrant inclusion in this study.

Definition of Terms

The terms defined in this section include those used in the title and those most subject to misunderstanding and not otherwise defined when used throughout the text.

Terms used in the title:

1. Relationship. For the purpose of this study, relationship means a positive or negative affinity between two isolated factors as determined through statistical analysis.
2. Certain Characteristics. In the title of this study "Characteristics" includes those factors which are being tested against institutional adjustment--the inmates' (1) age, (2) height, (3) weight, (4) complexion, (5) intelligence, (6) academic achievement, (7) tool dexterity, and

1870
1871
1872

1873
1874
1875

1876
1877
1878

1879
1880
1881

1882
1883
1884

1885
1886
1887

1888
1889
1890

1891
1892
1893

1894
1895
1896

1897
1898
1899

1900
1901
1902

1903
1904
1905

1906
1907
1908

1909
1910
1911

(8) sociometric status. Other characteristics are (9) teen-age population of county from which the inmate was committed, and (10) clinical classification of the inmate according to delinquency type.¹

3. Institutional Adjustment indicates the success or failure of an inmate to conform to an institution's standards of conduct. In the sense with which the term is used in this study, these standards are carefully prescribed by the administration and release (parole) is dependent upon the inmate's ability to conform to them.

4. The State Training School for Delinquent Boys referred to in the title is Boys Vocational School located at Lansing, Michigan. This, and others like it in forty-nine states,² is a public minimum security institution existing under legislative statute for the express purpose of holding in custody juveniles who have been adjudged delinquent by the courts of the state.³

Important terms used throughout the text:

1. Commitment. Court order placing the delinquent in the custody of the institution.

¹For a discussion of these classifications, see Chapter III under subheading "Instrumentation," Also Chapter VI and Appendix A.

²Utah shares its facilities with Alaska.

³For further description, see "Definition of Population Studied," Chapter III.

1870
The first of the year
was a very cold one
and the snow lay on the ground
for several weeks.
The weather was very
pleasant for the first
time in some time.
The snow was very
deep and the ground
was very hard.
The people were very
happy and the children
were very busy.
The school was very
busy and the teachers
were very kind.
The children were very
happy and the teachers
were very kind.
The school was very
busy and the teachers
were very kind.
The children were very
happy and the teachers
were very kind.

2. Cottage. Institutional living unit.
3. Reception Cottage. Living unit reserved for new inmates while in a two-week quarantine and prior to placement in a regular cottage.
4. Intake Summary. Descriptive resume of new inmate containing court and clinical data assembled during the inmate's stay in the reception cottage.
- X 5. Parole Violator. Inmate who is returned to the institution by the court for failure to adjust following his release to his home community. At Boys Vocational School, the term "release" is synonymous with "parole." If the inmate is past the legal age for commitment to Boys Vocational School (seventeen), he is "discharged." A discharged boy, if again arrested, is treated as an adult offender.
6. Waive. Legal term implying relinquishment of custody. The institution may "waive" a boy to Circuit Court or to another institution. At the Lansing school this is often done with boys who are fifteen years of age and have committed an offense (e.g., running away from the school and stealing an automobile) which, in the estimation of the superintendent, the police, and the plaintiff, merits his being tried as an adult offender.
7. Case Conference. At Boys Vocational School, a meeting between the inmate and institutional officials or their delegates to discuss and act upon an inmate's problem

Handwritten text, likely bleed-through from the reverse side of the page. The text is extremely faint and illegible due to the low contrast and scan quality. It appears to be organized into several paragraphs, with some lines starting with capital letters. The overall appearance is that of a document page with significant ghosting.

and/or discipline. The inmate, acting through his counselor (a social worker assigned to his cottage) may request the conference to discuss an institutional problem or to question a decision of the administration regarding his release date. On the other hand, the inmate may be called into the conference for disciplinary action which may or may not, depending upon the seriousness of the offense, result in additional time being added to his stay. More often than not, the latter condition prevails. The amount of added "time" is often fixed for certain offenses. That is, an inmate can expect two weeks for smoking or one month for running away. Thus, the amount of actual added time an inmate receives in case conference is an index of the persistency (first offense on certain minor infractions generally merits a warning that twice the normal added time for the offense will be given if the offense is repeated) and the seriousness of the misbehavior. Hence, total added time could be considered as one index of institutional adjustment--and total number of trips to case conference for disciplinary action, another.

8. Detail. An inmate's work assignment during which he is under one supervisor and on which he ordinarily spends one-half of the work day. The other half is devoted to academic schooling. These assignments range from maintenance chores to vocational training in the institution's print shop. Assignment to details depends upon the inmate's

The first thing I noticed when I stepped
 out of the plane was a sharp, cold breeze.
 It felt like a giant hand reaching out to
 shake me awake. The air was so clear, so
 different from the hazy atmosphere of the
 city below. I took a deep breath, savoring
 the crispness of it. The ground beneath
 my feet was a mix of soft earth and
 scattered stones, a stark contrast to the
 polished floor of the aircraft. I looked
 around, taking in the vast, open landscape.
 The horizon was a thin, dark line
 separating the pale sky from the dark
 earth. There were no buildings, no cars,
 no signs of civilization. Just a quiet,
 desolate beauty that made me feel
 small and insignificant. I had come here
 to escape the noise and chaos of the
 world, and in that moment, I felt like
 I had finally found a place where I
 could breathe and be myself.

choice, the inmate's aptitude and academic achievement, and the institution's present needs (not necessarily in that order of importance).

Assumptions

Certain basic assumptions had to be made in organizing and developing this study.

It was assumed that institutional adjustment is measurable. In addition, it was assumed that such relationships as might exist between this adjustment and certain characteristics are subject to analysis and understanding.

Operationally, it was assumed:

1. That the methods used to measure intelligence, academic achievement, tool dexterity, and sociometric status at Boys Vocational School were valid when used with the group under study.

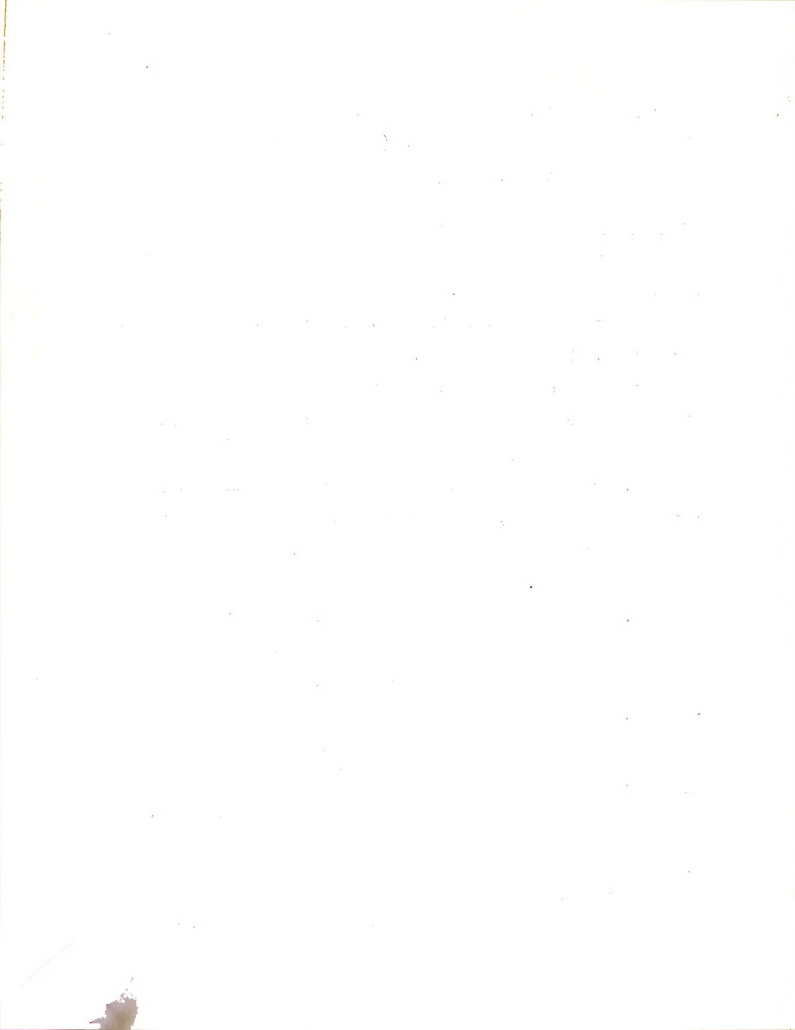
2. That the system for clinical classification into delinquency types as used at Boys Vocational School is, for the purpose of this study, adequate.

3. That the data collected from the records of the group under study is accurate, and finally,

4. That the criterion for institutional adjustment which was selected for this study is valid and inclusive.

Hypotheses to be Tested

In addition to the general hypothesis that there is a relationship between the institutional adjustment of the



inmate at Boys Vocational School and certain characteristics, the following specific hypotheses are to be tested:¹

1. Those who adjust more favorably to the training school will be significantly different in age and height and weight for their age than those who adjust less favorably to the training school.

2. Those who adjust more favorably to the training school will be lighter complexioned than those who adjust less favorably to the training school.

3. Those who adjust more favorably to the training school will be of higher intelligence than those who adjust less favorably to the training school.

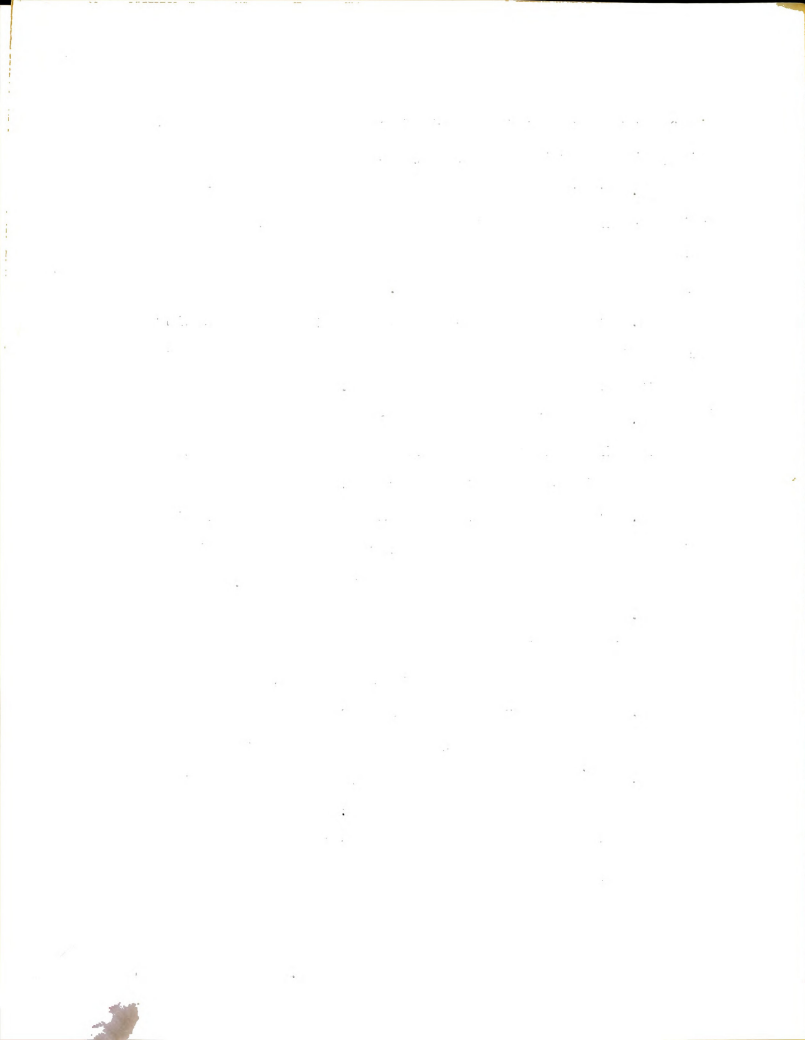
4. Those who adjust more favorably to the training school will be of higher academic achievement than those who adjust less favorably to the training school.

5. Those who adjust more favorably to the training school will be of higher tool dexterity than those who adjust less favorably to the training school.

6. Those who adjust more favorably to the training school will be significantly different in popularity with their peers (high sociometric status) than those who adjust less favorably to the training school.

7. Those who adjust more favorably to the training school will be clinically classified as less serious types

¹The theoretical base from which these hypotheses are derived is discussed as an introduction to the particular chapter in which each hypothesis is tested.



of delinquents than those who adjust less favorably to the training school.

8. Those who adjust more favorably to the training school will be from counties with smaller teen-age populations than those who adjust less favorably to the training school.

9. Scores on the prognosis for institutional adjustment made at the training school will be higher for the high adjustors than for the low adjustors.

Organization of the Study

The present chapter has presented a brief background and statement of the problem, the need for the study, its limitations and scope, a definition of terms, a statement of assumptions, and finally, a presentation of the hypotheses to be tested.

In Chapter II, the review of the literature pertinent to this study is presented. This consists of reporting studies on correctional institutions for delinquents, and the institutional adjustment of juvenile offenders.

Chapter III consists of a discussion of the methodology and procedures employed in conducting this study. This includes: (1) an introductory statement on the overall design of the study, (2) the instrumentation employed, (3) the selection of the test method, (4) a definition of the population, and (5) the procedures used for organizing the data.

the 1990s, the number of people in the world who are under 15 years of age is expected to increase from 1.1 billion to 1.5 billion.

There are a number of reasons why the world's population is growing so rapidly. One of the main reasons is that the number of children born to each woman has increased. This is due to a number of factors, including improved medical care, increased access to education, and a shift in cultural values.

Another reason for the world's population growth is that the number of people who are surviving into old age has increased. This is due to a number of factors, including improved medical care, increased access to education, and a shift in cultural values.

The world's population is growing so rapidly that it is expected to reach 8 billion by the year 2025. This is a significant increase from the 5 billion people who lived in the world in 1987.

The world's population is growing so rapidly that it is expected to reach 8 billion by the year 2025. This is a significant increase from the 5 billion people who lived in the world in 1987.

The world's population is growing so rapidly that it is expected to reach 8 billion by the year 2025. This is a significant increase from the 5 billion people who lived in the world in 1987.

The world's population is growing so rapidly that it is expected to reach 8 billion by the year 2025. This is a significant increase from the 5 billion people who lived in the world in 1987.

The world's population is growing so rapidly that it is expected to reach 8 billion by the year 2025. This is a significant increase from the 5 billion people who lived in the world in 1987.

The world's population is growing so rapidly that it is expected to reach 8 billion by the year 2025. This is a significant increase from the 5 billion people who lived in the world in 1987.

The world's population is growing so rapidly that it is expected to reach 8 billion by the year 2025. This is a significant increase from the 5 billion people who lived in the world in 1987.

The world's population is growing so rapidly that it is expected to reach 8 billion by the year 2025. This is a significant increase from the 5 billion people who lived in the world in 1987.

The world's population is growing so rapidly that it is expected to reach 8 billion by the year 2025. This is a significant increase from the 5 billion people who lived in the world in 1987.

The world's population is growing so rapidly that it is expected to reach 8 billion by the year 2025. This is a significant increase from the 5 billion people who lived in the world in 1987.

The world's population is growing so rapidly that it is expected to reach 8 billion by the year 2025. This is a significant increase from the 5 billion people who lived in the world in 1987.

The world's population is growing so rapidly that it is expected to reach 8 billion by the year 2025. This is a significant increase from the 5 billion people who lived in the world in 1987.

Chapters IV, V, VI, and VII are, essentially, the "findings" chapters. However, the test results for each group of variables are introduced by a discussion and the theoretical concepts by which each of the variables were selected. Chapter IV is concerned with testing institutional adjustment against physical characteristics; V, against personality characteristics; and VI, against social, clinical, and environmental characteristics. In Chapter VII, the validity of the Boys Vocational School predictions for institutional adjustment will be tested and the levels of significance for all variables related to institutional adjustment will be ranked in order.

The last chapter, VIII, is devoted to a summary and discussion of the findings. It includes an over-all description of obtained results and the inference that might be obtained from them. Indicated areas for further research are also discussed.

Faint, illegible text, possibly bleed-through from the reverse side of the page. The text is arranged in several paragraphs and is mostly centered on the page.

CHAPTER II

CRITICAL REVIEW OF THE LITERATURE

Introduction

Studies of institutional adjustment in training schools are difficult to find. Most "research" that has been done in this area has been conducted somewhat informally by the clinical staffs of the institutions involved and is distributed privately as "classified" material. The reluctance of the authorities to part with this material is understandable. cursory studies of this sort are rarely precise. Few training schools have the time or the financial resources to engage in "precise" types of research.

In this chapter, the scope of the literature on institutional adjustment is broadened to include published descriptions of various treatment programs for delinquents and, whenever possible, the inferences that might be drawn regarding the adjustment of inmates to these programs.

Training School versus Treatment Center

In general, programs for the rehabilitation of juvenile delinquents can be classified in one of two groups. They are found in either public supported institutions--local

3.2.2. *Phragmites* and *Spartina*

Phragmites and *Spartina* were the most abundant species in the study. *Phragmites* was the most abundant species in the study, with a mean cover of 1.1% (range 0.0–10.0%) in the 1990s and 1.2% (range 0.0–10.0%) in the 2000s. *Spartina* was the second most abundant species, with a mean cover of 0.5% (range 0.0–3.0%) in the 1990s and 0.5% (range 0.0–3.0%) in the 2000s. The cover of *Phragmites* and *Spartina* was significantly higher in the 1990s than in the 2000s ($F_{1,10} = 10.0$, $p < 0.01$).

The cover of *Phragmites* and *Spartina* was significantly higher in the 1990s than in the 2000s ($F_{1,10} = 10.0$, $p < 0.01$). The cover of *Phragmites* and *Spartina* was significantly higher in the 1990s than in the 2000s ($F_{1,10} = 10.0$, $p < 0.01$). The cover of *Phragmites* and *Spartina* was significantly higher in the 1990s than in the 2000s ($F_{1,10} = 10.0$, $p < 0.01$).

The cover of *Phragmites* and *Spartina* was significantly higher in the 1990s than in the 2000s ($F_{1,10} = 10.0$, $p < 0.01$). The cover of *Phragmites* and *Spartina* was significantly higher in the 1990s than in the 2000s ($F_{1,10} = 10.0$, $p < 0.01$). The cover of *Phragmites* and *Spartina* was significantly higher in the 1990s than in the 2000s ($F_{1,10} = 10.0$, $p < 0.01$).

The cover of *Phragmites* and *Spartina* was significantly higher in the 1990s than in the 2000s ($F_{1,10} = 10.0$, $p < 0.01$). The cover of *Phragmites* and *Spartina* was significantly higher in the 1990s than in the 2000s ($F_{1,10} = 10.0$, $p < 0.01$). The cover of *Phragmites* and *Spartina* was significantly higher in the 1990s than in the 2000s ($F_{1,10} = 10.0$, $p < 0.01$).

The cover of *Phragmites* and *Spartina* was significantly higher in the 1990s than in the 2000s ($F_{1,10} = 10.0$, $p < 0.01$). The cover of *Phragmites* and *Spartina* was significantly higher in the 1990s than in the 2000s ($F_{1,10} = 10.0$, $p < 0.01$). The cover of *Phragmites* and *Spartina* was significantly higher in the 1990s than in the 2000s ($F_{1,10} = 10.0$, $p < 0.01$).

short-term "detention homes" and state "training schools"-- or in private or semi-private "treatment centers." As a rule, though it is certainly not part of any defined philosophy, the program of the public institution is more punitive--more restrictive than that of the treatment center.

Harmon (20) in a lively article, deplores this dichotomy and suggests that the ambiguous term "training school" be abandoned once and for all. He asks that state institutions adopt the title of "treatment center" in name and in spirit.

The psychiatrist, Richard Jenkins, (23) **Contends** that delinquents can be classified as either "adaptive" or "maladaptive" in their behavior. Adaptive delinquents are more or less socialized. ". . . they rebel, but their rebellion is a social rebellion, group supported." Treatment programs for these youngsters would be centered around healthy adult contacts and constructive group experiences--in keeping, it would seem, with the programs of the better training schools. The maladaptive delinquent, on the other hand, sees the world as a hostile, frightening place. He is a child with a "deeply distorted" personality. The more severe cases might need "institutional (hospital) training" but most of these children are in need of psychotherapy in one form or another and, it is inferred, the sort of program the child is most likely to receive in the permissive-type institution defined earlier as a "treatment center."

Handwritten text, likely bleed-through from the reverse side of the page. The text is extremely faint and illegible due to the quality of the scan and the nature of the bleed-through. It appears to be several paragraphs of text, possibly a letter or a report, but the specific words and sentences cannot be discerned.

These articles express a typical attitude found in literature describing rehabilitation programs for delinquents. As training schools become more "treatment centered," both training school and treatment center personnel seem eager to form an alliance.

As a last, somewhat stoic, note to this discussion, Genn, writing in the Encyclopedia of Criminology, lists the the various treatment methods that have been applied to delinquents and adds:

The total effect of all treatment programs is not leading to a marked decrease in the number of delinquent juveniles, or in recidivism. Only a small proportion of these young people are affected by treatment that is deemed adequate by social workers, psychologists, educators, religious leaders and psychiatrists. (14:215)

Private and Semi-Private Treatment Centers

Since the first publication of Aichhorn's classic "Wayward Youth" (1), psychiatrists, psychologists, and psychiatrically oriented personnel have applied their theories to the treatment of delinquents in small, experimental centers. The publication of their experiences and treatment philosophy supplies the bulk of the professional literature in delinquency treatment.

Aichhorn, a disciple of Sigmund Freud, pioneered in the treatment of delinquents through the application of Freudian concepts. At a small, European center, he provided a permissive setting in which delinquent and disturbed children could develop inner (ego-enforcing) controls.

As Freudian thought won its early acceptance in America, so also did Aichhorn's principles of delinquency treatment. Delinquency became a primary concern of the psychiatrist. Expanding and delineating the Aichhorn theories, psychiatrists established experimental centers throughout the country.

Bruno Bettelheim (3), working at a midwestern center, developed a program of what he termed "milieu therapy." Cohan won public support for his program at New York City's "Youth House" and developed a comprehensive training program for preparing workers in the treatment of delinquents. A paragraph from his Children in Trouble, based on his lectures and exemplifying the treatment center philosophy, follows:

The nonpunitive handling of youngsters given to antisocial behavior is no vain humanitarian wish. It becomes common sense as soon as we stop to think what it is we are trying to achieve. Once we are committed to the notion that our deepest concern is not with temporary measures of control but with searching out and strengthening those forces within the child which will help him control himself, then traditional patterns of threat and punishment are bound to give way before patient and non-authoritarian handling, that is, permissiveness.(8:15)

In Detroit, Redl and Wineman, in conjunction with Wayne University, operated an experimental center, "Pioneer House," where their careful observations of a small group of disturbed and delinquent youngsters (31) led to the publication of Controls from Within, a book-length elaboration of the paragraph quoted above.(32)

Slavson applied his renowned methods of group therapy in his role as director of the upstate New York institution, Hawthorne Cedar Knolls. This institution, operated by the Jewish Board of Guardians of New York City, formerly offered a program similar to that of the traditional state training school. An account of the transformation Slavson brought to it is contained in his Reeducating Delinquents. (35)

Public Training Schools

The agencies for the treatment of delinquency best known to the general public are the state training schools. Through popular fiction, movies, and the legitimate theatre (2), the public has been given a rather distorted view of what transpires there. Usually the picture one gets of such institutions through the popular media is clouded by sensationalism and archaic stereotypes.

As a rule, journalists are slow in acknowledging the changes that have taken place in training schools over the past dozen years. Some of these changes may well have been inspired by members of their own profession.

Albert Deutsch, in writing a series for the Woman's Home Companion, exposed a number of abuses in specific state training schools. Later the series was expanded and published as a book. In summing up his experiences, Deutsch says:

At the end of my survey I was convinced that the state reform schools were schools indeed--but in most

instances most effective crime schools, organized on a mass level. In many instances, it seemed as though they could not have been improved upon as training centers if Fagin himself had controlled the program. (11:145)

Seven years later another journalist, Benjamin Fine (13), Education Editor of the New York Times, took a much more sympathetic view of training schools. Having surveyed several such institutions, he places the blame for their inadequacies not so much on their personnel as on public apathy and poor legislative support. He feels that the training school inmate fails in his institution and post-institution adjustment because the training schools are underequipped, overcrowded, and understaffed.

Long before journalists had discovered it, professional workers wrote of the futility of rehabilitation when training schools were nothing more than lost-stop "dumping grounds." Bowler and Bloodgood (4), writing in 1935 for the United States Children's Bureau, reported on five state training schools and estimated that these schools failed in 68 per cent of the cases referred to them.

The MacCormick study of the Boys Vocational School in Lansing, Michigan (1942), found regimentation and disciplinary practices there deplorable. MacCormick condemned corporal punishment as damaging to morale and doing more harm than good in the long run. ". . . Even if they (the inmates) conform outwardly to the rules which the punishment enforces." (27:73)

Evidence of the reformation of treatment methods that has taken place since these early surveys can be found in the set of standards ("goals and guides") that were developed by training school personnel and published by the Childrens Bureau in 1957. These standards were composed for, and by, the National Association of Training Schools and Juvenile Agencies, a professional organization of training school and detention home workers. The tenor of the recommendations is contained in the following excerpt:

Training schools should have as permissive an atmosphere as is consistent with the children under care. This does not mean a lack of controls. It means the application of positive methods to bring about positive results instead of reliance on custody or punitive practices to bring about conformity.(22:6)

This concern for individual treatment rather than the externally imposed controls which once seemed to preoccupy training school personnel, is reflected in all of the current literature on training school programs.

The California Youth Authority stresses careful screening and diagnosis before placement in one of their several facilities for delinquents.(36)

In New Jersey, a whole new concept of treatment is winning national recognition. "The Highfields Project" centers about informal group discussions on adjustment problems. (42:34) The program was recently featured on a nation-wide telecast.

Perhaps most significant of all, there is an indication that, as new programs develop, they are being

evaluated in terms of what changes take place in the institutional adjustment of the inmates involved. Long range follow-up studies are difficult because of a lack of funds. The Glueck's, in their follow-up studies of five hundred criminals (16, 17, 18), have disclosed the positive relationship between institutional and post institutional adjustment. The ultimate effectiveness of a training school program might well be proved in the changes that take place in the here-and-now institutional behavior of the inmate.

Programs for Institutional Adjustment in the Training School

Sucgang (38), a group worker at Children's Village in Dobbs Ferry, New York, relates the case for group work in helping the new boy adjust to his institution.

Keith (24) finds that the institutional adjustment of the inmate is best accomplished through the skill of a training school's most important group worker--the cottage parent.

Weber (41) adds that group work in Boy Scout programs is a strong incentive to institutional adjustment.

Lenroot (26) reports success in the use of a one-month therapeutic program during the inmate's stay in the reception cottage. She tested the institutional adjustment of a group of boys who had been exposed to such a program against a control group which had not and found that her

test group averaged much better behavior records.

Breed (5), in commenting on the California Youth Authority's forestry camp program, maintains that boys who would fail to adjust in a regular training school often respond favorably to an out-of-doors type program.

Most of these accounts of program modification which purport to effect institutional adjustment are judgmental in nature. They imply that external conditions have an important effect on the behavior of the delinquent in custody. Certainly such a premise would be hard to refute. But what are the internal conditions which effect adjustment--conditions which, in the training school environment, would indicate success or failure? This chapter concludes with two studies which have approached the problem of training school adjustment from this direction. The present study is intended as another such approach.

Characteristics Relating to Institutional Adjustment

In Keogh's investigation of the characteristics of runaways at a state training school for boys (5), it was found that runaways (and, presumably, non-adjustors) were: (1) less intelligent, (2) younger, (3) from poorer home environments, and (4) were less emotionally stable than their institutional peers.

The most pertinent work that has been done in unearthing characteristics relating to training school adjustment is that of Sheldon and Eleanor Glueck (15).

Comparing 236 youths who were known to have been successful throughout their stay in an institution with 142 who were known to have failed, they emerged with the following conclusions:

The groups resembled one another in: (1) same average number of brothers and sisters and same birth rank in their respective families, (2) same proportions in similar ethnic and religious background, (3) for the most part same kinds of rearing, (4) same early abnormal environmental experiences, (5) same degree of school retardation, (6) same degree of health (fair to good), and (7) same in the extent to which they belonged to gangs in boyhood.

Areas of slight differences were these: better adjusted boys (1) came from somewhat better physical environments, and (2) were somewhat older at the onset of their misbehavior (prior to arrest), (3) came from less disorganized homes, (4) were of better intelligence, (5) had better habits, and (6) demonstrated better emotional health.

In only two factors were there marked differences in the institutional successes and failures: (1) Better adjusted inmates averaged a year younger on the occasion of their first arrest and (2) better adjusted inmates were, to a significantly greater extent, boys who had committed their offenses in the company of others. "They were evidently of the companionable, suggestible type, capable of being influenced by their associates." (15:181)

The Glueks study suffers somewhat by the long period that elapsed, (fifteen to twenty years) before they returned to the training school records from which they drew their criteria for poor or superior "intramural adjustment." It appears that the study was actually an afterthought. They had collected extensive follow-up data on 500 criminals. It was not until they had exhausted this material that they delved into early correctional experiences and their relationship to adult success. The accuracy of the data used in the study, especially that which established criteria for institutional adjustment, is open to serious question.

the 1990s, the number of people in the world who are under 15 years of age has increased from 1.1 billion to 1.5 billion, and the number of people aged 65 and over has increased from 0.2 billion to 0.5 billion (United Nations 2002).

As a result of the increase in the number of people aged 65 and over, the number of people aged 65 and over who are dependent on others has increased from 0.1 billion in 1990 to 0.2 billion in 2000. This increase in the number of people aged 65 and over who are dependent on others has led to a corresponding increase in the number of people aged 65 and over who are dependent on others in the United Kingdom.

The number of people aged 65 and over who are dependent on others in the United Kingdom has increased from 0.1 million in 1990 to 0.2 million in 2000. This increase in the number of people aged 65 and over who are dependent on others in the United Kingdom has led to a corresponding increase in the number of people aged 65 and over who are dependent on others in the United Kingdom.

The number of people aged 65 and over who are dependent on others in the United Kingdom has increased from 0.1 million in 1990 to 0.2 million in 2000. This increase in the number of people aged 65 and over who are dependent on others in the United Kingdom has led to a corresponding increase in the number of people aged 65 and over who are dependent on others in the United Kingdom.

The number of people aged 65 and over who are dependent on others in the United Kingdom has increased from 0.1 million in 1990 to 0.2 million in 2000. This increase in the number of people aged 65 and over who are dependent on others in the United Kingdom has led to a corresponding increase in the number of people aged 65 and over who are dependent on others in the United Kingdom.

The number of people aged 65 and over who are dependent on others in the United Kingdom has increased from 0.1 million in 1990 to 0.2 million in 2000. This increase in the number of people aged 65 and over who are dependent on others in the United Kingdom has led to a corresponding increase in the number of people aged 65 and over who are dependent on others in the United Kingdom.

The number of people aged 65 and over who are dependent on others in the United Kingdom has increased from 0.1 million in 1990 to 0.2 million in 2000. This increase in the number of people aged 65 and over who are dependent on others in the United Kingdom has led to a corresponding increase in the number of people aged 65 and over who are dependent on others in the United Kingdom.

The number of people aged 65 and over who are dependent on others in the United Kingdom has increased from 0.1 million in 1990 to 0.2 million in 2000. This increase in the number of people aged 65 and over who are dependent on others in the United Kingdom has led to a corresponding increase in the number of people aged 65 and over who are dependent on others in the United Kingdom.

The number of people aged 65 and over who are dependent on others in the United Kingdom has increased from 0.1 million in 1990 to 0.2 million in 2000. This increase in the number of people aged 65 and over who are dependent on others in the United Kingdom has led to a corresponding increase in the number of people aged 65 and over who are dependent on others in the United Kingdom.

CHAPTER III

METHODOLOGY AND PROCEDURE

Design of the Study

In this study an attempt is made to determine the relationship between certain characteristics of training school inmates and their adjustment to the institution. Basically, it is a study of the differences between good and bad adjustors.

Within a certain theoretical framework and in consultation with the clinical staff of a training school, variables are selected which seem related, positively or negatively, to institutional adjustment. A criteria for institutional adjustment is developed and a test method is arrived at which might best serve to measure the variables against this criteria. A judgmental sample of the training school population is selected. For each of the inmates in this group, data are collected on institutional adjustment (using the previously selected criteria) and the variables chosen for study. To maintain consistency, all of these data are transformed into standard scores with a mean of fifty and a standard deviation of ten.

On the basis of the adjustment data a total "adjustment score" is assigned to each inmate.

Inmates are ranked in order of adjustment and the top and bottom quartiles are isolated for testing, one against the other, on each of the variables.

The results of these tests reject or confirm the hypotheses under study.

Instrumentation

Criteria for institutional adjustment. Three factors are equally weighted in arriving at an adjustment score--total citizenship grade average, number of appearances before case conference for disciplinary action, and the amount of added time received through such disciplinary action. These factors were found to be the most objective and comprehensive of those available for this purpose at the Lansing school.

Boys Vocational School (hereafter referred to as B.V.S.) grades each boy for citizenship once a month. These grades, ranging from "1" for "superior" to "5" for "very poor," are the composite of grades received from each of those staff members who have charge of the inmate throughout the day--the cottage parents, the detail supervisor, and his classroom teachers. This monthly grade is extremely important to the inmate for it helps determine the date he is ready for release. If he receives a better than "B" ("2") average and has no added time, he can be released in five, rather than the standard six months.¹ In addition,

¹In 1957, the average length of stay was 7.4 months.(37)

citizenship grades are heavily weighted in determining added time and/or a release date after five months. Staff members are under constant pressure from the inmate to give high grades. Often, to save argument, they acquiece. Thus, grades are disproportionately high at B.V.S. and are not, in themselves, an accurate measure of institutional adjustment.

The number of appearances before case conference for disciplinary action is an indication of the inmate's adjustment but, because the seriousness of the charge varies greatly, it, too, is not an adequate measure of adjustment when considered alone.

As the amount of added time an inmate receives through disciplinary action is indicative of the seriousness and/or persistency of his misbehavior, this criterion is significant in determining institutional adjustment. Further, since the members of the case conference group are alone responsible for determining the amount of such added time and are possibly in the best position to determine the seriousness of the misbehavior, this particular criterion needs to be added to the others in determining adjustment.

It might be mentioned here that added time is the primary method of disciplining inmates at B.V.S. Corporal punishment is forbidden and denial of privilege or temporary quarantine in the institution's isolation rooms are eventually reflected in one and/or all of the three

criterion selected. In the opinion of the clinical and administrative staffs at the Lansing school, it was felt that no further criterion, open to objective measurement, would be necessary.

Some inmates cannot be released from the institution despite their adjustment to it. These so-called "stranded boys" are not allowed to return to their homes because the courts of the referring county will not sanction their homes as suitable or do not believe that the community is ready to receive them. The latter case is particularly true of inmates who have been involved in delinquency of a sensational nature (e.g., murder). Two such inmates were included in the study group. Since they were in the institution for an inequitable period of time, and would therefore have more opportunity to become involved in trouble, one could expect these inmates to have a greater chance to score low on all three of the adjustment criterion. Therefore, it was decided to discard all data on them beginning with the date that they would normally be released. As neither staff nor inmates were aware that they were "stranded" until this date, that fact would not have had any bearing on their institutional adjustment prior to it. "Home Reports" (court approval for an inmate to return home) are not received until a week before the inmate is ready to be released.

Variables. Originally, nineteen variables were identified as significant in testing the theories and hypotheses to be studied. After extensive discussion with the administrative and clinical staff at B.V.S., these nineteen were reduced to twelve. All variables which required data that were not considered reliable or which were extraneous in testing the hypotheses were rejected. The following variables remained: ¹

1. Chronological Age (in months).
2. Standard Scores for Height Based Upon National Norms for Age.²
3. Standard Scores for Weight Based Upon National Norms for Age.²
4. Complexion. Complexion was judged by the counselor on the inmates intake summary and ranged from light and dark white to light and dark colored with Indians, Mexicans, and Orientals in the median position.
5. Intelligence Quotient. I.Q. was determined by Wechsler-Bellevue Intelligence Test.
6. Reading Achievement.
7. Arithmetic Achievement. The Stanford Achievement Test (Intermediate) was used to determine achievement scores.

¹All testing was completed in the Reception Cottage

²Norms were derived by Watson and Lowrey (40).

8. Tool Dexterity. This factor was tested by the Bennett Hand Tool Test.
9. Sociometric Rating. Sociograms were prepared by asking each inmate to name, in order of importance, his three best friends. His selection was to be confined to his cottage group. These surveys were taken each month throughout the inmate's stay in the institution. In this study, the average of choices received by the inmate is used as his sociometric rating score.
10. Size of Teen-Age Population in County from Which Inmate Was Committed. Information in this area was received from reports prepared by the Children's Division of the Michigan Department of Social Welfare.(28)
11. Clinical Classification According to Delinquency Type. While he is in the reception cottage, a psychologist, a social worker, the Director of Social Service, and the Director of Training classify each new inmate in one of seven categories of delinquency. These categories (originated at B.V.S. for the school's own purpose) are as follows: "1A," Moderate Environmental (Social); "1B," Pronounced Environmental; "2A," Moderately Disturbed; "2B," Seriously Disturbed; "3A," Moderate Character Disorder (Asocial); "3B,"

Serious Character Disordered; "4," Mental Defective (waived from reception cottage to state home for the feeble-minded). A more extensive description of these types can be found in Appendix A. Insofar as the clinical staff at B.V.S. is concerned, the seriousness of the delinquency is rated in the following order with the least serious type as "1A" and the most serious type as "3B": 1A, 1B, 2A, 3A, 2B, and 3B. Type 4, mentally defectives, are not considered as true delinquents. Because there were no 1A's or 4's in the study group (no inmate admitted to B.V.S. in either 1956 or 1957 was classified as 1A), this study ranks the inmates from 1B through 3B in the order mentioned.

12. B.V.S. Prognosis for Institutional Adjustment. The clinical team that classifies new inmates according to delinquency type also adds a prognosis for institutional adjustment. This prognosis, with ratings on a simple, five-point scale, "A" through "U," ("A," "B," "C," "D," "U") is determined on much the same basis as is the delinquency classification--by interviews, through tests, and examination of the commitment papers.¹

¹See Appendix B, "Commitment Forms."

Sources of data. Information for use in determining an adjustment score was gathered from the cumulative records of those inmates composing the study group.¹

Data for each of the variables was collected from the inmate's intake summaries which include the results of psychological tests, interviews, pertinent information from the commitment papers, clinical classification, and prognosis.

Test Method

In consultation with statisticians of the Michigan State University Bureau of Educational Research, it was decided that the method which best served to test the hypotheses was the t test for significance of difference in means. The formula chosen was Fisher's "student t." Through this method the mean score for the high adjustors is tested against the mean score for the low adjustors on each of the variables.

Since the direction of the difference in means is indicated by the alternate **hypothesis** in all except two cases, a one-tailed t test will be used on all except these two.

Critical t is set at the five per cent level of confidence.

¹See Appendix C, "Case Conference and Behavior Logs."

Definition of Population Studied

One hundred and thirty-seven inmates, the total population of four B.V.S. cottages in the year 1957, comprised the original study group. As two of these inmates were waived after only a short period in the institution, they were excluded and the final study group was set at 135.

There are a total of fourteen cottages at B.V.S. In the year 1957, each averaged, at any one time, a population of 27. The combined institutional average, at any one time, was 378.(37)

In the judgment of the B.V.S. administrative staff, the four cottages selected to comprise the study group were most typical of what the total institutional program was designed to be, in terms of supervision and population characteristics.

At first glance, a possible limitation in the sample is the absence of any twelve year olds. B.V.S. accepts boys in an age range of twelve through seventeen. However, of the 735 boys committed in 1957, only eleven were less than thirteen years of age.(37) Thus, this deviation was not considered significant.

Organization of the Data

Using the information contained in Table I, "Tabulation of Raw Scores of Study Group," data were converted into coded standard scores using the formula $(10 \frac{X-m}{sd}) \pm 50$.

TABLE I

TABULATION OF RAW SCORES OF STUDY GROUP

| Adjustment Criteria | ΣX | ΣX^2 | Variance | Mean | Standard Deviation |
|------------------------|------------|------------------|-----------------|----------|--------------------|
| Citizenship Grade | 251.46 | 489.07 | .1544 | 1.86 | .39 |
| Appear.--Case Conf. | 678.00 | 8,943.00 | 41.3279 | 5.02 | 6.43 |
| Length of Stay--days | 28,951.00 | 6,776,979.00 | 4,241.6670 | 214.40 | 65.13 |
| <u>Variables</u> | | | | | |
| <u>Physical</u> | | | | | |
| Age | 26,021.00 | 5,024,853.00 | 69.8010 | 192.75 | 8.355 |
| Weight | 18,699.00 | 2,626,257.00 | 270.4300 | 138.51 | 16.440 |
| Height | 9,033.00 | 605,411.00 | 7.4845 | 66.91 | 2.740 |
| Complexion | 300.00 | 966.00 | 2,2388 | 2.22 | 1.496 |
| Personality | | | | | |
| I.Q. | 12,822.00 | 1,216,854.00 | 70.4400 | 94.98 | 8.393 |
| Reading Achievement | 945.50 | 7,336.91 | 5.4753 | 7.004 | 2.340 |
| Arithmetic Achiev't | 864.20 | 5,962.64 | 3.2125 | 6.40 | 1.792 |
| Combed Ach.Scores | 908.10 | 6,586.73 | 3.5689 | 6.73 | 1.889 |
| Tool Dexterity | 361.00 | 1,195.00 | .8198 | 2.67 | .905 |
| Soc.,Clin., & Environ. | | | | | |
| Sociometric Rating | 383.00 | 1,841.00 | 5.6343 | 2.84 | 2.374 |
| Clinical Classif. | 380.00 | 1,199.00 | .9655 | 2.82 | .98 |
| County Teen Pop. | 431,759.00 | 3,557,286,715.00 | 16,242,005.0000 | 3,198.21 | 4,030.137 |
| B.V.S. Prognosis | 417.00 | 1,353.00 | .4846 | 3.09 | .696 |
| N = 135 | | | | | |



Each inmate in the study group was then assigned a number and given an adjustment score which was the total of his coded scores on each of the three adjustment criterion. These figures can be found in Appendix D, "Adjustment Scores of Study Group."

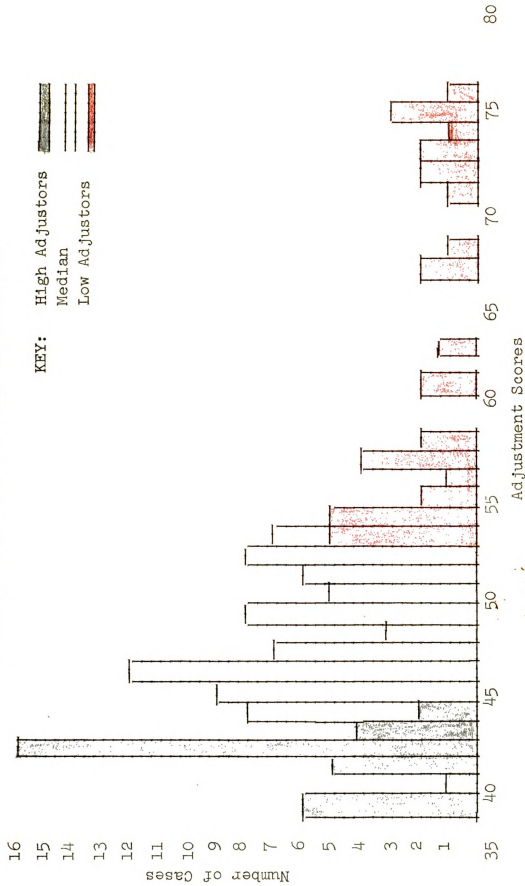
Case numbers were then distributed over a scale which represented the interval between a maximum adjustment score of 39 and a minimum adjustment score of 76. The results of this tabulation can be found in Graph 1, "Distribution of Adjustment Scores." The range of distribution indicated that there were significant differences present in the institutional adjustment of the study group.

From this range, the upper quartile (25 per cent) and the bottom quartile (25 per cent) were isolated. It can be observed that cases with adjustment scores of 39 through 44 are thus classified as high adjustors and cases with adjustment scores of 53 through 76 are classified as low adjustors.

Discarding the median group, the "highs" and the "lows" were listed separately. Coded standard scores on each of the variables were assigned to all of the cases in these two test groups. These tabulations, including those for adjustment scores, are contained in Table II, "Tabulation of High Adjustors on Twelve Variables," and Table III, "Tabulation of Low Adjustors on Twelve Variables."

The data from these two tables were used in the analyses of means to test the nine hypotheses.

Graph 1. Distribution of Adjustment Scores



| Case No. | Total Adj. | Clinical Classif. | County Pop. under 19 (hundreds) | BVS Prog. A-superior U-unsat. |
|----------|------------|-------------------|---------------------------------|-------------------------------|
|----------|------------|-------------------|---------------------------------|-------------------------------|

| | | Unc. Cod. | Unc. Cod. | Unc. Cod. |
|-----|----|-----------|-----------|-----------|
| 2 | 42 | 2b 62 | 395 43 | C 51 |
| 3 | 39 | 2a 42 | 152 42 | C 51 |
| 5 | 39 | 3a 52 | 62 42 | C 51 |
| 6 | 42 | 3a 52 | 2417 48 | B 66 |
| 7 | 42 | 2a 42 | 395 43 | B 66 |
| 13 | 43 | 3a 52 | 523 43 | C 51 |
| 14 | 44 | 2a 42 | 77 42 | C 51 |
| 16 | 42 | 2a 42 | 9136 65 | B 66 |
| 18 | 43 | 3a 52 | 9136 65 | C 51 |
| 24 | 42 | 2a 42 | 61 42 | C 51 |
| 25 | 42 | 3a 52 | 9136 65 | C 51 |
| 27 | 41 | 3a 52 | 167 42 | C 51 |
| 37 | 42 | 3a 52 | 61 42 | C 51 |
| 38 | 42 | 2a 42 | 25 42 | B 66 |
| 40 | 39 | 2a 42 | 296 43 | C 51 |
| 42 | 43 | 2a 42 | 98 42 | B 66 |
| 44 | 44 | 2a 42 | 152 42 | C 51 |
| 46 | 43 | 2a 42 | 88 42 | C 51 |
| 48 | 42 | 2a 42 | 1245 45 | B 66 |
| 52 | 42 | 2a 42 | 9136 65 | B 66 |
| 62 | 41 | 3a 52 | 9136 65 | C 51 |
| 70 | 41 | 3a 52 | 14 42 | D 37 |
| 76 | 40 | 1b 31 | 9136 65 | B 66 |
| 78 | 39 | 2a 42 | 30 42 | B 66 |
| 79 | 39 | 3a 52 | 61 42 | C 51 |
| 84 | 44 | 2a 42 | 9136 65 | C 51 |
| 87 | 42 | 2a 42 | 112 42 | C 51 |
| 92 | 42 | 3b 72 | 9136 65 | D 37 |
| 96 | 39 | 2a 42 | 9136 65 | B 66 |
| 99 | 42 | 2a 42 | 1336 45 | C 51 |
| 100 | 42 | 2a 42 | 1336 45 | C 51 |
| 102 | 41 | 3a 52 | 9136 65 | B 66 |
| 106 | 42 | 3a 52 | 696 44 | B 66 |
| 110 | 41 | 1b 31 | 15 42 | B 66 |
| 128 | 42 | 3a 52 | 1245 45 | C 51 |

ΣX 1455
 ΣX^2 58795
M(Cd) 41.57
M(Uncd)

| | | |
|-------|-------|--------|
| 1628 | 1724 | 1952 |
| 77854 | 88446 | 111386 |
| 46.50 | 49.25 | 55.77 |
| 2.46 | 2926 | 2.68 |

oy
lf
pers
r he
le
ce,
ger
(the
llenge.
ask
ement.
ad
. in-
i)

CHAPTER IV
PHYSICAL CHARACTERISTICS IN RELATION TO
INSTITUTIONAL ADJUSTMENT

Introduction

Entering a training school for the first time, a boy faces the oftentimes difficult task of establishing himself with a new group of peers in a new setting. Unless members of his gang have been committed with him, the reputation he may have achieved in a street corner society is of little value to him. He is acutely aware of the fact that the society he has entered is made up of boys who may well be, as the training school inmate might describe them, "bigger and badder" than he is.

The delinquent who has had little gang experience (the "lone wolf") is faced with an even greater personal challenge. The social delinquent¹ may, conceivably, approach the task of contesting for status with a certain amount of excitement. The "lone wolf," on the other hand, has nothing but dread for what lies before him.²

¹See Appendix A, "Clinical Classifications."

²For a further discussion of the social phenomena involved here, see the author's "The Social System of the 'In-Group' in a Training School for Delinquent Boys." (9)

The first critical impression the boy makes in the reception cottage is, of course, related to his physical appearance. His appearance--size and color--may contribute to initial peer status and affect the initial estimation of him made by those staff persons responsible for his intake summary.

If one might theorize that the first general impression an inmate makes upon his peers and upon the staff is related to his ultimate institutional adjustment, then, conceivably, the inmate's physical characteristics, a part of this general impression, are related to his institutional adjustment. The same rationale might also be applied to the impression made by the inmate's physical appearance on staff and peers throughout his stay in the institution. The fears and bhe biases of those with whom the inmate is in daily, intimate contact cannot help but influence his monthly grades.

Though the factor of age is considered among physical characteristics, it has possibly greater implications on the individuals' social and emotional maturity than on his physical appearance--or the impression he makes on his peers due to his physical appearance. Social insights are acquired as a part of the normal developmental process. It is generally conceded that older children adapt more readily to complex social situations than do younger children. Secondary public schools represent a social situation more complex than an elementary school. The elementary school is, in turn, more complex than a nursery school.

Where in this continuum does the training school fit? Does it represent a social situation to which a thirteen year old might most easily adapt--or is it geared to the social maturity of a seventeen year old? Does it individualize its program so as to meet the social needs of several levels of maturity--or, in one program for all, does it strike a satisfactory compromise?

Assuming that an inmate adjusts more favorably to a social situation commensurate with his social maturity, one might theorize conversely that the institution's success or failure in meeting social needs is reflected in the age level at which inmates are more likely to make a favorable institutional adjustment.

In addition, emotional maturity loosely parallels growth in years. The logic of the preceding paragraphs applies equally well here. If the institution is meeting emotional needs at all levels, thirteen through seventeen, age is less likely to have a direct bearing on institutional adjustment.

The results of an investigation, developed within this theoretical framework, to discover the relationship of physical characteristics--height, weight, complexion, and age--to institutional adjustment are reported in this chapter.



The Analysis of Means of Adjustment Scores for
High and Low Adjustors

Preliminary to the analysis of means of the variables included in this and following chapters, the means of adjustment scores for high and low adjustors are compared so as to clearly establish the significant difference between the adjustment scores of both groups. The observed value of t for adjustment scores was 10.92, whereas critical t^1 was set at 1.67. The level of significance² computed for 1.67 is .0005. It can thus be established that the adjustment scores of the high group differ markedly from those of the low group.

TABLE IV
PHYSICAL CHARACTERISTICS
(Coded Values)

| | High Group | | Low Group | | Pooled
Var.
(S^2_p) | Observed
Val. of
t | Level
of
Sig. |
|----------|------------------------------------|---|-----------------------|---|-------------------------------|----------------------------|---------------------|
| | (\bar{X}) ₁
Mean | (S^2) ₁
Var. ¹ | (\bar{X})
Mean | (S^2) ₂
Var. ² | | | |
| Age | 53.28 | 69.85 | 45.66 | 96.76 | 83.76 | 3.48 | .0010 |
| Weight | 47.37 | 83.94 | 48.88 | 68.47 | 76.20 | 1.72 | .1000 |
| Height | 41.14 | 107.47 | 45.40 | 129.32 | 118.40 | 1.64 | .2000 |
| Complex. | 48.06 | 88.47 | 54.43 | 123.26 | 105.86 | 2.59 | .0100 |

¹Critical t and levels of significance used throughout this study were computed by Fisher and Yates and recorded in Walker and Lev.(39).

²Ibid.

Hypothesis 1. THOSE WHO ADJUST MORE FAVORABLY TO THE TRAINING SCHOOL WILL NOT BE SIGNIFICANTLY DIFFERENT IN AGE OR HEIGHT AND WEIGHT FOR THEIR AGE THAN THOSE WHO ADJUST LESS FAVORABLY TO THE TRAINING SCHOOL.

Age

The observed value of t for age is 3.48. As no direction of the difference in means is indicated in the null hypothesis being tested here, a two-tailed t test is used which, at the five per cent level of confidence, requires a t of 2.00. The level of significance is .001. It is then estimated that in only one out of a thousand cases could a difference by chance alone have taken place.

It appears that older boys adjust more favorably to the training school than younger boys do. Thus, the hypothesis, at **least** in respect to the age factor, must be rejected.

Height

Since the critical t has been established at 2.00 and the observed value of t for height is 1.64, the height for low adjustors is not significantly different from that of the high adjustors.

Weight

Here, too, the observed t falls below the critical t (1.72 - 2.00) and there is inadequate significance in the relationship of weight to institutional adjustment.

In adhering to the established t, it must be stated that, though that part of the hypothesis relating to age is rejected, that part of the hypothesis relating to height and weight for age is confirmed.

Hypothesis 2. THOSE WHO ADJUST MORE FAVORABLY TO THE TRAINING SCHOOL WILL NOT BE **LIGHTER** COMPLEXIONED THAN THOSE WHO ADJUST LESS FAVORABLY TO THE TRAINING SCHOOL.

Complexion

The figures applying to the complexion variable on Table IV do not confirm this hypothesis. As the scale which measured complexion combined light and dark white inmates at the upper end and light and dark colored inmates on the lower end (with Indians, Mexicans, and Orientals in the median position), it can be inferred that colored inmates are less likely to be in the favorably adjusted group at B.V.S. than are white inmates.

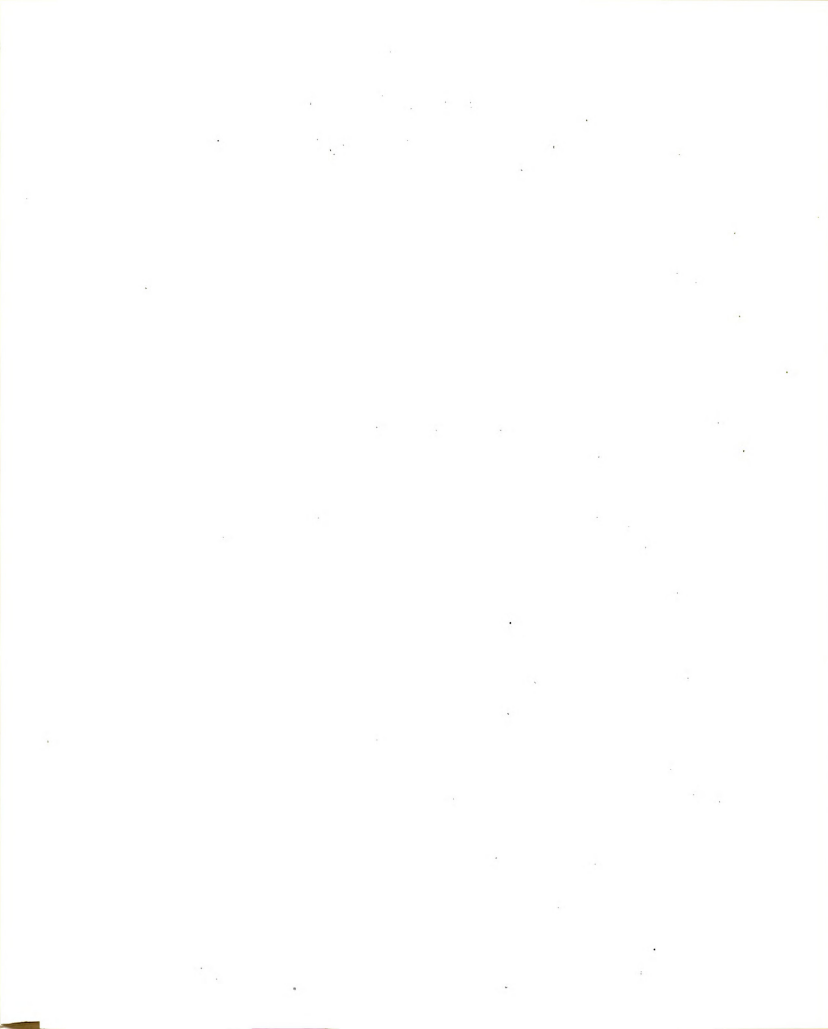
Summary

In summary, high adjustors are older and lighter complexioned (white) than low adjustors, but they are not significantly different in height for their age and weight for their age from the low adjustors.

Following is a list of factors in their order of significance: ¹

1. Age--significant
2. Complexion--significant
3. Weight--not significant
4. Height--not significant

¹ Again, significance is determined at the five per cent level of confidence throughout this study.



CHAPTER V

PERSONALITY CHARACTERISTICS IN RELATION TO INSTITUTIONAL ADJUSTMENT

Introduction

In the several follow-up studies of Sheldon and Eleanor Glueck (15, 16, 17, 18) a fairly consistent pattern emerges which suggests that the offender, juvenile or adult, is more likely to succeed on parole and probation if his abilities and his aptitudes are higher than the average for the criminal population studied. In their investigation of "intra-mural" adjustment at a training school, the authors hinted that this same relationship held true in the adjustment of the young offender in the correctional school. Mental aptitude, for example, was slightly related to institutional adjustment.

That success in general, normally requires certain mental competencies, inherent or acquired, is a forgone conclusion. However, it is conceivable that in a training school, factors other than intelligence, academic achievement, and tool dexterity are of greater importance in institutional adjustment. One could theorize that, since the value system of the juvenile delinquent differs radically in some respects from that of the society at large

(particularly the society of the school where ability is highly valued), the inmate who evidenced better-than-average ability is at a disadvantage with his peers and, consequently, at a disadvantage in institutional adjustment.

On the other hand, intelligence is said to contribute heavily to social insight; and achievement and intelligence, if they do not impress the fellow inmate, they surely impress the training school staff.

In this study, the investigator believes such personality characteristics as higher intelligence, higher academic achievement, and higher tool dexterity are assets rather than liabilities in the institutional adjustment of the inmate. Several hypotheses are constructed with this in mind. The present chapter reports those findings which test these hypotheses.

Interrelationships among the five variables discussed in this chapter and among all twelve variables discussed here and throughout the study, undoubtedly exist. As in the present chapter, some are quite obvious. The fact that intelligence and achievement are most often closely related is well known. However, the interrelationship of tested variables used throughout the study, singly and in groups, present many challenging possibilities.

Unless they are self-evident or are concerned with the variables as such and not as tested against institutional adjustment, these interrelationships are discussed in Chapter VIII, "Summary and Conclusions."

TABLE V
 PERSONALITY CHARACTERISTICS
 (Coded Values)

| | High Group | | Low Group | | Pooled Variance (S_p^2) | Observed Value of t | Level of Sig. of Obs. t |
|------------------------|--------------------|----------------|--------------------|----------------|-----------------------------|---------------------|-------------------------|
| | $(\bar{X})_1$ Mean | $(S^2)_1$ Var. | $(\bar{X})_2$ Mean | $(S^2)_2$ Var. | | | |
| I. Q. | 56.17 | 136.62 | 40.37 | 120.76 | 128.69 | 5.83 | .0005 |
| Reading Achievement | 51.17 | 108.97 | 45.17 | 95.74 | 102.36 | 2.48 | .0100 |
| Arithmetic Achievement | 53.91 | 100.09 | 45.14 | 110.29 | 105.19 | 3.58 | .0005 |
| Combined Achievement | 52.94 | 117.06 | 43.71 | 162.91 | 139.98 | 3.26 | .0050 |
| Tool Dexterity | 53.86 | 167.76 | 44.11 | 273.94 | 220.85 | 2.74 | .0050 |

Hypothesis 3. THOSE WHO ADJUST MORE FAVORABLE TO THE TRAINING SCHOOL WILL NOT BE OF HIGHER INTELLIGENCE THAN THOSE WHO ADJUST LESS FAVORABLY TO THE TRAINING SCHOOL.

Intelligence

Of all the variables studied, intelligence ranked highest in the observed value of t . Table V lists this value as 5.83, significantly above the critical t , 1.67.

It appears that the mean intelligence of the high adjustors is significantly higher than that of the low adjustors and the hypothesis is rejected.

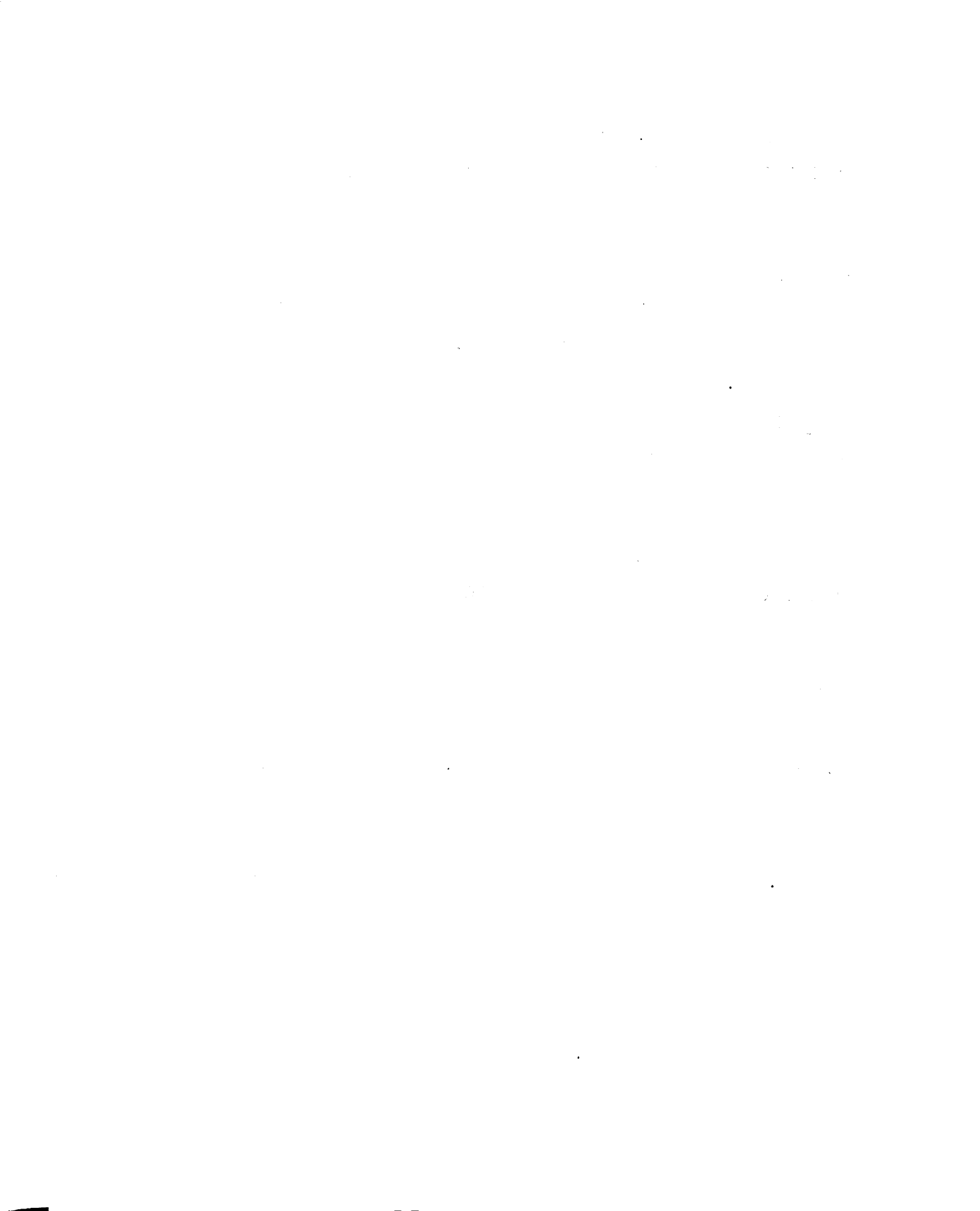
Hypothesis 4. THOSE WHO ADJUST MORE FAVORABLY TO THE TRAINING SCHOOL WILL NOT BE OF HIGHER ACADEMIC ACHIEVEMENT THAN THOSE WHO ADJUST LESS FAVORABLY TO THE TRAINING SCHOOL.

Reading Achievement

Here the value of t was 2.48, with the critical t at 1.67--as it is for each of the variables in Table V. The level of significance is .0100, which indicates a considerable difference in reading scores for the high and the low groups. As a group, the highs are better readers than the lows.

Arithmetic Achievement

In comparing the observed values of t in reading and arithmetic, (2.48 and 3.58), it appears that the high adjustors, when matched with the low adjustors, excel in



arithmetic at an even higher level of significance (.0100 and .0005), then they do at reading.

Combined Achievement Scores

In an effort to describe in a more general way, the academic achievement of the two test groups, reading and arithmetic scores are combined into a single factor and, in the same manner as other variables are analyzed, the means of the scores on this factor are matched to determine the presence of any significant differences. The results show that the observed value of t on the means for the combination reading and arithmetic scores is 3.26 with a level of significance equal to .0050.

This result, added to those of the two preceding variables, rejects the hypothesis. Inmates who have achieved higher institutional adjustment, have, as a group, achieved higher academic scores as well.

Hypothesis 5. THOSE WHO ADJUST MORE FAVORABLY TO THE TRAINING SCHOOL WILL NOT BE OF HIGHER TOOLDEXTERITY THAN THOSE WHO ADJUST LESS FAVORABLY TO THE TRAINING SCHOOL.

Tool Dexterity

It can be observed that, in the statistical analysis of means of scores on tool dexterity for the two groups, a t value of 2.74 is computed. With a critical t of 1.67, the level of significance is the same as that for combined academic achievement--that is, .0050.

Therefore, hypothesis five is rejected. The high adjustors have higher tool dexterity scores than the low adjustors.

Summary

Significant differences were found between high adjustors and low adjustors in intelligence, academic achievement, and tool dexterity.

The order of significance is as follows:

1. Intelligence--significant
2. Arithmetic achievement--significant
3. Combined Arithmetic and Reading Achievement--sig-
nificant
4. Tool Dexterity--significant
5. Reading Achievement--significant

CHAPTER VI

SOCIAL, CLINICAL, AND ENVIRONMENTAL CHARACTERISTICS IN RELATION TO INSTITUTIONAL ADJUSTMENT

Introduction

The studies of Schrag (23) and Grusky (19) of the relationship between an inmate's peer status and his adjustment to an adult correctional institution seem to establish that inmates who are highly regarded by other inmates are likely to be well adjusted to the prison if it is a minimum security, rehabilitation-centered institution, but popular inmates are likely to be poorly adjusted to the prison, if it is a maximum security, traditional-type institution. Grusky infers that the effectiveness of an adult correctional program may well be measured by the relationship between an inmate's sociometric rating and his institutional adjustment. Theoretically, when the prisoners support the truly correctional program, they admire prisoners who have adjusted well to it and when they resent a prison program which is essentially punitive, they admire prisoners who have resisted it.

The author has chosen sociometric status as one of this study's variables because he wished to test the Grusky theories as they might apply to a correctional school for

boys--specifically a school which operates under a philosophy which is essentially non-punitive and "rehabilitation centered." The author is not so concerned here with evaluating the effectiveness of the training school's program through the use of sociometric ratings; as he is concerned with investigating the theory that, when correctional programs (extended here to correctional programs for juveniles) are rehabilitation centered, inmates who are high adjusters enjoy high sociometric status. The author believes that training school boys do not have the maturity to choose friends on the basis of their favorable adjustment to adult standards--no matter how "rehabilitation centered" these standards may be.

Perhaps the most subtle differences between high and low adjusters are to be found in psychological variables. One can determine many other differences by a single observation or by easily administered tests. The behavior modes of delinquents are, however, extremely complex and clinical observations, though many testing instruments can be involved, are largely judgmental in nature. Despite their subtlety, these modes are critical to the understanding of institutional adjustment. To know that certain clinical types of delinquents adjust more favorably to this particular training school setting than do other types is to have compounded a multitude of elusive factors into one while planning for individual treatment and/or institutional placement.

The author recognizes the limitations of a clinical classification which is generalized and scaled on a simple five-point index. Yet this study approaches its problem from a multidisciplinary point of view. The author is not prepared for intensive psychological investigation--nor is the study intended to examine the problem of institutional adjustment at any great depth from any one particular direction.

It is further recognized that the clinical classification used in this study is limited because of the lack of a uniform criteria for placement of the inmate in one of the several categories of delinquency. It is probable that opinions vary among the four men who provide the classifications as to why a boy should be described as an "environmental" or an "asocial" type delinquent.¹ Each of these men, though expert in his field, might interpret certain behavior in a different light and form judgments accordingly.

The only assurance that the author has of the uniformity of the clinical classifications is the word of the chief psychologist at B.V.S. that, in compiling an average rating from the four that are recorded, differences are rare.

¹The process of classification and the description of each delinquency type is described in Chapters III and VII, as well as Appendix A.

For the purpose of this study, the clinical classifications are used as a simple method of determining, on a continuum, the seriousness of the delinquency involvement. Individual variations of delinquency and their relation to institutional adjustment are left for further research.

The theoretical framework for wishing to test the seriousness of delinquency involvement against institutional adjustment rests in the question of whether a training school of the type from which this study's sample is drawn is suited to the needs of any and all delinquents or to a certain type of delinquent--one whose behavior pattern has not yet warranted intense psychotherapy or more rigid controls. The author believes that the second position is more tenable than the first.

A persistent theory in the training school holds that boys coming from community environments where there is a large urban population are more likely to adjust poorly to the institution than those who come from less populous areas. At B.V.S., Detroit boys are often expected to make the most trouble for the training school staff. The theory stems from the fact that the more populous counties are, as a rule, the more able, financially, to provide preventative measures and treatment facilities in handling their delinquency problems. Consequently, the training school is likely to get from these counties only their most difficult cases--cases that could not respond to the many other forms

of treatment provided. In addition, some hold that the large, metropolitan areas are more conducive to serious delinquency than are the rural or semi-rural areas. While the author rejects this latter premise on the grounds that it represents an unrealistic view of today's highly mobilized society, he is impressed by the reasonableness of the former view and has, accordingly, formed a hypothesis so as to test the direction of the relationship between population size and institutional adjustment.

TABLE VI
SOCIAL, CLINICAL, AND ENVIRONMENTAL CHARACTERISTICS
(Coded Values)

| | High Group | | Low Group | | Pooled
Var.
(S_p^2) | Value | Level
of
Sig. |
|-----------------------------|------------------------------------|--------------------------------|-----------------------|--------------------------------|-------------------------------|-------|---------------------|
| | (\bar{X}) ₁
Mean | (S^2) ₁
Var. | (\bar{X})
Mean | (S^2) ₂
Var. | | | |
| Socio-
metric
Ratings | 53.74 | 125.44 | 46.20 | 71.41 | -- | 3.18 | .0100 |
| Clinical
Classif. | 46.50 | 62.62 | 53.71 | 114.62 | -- | 3.25 | .0050 |
| County
Popula-
tion | 49.25 | 103.74 | 49.48 | 100.03 | 101.88 | .09 | -- |

Hypothesis 6. THOSE WHO ADJUST MORE FAVORABLY TO THE TRAINING SCHOOL WILL NOT BE SIGNIFICANTLY DIFFERENT IN POPULARITY WITH THEIR PEERS (HIGH SOCIOMETRIC STATUS) THAN THOSE WHO ADJUST LESS FAVORABLY TO THE TRAINING SCHOOLS.

Peer Status

In Table VI it can be observed that no figure for pooled variance is given for either the sociometric variable or for the clinical classification variable being tested. Since the differences between the variances $\frac{125.44}{71.41}$ and $\frac{114.62}{62.62}$ is greater than the 1.67 (1.75 and 1.83) which is computed as critical in the F Max Table (39), the formula for unequal variance is used to analyze means on these variances.¹ The resultant observed value of t for sociometric rating is 3.18. As critical t is described at 2.00, a significant (.0100) difference exists in the variances; hence, inmates in the high adjustors group are more likely to have higher sociometric ratings than inmates in the low adjustors group.

The null hypothesis must be rejected.

Hypothesis 7. THOSE WHO ADJUST MORE FAVORABLY TO THE TRAINING SCHOOL WILL NOT BE CLINICALLY CLASSIFIED AS LESS SERIOUS TYPES OF DELINQUENTS THAN THOSE WHO ADJUST LESS FAVORABLY TO THE TRAINING SCHOOL.

¹The formula for unequal variance does not require the use of pooled variance. It does, however, require a different formula for determining degrees of freedom used in establishing level of significance. The resulting degrees of freedom are 65 and 64, respectively. The degrees of freedom for all the other variables using the pooled variance formula are 68.

Clinical Classification

It will be recalled¹ that inmates classified as 1b and 2a are considered as less serious type delinquents and inmates classified as 2b and 3b as more serious types with 3a in the median position. Thus, a continuum is established which ranks the inmate according to the seriousness of his delinquency and which, after coding, is amenable to the test method selected for this study.

The observed value of t for clinical classification is 3.25. With a critical t of 1.67, it becomes apparent that high adjustors are classified as less serious type delinquents. The level of significance is established as .0050.

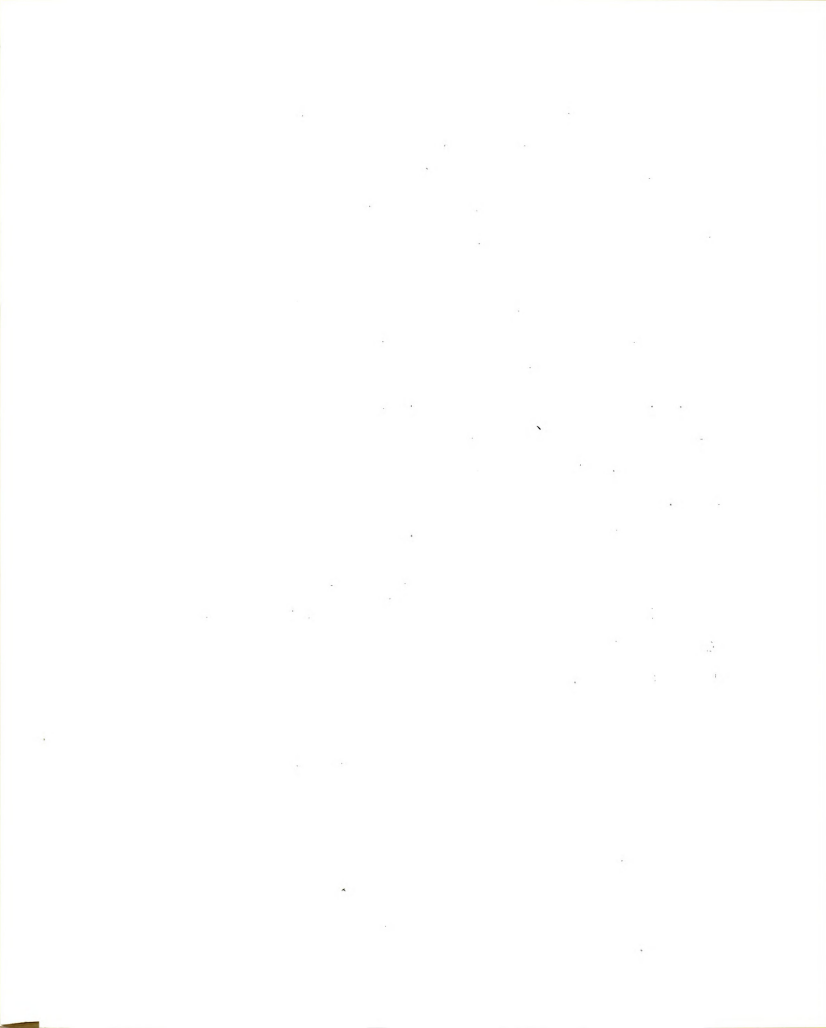
The hypothesis is rejected.

Hypothesis 8. THOSE WHO ADJUST MORE FAVORABLY TO THE TRAINING SCHOOL WILL NOT BE FROM COUNTIES WITH SMALLER TEEN-AGE POPULATIONS THAN THOSE WHO ADJUST LESS FAVORABLE TO THE TRAINING SCHOOL.

Population in County of Commitment

From the results appearing on Table VI, the factor of population size for the county from which the inmate was committed, when it is related statistically to institutional adjustment, is the least important of all those considered

¹See Chapter III, under subheading "Instrumentation," pp.28-33.



in this study. The observed value of t (.09) is so small that a level of significance cannot be computed.

The hypothesis is confirmed.

Summary

In order of significance, the variables considered in this chapter as they relate to institutional adjustment, rank as follows:

1. Clinical Classification--significant.
2. Sociometric Rating--significant.
3. County Teen-Age Population--not significant.

As a group, high adjustors are classified as the less serious types of delinquents (1B, "environmental delinquents" and 2A, "mildly disturbed delinquents"), and are more popular with their peers than the low adjustors. There is no significant difference between the high adjustors in regard to the size of the teen-age population in the county from which the inmate is committed.

CHAPTER VII

PREDICTING INSTITUTIONAL ADJUSTMENT

Introduction

For the past five years, inmates newly committed to Boys Vocational School in Lansing, Michigan, are each given a prognosis for institutional adjustment. This prognosis, expressed in simple grades with A equal to "superior," B equal to "good," C equal to "fair," D equal to "poor," and U equal to "unsatisfactory," is derived in the same way and based on the same random observations as is the clinical classification which accompanies it.

The author questioned each of the men responsible for this prognosis, asking how he arrived at a grade, and found that each had similar criteria. In some cases the prognosis was automatically given to match the clinical classification--1a and 1b boys were graded A, 2a boys were graded B, 3a boys were graded C, 2b boys were graded D, and 3b boys were graded U. In other cases, a complex of factors was offered--the reason for commitment, the length of the delinquent history, home and family background, et cetera. As a rule, the variables considered in this study were also mentioned. It became apparent that grading for clinical classification and prognosis were closely related

and that the process for arriving at both were highly judgmental in character.

The results of the author's informal survey revealed that, in order of frequency, the four men chose the following factors as significant in arriving at a clinical classification and a prognosis for institutional adjustment: (1) Seriousness and persistency of the delinquent acts; (2) the inmate's entire psychological complex; (3) pre-institutional environmental factors--the family, the home, and the community; and (4) miscellaneous factors such as school record, achievement, and aptitude.

The author was warned repeatedly of the danger of a literal interpretation of the records as they are received from the courts upon the boy's commitment to the institution. It appears that all factors except those derived from the institution's own investigations are of questionable accuracy when applied to a sample of inmates. Court papers (Appendix B) are prepared by all manner of personnel. In one county these papers are likely to be concise, thorough, and objective--the work of a well-trained and competent worker. In another county they can be so makeshift or so obviously biased as to become meaningless.¹

¹This inconsistency also prevented the author's use of these papers for gathering important information on environment and delinquent history as they might relate to institutional adjustment.

The use of interviews with the inmate to fill in vital data is even less rewarding in terms of objectivity. The newly committed boy cannot be expected to be objective about his past, even if he were aware of all the pertinent facts.

The training school staff, then, base their judgment of such important factors as "seriousness and persistency of delinquent acts" on commitment papers which are individually assessed according to the staff's experience in working with these papers.

The inmate's total psychological assessment is based upon the interviews of the school's psychiatrist and one of its psychologists along with the results of the tests used in study as scores for certain variables and the Machover Draw-a-Person Test. The Rorschach Inkblot Test is administered when further assessment is indicated.

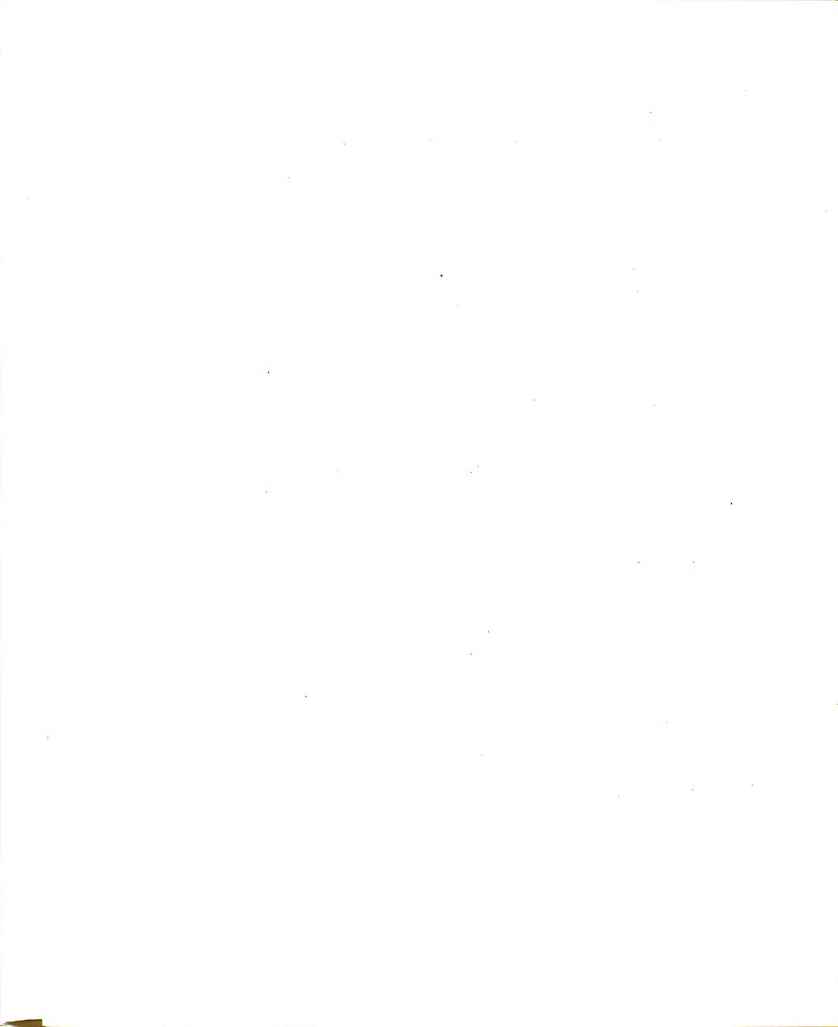
Additional information for use by the social worker, the Director of Social Service and the Director of Training is procured by these men in their interviews with the inmate during the inmate's two week quarantine period in the reception cottage.

Despite the efforts of the diagnostic team to base their judgments on every available form of evidence, this group is quick to admit the tentative nature of their classifications and prognoses. These scores are given only to the administrative and professional staff to guide them

in the institutional placement of the inmate and to provide an index of trends in commitments so that the school might plan for the future development of its program. Every precaution is taken to avoid the use of the scores as an indelible "brand" which might unduly influence the staff in its treatment of the inmate.

At the school's request, the validity of their classification system for predicting institutional adjustment is tested against this study's adjustment criteria. If a significant number of those inmates who were given prognosis scores of A or B (the upper level of the coded range) fall in the high adjustors group, and a significant number of those who were given prognosis scores of D or U (the lower level of the coded range) fall in the low adjustors group, it can be assumed that the classification system for predicting institutional adjustment at Boys Vocational School is significantly accurate. Using this rationale, the same test method can be applied to the variable for prognosis as was applied to the others that precede it.

This chapter reports the results of such an investigation and concludes with a table listing each of the variables tested in this and previous chapters in order of significance when estimating their relationship to institutional adjustment.



Hypothesis 9. THE PROGNOSIS FOR INSTITUTIONAL ADJUSTMENT AT THE TRAINING SCHOOL WILL NOT BE SIGNIFICANTLY DIFFERENT BETWEEN THE LOW ADJUSTORS AND THE HIGH ADJUSTORS.

Accuracy of the B.V.S. Adjustment Prognosis

The high adjustors had a mean of 55.77 and a variance of 74.12 on prognosis scores. The low adjustors had a mean of 45.08 and a variance of 99.15. The pooled variance was 86.64 and the observed value of t was 4.80. With a critical t of 1.67, the difference in the variances is significant at the .0005 level of confidence.

High adjustors have a significantly greater number of high prognosis scores and low adjustors have a significantly greater number of low prognosis scores. Therefore, the system for predicting institutional adjustment at the Lansing training school is significantly accurate and hypothesis nine is rejected.

Levels of Significance for All Variables Related to Institutional Adjustment

Table VII, "Variables in Order of Significance," indicates that intelligence, prognosis for institutional adjustment, and arithmetic achievement, in that order, are most significantly related to institutional adjustment and that teen-age population of the county from which the inmate was committed, height for age, and weight for age, in that order, are not significantly related to institutional adjustment.

TABLE VII
 VARIABLES IN ORDER OF SIGNIFICANCE

| Variables | Observed
Value
of t | Level of
Sig. of
Observed t |
|---|---------------------------|-----------------------------------|
| Intelligence | 5.83 | .0005 * |
| Prognosis for Institutional
Adjustment | 4.80 | .0005 * |
| Arithmetic Achievement | 3.58 | .0005 * |
| Chronological Age | 3.48 | .0010 * |
| Combined Achievement Scores | 3.26 | .0050 * |
| Clinical Classification | 3.25 | .0050 * |
| Tool Dexterity | 2.74 | .0050 * |
| Sociometric Rating | 3.18 | .0100 * |
| Complexion | 2.59 | .0100 * |
| Reading Achievement | 2.48 | .0100 * |
| Weight for Age | 1.72 | .1000 N.S. |
| Height for Age | 1.64 | .2000 N.S. |
| County Teen-Age Population | .09 | ----- N.S. |

* = significant

N.S. = not significant

CHAPTER VIII

SUMMARY AND CONCLUSIONS

Introduction

This study has attempted to determine the relationship that exists between certain physical, personality, social, clinical, and environmental characteristics and the institutional adjustment of 135 inmates at Boys Vocational School, a state training school for delinquent boys located at Lansing, Michigan.

First, nine hypotheses were formed. Then, having set as criteria for institutional adjustment three factors-- citizenship grade average, number of appearances before a staff committee (case conference) for disciplinary action, and amount of additional time incurred through such disciplinary action--all of the inmates included in the study group were given standard scores and were ranked in order of adjustment. The upper quartile (high adjustors), and the bottom quartile (low adjustors), were selected and given standard scores on each of the following variables: (1) Chronological Age, (2) Height for Age, (3) Weight for Age, (4) Complexion, (5) Intelligence Quotient, (6) Reading Achievement, (7) Arithmetic Achievement (plus a score which combined both reading and arithmetic achievement), (8) Tool

The first part of the paper discusses the general theory of the firm, focusing on the role of the entrepreneur and the importance of capital structure. It is argued that the entrepreneur's role is to identify and exploit profitable investment opportunities, and that the firm's capital structure is determined by the need to raise funds to finance these opportunities. The paper also discusses the importance of the entrepreneur's personal characteristics, such as risk-taking and innovation, in determining the firm's success.

The second part of the paper discusses the empirical evidence on the role of the entrepreneur and the importance of capital structure. It is shown that firms with high growth opportunities tend to have higher debt ratios, and that firms with high growth opportunities tend to have higher returns to capital. The paper also shows that firms with high growth opportunities tend to have higher rates of innovation and higher rates of risk-taking.

The third part of the paper discusses the implications of the theory and the empirical evidence for policy. It is argued that the government should encourage entrepreneurship and innovation, and that it should provide support for firms with high growth opportunities. The paper also argues that the government should encourage firms to use debt financing, and that it should provide support for firms with high growth opportunities.

In conclusion, the paper argues that the entrepreneur's role is to identify and exploit profitable investment opportunities, and that the firm's capital structure is determined by the need to raise funds to finance these opportunities. The paper also argues that the government should encourage entrepreneurship and innovation, and that it should provide support for firms with high growth opportunities.

Dexterity, (9) Sociometric Rating, (10) Size of Teen-Age Population in County from Which Inmate was Committed, (11) Clinical Classification According to Delinquency Type, and (12) The Training School's Prognosis for Institutional Adjustment.

Using the "Student's t " as a test method, the means of the high adjustors were tested against the means for the low adjustors to determine, at a five per cent level of confidence, significance in differences.

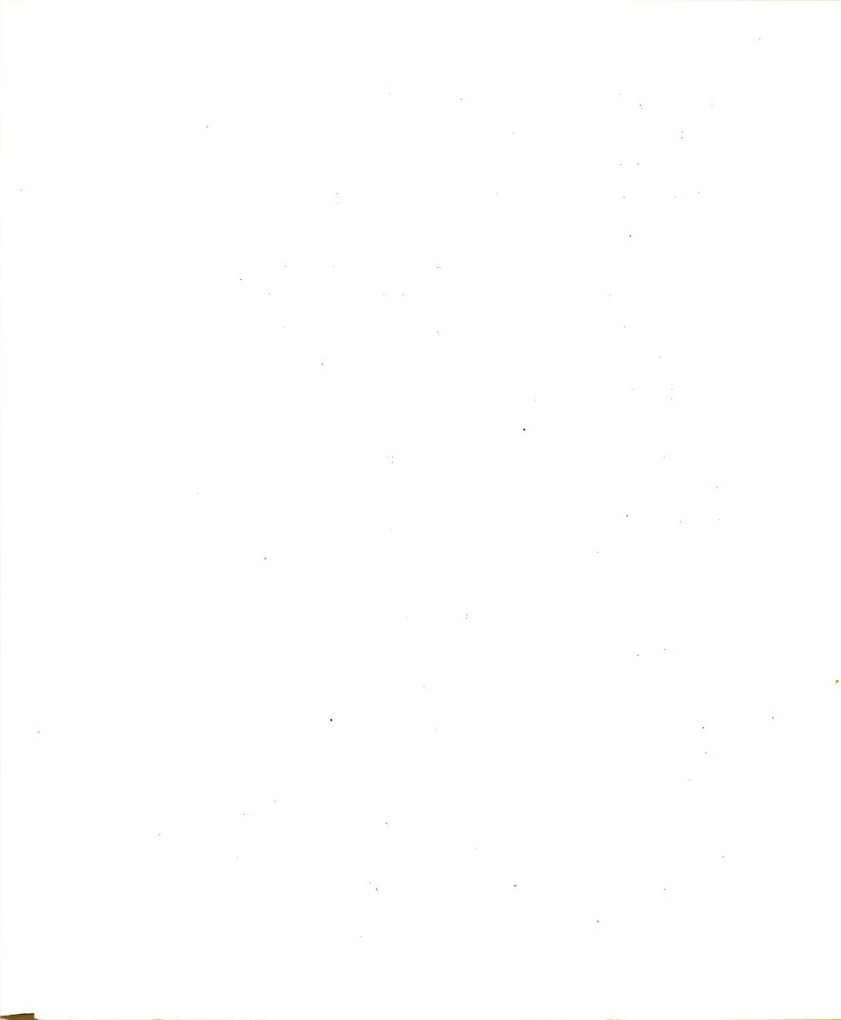
In this manner, the study's nine hypotheses were rejected or confirmed.

The preceding four chapters have been devoted to discussions of the theoretical base for the selection of the variables under study, followed, in turn, by the results of the tests for significance of their variables.

The present chapter presents an over-all description and discussion of the study's obtained results along with the inferences that might be drawn from them. Finally, areas for further research, relative to the problems investigated in this study, are suggested.

The Results of the Study

It was found that those who adjust more favorably to the training school are (1) older, (2) lighter complexioned, (3) of higher intelligence, (4) of higher academic achievement, (5) of higher tool dexterity, (6) more popular with their peers, (7) classified as less serious types of



delinquents, and (8) predicted to adjust well to the training school when they enter it.

No relationship was discovered between institutional adjustment and (1) height for age, (2) weight for age, or (3) size of teen-age population in county from which the inmate was committed.

Differences which proved to be of highest significance in establishing a relationship between the variables and institutional adjustment were, in order of the levels of significance of observed t : (1) Intelligence, (2) Prognosis for Institutional Adjustment, (3) Arithmetic Achievement, (4) Age, (5) Combined Achievement Scores, (6) Clinical Classification, (7) Tool Dexterity, (8) Sociometric Rating, (9) Complexion, and (10) Reading Achievement. There were no significant differences between low adjustors and high adjustors in Weight for Age and Height for Age, or Size of Teen-Age Population of County from Which the Inmate was Committed.

Inferences Drawn from the Results of the Study

The danger of interpreting the results of a study of this nature lies in the temptation to generalize beyond a confirmed point and to form conclusions which cannot be verified by the facts provided. Yet, without becoming too ingenious, certain inferences relating to the training school program in general and to institutional adjustment in particular, can be supported by the results of this study.

These inferences are arranged here under the names of the variables which, when related to institutional adjustment, seem most supportive of the discussion.

Age. As a significant relationship exists between age and institutional adjustment, with older boys appearing to adjust more favorably to the training school than younger boys, it might be concluded that the school is failing to meet the needs of boys of all ages. On the other hand, younger boys may be less amenable to treatment under any program for two reasons. First, according to official reports (28), the courts are slow in committing younger boys to the training school. A younger boy may be given "another chance" for an offense which would lead to the commitment of an older boy. Second, boys less than twelve years old cannot be committed. Hence, it is possible that a young offender may have been in serious difficulty for several years but not committed because he was below commitment age. An older boy, on the other hand, unless he is a parole violator, may not have been in serious trouble for the years immediately preceding his commitment or he would have been sent to the training school earlier. There is, then, some theoretical basis for suggesting that the younger delinquents may actually be less amenable to treatment.

In pursuing further the importance of age in institutional adjustment, an exploration of the interrelationship

of age and clinical classification should be of primary interest to an investigator.

Physical maturity for age. It is interesting to note that, while no significant relationship exists between physical maturity for age and institutional adjustment, an examination of the mean scores for both the high and the low adjustors reveals that the test groups were slightly below (41,47 - 45,48) the national norms (50) for height and weight for age. Further, it appears that, whereas the highs are significantly older than the lows, they are of slightly smaller stature and weight for their age than the lows. It would be difficult to speculate on these minor deviations without redesigning the study to include a much larger sample group.

For our present purposes, one can assume no more than what the test has revealed about height and weight for age as they are related to institutional adjustment--that is, if a relationship exists between these factors, it is not a significant one.

Complexion. One might theorize that a positive relationship exists between the inmate's color and institutional adjustment because of prejudice on the part of the staff and/or inmates at the Lansing training school--but such a statement would not be an accurate description of this study's obtained results. All that was discovered was a

relationship which indicates that high adjustors are lighter complexioned (white) than low adjustors. The relationship may be due to any number of factors. The proportion of white to colored boys (approximately four to one), however, was not one of these factors. The mean score for the high adjustors was 48.06, which immediately indicates that the majority were white and the mean score for the low adjustors was 54.43, which immediately indicates that a disproportionate number were colored.

This racial discrepancy might reflect the attitudes of the white inmates and staff to colored boys--or it might reflect the attitudes of colored inmates to white boys and staff. It might indicate the failure of the institution to provide properly for the colored inmate's adjustment needs or it might indicate the failure of the colored inmate to adjust to the institution--regardless of how conscientiously it worked at meeting every inmate's adjustment needs.

The results of this study indicate only that high adjustors are significantly lighter than low adjustors and, therefore, the physical factor of complexion is related positively to institutional adjustment.

The variable of complexion was chosen for testing without regard for theoretical speculation but simply to reject or confirm a hypothesis which has been built upon the author's observations following eleven years as an employee at Boys Vocational School in Lansing.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for transparency and accountability, particularly in the context of public administration and government operations. This section outlines the various methods and tools used to collect, store, and analyze data, ensuring that information is readily accessible and reliable.

2. The second part of the document focuses on the challenges and solutions associated with data management. It identifies common issues such as data redundancy, inconsistency, and security risks, and provides practical strategies to address these concerns. The text highlights the need for robust security protocols and regular data audits to protect sensitive information and maintain the integrity of the system.

3. The third part of the document explores the role of technology in enhancing data management processes. It discusses the adoption of cloud-based solutions, artificial intelligence, and machine learning algorithms to streamline data collection and analysis. The text also addresses the importance of training and education for staff to effectively utilize these technologies and ensure that the organization remains at the forefront of data management practices.

4. The final part of the document provides a summary of the key findings and recommendations. It reiterates the importance of a proactive approach to data management and the need for continuous improvement. The text concludes by encouraging stakeholders to embrace a data-driven culture and work together to optimize the organization's performance and ensure long-term success.

Though the author recognizes a need for further research in this area, he feels that additional speculation on race and institutional adjustment is beyond the scope of this study.

Intelligence. The impressive difference registered for intelligence of high and low adjustors by the observed value of t (5.83) might emphasize, more than any single variable, that high institutional adjustment is related to intelligence rather than physical maturity factors or the single environmental factor selected for study.

It is commonly accepted that intelligence contributes heavily to social insight. For the inmate, the training school demands a great deal of this insight, particularly in the difficult task of satisfying the demands of both staff and peers without alienating either.

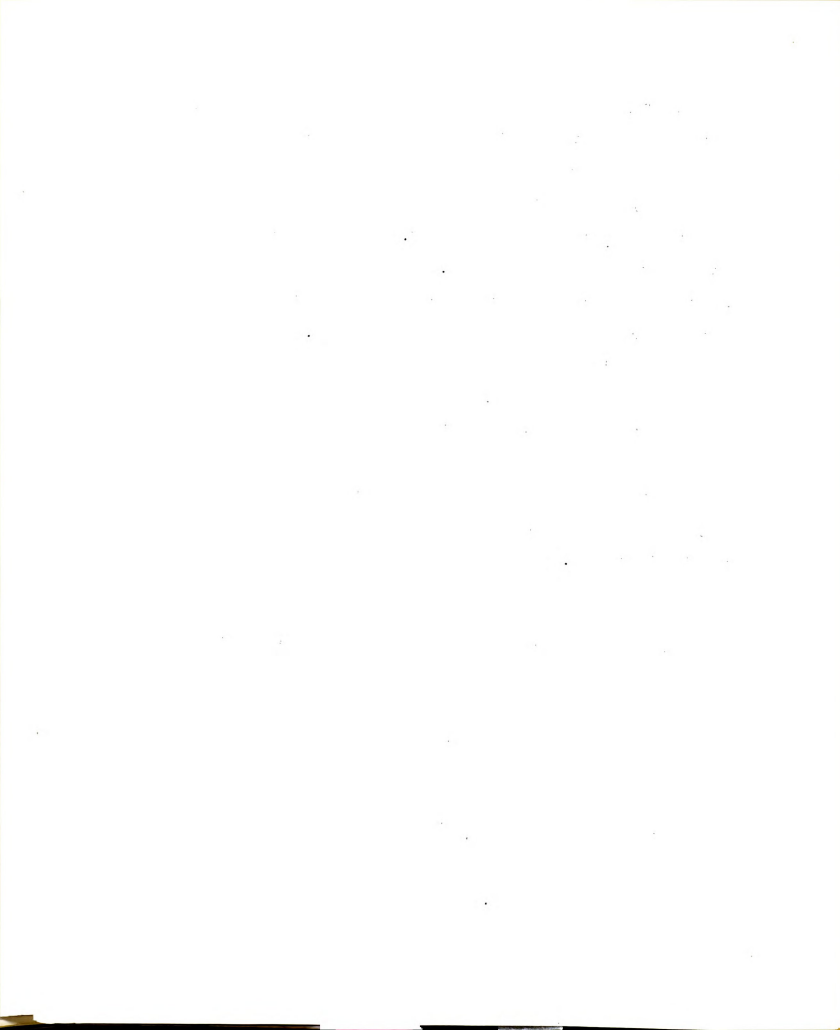
In addition, the more intelligent boys are less likely to fail on their work assignments and in the classroom. Though "citizenship grades" are not intended to measure a boy's capacity, ability may influence the teacher's or supervisor's assessment of the inmate under his charge.

Academic achievement. The results of the test for relationship between academic achievement and institutional adjustment serve to underscore the comments of the last few paragraphs.

If any resentment on the part of his peers is directed toward the high achiever's academic skills, and if this resentment might influence the high achiever's institutional adjustment, it is offset by the favorable impression the high achiever makes upon the staff. It is likely, however, that no such resentment exists. Because the delinquent appears to reject the idea of school, he is often thought of as rejecting the idea of learning as well. Actually, in the author's experience, it appears that the delinquent places a high value on learning and admires the high achiever--as long as he can achieve with little or no teacher identification.

As a rule, academic achievement has kept the brighter boy, despite his police entanglements, comparatively successful in school. There is no reason to believe that this factor would not do as much for him in the training school.

Tool dexterity. Motor skills may not be as clearly dependent upon intelligence as academic achievement and yet, here too, the high adjustors appear to be significantly superior to the low adjustors. The results of the test for relationship between tool dexterity and institutional adjustment serve to complete the pattern already begun by the other results of this study. Even in an area less directly related to their intelligence, superior adjustors appear to be of superior competency.



Peer status. The Grusky (19) theory that rehabilitation-centered correctional programs produce high sociometric ratings among inmates who are well adjusted to the institution is strengthened by the results of this study. When sociometric ratings were related to institutional adjustment, it was found that a significantly larger number of high adjusters had achieved high sociometric status. These results seem to disprove the author's theory that boys lack the maturity to choose friends who have adjusted well to adult standards.

"Maturity" and "adjustment to adult standards" are expressions which, when used in their present frame of reference, need clarification. The inmate may choose his high adjusted peers as friends, not because he, himself, is sympathetic with the training school program, but because it "looks good" to his supervisors to be associated with the better adjusted boys or because he admires the cleverness of the inmate who has done a good "snow job" (deception) on the staff. On the other hand, his choice of high adjusted friends may actually reflect his sympathy with the goals of the staff. Any of these motives might indicate maturity of a sort and adjustment (of a sort) to adult standards.

If Grusky's inference that the effectiveness of a correctional program might be measured by the relationship between an inmate's sociometric rating and his institutional adjustment, can be taken seriously, the results of this study speak well for the B.V.S. program.

Clinical classification. The fact that high adjustors proved to be classified as less serious types of delinquents might indicate that the B.V.S. program is geared to less seriously involved delinquents--or it might indicate only that less seriously involved delinquents are more amenable to treatment at B.V.S., as they might be to any correctional program. Yet, it is likely that the training school program from which this study is drawn is more effective in the rehabilitation of the environmental or mildly disturbed delinquent. By the school's definition of delinquency types (Appendix A) it would seem that no single program is equipped to meet the adjustment needs of any and all juvenile delinquents. At B.V.S., it appears that the school is meeting the needs of less serious types. As described previously and in the literature (11), the B.V.S. program seems to be structured so as to meet the needs of those boys who fit Jenkins' description of the "adaptive" delinquent. The adaptive delinquents are more or less socialized, ". . . they rebel but their rebellion is a social rebellion, group supported." (23) The healthy adult contacts, and constructive group experience recommended for these boys, are primary goals in the program at the Lansing training school. The author, in an unpublished study (10), found these goals to be highly realistic in working intensively with a small group of B.V.S. inmates during a six-month period.

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This ensures transparency and allows for easy verification of the data.

In the second section, the author outlines the various methods used to collect and analyze the data. This includes both primary and secondary data collection techniques. The primary data was gathered through direct observation and interviews with key stakeholders. Secondary data was obtained from existing reports and databases.

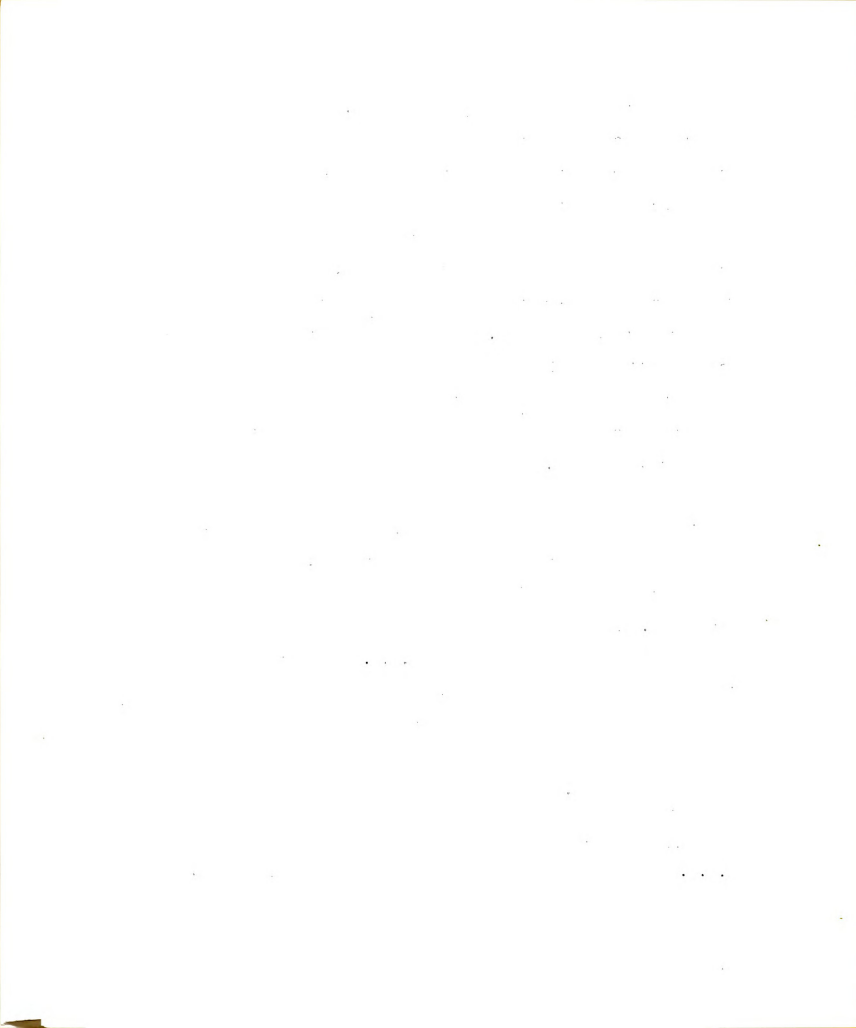
The third section details the results of the data analysis. It shows a clear upward trend in the number of transactions over the period studied. This increase is attributed to several factors, including improved infrastructure and increased public awareness.

Finally, the document concludes with a series of recommendations for future work. It suggests that further research should be conducted to explore the long-term sustainability of the current trends. Additionally, it recommends that the government should continue to invest in infrastructure to support the growing volume of transactions.

Population in county of commitment. Since county population was not related to institutional adjustment, it can be inferred that the population size of the community from which the inmate is committed has little or nothing to do with the fact that some inmates from larger cities make troublesome institutional adjustments. Some inmates from rural or semi-rural communities also make troublesome institutional adjustments. The proportions are not significantly different. It is interesting to note that there were ten inmates from the Detroit area in the high adjustors group and exactly ten inmates from the Detroit area in the low adjustors group.

The theory that larger, wealthier counties might commit boys to the training school as a last resort following the use of many other agencies and resources does not appear to hold true, at least in Michigan's commitment practices. It is probable that the boy from a heavily urbanized county is committed to B.V.S. not because there is nothing left to do with him, but because, out of the several agencies and resources available, it appears to be the most appropriate place for this particular boy to receive treatment.

Prognosis. It appears that the methods employed at B.V.S. to predict institutional adjustment are effective. Even though they are essentially judgmental, are based on inadequate background information, and represent the

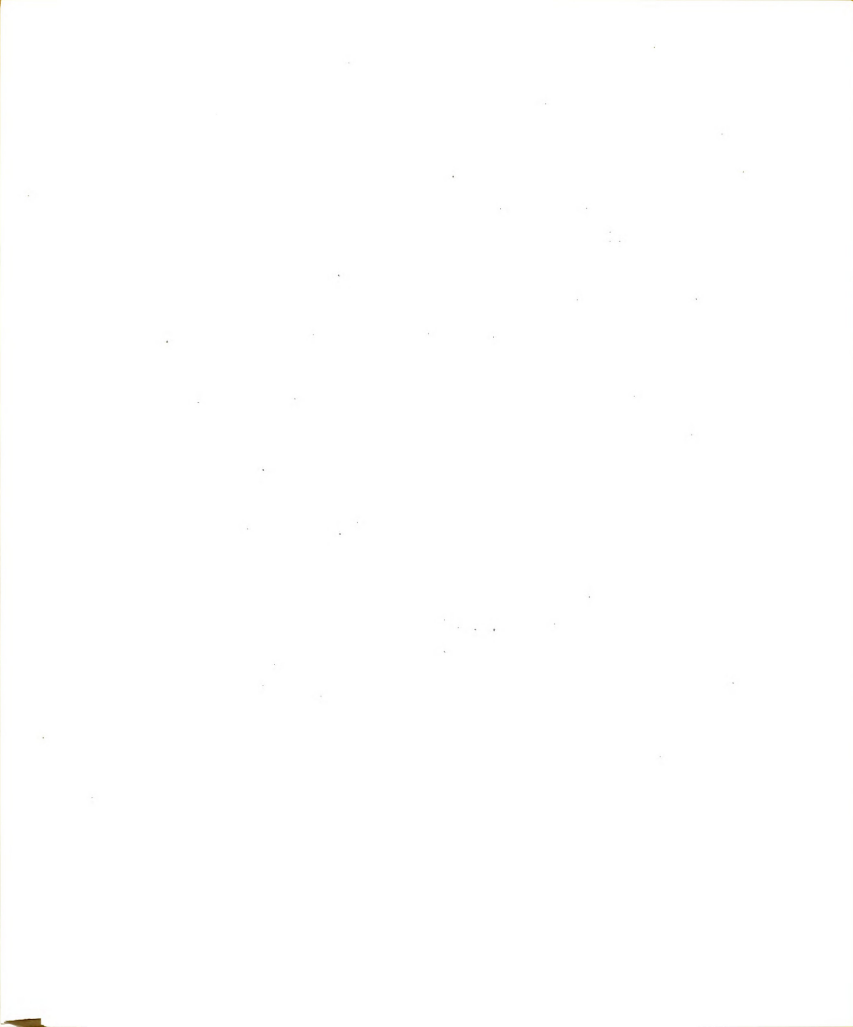


varying opinion of four men on what constitutes potentially high or low institutional adjustment, in general, the prognoses given were accurate.

There are, perhaps, factors other than those given in Chapter VII which aid in classifying new inmates and predicting their institutional adjustment. As an example, the attitude of a boy as he is interviewed must offer clues to his personality which cannot be clearly identified. Such factors, if used by men of long experience in observing the institutionalized delinquent, might be of as much importance in predicting behavior as the more tangible factors--test results, court papers, and so forth. Unless one is content to include these factors in evaluating "the inmate's entire psychological complex" (p. 62), or as "miscellaneous factors," they evade measurement for predictive efficiency. For present purposes, the standards used by experienced men at B.V.S.--(1) seriousness and persistence of the delinquent acts, (2) the psychological complex, (3) pre-institutional environmental factors, and (4) such miscellaneous factors as school record, achievement, and aptitude--are proven to be adequate in predicting institutional adjustment.

Implications for Boys Vocational School

As Boys Vocational School prepares to open new classification and maximum security units, some of the findings of this study may be of assistance to the



staff and administration in utilizing these units to their greatest advantage.

The following implications, drawn from the results of this study, seem directly pertinent:

1. The new, maximum security unit can be of great value if its program is used to serve those inmates who are classified as 3b, serious "character disordered." The question remains if the present program has much to offer these boys, but it should be fairly evident that they, as a group, have difficulty in adjusting to the program now offered.

2. Steps should be taken to segregate those boys who are classified as 2b, seriously "disturbed delinquents." They, too, appear unable to adjust readily to the present B.V.S. program. It is understood that a treatment program to which an inmate might readily adjust is not necessarily the most effective treatment program for the inmate, but the significant difference that exists between the types of delinquents who do adjust well to the B.V.S. program and the types that do not would seem to indicate a lack of balance which is due as much to the program as it is to the inmate's delinquency characteristics.

It is assumed by this description that separate programs would be provided for those classified as 2b and those classified as 3b, but this is not an assumption which can be suggested by the results of the present study.

3. In classifying newly committed inmates, the clinical team can expect a significant relationships to occur between their classifications and institutional adjustment to at least one type of treatment program--that which is currently offered at B.V.S.

4. In predicting institutional adjustment to the current program, the factors of intelligence and achievement should be more heavily weighted, the factor of size should be lightly weighted, and the factor of population size for the county from which the inmate is committed should not be considered at all.

5. Thought should be given to the possibility of modifying the present program and, perhaps, future programs, to provide more opportunities for success for the younger inmate. Emphasis appears to be placed on activities (e.g., varsity sports) which actively engage boys who are in their late teens. It is difficult to believe that younger boys are significantly absent from the group which is best adjusted to the institution only because of their immaturity. The present program might place too much emphasis on meeting the needs of boys who are at a level of maturity and interest corresponding to that of senior high school boys--and not enough emphasis on the needs of those who are at a level of maturity corresponding to that of junior high and later elementary school.

6. As there seems to be no loss of peer status attached to favorable institutional adjustment and, as a matter of fact, some gain, the training school might well afford to examine its policy of authoritarian treatment. Inmates do not appear hostile to the idea of relating well to the program. A modified cottage council and an inter-cottage council with limited responsibilities for program planning might be considered. At least there should be more group counseling and group guidance practiced at the school. It appears that many inmates are eager to participate in the school's program for their rehabilitation.

Implications for All Training Schools

Because the sample group was limited to that found in one state training school, the results of this study cannot, in a strict sense, be applied to training schools in general. However, these public institutions are remarkably similar in many respects. Comparative studies of several training schools (11, 13, 22) have indicated that they share similar inmate population characteristics, program, and facilities. It is probable, then, that much of what this study contributes to the understanding of institutional adjustment at the Lansing training school is applicable to other such training schools throughout the country.

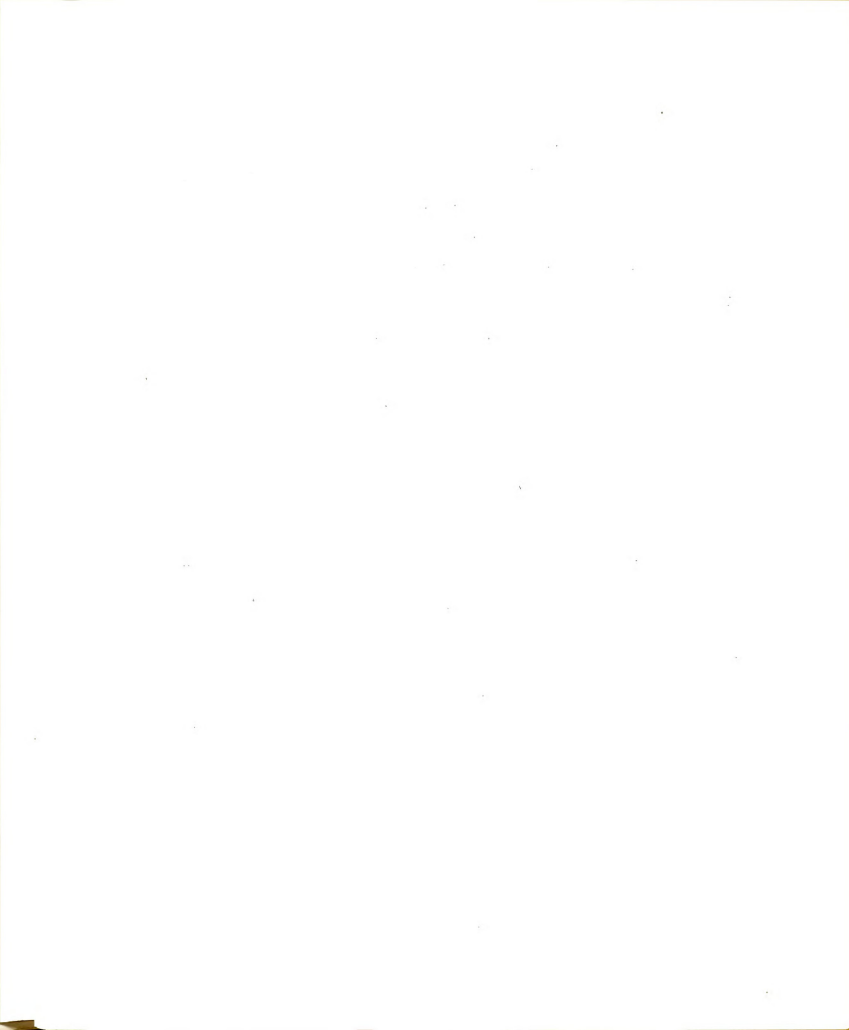
In addition to those which have been suggested for B.V.S. and might be applicable to other training schools, the results of this study suggest the following general implications:



1. If the goal training schools have set for themselves is to train, re-educate, and rehabilitate the children under care through "individualized application of an integrated treatment program--the recognition of the individuality of the child and the adaptation of his treatment program accordingly" (22:3), it behooves these schools to continually evaluate the effectiveness of their programs, not only through comprehensive follow-up studies but, as well, through periodic, comprehensive studies of the institutional adjustment of their inmates.

If the school is to adapt its treatment program to a "recognition of the individuality of the child," it would seem reasonable that continual analyses of the program based upon studies of which boys continually succeed and which boys continually fail within the institution are important in determining the success of this program. The present study has demonstrated that a training school with an outstanding treatment program has not met institutional adjustment needs equitably.

2. It is likely that an "integrated treatment program" which attempts to meet the needs of all types of juvenile delinquents meets the needs of some types quite well, but it is questionable as to how well it meets the needs of other types. Careful examination of the types of delinquents the single-program training school is expected to serve might lead to the establishment of more segregated



treatment programs. In such an event, the problem of defining guides and goals for institutions serving delinquent children has only begun.

3. The boy who is committed to the training school will probably adjust to the institution in direct proportion to his ability, inherent and acquired, to adjust to the society as a whole. Such factors as intelligence, popularity, and scholastic aptitude are significantly related to institutional adjustment--as one could expect they are related to social adjustment in its broadest sense.

Implications for Further Research

Throughout this investigation certain problems and issues have been raised which were not considered within the province of the present study. There are also certain related problems which, in the author's opinion, seem worthy of further research.

Together, these problems and issues are listed as follows:

1. The interrelationship of variables considered in this study need further clarification. The factor of clinical classification might, in itself, deserve intensive investigation. Studies of the characteristics of each delinquency type, using variables included in this study, could serve as a springboard for further research in this area.

2. Again in the area of clinical classification, each individual delinquency type could be studied in relationship to institutional adjustment. The present investigation restricted itself to the use of the clinical classifications as a simple method of determining the seriousness of delinquency as related to institutional adjustment. A question remains as to whether the environmental delinquent adjusts more readily to the training school than does the mildly disturbed delinquent--or whether the serious, character disordered delinquent fails more regularly than does the seriously disturbed delinquent.

3. Further research is indicated on the problem of the institutional adjustment of the inmate of comparatively superior intelligence. What actual ramifications does the significant relationship of intelligence to high institutional adjustment have on this factor? Are the more intelligent boys often successful because of the good impressions they make--or because of sharpened social insight?

4. A study of the adjustment problems of the institutionalized colored boy would be related, in an important way, to the findings of this research.

Are there serious racial conflicts in the integrated training school? If so, how close to the surface are these conflicts--and what is their relationship to institutional adjustment? Of what significance is the large number of colored inmates who fail to adjust in the institution?

5. The relationship of institutional adjustment to post-institutional adjustment has been explored incidentally by the Gluecks (15). A serious investigation of the predictive efficiency of institutional adjustment in determining ultimate social adjustment might be of considerable value. If the inmate's success in the training school is significantly related to his success on parole, the systematic study of institutional adjustment will remain of value in training school management--but will have, as well, vast implications for the entire field of delinquency control.

BIBLIOGRAPHY

BIBLIOGRAPHY

1. Aichhorn, August. Wayward Youth. New York: The Viking Press, 1935. 236 pp.
2. Bein, Albert. Little Ol' Boy. New York: Samuel French, 1933. 105 pp.
3. Bettelheim, Bruno. Love Is Not Enough: The Treatment of Emotionally Disturbed Children. Glencoe, Illinois: The Free Press, 1950. 386 pp.
4. Bowler, Alida C. and Ruth S. Bloodgood. Institutional Treatment of Delinquent Boys: Part II--A Study of 751 Boys. Washington, D. C.: U. S. Government Printing Office, No. 230, 1936. 149 pp.
5. Breed, Allen F. "California Youth Authority Forestry Camp Program," Federal Probation, Vol. 17 (June, 1953), pp. 37-43.
6. Carr, Lowell J. Delinquency Control. New York: Harper and Brothers, 1940. 447 pp.
7. Clayton, Mae P. "Juvenile Offenders Defined by Law," Exceptional Children, Vol. 25 (January, 1959), pp. 205-210.
8. Cohen, Frank J. Children in Trouble. New York: Norton, 1952. 265 pp.
9. Crowner, James M. "The Social System of the 'In-Group' in a Training School for Delinquent Boys," Journal of Correctional Education, Vol. 10 (October, 1958), pp. 132-136.
10. _____. "An Experimental Study of the Reactions of Institutionalized Delinquent Boys to Guidance Through Intensified Group Activity in a Six Months Period." Unpublished MA thesis, Michigan State University, East Lansing, Michigan, 1954.
11. Deutsch, Albert. Our Rejected Children. Boston: Little, Brown, and Company, 1950. 292 pp.

12. Fenton, Norman. The Delinquent Boy and the Correctional School. Pomona, California: Press of the Progress-Bulletin, 1935. 98 pp.
13. Fine, Benjamin. 1,000,000 Delinquents. New York: The New American Library, 1957. 285 pp.
14. Genn, George. "Juvenile Delinquency," in the Encyclopedia of Criminology. Edited by Vernon C. Branham and S. B. Kutash. New York: Philosophical Library, 1949. 527 pp.
15. Glueck, Sheldon and E. Glueck. Juvenile Delinquents Grown Up. New York: The Commonwealth Fund, 1937, 330 pp.
16. _____. 500 Criminal Careers. New York: Alfred A. Knopf, 1930. 365 pp.
17. _____. Later Criminal Careers. New York: The Commonwealth Fund, 1937. 353 pp.
18. _____. Criminal Careers in Retrospect. New York: The Commonwealth Fund, 1943. 380 pp.
19. Grusky, Oscar. "Some Factors Promoting Co-operative Behavior Among Inmate Leaders," American Journal of Correction, Vol. 21 (March-April, 1959), pp. 8-9, 20-21.
20. Harmon, Maurice A. "Are Institutions for Juveniles Frozen Assets?," Federal Probation, Vol. 22 (December, 1958), pp. 47-49.
21. Hays, E. Nelson. Directory for Exceptional Children. Boston: Porter Sargent, 1958. 320 pp.
22. Institutions Serving Delinquent Children. Washington, D.C.: U.S. Government Printing Office, No. 360, 1957. 119 pp.
23. Jenkins, Richard L. "Problems of Treating Delinquents," Federal Probation, Vol. 22 (Dec., 1958), pp. 27-32.
24. Keith, Lucus A. "The Role of the House Parent in the Training School," Federal Probation, Vol. 22 (April, 1958), pp. 35-42.
25. Keough, C. R. "A Study of Runaways at a State Correctional School for Boys," Journal of Juvenile Research, 1935, pp. 45-61.
26. Lenroot, Katherine N. "Boys Out of Institutions," Survey, Vol. 72 (May, 1936), pp. 39-50.

27. MacCormick, Austin H. The Michigan Boys Vocational School. Lansing, Michigan: State of Michigan, 1942. 127 pp.
28. Michigan Department of Social Welfare, Children's Division. Agency and Institutional Care of Children in Michigan: Annual Statistical Report, 1957. Lansing, Michigan. 23 pp.
29. Moore, Bernice M. Juvenile Delinquency: Research, Theory, and Comment. Washington, D.C.: Association for Supervision and Curriculum Development: A Department of the National Education Association, 1958. 68 pp.
30. Neumeyer, Martin H. Juvenile Delinquency in Modern Society. New York: D. Van Nostrand Co., 1949, 335 pp.
31. Redl, Fritz and David Wineman. Children Who Hate; The Disorganization and Breakdown of Behavior Controls. Glencoe, Illinois: The Free Press, 1951. 253 pp.
32. _____. Controls from Within: Techniques for the Treatment of the Aggressive Child. Glencoe, Illinois: The Free Press, 1952. 232 pp.
33. Schrag, Clarence. "Leadership Among Prison Inmates," American Sociological Review, Vol. 19 (February, 1954), pp.38-41.
34. Siegel, Nathaniel H. and H. Ashley Weeks. "Factors Contributing to Success and Failure at the Highfields Project," Federal Probation, Vol. 21 (September, 1957), pp. 52-56.
35. Slavson, S. R. Re-educating the Delinquent Through Group and Community Participation. New York: Harper and Brothers, 1954. 251 pp.
36. Stark, Herman. "Screening Offenders Through the Clinical Process," Focus, March, 1954, pp. 43-46.
37. "Statistical Information for the Calendar Year 1957-- Boys Vocational School." Unpublished manuscript, 1958.
38. Sugang, R. C. "Orienting New Students in a Residential Treatment Institution," Federal Probation, Vol. 19 (December, 1955), pp. 24-33.
39. Walker, Helen M. and Joseph Lev. Statistical Inference. New York: Henry Holt and Company, 1953. 510 pp.

40. Watson, Ernest H. and George Lowrey. Growth and Development of Children. Chicago: Year Book Publishers, 1951. 260 pp.
41. Weber, G. H. "The Boy Scout Program as a Group Approach in Institutional Adjustment," Federal Probation, Vol. 19 (September, 1955), pp. 34-37.
42. Weeks, H. Ashley. "Preliminary Evaluation of the High-fields Project," American Sociological Review, Vol. 18 (June, 1943), pp. 280-283.
43. "Yearly Report of the Psychological Clinic--Boys Vocational School, 1957." Unpublished manuscript, 1958.

APPENDIX

APPENDIX A

CLINICAL CLASSIFICATIONS

CLINICAL CLASSIFICATIONS

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

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

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

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

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

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

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

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

APPENDIX B

COMMITMENT FORMS



State of Michigan

The Probate Court for the County of Ingham

JUVENILE DIVISION

Cause No.

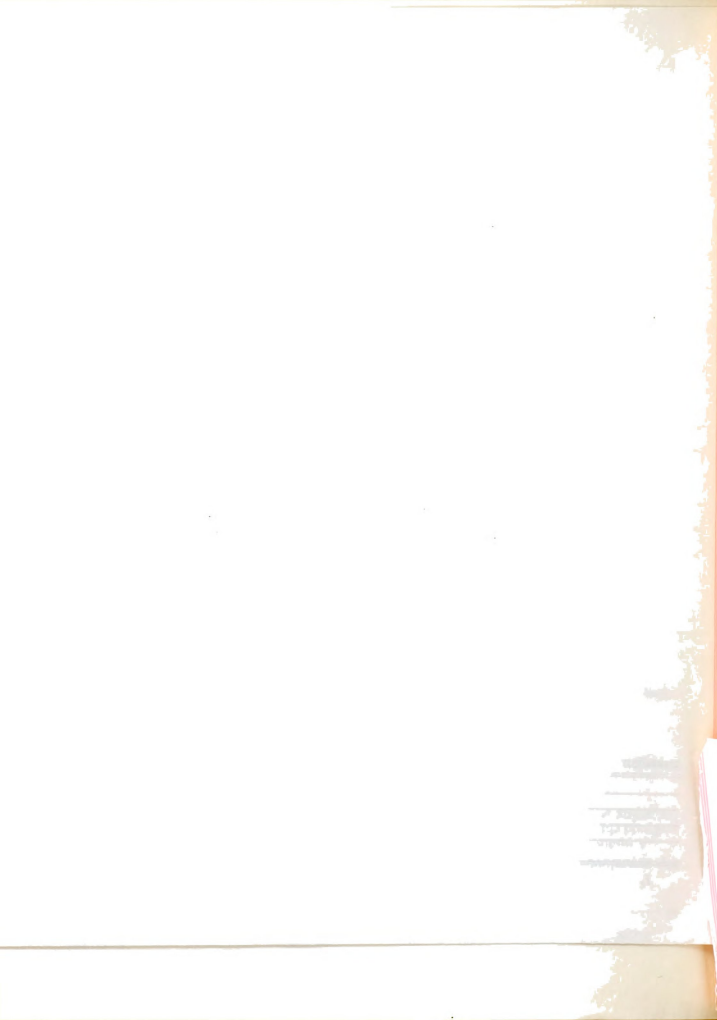
IN THE MATTER OF THE
PETITION CONCERNING

Minor

I,, respectfully represent that
I reside in the of in said County,
and make this petition as

I further represent that said
..... resident..... of the
in County, and now residing with and under the custody and control
of
and born on

I further represent upon information and belief that said child, on or about, to wit,
the day of A. D. 195....., in said County of Ingham: come (s)
within the provisions of Act 54 of the Extra Session of 1944 for the following reasons:



State of Michigan
The Probate Court for the County of Ingham
JUVENILE DIVISION

To the Juvenile Division of the Probate Court for said County:

In the Matter of
A Juvenile.

I, County Welfare Agent for said County, do hereby certify and report that I have inquired into and made a complete investigation of the parentage and surroundings of the above named child and the facts and circumstances of said case and find the same to be as follows:

Address Former Address

Born Place Res. County Since
(Date)

Complainant Residence

Complaint

SCHOOL: Grade Teacher

Grades

Effort Conduct

Attendance Tardiness

Employment

Church Attendance

FAMILY:

Father Mother

Address Address

REMARKS:

5258

No.

STATE OF MICHIGAN
PROBATE COURT

for the

COUNTY OF INGHAM
JUVENILE DIVISION

IN THE MATTER OF

.....
A juvenile.

REPORT OF INVESTIGATION BY
COUNTY WELFARE AGENT
JUVENILE

Filed A. D. 19.....

..... of Probate

.....
County Welfare Agent.

Dated this day of A. D. 19.....

State of Michigan
The Probate Court for the County of Ingham
Juvenile Division

Cause No.

IN THE MATTER OF THE PETITION CONCERNING Minors

At a session of said Court, held at the Court House in the City of, on the day of A. D. 195.....

PRESENT: HON. JOHN McCLELLAN, Judge of Probate

Complaint having been made to this Court wherein it is alleged that the said child..... should be a ward of this Court, and the Court having made a full examination and investigation of all the facts and circumstances in this case, and due notice of the hearing of the matters alleged in said petition having been given as directed by the Court, and the said child appearing in Court in person and with parents and no jury being demanded, and the Court having taken the testimony of witnesses in open Court, upon due consideration finds and adjudges that the material allegations of the petition are true, and that the said child was born on, and.*

It appearing to the Court that the public interests and the interests of the said child will be best subserved thereby, and

It appearing to this Court that the Orders affecting adults hereinafter set forth are necessary for the physical, mental and moral well-being of said child..... and are incidental to the jurisdiction of the Court over such child.....

IT IS HEREBY ORDERED, That the said be and he is hereby made a** ward of this Court and is hereby committed to the *** until discharged by law.

AND IT IS FURTHER ORDERED, That the Superintendent of **** be and is hereby appointed special guardian to receive any benefits now due or to become due said minor from the government of the United States.

AND IT IS FURTHER ORDERED, That or any County Agent, Officer of the Court or Peace Officer remove the said child..... to said institution, with full power and authority for that purpose.

AND IT IS FURTHER ORDERED, That the parents of said child..... shall (not be required to)

APPENDIX C

CASE CONFERENCE AND BEHAVIOR LOGS

APPENDIX D

ADJUSTMENT SCORES OF STUDY GROUP

ADJUSTMENT SCORES OF STUDY GROUP

| Case No. | Total Mark | | Length of Stay in Days | | Visits to Case Conf. | | Total | |
|----------|------------|------|------------------------|------|----------------------|------|-------|------|
| | Unc. | Cod. | Unc. | Cod. | Unc. | Cod. | | |
| 1 | 1.62 | 44 | 270 | 58 | 3 | 53 | 155 | 51.6 |
| 2 | 1.56 | 43 | 152 | 40 | 0 | 42 | 125 | 41.6 |
| 3 | 1.23 | 34 | 154 | 41 | 0 | 42 | 117 | 39.0 |
| 4 | 1.91 | 51 | 221 | 51 | 9 | 56 | 158 | 52.6 |
| 5 | 1.25 | 34 | 150 | 40 | 0 | 42 | 116 | 38.6 |
| 6 | 1.34 | 37 | 180 | 45 | 1 | 44 | 126 | 42.0 |
| 7 | 1.37 | 37 | 180 | 45 | 1 | 44 | 126 | 42.0 |
| 8 | 2.40 | 64 | 189 | 46 | 1 | 44 | 154 | 51.3 |
| 9 | 2.10 | 56 | 214 | 50 | 3 | 47 | 153 | 51.0 |
| 10 | 1.95 | 52 | 194 | 47 | 4 | 48 | 147 | 49.0 |
| 11 | 2.15 | 57 | 352 | 71 | 0 | 42 | 170 | 56.6 |
| 12 | 1.84 | 49 | 252 | 56 | 7 | 53 | 158 | 52.6 |
| 13 | 1.44 | 39 | 161 | 42 | 4 | 48 | 129 | 43.0 |
| 14 | 1.58 | 43 | 154 | 41 | 3 | 47 | 131 | 43.6 |
| 15 | 1.93 | 52 | 277 | 60 | 3 | 47 | 159 | 53.0 |
| 16 | 1.60 | 43 | 152 | 40 | 0 | 42 | 125 | 41.6 |
| 17 | 2.13 | 57 | 181 | 45 | 4 | 48 | 150 | 50.0 |
| 18 | 1.63 | 44 | 152 | 40 | 1 | 44 | 128 | 42.6 |
| 19 | 1.76 | 47 | 334 | 68 | 9 | 56 | 171 | 57.0 |
| 20 | 1.81 | 49 | 180 | 45 | 3 | 47 | 141 | 47.0 |
| 21 | 3.06 | 81 | 327 | 67 | 15 | 65 | 213 | 71.0 |
| 22 | 1.69 | 46 | 174 | 44 | 4 | 48 | 138 | 46.0 |
| 23 | 1.92 | 52 | 174 | 44 | 4 | 48 | 144 | 48.0 |
| 24 | 1.45 | 40 | 159 | 41 | 1 | 44 | 125 | 41.6 |
| 25 | 1.67 | 45 | 150 | 40 | 0 | 42 | 127 | 42.3 |
| 26 | 1.85 | 50 | 215 | 50 | 3 | 47 | 147 | 49.0 |
| 27 | 1.20 | 33 | 182 | 45 | 1 | 44 | 122 | 40.6 |
| 28 | 1.53 | 42 | 181 | 45 | 2 | 45 | 132 | 44.0 |
| 29 | 2.03 | 54 | 162 | 42 | 7 | 53 | 149 | 49.6 |
| 30 | 1.61 | 44 | 184 | 45 | 2 | 45 | 134 | 44.6 |
| 31 | 2.53 | 67 | 313 | 65 | 19 | 72 | 204 | 68.0 |
| 32 | 1.75 | 47 | 186 | 46 | 2 | 45 | 138 | 46.0 |
| 33 | 1.98 | 53 | 167 | 43 | 1 | 44 | 140 | 46.6 |
| 34 | 1.97 | 53 | 171 | 43 | 6 | 52 | 148 | 49.3 |
| 35 | 2.12 | 57 | 169 | 43 | 10 | 58 | 158 | 52.6 |
| 36 | 2.06 | 55 | 304 | 64 | 9 | 56 | 175 | 58.3 |
| 37 | 1.52 | 42 | 158 | 41 | 0 | 42 | 125 | 41.6 |
| 38 | 1.33 | 36 | 180 | 45 | 2 | 45 | 126 | 42.0 |
| 39 | 1.82 | 49 | 284 | 61 | 9 | 56 | 166 | 55.3 |
| 40 | 1.28 | 35 | 152 | 40 | 0 | 42 | 117 | 39.0 |
| 41 | 2.18 | 58 | 181 | 45 | 4 | 48 | 151 | 50.3 |
| 42 | 1.57 | 43 | 151 | 40 | 2 | 45 | 128 | 42.6 |
| 43 | 2.00 | 54 | 215 | 50 | 8 | 55 | 159 | 53.0 |

ADJUSTMENT SCORES OF STUDY GROUP--Continued

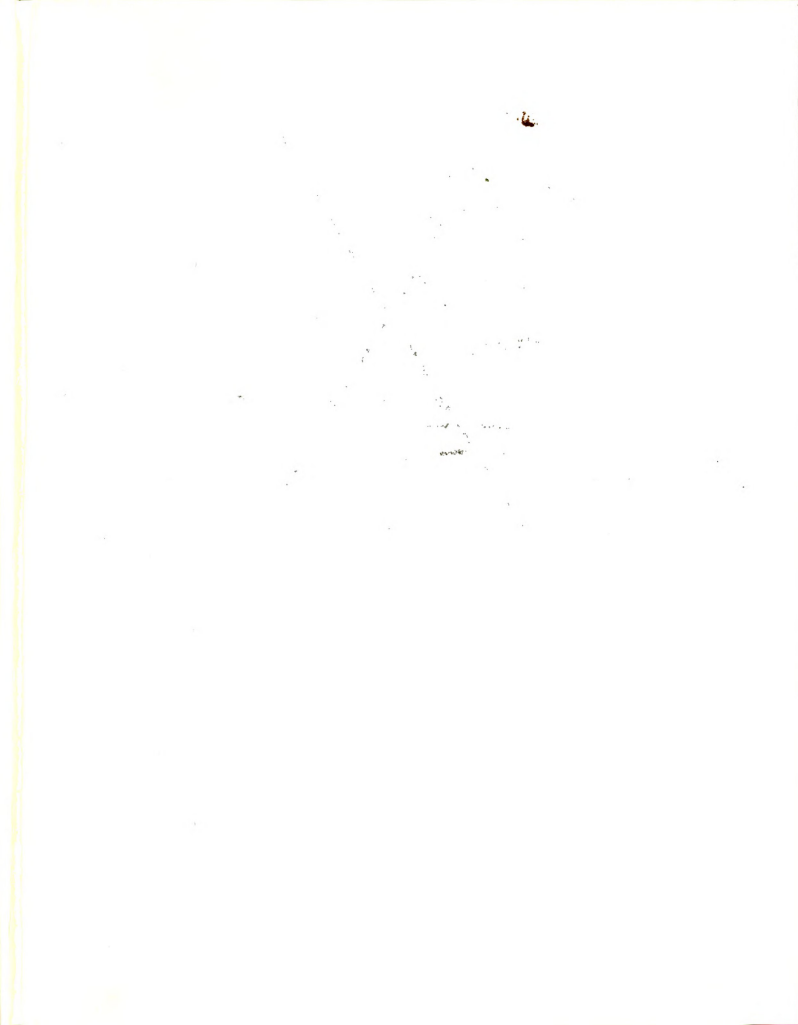
| Case No. | Total Mark | | Length of Stay in Days | | Visits to Case Conf. | | Total | |
|----------|------------|------|------------------------|------|----------------------|------|-------|------|
| | Unc. | Cod. | Unc. | Cod. | Unc. | Cod. | | |
| 44 | 1.76 | 47 | 180 | 45 | 1 | 44 | 136 | 44.0 |
| 45 | 1.90 | 51 | 177 | 44 | 0 | 42 | 137 | 44.3 |
| 46 | 1.73 | 47 | 155 | 41 | 0 | 42 | 136 | 43.3 |
| 47 | 2.05 | 55 | 188 | 46 | 2 | 45 | 146 | 48.6 |
| 48 | 1.50 | 41 | 153 | 41 | 2 | 45 | 127 | 42.3 |
| 49 | 2.15 | 57 | 165 | 42 | 7 | 53 | 152 | 50.6 |
| 50 | 1.73 | 47 | 197 | 47 | 2 | 45 | 139 | 46.3 |
| 51 | 1.87 | 50 | 210 | 49 | 2 | 45 | 144 | 48.0 |
| 52 | 1.60 | 43 | 154 | 41 | 0 | 42 | 126 | 42.0 |
| 53 | 1.83 | 49 | 181 | 45 | 2 | 45 | 139 | 46.3 |
| 54 | 2.20 | 59 | 156 | 41 | 4 | 48 | 148 | 49.3 |
| 55 | 1.48 | 40 | 212 | 50 | 5 | 50 | 140 | 46.6 |
| 56 | 1.81 | 49 | 162 | 42 | 1 | 44 | 135 | 45.0 |
| 57 | 2.11 | 56 | 180 | 45 | 2 | 45 | 146 | 48.6 |
| 58 | 1.82 | 49 | 265 | 58 | 9 | 56 | 163 | 54.3 |
| 59 | 2.00 | 53 | 162 | 42 | 1 | 44 | 139 | 46.3 |
| 60 | 1.98 | 53 | 182 | 45 | 5 | 50 | 148 | 49.3 |
| 61 | 2.18 | 58 | 208 | 49 | 4 | 48 | 155 | 51.6 |
| 62 | 1.46 | 40 | 161 | 42 | 0 | 42 | 124 | 41.3 |
| 63 | 1.76 | 47 | 151 | 40 | 3 | 47 | 134 | 44.6 |
| 64 | 1.73 | 47 | 155 | 41 | 4 | 48 | 136 | 45.3 |
| 65 | 2.08 | 56 | 357 | 72 | 20 | 73 | 204 | 67.0 |
| 66 | 2.09 | 56 | 279 | 60 | 9 | 56 | 172 | 57.3 |
| 67 | 2.46 | 65 | 485 | 92 | 13 | 62 | 219 | 73.0 |
| 68 | 2.61 | 69 | 227 | 52 | 3 | 47 | 168 | 56.0 |
| 69 | 2.18 | 58 | 226 | 42 | 7 | 53 | 163 | 54.3 |
| 70 | 1.48 | 40 | 150 | 40 | 1 | 44 | 124 | 41.3 |
| 71 | 1.79 | 48 | 180 | 45 | 2 | 45 | 138 | 46.0 |
| 72 | 1.83 | 49 | 190 | 46 | 1 | 44 | 139 | 46.3 |
| 73 | 1.78 | 48 | 301 | 63 | 1 | 44 | 155 | 51.6 |
| 74 | 1.74 | 47 | 208 | 49 | 7 | 53 | 149 | 49.6 |
| 75 | 1.27 | 35 | 220 | 51 | 2 | 45 | 131 | 43.6 |
| 76 | 1.33 | 36 | 150 | 40 | 2 | 45 | 121 | 40.3 |
| 77 | 2.96 | 78 | 311 | 65 | 26 | 83 | 226 | 75.3 |
| 78 | 1.21 | 33 | 155 | 41 | 1 | 44 | 118 | 39.3 |
| 79 | 1.19 | 33 | 151 | 40 | 1 | 44 | 117 | 39.0 |
| 80 | 1.89 | 51 | 383 | 76 | 9 | 56 | 183 | 61.0 |
| 81 | 2.30 | 61 | 314 | 65 | 33 | 94 | 220 | 73.3 |
| 82 | 1.30 | 36 | 214 | 50 | 4 | 48 | 134 | 44.6 |
| 83 | 2.27 | 60 | 270 | 58 | 9 | 56 | 174 | 58.0 |
| 84 | 1.64 | 44 | 180 | 45 | 1 | 44 | 133 | 44.3 |
| 85 | 1.84 | 49 | 189 | 46 | 1 | 44 | 139 | 46.3 |
| 86 | 1.93 | 52 | 242 | 54 | 5 | 50 | 156 | 52.0 |
| 87 | 1.67 | 45 | 152 | 40 | 0 | 42 | 127 | 42.3 |

ADJUSTMENT SCORES OF STUDY GROUP--Continued

| Case No. | Total Mark | | Length of Stay in Days | | Visits to Case Conf. | | Total | |
|----------|------------|------|------------------------|------|----------------------|------|-------|------|
| | Unc. | Cod. | Unc. | Cod. | Unc. | Cod. | | |
| 88 | 2.33 | 62 | 207 | 49 | 5 | 50 | 161 | 53.6 |
| 89 | 1.91 | 51 | 179 | 44 | 2 | 45 | 140 | 46.6 |
| 90 | 1.92 | 52 | 214 | 50 | 3 | 47 | 149 | 49.6 |
| 91 | 2.29 | 61 | 228 | 52 | 4 | 48 | 161 | 53.6 |
| 92 | 1.08 | 30 | 239 | 54 | 0 | 42 | 126 | 42.0 |
| 93 | 1.83 | 49 | 251 | 56 | 5 | 50 | 155 | 51.6 |
| 94 | 1.43 | 39 | 214 | 50 | 2 | 45 | 134 | 44.6 |
| 95 | 2.59 | 69 | 372 | 74 | 19 | 72 | 215 | 71.6 |
| 96 | 1.22 | 34 | 154 | 40 | 0 | 42 | 116 | 38.6 |
| 97 | 2.27 | 60 | 204 | 48 | 3 | 47 | 155 | 51.6 |
| 98 | 2.46 | 65 | 455 | 87 | 22 | 76 | 228 | 76.0 |
| 99 | 1.60 | 43 | 152 | 40 | 0 | 42 | 125 | 41.6 |
| 100 | 1.53 | 42 | 151 | 40 | 1 | 44 | 126 | 42.0 |
| 101 | 2.07 | 55 | 270 | 58 | 6 | 52 | 165 | 55.0 |
| 102 | 1.42 | 39 | 154 | 41 | 1 | 44 | 124 | 41.3 |
| 103 | 1.75 | 47 | 210 | 49 | 1 | 44 | 140 | 46.6 |
| 104 | 1.98 | 53 | 261 | 57 | 6 | 52 | 162 | 54.0 |
| 105 | 1.77 | 48 | 182 | 45 | 2 | 45 | 138 | 46.0 |
| 106 | 1.55 | 42 | 150 | 40 | 1 | 44 | 126 | 42.0 |
| 107 | 1.93 | 52 | 150 | 40 | 2 | 45 | 137 | 45.6 |
| 109 | 2.03 | 54 | 199 | 48 | 7 | 53 | 155 | 51.6 |
| 110 | 1.45 | 40 | 152 | 40 | 0 | 42 | 122 | 40.6 |
| 111 | 2.88 | 76 | 223 | 51 | 12 | 61 | 188 | 62.6 |
| 112 | 1.54 | 42 | 181 | 45 | 3 | 47 | 134 | 43.6 |
| 113 | 2.45 | 65 | 271 | 59 | 10 | 58 | 182 | 60.6 |
| 114 | 1.67 | 45 | 176 | 44 | 1 | 44 | 133 | 44.3 |
| 115 | 1.46 | 40 | 211 | 49 | 3 | 47 | 136 | 45.3 |
| 116 | 2.51 | 67 | 365 | 73 | 26 | 83 | 223 | 74.3 |
| 117 | 1.73 | 47 | 255 | 56 | 6 | 52 | 155 | 51.6 |
| 118 | 2.19 | 58 | 181 | 45 | 8 | 55 | 158 | 52.6 |
| 119 | 1.67 | 45 | 204 | 48 | 1 | 44 | 137 | 45.6 |
| 120 | 2.03 | 54 | 284 | 61 | 9 | 56 | 177 | 57.0 |
| 121 | 2.60 | 69 | 331 | 68 | 29 | 87 | 224 | 74.6 |
| 122 | 2.00 | 54 | 160 | 42 | 2 | 45 | 141 | 47.0 |
| 123 | 1.82 | 49 | 195 | 47 | 2 | 45 | 141 | 47.0 |
| 124 | 1.73 | 47 | 180 | 45 | 3 | 47 | 139 | 46.3 |
| 125 | 2.03 | 54 | 216 | 50 | 4 | 48 | 152 | 50.6 |
| 126 | 2.03 | 54 | 193 | 47 | 3 | 47 | 148 | 49.3 |
| 127 | 2.65 | 70 | 290 | 62 | 18 | 70 | 202 | 67.3 |
| 128 | 1.60 | 43 | 150 | 40 | 0 | 42 | 125 | 41.6 |
| 130 | 2.27 | 60 | 379 | 75 | 25 | 81 | 216 | 72.0 |
| 131 | 1.82 | 49 | 193 | 47 | 3 | 47 | 143 | 47.6 |
| 132 | 1.57 | 43 | 180 | 45 | 3 | 47 | 135 | 45.0 |
| 133 | 2.92 | 77 | 365 | 73 | 21 | 75 | 225 | 75.0 |

ADJUSTMENT SCORES OF STUDY GROUP--Continued

| Case No. | Total Mark | | Length of Stay in Days | | Visits to Case Conf. | | Total | |
|----------|------------|-----------|------------------------|----------|----------------------|------|-------|------|
| | Unc. | Cod. | Unc. | Cod. | Unc. | Cod. | | |
| 134 | 2.04 | 54 | 232 | 53 | 6 | 52 | 159 | 53.0 |
| 135 | 2.28 | 61 | 161 | 42 | 5 | 50 | 152 | 51.0 |
| 136 | 1.67 | 45 | 185 | 45 | 2 | 45 | 135 | 45.0 |
| 137 | 1.67 | 45 | 290 | 62 | 3 | 47 | 154 | 51.3 |
| M - 1.86 | | M - 214.4 | | M - 5.02 | | | | |
| s - .39 | | s - 65.1 | | s - 6.43 | | | | |



MICHIGAN STATE UNIV. LIBRARIES



31293106466323