

AN INVESTIGATION OF THE EDUCATIONAL
OPPORTUNITIES FOR DELINQUENT YOUTH
IN THE SELECTED MICHIGAN COUNTIES
OF: MACOMB, OAKLAND, AND WAYNE

By

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ABSTRACT

AN INVESTIGATION OF THE EDUCATIONAL OPPORTUNITIES FOR DELINQUENT YOUTH IN THE SELECTED MICHIGAN COUNTIES OF: MACOMB, OAKLAND, AND WAYNE

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The purpose of this investigation was to make public the current efforts of the educational community to educate and train delinquent youth. It was to be determined if projects available through local or state monies were enrolling youth which demonstrated delinquent or delinquent prone behavior.

A list of State program areas was developed based on the criteria that the specific or associated purposes of the programs were to prevent or reduce delinquent behavior in youth or to provide educational experiences for delinquent youth. The only state programs that met the above criteria were found in the Education section of the State Budget. A list of local projects was developed after the state of Michigan Budget was reviewed.

Fifty youth adjudicated delinquent in 1969 from the Michigan Counties of: Macomb, Oakland and Wayne were randomly selected. Their casefiles were studied to determine if they were enrolled in a

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local educational project as funded by the local school district or through such divisions of the State Department of Education as Special Education, Vocational Education, or the Education and Secondary Education Act, Title I.

As the author studied the casefiles of the selected youth, determination was made as to whether they were receiving the benefits of educational programming. The investigation found that 19 of the 150 youth selected were in a project whose specific or associated purposes attempted to prevent or reduce delinquent behavior. Of the 150 delinquent youth selected, 48% were adjudicated on charges such as home and school truancy, and home and school incorrigibility--crimes for which adults cannot be arrested. It was ascertained, from the fragmented and inconsistently-kept casefiles, that 52% of the delinquent youth had intelligence level ratings of average or above. Twenty-eight of the 48 youth whose casefile provided such information, were adjudicated delinquent on charges originated by the school district in which they were registrared.

Seventy million dollars was appropriated in 1969 for Vocational Education-Special Needs, ESEA Title I, Division of Vocational Rehabilitation and Manpower Development Training Act, but none of the delinquent youth randomly selected were receiving the benefits of such programming.

Programs such as Division of Vocational Rehabilitation and Manpower Development Training Act are reluctant to enroll delinquents,

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especially if such youth will not be eighteen upon completion of the training. This is based on the rules and regulations of the Michigan Department of Labor which prohibits youth younger than eighteen to work at "dangerous " skilled, semi-skilled or unskilled jobs.

Eleven delinquents were interviewed at a county youth detention facility. None of them reported to be upset or angry with the school they last attended. Neither did they report that the school helped them with their problem. All indicated, in one way or another, that school was a place to have fun and meet different people.

Local projects with curriculum orientation emphasizing that their major objectives would be the prevention and reduction of delinquent youth's asocial, deviant or academic deficiency prior to or after adjudication were visited. The curriculum ranged from commercial food preparation, dental assistant, hospital service assistant to full-fledged academic orientation. Teachers, counselors, assistant principals, principals or project directors did not think it was necessary to make specific effort to enroll delinquent youth into any projects. Their objective was to have the project known by the youth of the community as one that was sensitive, accepting and understanding. They wanted the youth to feel that the project was a place where, if they were not making it out there, they could make it in the project.

The fact remains, however, that the most idealistic projects will remain ineffective without the membership of those it intends to serve.

ACKNOWLEDGEMENTS

It is difficult to single out at the end of a journey those events which were most meaningful. To that extent I wish to thank all those people who touched me during my journey of educational pursuit.

I wish to thank my wife, Mary, who never encouraged or discouraged, but knew that I could and would.

I wish to express my sincere appreciation to Dr. Dale Alam, chairman of my doctoral program. To the other members of my doctoral committee, Dr. John Suehr, Dr. Eileen Erhart and Dr. George Ferree, I wish to express my sincere appreciation for their willingness to give of their time. Their guidance, patience, support, and friendship throughout the program have been helpful and appreciated.

Last, but not least, I owe much to the Michigan Office of Criminal Justice Programs for the opportunity to conduct this investigation.

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CHAPTER I

INTRODUCTION

The author has been most interested in working with youth who have had a difficult time making it in school and society. This belief system precipitated the author's decision to accept employment with the Michigan Office of Criminal Justice Programs in order that he could coordinate an investigation of the educational opportunities for delinquent youth in Michigan.

Subsequent research found that the world of the delinquent is what the author perceived it to be. School records are not kept up to date, casefiles are usually incomplete and the man hours employed to eliminate the delinquent youth's problem base are next to nothing.

The world of the delinquent youth is filled with inconsistencies. In many cases it seems that youth are judged on their physical appearance rather than their inner regard for life.

A note to the reader, this is a dissertation. But, this document represents what this author believes about the world of the delinquent. A section titled Implications will be found immediately following the Description of Findings. In this section the author speaks directly to the reader regarding his feeling about the world of delinquent youth.

The Recommendations section will follow the Implications section.

This section is based upon the Description of Findings and the author's Implications.

The author feels that the comments extracted from the casefiles provides significant data for the reader to develop new perceptions about the world of the delinquent youth. For this reason these comments appear in this document immediately following the author's Recommendations.

PROBLEM

In 1969, there were an estimated 2,952,626 children in Michigan, 16 years of age and younger. It can be assumed that each of these children, to a lesser or greater degree, was in danger of becoming delinquent. According to the Michigan Law Enforcement Officials Report on Crime, there were 71,256 official juvenile apprehensions during 1969 in Michigan.

The Uniform Crime Report of the Federal Bureau of Investigation reports that arrest of juveniles for serious crimes increased 78% from 1960 to 1969, while the number of persons in the age group 10-17 increased by 27%. In addition, over 70% of arrested persons under 25 years of age released in 1963 were rearrested within six years. The delinquency rate (based on delinquency cases, excluding traffic, per 1,000 U.S. child population 10-17 years of age -- Juvenile Court statistics 1969 -- Department of HEW) for 1969 is stated at 30.9. Of the approximate 71,000 youth in the state of Michigan who came into direct contact with the Juvenile Criminal Justice system in 1969, a large proportion initiated this contact through such norm-violating acts as home truancy, home incorrigibility, school truancy, and school incorrigibility. The aforementioned contact with the Criminal Justice System represents methods which label youth as criminals for crimes which an adult would not be subject to the law.

All youth have an inherent right to an education and an opportunity to receive an education. But, the categorization of youth into the

delinquent syndrome removes them physically and psychologically from the educational opportunities that are within the normal matriculation system of schools. Unconscious and systematic efforts exist which exclude delinquent youth from programs that are available to them and from which they would benefit.

Without educational credentials such as a diploma, many job opportunities are reduced for the delinquent. The schools, with due regard for the enormity of their task, identification, treatment and prevention, provide significantly little help to a youth once he or she has been declared either truant, incorrigible or delinquent.

Most criminals, who begin their careers in crime as juveniles and who graduate to more serious criminal offenses, are identifiable at a relatively early state, as potential delinquents. Once the contact is made with the police and the decision is made to process him on to the court and subsequently adjudicated delinquent by the court, the battle to reclaim that person as a useful, contributing member of society is usually lost.

It becomes clear that the schools have the greatest contact of any institution, other than the home, with the lives of youngsters during the growth and development years of five through sixteen. It is the belief of this author that the educational community is the first institutional line of defense in any crime prevention program; to the extent that they succeed or fail, to that extent, the community succeeds or fails in

providing its youth with constructive skills and opportunities for productive citizenship.

PURPOSE

The purpose of this investigation is to make public the current efforts of the educational community: Michigan Department of Education, Local School Districts, Juvenile Detention Facilities, and the State Department of Social Services -- Boys' and Girls' Training Schools, to educate and train delinquent youth.

This investigation will bring to focus the educational arena of the delinquent and those projects available to him or her through the Department of Education and the efforts of those people in positions of influence in the various divisions within the Department of Education which are delegated the responsibility to develop and fund educational projects for delinquent youth.

The people of the state of Michigan have stated, in the State Constitution, that it accepts the responsibility to educate all youth in the state of Michigan. This investigation has as one of its purposes to determine to what extent that promise is being kept with the delinquent youth of Michigan.

It was also to be determined if delinquent youth prior to adjudication were enrolled in an educational project to prevent or reduce their problem base.

PROCEDURES

The procedures for this study will be comprised of the following:

- I. Review of State Budget
 - A. Determine monies available for delinquent education programs as stated in Budget Narrative of the fiscal 1969 Budget.
- II. Review of Department of Education
 - A. Determine State and Federal guidelines, objectives, and associated purposes for delinquent youth educational programs.
 - B. Develop a list of existing educational projects for delinquent youth as funded by the Department of Education in the county jurisdictional areas of the juvenile courts of Macomb, Oakland and Wayne.
- III. Selection of Delinquent Youth
 - A. Develop a list of juvenile court case numbers of youth who were made delinquent during the year 1969 in the three counties of Oakland, Macomb and Wayne.
 - B. Randomly select 50 case numbers of delinquent youth from the master list of delinquent youth from each county.
- IV. Data Collection
 - A. Obtain juvenile court records of randomly selected delinquent youth.
 - B. Obtain historical data of delinquent youth:
 1. County
 2. Sex

3. Case Number
4. Birthdate
5. Charge
6. Adjudication Date
7. Probation Officer
8. Parental Status
9. Last School Attended
10. Youth Living With
11. I. Q. Range

C. Collection of notes from police, court, school and social workers which appear in casefiles.

D. Ascertainations will be made from file material, to determine whether educational opportunities were made or formed for the growth of the youth prior to becoming delinquent or after becoming delinquent.

E. Interviews with delinquent youth will be held to ascertain:

1. Whether the school, prior to commitment or trouble with court, the youth was offered an alternative educational program or help which would benefit him/her and alter his/her problem base.

F. Visitation of selected local educational projects as funded by the State Department of Education

V. Review of Literature

A. A search and review of the literature to determine what research reveals concerning the impact (positive or negative) of school on

delinquent prone behavior in youth.

- B. A search and review of the literature to determine what experts reveal schools are doing to alleviate the delinquent and delinquent prone behavior in youth.

VI. Data Analysis

- A. Tabulation of data to determine necessary changes in providing educational experiences for youth labeled delinquent.

DEFINITION OF TERMS

This investigation is concerned with the current efforts of the Michigan Department of Education in providing educational experiences for all youth, especially those declared delinquent, in the three counties of Michigan: Oakland, Macomb and Wayne.

It is quite likely that certain terms will emerge that will necessitate consensus. Among such terms included are:

1. Temporary ward of the court -- A child 0-19 who through due process has been officially placed under the temporary jurisdiction of the juvenile division of the Probate Court with no termination of parental rights.
2. Permanent ward of the court -- A child 0-19 who through due process has been officially placed under the permanent jurisdiction of the juvenile division of the Probate Court with termination of parental rights.

3. Temporary ward of the State -- A child 0-19 who through due process has been officially placed under the temporary jurisdiction of the juvenile division of the Probate Court and committed to the State Department of Social Services or Department of Mental Health granting the State of Michigan temporary guardianship of the child.
4. Permanent ward of the State -- A child 0-19 who through due process has been officially placed under the permanent jurisdiction of the juvenile division of the Probate Court and committed to the State Department of Social Services or Department of Mental Health granting the State of Michigan permanent guardianship of the child.
5. Repeaters -- Second and third offenders.
6. Delinquent -- Defining the delinquent is a most elusive task. Two leaders in the field of adolescent development and adjustment have defined delinquency as follows:

If a young person definitely interferes with the rights of others, appropriates their property, causes damage, or violates the sex code, he is interfering with the life of another person and is delinquent.¹

Another author reports:

The definition of the delinquent is not altogether clear. Like the older criminal he may be simply the person who has engaged in some anti-social act for which he has been caught by an authority.²

¹Lester D. Crow and Alice Crow, Adolescent Development and Adjustment, (2nd edition, New York: McGraw Hill), p. 316.

²Warnath and Steward, The Counselor and Society, (Boston: Houghton-Mifflin Co., 1965), p. 53.

Martin Gold speaks directly at the elusiveness of the term delinquency when he says:

Delinquency, as an important kind of behavior and as a social problem, is more usefully conceptualized as a matter of degree. Second, if any offense, however minor, makes a youngster technically a 'delinquent' then it is true that over 80 percent of Flint's teen-agers were 'delinquent' in the early '60's.³

The President's Commission report indicates:

Enormous numbers of young people appear to be involved in delinquent acts. Indeed, self-report studies reveal that perhaps 90% of all young people have committed at least one act for which they could have been brought to juvenile court. Many of these offenses are relatively trivial - fighting, truancy, running away from home. Statutes often define juvenile delinquency so broadly as to make virtually all youngsters delinquent.⁴

The Ohio Juvenile Code defines a delinquent child as one who violates a law, is wayward, habitually disobedient or truant, or who behaves in a way that endangers the health or morals of himself or others, or who attempts to enter the marriage relation without the consent of parents or guardians. The Michigan Juvenile Code, not unlike the above, declares a youth delinquent when he deserts his home without sufficient cause, is truant from school, leads an immoral life, and idles away his or her time.

³Martin Gold, Delinquent Behavior in an American City, (Belmont, California: Brooks/Cole Publishing Co., 1970), p. 114.

⁴U. S. President's Commission on Law Enforcement and Administration of Justice, The Challenge of Crime in a Free Society, A report by the President's Commission on Law Enforcement and Administration of Justice, (Washington, D. C.: U. S. Printing Office, 1967), p. 55.

For the purpose of this study, delinquency is defined as law violating behavior which is likely to result in police and/or court action.

In addition, the delinquent is that youth who has been adjudicated by the courts for his/her act of delinquency.

7. Project -- A major objective of this study is to identify educationally related projects which are funded by the Michigan Department of Education in the Counties of Oakland, Macomb and Wayne, which in their stated purposes, indicate that their associated objectives were to reduce alienation and aid delinquent youth through educational projects. The term project will refer to the above objective in that school projects refer to the curriculum that exists for the purposes of reducing norm violating behavior, providing educational alternatives to potential and existing dropouts, and exists as an organized curriculum to prevent delinquency. For the purposes of this investigation, a project shall be organized by the school to reduce or prevent delinquency. A project shall be functional within the school building during regular school hours, and/or a project shall be functional outside the school building, in a separate facility, before or after regular school hours. A project shall be funded through the several school funds and/or supplemental funds.
8. Curriculum -- This investigation will refer to the generally used educational term curriculum when discussing project development and organization. Curriculum shall be defined as life experiences, either organized or unorganized in a school setting or outside the school setting.

9. Educational Community, Educators -- This investigation will refer to the term school and educational community, which are to be accepted as having similar meaning. Likewise, the reader is expected to accept teachers and educators as having similar meaning.

CHAPTER II

METHOD

The condensed volume of the Michigan State Budget was obtained from the Michigan Budget Bureau. This document contains the budgets of the nineteen departments within the state government. Each department budget was observed and reviewed. The purpose of this activity was to determine which monies were available, through the various departments of the Michigan State government, for educational opportunity programs for delinquent youth. Such money and programs were found to exist only in the Department of Education.

A list was developed pertaining to existing Department of Education educational programs for delinquent youth. Areas of focus were: ESEA Title I; Adult Basic Education, Title IIB of the Economic Opportunity Act; Special Education Division; Manpower Development Training Act; Division of Vocational Rehabilitation; and, Division of Vocational Education.

Specific objectives, guidelines and definitions built into programs limited the client population they served. Such programs which were eliminated from further consideration were Adult Basic Education, and Title IIB of the Economic Opportunity Act. Special Education was

originally eliminated on the same grounds, but because a number of selected youth were receiving the benefits of Special Education, it was returned to the list of programs for consideration. (As stated later in this document, Special Education is not designed to serve delinquent youth, but delinquent youth may be receiving the benefits of Special Education because of their individual mental retardation.)

A closer look at the Department of Education determined the objectives and associated purposes of bureaus and divisions within the Department as they pertain to delinquent youth educational programs. A determination was made as to how money was allocated and spent for each program. Also, program emphasis was reviewed--vocational or academic or social. In addition, the author wanted to determine if objectives or guidelines at the Department of Education level existed which would limit the local project from curriculum emphasis or youth membership.

A list of local projects was made by county as funded by ESEA Title I and Vocational Education-Special Needs. A list of projects as funded by DVR or MDTA was not made because these agencies operate their own projects and do not fund on a local basis. Special Education projects were also not listed because nearly every school district in Macomb, Oakland and Wayne counties operate a Special Educational project.

Letters of introduction were sent to juvenile court judges of the three counties of Macomb, Oakland and Wayne. The letter discussed

the need for an investigation of the educational opportunities for delinquent youth in the state of Michigan and the objectives for this investigation. The letter also stated the request for endorsement and cooperation by the court in endeavoring to complete such an investigation. When the Office of Criminal Justice Programs received word of the court's endorsement and willingness to cooperate, dates were established with each court to visit their facilities and to begin collecting data.

The counties of Macomb, Oakland and Wayne were used because, according to Table 1-F-18 of the 1971 Comprehensive Plan of the Michigan Office of Criminal Justice Programs, they contain 62% of Michigan's youth between the ages of 10-16. Time and travel restrictions were also factors involved in the choice of the three counties.

A random selection method was utilized to select casefiles on record in the court on each youth that was adjudicated delinquent in the calendar year of 1969. The purpose of looking through the casefiles was to determine whether youth declared delinquent during 1969 were involved in any pre or post-adjudication education project of regular matriculation composition or of a special nature whose specific or implicit purpose was to prevent or reduce delinquent behavior. By utilizing the legal and social history of the records of youth declared delinquent in 1969, and whose records were on file in the juvenile court, it was determined if educational opportunities were made or formed for the growth of the youth prior to becoming delinquent or after becoming delinquent.

The investigation began in Wayne County on February 20, 1971. When looking at each casefile, the author was interested in obtaining data which pertained to the social and educational status of each youth. Such basic demographic data as the county, sex, case number, birthdate, charge, adjudication date, probation officer, parental status and youth living with whom, were easily obtained from the records. Important data such as last school attended, education program involved in, latest tested intelligence level, educational achievement tests given, and the scores, were most difficult to obtain through the social and legal files kept on record at the juvenile court. A number of these files, however, contributed this type of information. Casefiles do not include the educational cumulative folder which contains pertinent educational data. This is for a number of reasons: 1.) The courts generally do not request it because it is not necessary for developing a legal decision; 2.) Generally, a youth's stay in the county youth detention facility is for a short period of time--average three weeks. Included in the files were a number of comments from the police, court workers, social workers, educators, and other interested people who were involved in the case of the youth. This data proved most helpful in determining whether the youth was involved in any educational project.

The method that was used to obtain the data, as mentioned above, was strictly an investigatory method. Basically because files were fragmented and were not similar from case to case, probation officer to probation officer, or social worker to social worker, and far from

being basic from county to county, an exact format could not be devised. It was difficult to obtain specific and exact data and similar data from each file, except for such basic demographic data as aforementioned. A limitation of this investigation is the fragmented data or unsystematic method that data on juvenile delinquents is kept. Drawbacks to this investigation are that important data such as school attendance, school attitudes, school behavior, and educational projects were not directly obtainable from the files. If such information was found it only existed at the whim of the social worker, probation officer or contact officer who developed the file. However, because of the large number of youth investigated and the random selection process used, it is the feeling of this author that enough historical, sociological and educational data existed which made it possible to develop concrete perceptions about the status of educational opportunities for delinquent youth in the State of Michigan.

Interviews were held with 11 delinquent youth who were confined to the Youth Detention Facility at Macomb County. Four of the eleven were females, age ranges from 14-16. The purpose of these interviews, which were conducted with a tape recorder in the presence of the youth, was to be open-ended conversations concentrating, with special emphasis, on activities in school last attended, in the youth home and its education project, on the outside prior to the youth's adjudication and stay in the youth home. And, to determine if the school, from the youth's perception, prior to commitment to the youth home or trouble with the court,

offered any alternative educational project or help for the youth through educational projects which would benefit the youth or alter his problem base. If the youth expressed a problem at home and if the youth expressed an awareness that the school counselor or assistant principal or principal or teacher or any school-related adult had an understanding or a knowledge of this home problem or anti-social behavior in other realms of activity, he was asked if he felt the educators had rendered any assistance to him in an attempt to solve his problem base.

A number of projects, as funded by various programs within the Department of Education, were visited. These projects include Ferndale, East Detroit, Highland Park, and Inkster. The objective of these visits was to observe normal activities, talk to youth in the project, talk to teachers, and talk to administrators about the projects. One of the purposes was to determine what objectivities and guidelines the local project developed which limited membership. Other concerns were to determine whether the projects had established the youth's educational needs and whether the project functioned for the youth or for the self-perpetuation of the state program.

Throughout the process as described above, the author conducted the review of the literature to determine what experts reveal the educational community is doing to alleviate the delinquent and delinquent prone behavior in youth.

The next procedure was analysis of the existing data. Comparisons were made of the data with the concerns that the author had made prior

to the undertaking of the study. Tabulation of data was made to determine what educational opportunities existed.

CHAPTER III

REVIEW OF LITERATURE

Consensus in the area of juvenile delinquency identification, prevention and reduction is that there is a definite and positive relationship with the act of dropping out and asocial behavior which culminates in the adjudication of youth into the delinquent syndrome of the Criminal Justice system.

Even though there does not seem to be overwhelming agreement in the juvenile delinquent field, Polk reports that:

youth who had committed serious offenses and well over three-fourths of the youth who had committed moderately serious offenses, were school dropouts.¹

Kvaraceus found in a study of juvenile delinquency and education in Passaic, New Jersey that the act of leaving school without permission or of being absent without an excuse seems to have a high positive correlation with youth becoming delinquent. "Truancy was five times higher among delinquents than among the general school population."²

¹Kenneth Polk, Non-Metropolitan Delinquency: An Action Program, (Washington, D. C.: Office of Juvenile Delinquency and Youth Development, U.S. Dept. of HEW, 1967).

²William C. Kvaraceus, Juvenile Delinquency and the School, (Book #24, New York: World Book, Co., 1945), p. 144.

With such findings, one tends to question whether the act of dropping out and truancy is a phenomena unique only to the delinquent youth population. Glueck, in his study of delinquency, found that among the delinquents, nearly two-thirds (62.3%) dropped out of school before sixteen, while only one-eighth of the non-delinquents had dropped out. Glueck also found that only 3.4% of the delinquents, as against 48.1% of the non-delinquents continued their schooling beyond their 17th birthday.³

A study released by the Secretary of Health, Education and Welfare reports that the act of dropping out is higher among delinquents than among non-delinquents. "Seventy-five percent of 17 year old delinquents are school dropouts." ⁴

The act of dropping out is a significant phenomena in the State of Michigan that cannot be ignored, or dismissed lightly with the attitude that such occurances in life are inevitable. This attitude is held by a significantly high percentage of our society.

The Bureau of Research, Michigan Department of Education, found that in 1968-69 the dropout rate of Michigan Schools was 6.97 ($\frac{\text{Dropouts}}{\text{Membership}} = \text{Dropout Rate}$). During 1968-69, a total of 39,137 students dropped out of schools in Michigan.⁵ A monograph printed in

³Sheldon Glueck, Delinquents and Non-Delinquents in Perspective, (Cambridge: Harvard University Press, 1968), p. 73.

⁴U. S. Department of Health, Education and Welfare; Council of State Governments, Juvenile Delinquency, (2 edition, Chicago, 1965), p. 60.

⁵State of Michigan; Michigan Department of Education, Public High School Dropouts in Michigan, 1968-69, (Lansing, Michigan, 1969).

1968 by the Michigan Department of Education titled "Characteristics of Public High School Dropouts" samples 84 school districts in the state of Michigan. This report brings to light the much conceived perception that, "Lack of interest and supervision" were reasons for dropping out of school.⁶ Martin Gold found that poor performance in school has a high correlation with delinquent activities.⁷

The inner feeling of defeat, and of the inability to achieve, both become legitimate reasons for youth to reject the system. Kvaraceus concludes that:

If a pupil has been humiliated too often, he may never make the necessary effort. The school that expels a child or fails him year after year is more or less urging that student to get out when he is least prepared to build his own life.⁸

Reasons for dropping out and the act of truancy may be very basically involved with the dislike of school, the feeling of failure, ridicule, humiliation and rejection. Glueck also found in comparing delinquents with non-delinquents, that delinquents had a greater tendency to quit school, to not want to attend school, and that delinquents were up to two years intellectually retarded over the mean of non-delinquents. Delinquents also were classified as poor scholastically as compared

⁶State of Michigan; Michigan Department of Education, Characteristics of Public High School Dropouts in Michigan, Research Monograph No. 7A, (Lansing, Michigan, 1968).

⁷Martin Gold, Delinquent Behavior in an American City, (Belmont California: Brooks/Cole Publishing Co., 1970), p. 123.

⁸Kvaraceus, op. cit., p. 49.

to non-delinquents. Early incident of school behavior problems was 3-1/2 years earlier for delinquents in the Glueck studies. Truancy seemed to be a major symptom of early delinquent behavior, more so than the non-delinquent - 95% of all delinquents had truanted, two-thirds of them persistently, compared with 10% among the non-delinquents, all of the latter only very occasionally.⁹

Income and employment are basic ingredients of American life (the legitimate arena). In his studies of income and delinquency, Fleisher found that both high income and high employment are correlated with low delinquency rates. Geographical areas where income or money is plentiful to purchase items of need or pleasure and where employment is available to the adult and youth, delinquency is low. The effects are, in his opinion, direct and his findings suggest that income and employment affect delinquency significantly. He states:

It is likely that a large number of people whose skills and abilities for legitimate earning have not been developed by education and training may apply themselves productively to the pursuit of illegitimate gain.¹⁰

Recent findings with regard to age, school dropout rate and unemployment rate, found that both unemployment and dropout rates appear to peak at sixteen years of age.¹¹ Further study done in Chicago by the

⁹Sheldon Glueck, Ventures in Criminology; Selected Recent Papers, (Cambridge: Harvard University Press, 1964), p. 24.

¹⁰Belton M. Fleisher, The Economics of Delinquency, (Chicago: Quadrangle Books, 1966), p. 29.

¹¹Ibid., p. 81.

Youth Studies Research Program at the University of Chicago show that the peak number of arrests for all crimes committed by school dropouts occurred within twelve months after the youths had left school. In addition, the crime rate for dropouts is about three times higher than that for non-dropouts.¹²

The school environment is not a totally natural habitat for the growth and development of the human being. The requirements of a positive experience as perceived by the adult is, at times, perceived as negative by the youth culture when considering the natural development stages that exist and must emerge in the young human organism. During the identity stages, when educators should be concerned with the prevention of inferiority feelings, the school environment contributes to many youth's feelings of inferiority if not inadequateness.¹³ Cavan suggests that such false environments may be contributing to the development of the juvenile delinquent. Restlessness, ambivalence, rejection of petty rules and regulations¹⁴ are not only natural in youth, but promoted in youth by those who focus upon youthful consumers such as the record companies, the modern novel, the modern pictures, cosmetic companies and other Madison Avenue-type enterprises.¹⁵

¹²Ibid., p. 82.

¹³Ruth Cavan, Delinquency and Crime, (Philadelphia: Lipponcott, 1969,) p. 185.

¹⁴Erik H. Erikson, Identity Youth and Crisis, (New York: W. W. Norton and Company, 1968), p. 157.

¹⁵William C. Kvaraceus, Juvenile Delinquency, A Problem for the Modern World, (New York: Crowell, 1970), p. 51.

The seeking of pleasurable experiences is largely a natural process. It, therefore, stands to reason for the emotionally healthy person to not want to remain in a painful environmental situation.¹⁶ Salisbury speaks directly to this culturization of our youth and states how change could be instigated in public school when he says:

It is unrealistic to dissociate the problem of youth from the atmosphere in which youth lives. The youngsters are the products of American culture. So are the schools they attend. If the content of our culture is largely plastic, bleached wood pulp, chrome, acetate fiber and fresh frozen concentrates, there is going to be much that is synthetic in the schools. If we insist on change and newness at the expense of value and principle our standards are bound to be as fleeting as styles in women's hats. If we measure ourselves in terms of Cadillacs rather than Socrates, the schools will turn out mechanics and auto buyers, not philosophers. It is not accident but choice which causes new schools to resemble functionally designed factories rather than academic halls.¹⁷

Many educators are sounding off with, "I don't have to have that kid in my class," or emphasizing that specific classes for what they perceive as delinquent or disobedient youth and suspected emotionally disturbed youth must be created.¹⁸

Curriculum changes are perceived by many educators to be developed or initiated for the purpose of satisfying their own weaknesses in relating to students. The scheduling of classes, rules and regulations,

¹⁶August Aichorn, Wayward Youth, (New York: The Viking Press, 1935), p. 188.

¹⁷Harrison Salisbury, The Shook-Up Generation, (New York: Harper, 1968), p. 164.

¹⁸William C. Kvaraceus, Delinquent Behavior, (Washington, D. C.: National Education Association, Vol. 2, 1959), p. 52.

academic emphasis, "bookishness" and teaching methods combine to place a wider gap between teacher and student. These behaviors by teachers tend to support the teachers' alienated attitude toward behavior problem youth and further enhance the youth's inferiority feeling which produces in the youth a feeling of running away or retreating from a painful situation. Glueck related to this by stating:

The transfer of the child from one department of the school system to another is merely an administrative device to eliminate the factors in curriculum and method which may promote delinquency.¹⁹

A number of educators are complaining foul and maintaining that youth are hitting below the belt, when in reality the youth are actually rejecting the meaningless and irrelevant educational programs in schools which are not fulfilling their needs. The pleasure of the "fun" of school as perceived by youth is eliminated from the curriculum but needed in order to sustain life within the organism so pleasure is, therefore, created by the youth who are being denied it. Curriculum voids will be filled. It is naive to believe that youth do not understand curriculum through their explicit actions, verbal comments or by their lack of interest expressed through dropping out or tuning out.

It can be said that many of our local schools not only are ineffective in preventing delinquency, but also inadvertently contribute to delinquency.

¹⁹Sheldon Glueck, Preventing Crime, (New York: McGraw-Hill, 1936, New York: Kraus, Reprint 1968), p. 119.

In protecting youth from real life problems, the school enters into a tragic conspiracy of irresponsible retreat from reality. The perversion of the high school curriculum to neutral and petty purposes emasculates the ego. The complaints of the delinquent today are that school experiences are stale and flat. Boredom in school is what drives many youth to retaliating and non-conforming behavior, to chronic truancy, and eventually to withdrawal.²⁰

A history of delinquent behavior, particularly if it leads to expulsion or dropping out, often makes it difficult for a youth to assume adult responsibilities in a manner which is acceptable to the community.

The objectives of education are not put into exact concrete data requirements but rather large, global or general terms that are difficult to describe specifically, but applicable to most schools and usually fitting to the American value of apple pie, motherhood, Fourth of July, and the pursuit of happiness. Glueck feels that:

the objective of education is the development of healthy, happy, courageous, moral and efficient men and women whose ways of living will prove of greatest services not only to themselves, but to the community as well.²¹

While the educator is yelling foul because of the disobedience of youth, the lack of respect of the youth, the rebelliousness of youth, and the general disrespect for rules and regulations, he, the educator whose complaints toward youth are leveled at the behavior syndrome, continue to smother the youth with Academic skills. Rules and regulations, policies and procedures relating to norm violating or disobedient behavior in youth are nearly non-existent.

²⁰William C. Kvaraceus, Anxious Youth; Dynamics of Delinquency, (Columbus, Ohio: Merrill Books, 1966), p. 123.

²¹Glueck, op. cit., p. 92.

The educational community has a large responsibility in the pattern of life for the delinquent and delinquent prone youth. Educators need to begin to measure success in terms of the reduction of complaints based on social behavior. Then a real effect will be made by educators to alleviate delinquent behavior.

Schools are altogether too willing to consider their job done if the child can read, write and explain the meaning of the Golden Rule regardless of whether or not it has been translated into the pupil's daily living.²²

Teachers, the major force behind what is called formal education, play a large role in the development and dissolution of delinquent behavior. Teachers stand at the threshold of the life experiences of youth. Youth's attitude or perception of a teacher is important with regard to the future course of youth. In a study by Klein and Associates, students in schools were asked to designate whether his teacher was very helpful in his learning of his school work. Klein reports:

. . . That deviants, generally, regarded teachers as less helpful than did conformists . . . " Klein continues by stating that, "it could be hypothesized that deviant children, in effect, perceived the school, as represented by the teachers, as a frustrating and limited opportunity system."²³

There is a danger when life substance is withdrawn from one organism A for the benefit of organism B or for the purpose of its own growth and development. Such is the case in education. Within the interpersonal relationship between student and teacher, more concern should be

²²Kvaraceus, op. cit., p. 299.

²³Malcom W. Klein, Juvenile Gangs in Context, Research and Action, (Englewood Cliffs, New Jersey, Prentice Hall, 1967), p. 50.

shown by the teacher, for the growth and development of the youth. The selection and training of teachers is vital for the avoidance of the dangers which can befall the individual. The development of a sense of inferiority, the feeling that one will never be any "good", is a danger which can be minimized by a teacher who knows how to emphasize what a child can do and who recognizes an unhealthy emotional situation in a healthy manner.

Glueck has commented on this phase stating that:

Teachers who are emotionally unstable, who have frustrated and repressed personalities, do an infinite amount of harm. This is especially true when they attempt to mold the lives of youth in order to gain, through the lives of children, desires and satisfactions which they themselves failed to attain. Children must live their own lives rather than compensate for deficiencies in the lives of their elders, either parents or teachers.²⁴

But the teacher is not a single entity butting all social forces in the event of working with delinquent and delinquent prone youth. More linkages should exist between the several social agencies and the schools in order that early identification and prevention programs can be implemented. Schools exist to foster the learning process but also function to introduce youth to the social order of things. Linkages should exist between social agencies and the schools, but more importantly communications must be linked to the teacher. An attitude cannot exist in the school which states that teachers are teachers and counselors are counselors. That is tantamount to rejection of the whole person.

²⁴Glueck, op. cit., p. 199.

Ideally the school should have some link with the health, welfare and recreation agencies that exist in a community. For even if a teacher is aware that a child is ill or needs glasses, she cannot provide medicine and a pair of glasses if the family fails to do so. If a teacher is aware that a child is disturbed or damaged by emotional problems, she can only recommend a source of help. If a youngster has no place to go and nothing to do except loiter on a street corner, the most concerned and conscientious teacher cannot create a better world for him after he leaves the class without help from the outside.²⁵

The school system has traditionally been the door to opportunity or the pit of rejection. Children from lower class families have traditionally had to work harder and longer at being me and at learning in the traditional school system. When the high school diploma was considered a high plateau in educational attainment, employment for those without the diploma was available. Society could absorb those youth to the extent of providing them with early employment. Today, however, it is obvious that this system does not exist. The school and society have plotted together to produce schools with an unpleasant atmosphere for lower class youth. Employment circles then have a ready market for low-cost labor.²⁶ But, even if dropout rates were to diminish rapidly, society would not be appreciably better off; society would simply have a more sophisticated body of unemployment. For educated or not, society is faced with an occupant and structure which is shrinking relative to the men it must absorb. Thus the streets of America's urban

²⁵Kvaraceus, op. cit., p. 52.

²⁶David M. Downes, The Delinquent Solution; a Study in Subcultural Theory, (New York: Free Press, 1966), p. 263.

slums are slowly filling with young men who have no prospect of finding manhood through work, who are coming of age in a society which doesn't want them.

There is no stereotype delinquent. Such labels belong to all classes and races. The classes and races are distinct in characteristics. Suburban delinquency is on the rise, as is the suburban population. There is no one single cause. Disassociation of humans for other humans, brought on by over-crowding, the isolation of humans brought on through transient behavior and the distance from natural gathering places which provide natural identity processes all permeate the suburban arena. Youth must be driven to their place of play. The corner store is three miles away and across busy highways. Eisner speaks to this issue by stating that:

one might imagine that our society hates children, for we have carefully arranged that only parents and people employed for the purpose have any contact with them.²⁷

The quest for identity is basic to man. The process of finding oneself and mirroring oneself through others is constantly occurring among all people. In early social life a child in the suburban atmosphere is institutionalized to acknowledge that certain activities are to occur at appropriate times and places. For example, Little League, Cub Scouts, YMCA are to an extent supervised by the adults.

²⁷Victor Eisner, The Delinquency Label: The Epidemiology of Juvenile Delinquency, (New York: Random House, 1969), p. 100.

There are advantages to this system in that youth are kept safe from many hazards. The disadvantage is that children are guided into conforming to the customs of society. In middle class society, youth learn early that one must be denied immediate gratifications such as manhood or adulthood. Middle class attitudes and values being the overseer of society begin to transcend their concept of prolonged gratification upon other stratas of society. But, not cognizant of the dangers to some middle class youth and particularly the lower class youth.

Success in school for the middle class boy is absolutely essential. He must be well prepared in grammar school. He must finish high school so that he can be employable and attend college.

An adolescent is confined in a network of laws, regulations, and customs based on the middle-class patterns of preparation for life in a middle-class world. The purpose of this network is to ensure that he completes an adequate preparation for adult life, but its effect, in many cases is to encourage juvenile delinquency.²⁸

There is a natural tendency for youth to demand rights and privileges, to speak out against the system, yell back, to disagree, and seem impertinent to the adult. The model that the adolescent observes--the adult--has innumerable rights and privileges. The adult is mobile, has few curfews, may imbide without fear of criticism or apprehension, unless done in excess. The youth struggles to be known, to be heard, while at the same time tries to be silent and unknown. In truth, the

²⁸Ibid., p. 103.

youth seeks to be all, with a willingness to be himself.²⁹ The youth who chooses not to conform to the adolescent criteria of the middle class and societal image is left no alternative except rejection, which is interpreted by the adult world in many different ways. The youth's motives or actions do not necessarily place him in a (delinquents) rebellious syndrome. But rather, middle class adolescent criteria of proper behavior and the law places the youth into the delinquent syndrome. Examples are such laws for which adolescents can be arrested if violated but adults are not arrested. Eisner then states that, "In our present system, all options other than waiting for future gratification are defined as illegal or immoral." ³⁰

Schools are the major common denominator for youth. Schools are also the primary method of aculturation of youth. School is where youth come to interact on a systematic and daily basis with peers. It is in a school that kids come to like and dislike learning. It is here that teachers systematically watch over the academic and social behavior of youth. It is here that young-budding identity continues to grow or becomes fixed.³¹ Schools functioning as they do, it seems natural that they would play a central role in long-range delinquency prevention. Schools, as social institutions, are not geared to prevent or reduce delinquent behavior. As an institution the schools function as an

²⁹Erikson, op. cit., p. 122.

³⁰Eisner, op. cit., p. 106.

³¹Erikson, op. cit., p. 125.

information dissemination factory (system). Glueck has stated that:

Except for the police, children's courts and reformatory institutions, public and private agencies are not organized primarily for the prevention of crime and delinquency. This function is considered to be an adjunct to or as a by-product of their other related purposes.³²

Children with severe behavior problems have been perhaps inadvertently, yet systematically, denied their right to an adequate education. This systematic rejection by the schools of behavior problem youth has thus reduced the youth potential for assuming a successful adult role. Gold relates to this point of view by stating that:

affirmative regard for self is an important human need, and perhaps never so pressing as in adolescence. To the degree that poor school performance threatens a boy's self-image, he may turn elsewhere to other people in other contexts for affirmations.³³

There is no agreement among professional educators as to the reason, purpose or use of grades in school. Schools continue to rate people against people, to compare one against another even though most educators would agree as to the possible damaging effects of the grading system in relation to the delinquent and delinquent prone youth.

Gold states that:

No matter how delinquent the boys believed their friends to be, they were themselves more frequently and seriously delinquent if their grades were poor.³⁴

³²Glueck, op. cit., p. 183.

³³Gold, op. cit., p. 125.

³⁴Ibid., p. 123.

During the past 50 years, there has been an explosion in the growth of empirical knowledge about children, yet this growth in knowledge has been characteristically uneven. Landmark advances in empirical knowledge regarding the prevention and control of certain birth defects, childhood disease and the nutritional needs of children have been made. These advances were soon followed by technological improvements which made remedies available to the vast majority of Michigan children. These advances in empirical knowledge and medical technology concerning children out of the "home remedy, mid-wife, medical quack, patent medicine area." Thomas Plint stressed the need for an inductive research in the causes of crime and delinquency in England during 1851 when he said:

Until the true theory be known, so neither can the true remedy be known. The nation may lay its account in the expenditure of a vast amount of money, on schemes of prison discipline, and penal infliction and industrial schools, and national education - only to arrive at the conclusion at last, that it has applied remedies without an accurate knowledge of the disease, and has therefore acted the part of the empiric or the quack, to the disgrace of its philosophy and its statesmanship.³⁵

Such a statement leads the author to ask why education has not improved socially as much as it has academically. Little is known empirically about the origins of juvenile delinquency, although there are a number of sophisticated theoretical points of view about the problem. According to the President's Commission on Law Enforcement and Administration of Justice:

³⁵Wiley Britton Sanders, Juvenile Offenders for a Thousand Years, (Chapel Hill: University of North Carolina Press, 1970), p. 226.

Indeed, as of now, there are no demonstrable and proven methods for reducing the incidents of serious delinquent acts through preventive or rehabilitative procedures. Either the descriptive knowledge has not been translated into feasible action programs, or the programs have not been successfully implemented, or if implemented they have lacked evaluation, or if evaluated, the results have usually been negative, and in the few cases of reported positive results, replications have been lacking. At the same time, there are systematic and plausible sets of ideas about delinquency that find support and that may be converted into action strategies.³⁶

Society has progressed in its attempts to secure the right to an adequate education for all children. But there is a need for still more progress. The school is the setting in which many children first come to think of themselves as competent or non-competent. Glueck states:

Difficulties with subject matter, conflict with teachers, persistent truancy, general management and discipline problems, lack of encouragement and supervision in the home, and an overwhelming sense of inability on the part of the juvenile offender cause him to view public education as an unhappy and distasteful process, while academic difficulties cannot be constructed as the cause of delinquency, the vast majority of juvenile offenders are academically retarded and highly confused as to the place of education in their lives. Likely, this confusion is only one symptom of the social disturbance which produces delinquency.³⁷

Too often children become labeled in school at a very early age and learn to think of themselves as "dumb", "slow", or "troublemakers". Even though the behavior problem that appears in school usually reflects

³⁶Task Force Report: Juvenile Delinquency and Youth Crime, Task Force on Juvenile Delinquency, the President's Commission on Law Enforcement and Administration of Justice, (U. S. Government Printing Office, 1967), p. 309.

³⁷Glueck, op. cit., p. 73.

inadequacies in the family and neighborhood and therefore, may not be attributable to the school itself, traditional school responses to this behavior (rejection, expulsion, exclusion) tend to intensify rather than weaken the probabilities of delinquency.

In his overview of the Passaic Experiment Kvaraceus states that:

School has become a powerful factor in the life of childhood and youth. Next to the home it is the most constructive force in the formation of life's attitudes and interests. A large percentage of the delinquents today definitely began their careers during the years they were attending school. The school has these young people when they are developing antisocial trends and attitudes. Many criminal careers result from the failure of the school to adjust the curriculum to the children's individual needs. These children are challenged by the delinquent activities of their associates much more than by the activities of the school.³⁸

Almost all of the specialized training which a teacher receives is obtained in an institution of higher learning. The training curriculum of these institutions rarely includes the theory and techniques for working with behavior problem youth. Most future teachers are not given any training which specifically helps them to deal effectively and confidently with behavior problems. In most cases the teacher is literally left to determine his or her own method of dealing with these youth.

Amos states that the:

instructor needs far more than knowledge of the subject matter which he is to teach. He must be well trained in the understanding of the frustrations and problems of young people who have demonstrated their hostility by their delinquent behavior.³⁹

³⁸Kvaraceus, op. cit., p. 300.

³⁹William Amos, ed., Readings in the Administration of Institutions for Delinquent Youth, (Springfield, Illinois: Thomas, 1965), p. 78.

Much of the teacher preparation process in colleges and universities has failed to equip new teachers sufficiently in dealing with the target population--delinquent and delinquent prone youth. Teacher training programs in colleges and universities should incorporate techniques in classroom management, including individual and group work skills. The most logical place for this type of skill development is in the student teaching practicum. Glueck states that:

Teacher training will have to be modified to include liberal elements of dynamic psychology and opportunities to participate in clinical conferences. Practice teaching of the various traditional subjects in the curriculum cannot replace the need for an understanding of the troubles and tensions of children as they wrestle with the problem of adjusting to the restraints of the adult world.⁴⁰

Youth who have been released from institutions and returned to the community have many alternatives available to them, one of which is to return to the school. The returning youth poses a difficult problem to schools. Providing him with special classes tends to encourage labeling. Placement in the regular school curriculum may trigger old and negative responses. The schools and the courts, through their counselors and aftercare workers, need to create better working relationships with each other. Amos speaks of this problem when he says that:

For those youth who, because of their youthfulness and because of the laws of the state, must return to public schools upon their release, it is of prime importance that

⁴⁰Glueck, op. cit., p. 93.

they be able to return to the community equipped to compete academically with their peers. If this does not occur the child is again placed in the very frustrating situation of underachievement which may have been a precipitatory factory in his commitment.⁴¹

There are different types of delinquent acts and multiple causes of delinquency. Most of the causes seem to be rooted in social-cultural forces which the schools can do something about.

Unfortunately, too many school people are still content to consider excellence in verbal recall as ample proof that learning has taken place. Very little progress has been made in the direction of evaluating learning in terms of desirable changes in behavior. Schools are altogether too willing to consider their job done if the child can read, write, and explain the meaning of the Golden Rule, regardless of whether or not it has been translated into the pupil's daily living.⁴²

Until the educational community begins to evaluate its influence upon children in terms of bringing about desirable changes in behavior, they will continue to have little, if any, real effect in forestalling delinquent and predelinquent behavior in individual pupils.

REVIEW OF LITERATURE - SUMMARY

There is a consensus which speaks to a correlation between the act of dropping out and the delinquent act and youth who are adjudicated delinquent. (Polk, Kvaraceus, Glueck, HEW, Bureau of Research, Michigan Department of Education.)

⁴¹Amos, op. cit., p. 74.

⁴²Kvaraceus, op. cit., p. 299.

There is a correlation between the time of dropping out, lack of unemployment and the arrest time table of delinquents. (Fleisher, University of Chicago) There are legitimate reasons for youth to drop out. Being humiliated, ridiculed and having poor grades provide very reasonable purposes for youth to drop out of school. (State Department of Education, Michigan; Gold; Glueck) Where income is high and jobs are plentiful, one could predict that delinquency would be low. (Fleischer) School as a single entity is not to be totally blamed for juvenile delinquency or the rise of it. However, school as an organism, has a large role to play in the area of identification, prevention and reduction of juvenile delinquency. Schools need to become more aware of the pattern of life in the United States as a whole, and of the youth's environment specifically. The environment of school with its unpublished goal of control, has many petty rules and regulations which encourage restlessness, ambivalence, and the rejection of the very rules which were created to control them. (Kvaraceus, Salisbury)

It is thought by many educators that delinquent youth are nothing short of emotionally disturbed youth in need of special attention and segregation from the normal flow of education. Curriculum, however, is not a constant, concrete or unmovable force that is designed only by adult educators such as teachers, administrators or curriculum consultants. Youth, who are being labeled as unfit for education, are often the very ones who are most responsible for curriculum changes in education today. (Glueck, Kvaraceus)

Youth who are labeled deviant consider teachers less helpful. (Klein) At the same time, Glueck feels that teachers who live on the lives of youth and function in the classroom to feed their ego should be removed or retained.

School exists primarily for academic development. The teachers' condemning cry, however, is against delinquent youth and their social demeanor. Schools, therefore, should make it their business to become socially oriented and work with youth under the condition that the teachers condemn a youth. They should provide the youth with social skills to correct social inadequacy as academic skills are provided to correct academic deficiencies. (Glueck, Kvaraceus)

The stereotyping of lower class youth whose employment and educational advancement opportunities are less than those of the middle class youth due to the effect of labeling and frequent lack of education is one area in our society which needs improvement if delinquency rules are to be affected. (Downes)

Mobility, the alienation of people toward each other in suburban housing developments, the lack of identity with community institutions and the distance between areas of activity for youth involvement is considered a major contributing factor to the rise of juvenile delinquency in middle class society. (Eisner)

The search for the quest for identity in the life of youth demands that during this process that youth wait for future gratification before they become legitimate adult members of society. A complicated

system of rules and regulations are created by the adult control model to reduce or delay entrance of youth into the adult world. Youth are looking for a willingness to be "me". (Erikson) Options that do exist for youth are not available immediately and those that do exist are either legal or illegal of which the latter represents the adult world while the legal options represent the world of youth.

Children with severe behavior problems have been perhaps inadvertently, yet systematically, denied their right to an adequate education. If youth perceive that they are being denied a right to an adequate education or that poor performance is threatening to their self-image, reliance upon other people and other situations may develop (Gold), which would lead them to directly oppose adult standards of "good" behavior.

Much research has been completed and empirical knowledge developed in regards to child growth and development. Little, however, is known empirically about the origins of juvenile delinquency. Theoretical approaches have not been implemented into action programs or action programs have not been effectively evaluated to correlate with theoretical concepts. (President's Task Force)

The school is a powerful factor in the life of childhood, adolescence and youth. (Kvaraceus) Youth labeled delinquent for their actions against society have a right not to be labeled as educational deviants. They have a basic right not to be labeled as individuals who are

incapable of learning. Further, such youth have a right to be labeled for the purpose of being helped, and not condemned by the educational community.

Teachers are not provided with training in colleges or universities, or through in-service sessions, with the skills which would enable them to deal effectively and confidently with behavior problems. Teachers need greater understanding in psychology, social development, child growth and development, adolescent behavior, group dynamics and training in the skills of self-introspection and self-evaluation if advancements are going to be made in providing educational opportunities for delinquent youth. (Amos, Glueck)

Until educators begin to look at their behavior with youth who they label as deviant, the schools are going to continue to fail society and youth. Until educators begin to evaluate their own performance with youth and their purposes for relating with youth, delinquent-type youth will continue to be ignored. The educational environment has a definite responsibility to provide a wider scope of educational opportunities for youth who are presently labeled delinquent or who are considered to possess deviant behavior. With all the knowledge and research that has been done in the world of education, it seems that all that is necessary is a commitment from the educational establishment to provide educational opportunities for delinquent and delinquent prone youth rather than continuing to commit delinquent and delinquent prone youth into juvenile detention facilities.

CHAPTER IV

DESCRIPTION OF FINDINGS

The number of dropouts in the state of Michigan rose to 39,219 students during the school year of 1968-69. This gross figure is comparable to the figure of 36,554 in 1967-68 with an adjusted membership of 542,507 whereas 562,149 was the adjusted membership* during 1968-69. The Michigan Department of Education, through funds from the Federal Government and resources from the State's general fund, have established educational programs which address themselves directly to the dropout phenomena.

The Elementary and Secondary Education Act, Title I is a federally funded special program in the state which addresses itself directly to the dropout phenomena. The ESEA Title I guidelines state that educationally deprived children shall be entitled to an equal opportunity to acquire an education. The term educationally deprived pertains to those children who have need for special educational assistance in order that their level of educational attainment may be raised to that appropriate for children of their age. The term also includes those children suffering from poverty, neglect or delinquency.

*Involuntary losses subtracted from fourth Friday count.

Michigan Title I projects for 1969-70 numbered 21 in Macomb County, 30 in Oakland County and 31 local projects in Wayne County. Federal and State Guidelines have strongly suggested focus at the pre-school, early childhood and elementary levels. Through such projects specific effect will have been accomplished toward the identification, prevention and reduction of dropouts and delinquent behavior in youth. Through observation of the Michigan Department of Education bulletin on the ESEA Title I projects funded to local school districts in counties of Michigan, it was found that of the total 82 projects funded in the counties of Oakland, Macomb and Wayne, ten projects, as stated in the project title, existed for the purpose of assisting adolescent youth-- Kindergarten through the 12th grade.

Not inclusive of the Detroit School system's all-encompassing "Great Cities " project of \$9, 470, 929 which involved 42, 182 school children during the summer and regular school year of 1969-70, there were only nine specific projects funded by Title I in 1968-69 for the benefit of providing educational opportunities for adolescent delinquent-type youth. In addition such projects included 2, 540 while being allocated \$1, 025, 295. If Detroit schools are included the number increases drastically to 44, 722 youth with the projects allocated \$10, 469, 224.

The Vocational Education Division of the Department of Education is charged with a number of responsibilities, among which are:

1. To provide occupational education and training of less than baccalaureate degree that will develop within each

TABLE 1 - ESEA Title I Projects

<u>Project No.</u>	<u>School District</u>	<u>No. of Students</u>	<u>Project Title</u>	<u>Project Time</u>	<u>Amount</u>
Macomb County					
231	Fitzgerald	124	Work Study to Reduce Dropouts 10-12	Dur/Sum	\$13,499
Oakland County					
249	Ferndale	300	Dropout Program K-12	Dur	122,951
289	Hazel Park	155	Dropout PK-12	Dur/Sum	66,653
282	Oak Park	149	Dropout 1-12	Dur	72,485
275	Pontiac	1,116	Dropout PK-12	Dur/Sum	428,486
Wayne County					
147	Livonia	110	Dropout K-12	Dur	66,050
145	River Rouge	310	Reading K-12	Dur/SS	135,194
138	Wayne	145	Dropout PK-12	Dur/Sum	97,483
432	Dearborn Coop.	131	Vista Maria	SS	22,495
		<hr/>			<hr/>
		2,540			1,025,295
398	Detroit	42,722	School Improvement	Dur/Sum	9,470,929
		<hr/>			<hr/>
		44,722			\$10,496,224

person the attitudes, skills, knowledge and understandings required for entry or advancement in his chosen occupation and,

2. To provide persons who have academic, social, economic, mental, physical or handicaps with education and training that will help them become and remain occupationally competent and,
3. To reduce the number of school dropouts.

Vocational Education programs for persons with special needs focus directly upon socially disadvantaged persons whose needs for such programs or services result from poverty, neglect, delinquency and cultural linguistic isolation from the community at large. This, however, does not include physically or mentally handicapped persons, unless such persons also suffer from the handicaps described above. The special needs program section funds two type of projects. Projects operated for a fiscal year in local school districts and projects which are run only during the summer months of the school year. During 1969 eighteen summer-type projects were funded at a rate of \$253, 373 and serving 2, 154 youth in the three counties of Macomb, Oakland and Wayne.

A total of \$253, 373 was allocated to local school districts to run these projects. Thirty-four projects serving 3, 978 youth and an allocation of \$898, 963 were funded for the fiscal year of 1968-69.

All Vocational Educational programs such as Cooperative Education, Consumer Education, Work-Study, etc., have the similar purpose of

TABLE 2 - Vocational Education: Special Needs Monies Allocated - 1970-71

<u>School District and Project Title</u>	<u>Date of Program</u>	<u>No. of Students</u>	<u>Money Allocated</u>
Wayne County:			
Detroit Schools "Sensitivity Training Workshop "	Summer-70	Unavailable	\$ 6,955
Detroit Schools "Consumer Education for Disadvantaged "	Summer-70	630	60,000
Detroit Schools "Follow-up 1961-70 Office Co-op Grads. "	Summer-70	200	4,466
Detroit Schools "Special Educ. Cooperative Planning Institute "	Summer-70	50	9,882
Detroit "Laboratory Center for Child Care "	1970-71	24	30,729
Detroit Schools "Summer Experience in Health Educ. "	Summer-70	240	3,100
Detroit "Business Preparation Program Phase II "	1970-71	250	63,550
Detroit "Business Exemplary Curriculum "	Summer-70	200	20,400
Inkster Schools "Vocational Program for Summer 1970 "	Summer-70	120	12,440
Inkster Schools "Occupational Training for Disadvantaged "	1970-71	300	157,900
Garden City Schools "Special Needs Summer Programs "	Summer-70	30	9,820
Highland Park "Project Skill Phase II "	Summer-70	105	20,720

TABLE 2 - (cont'd.)

<u>School District and Project Title</u>	<u>Date of Program</u>	<u>No. of Students</u>	<u>Money Allocated</u>
Highland Park " Project Skill Phase III "	Summer-70	105	\$ 21,842
Wayne State University " On Campus Senior Intensified Program "	1970-71	180	67,300
Wayne State University "Senior Intensified Program "	1970-71	90	20,410
Wayne State University "Preparing Teachers to Write Task Oriented Materials "	Summer	20	12,582
Wayne County Community College " Comprehensive Training in Clerical Skills "	Summer-70	90	19,987
Highland Park " Occupational Curriculum Center "	1970-71	120	95,511
Wayne County Community College " TACTICS Program "	1970-71	130	27,377
Wayne State University "Special University Clerical Stenographic Training for ADC Mothers "	1970-71	30	20,000
Wayne State University "Supplement to On Campus Senior Intensified Program "	1970-71	180	9,200
Wayne County Community College " TACTICS Program "	1/71-6/71	<u>242</u>	<u>49,796</u>
Totals		3,336	\$743,967

TABLE 2 - (cont'd.)

<u>School District and Project Title</u>	<u>Date of Program</u>	<u>No. of Students</u>	<u>Money Allocated</u>
Macomb County:			
Anchor Bay Schools "Special Needs Vocational Program "	Summer-70	110	\$ 12,808
Macomb Community College "Business Technology Pro- gram "	Summer-70	25	7,400
Macomb Community College "Apprentice Training Program "	Summer-70	25	7,120
New Haven Schools "Special Needs Program "	1970-71	120	46,300
Anchor Bay Schools "Supplement to Special Needs Vocational Educ. Program "	1970-71	110	12,931
Macomb Community College "Career Development Program for Disadvantaged and Handicapped Persons "	1970-71	100	18,072
St. Clair River Area Schools "Occupational Programs for Disadvantaged Students "	1970-71	30	5,409
East Detroit Schools "Daybreak Program for Occupational Education "	Summer-70	60	18,180
East Detroit Schools "Project Daybreak Second Continuum 1970-71	1970-71	<u>60</u>	<u>27,788</u>
Totals		640	\$156,008

TABLE 2 - (cont'd.)

<u>School District and Project Title</u>	<u>Date of Program</u>	<u>No. of Students</u>	<u>Money Allocated</u>
Oakland County:			
Pontiac-Oakland ISD " Vocational-Special Education Seminar "	Summer	120	\$ 16,750
Pontiac Schools " Residential Home Construction "	1970-71	Unavailable	16,803
Oakland Community College " Allied Health Program "	1970-71	100	26,310
Pontiac Schools " Residential Home Construction "	Summer	<u>24</u>	<u>3,996</u>
Totals		<u>244</u>	<u>\$ 63,859</u>
		4,220	\$963,834

\$228.38 per/pupil

TABLE 2 - (cont'd.)

Summary:

		<u>Students</u>	<u>Money Allocated</u>
<u>Summer Only Projects:</u>			
Wayne	12	1, 790	\$202, 194
Oakland	2	144	5, 671
Macomb	<u>4</u>	<u>220</u>	<u>45, 508</u>
	18	2, 154	\$253, 373
<u>Fiscal Year:</u>			
Wayne	9	1, 304	\$491, 977
Oakland	2	100	43, 113
Macomb	<u>5</u>	<u>420</u>	<u>110, 500</u>
	<u>16</u>	<u>1, 824</u>	<u>\$645, 590</u>
	34	3, 978	\$898, 963

providing educational experiences of functional value to the person and society on an equal opportunity basis. Their purposes are similar but incorporate with the individual project and the skills that can be acquired thereof. A very significant area in the Vocational Education field and pertinent to educational opportunities for delinquent and their subsequent life style is the area of full-fledged employment.

Occupational placement is viewed with the philosophy that the need for placement of vocational students is an important and integral element in the development of human resources. The following goal pertaining to placement of students are set forth:

1. Make sure that each person is either placed on a job or is accepted for further vocational-technical education.
2. Provide staff resources and facilities for conducting placement services for all students completing occupational program.

In addition, each local educational agency must conduct a follow-up of its former vocational students.

The Manpower Development Training Act was designed to train and retrain individuals who are unemployed. Youth who are unskilled, and/or dropouts from school are eligible.

The Division of Vocational Rehabilitation had received nearly \$20, 375, 105 in fiscal 1969 for the purpose of assisting and encouraging the development of vocational programs for those segments of our population which have special education needs -- the disadvantaged

and the handicapped. There also exists, under the direction of DVR, the State Technical Institute and Rehabilitation Center at Plainwell. This center is a residential facility which provides comprehensive rehabilitation programs consisting of vocational education, medical, psychological and social services.

DVR, like ESEA Title I, is a division within the large conglomerate referred to earlier as the Michigan State Department of Education. ESEA Title I, as mentioned earlier, has as one of its objectives and strong areas of emphasis in local school districts, the development of pre-school, early childhood care and elementary education classes which consist of cultural enrichment and remedial courses. Whereas in the Division of Vocational Rehabilitation program emphasis is placed upon the young adult who has dropped out, handicapped racially or mentally and who cannot obtain or hold a job because of a disability. Together their agencies spend over \$50, 000, 000 per fiscal year in the State of Michigan for the purpose of providing educational opportunities to handicapped persons. It was found, that of the 150 youth studied, not one received specific educational opportunities as offered through Title I.

It should be noted that such conclusions are based on the raw data collected from the casefile on record in the Juvenile Court and not data received from the cumulative files usually kept on the child and found in the last school in which the child was enrolled. Data from the casefiles revealed that 19 of the 150 youth studied were participating in educational projects of special nature resulting from their handicap.

TABLE 3 - Program Types of Nineteen Delinquent Youth

<u>Program Consideration</u>	<u>No.</u>
Special Education	7
Wayne County Child Development Center	1
Morley Ungraded	2
Abbreviated Schedule	1
Special Program for Abnormal Difficulty	2
Basic Program - Success Oriented	1
Work-Education - Camp Oakland	1
Special Education for Pregnant Girls	2
Slow Regular Class	1
School Social Worker	<u>1</u>
	19

It was found, through the investigation, that the type of educational projects that selected delinquent youth were functioning in, were Special Education Ungraded, Abbreviated Schedule, Work-Education, Special class for Pregnant Girls, Slow Regular, and receiving the services of a school social worker.

As mentioned above, the act of dropping out is a frequent occurrence in the educational arena of Michigan. It was found that of the 150 youth studied two were officially expelled from school, twelve suspended, one dropped from the rolls, two dropped out and three quit when they reached sixteen years of age.

TABLE 4 - School Behavior Problems of Twenty Youth

<u>School Behavior Problems</u>	<u>No.</u>
Expelled	2
Suspended	12
Dropped From Rolls	1
Dropped Out	2
Quit at 16	<u>3</u>
	20

In addition, forty-seven youths were absentee problems at school, according to comments found in casefiles.

TABLE 5 - Comparison of Absentee Problems and Adjudication Charges*

<u>Absentee Problems</u>	<u>Charge</u>
1. 78 Days Absent	Breaking and Entering
2. Truant	Breaking and Entering
3. Truant	Truancy
4. Truant	Truancy
5. Truant	Property Destruction
6. Chronic Truant - 61 Days Absent	Breaking and Entering

TABLE 5 - (cont'd.)

<u>Absentee Problems</u>	<u>Charge</u>
7. No Attendance	Robbery
8. 62-1/2 Days Absent	Truancy
9. Truant	Truancy
10. Truant	Truancy
11. 30 Consecutive Days Absent	Truancy
12. No Attendance	Assault/Battery
13. Chronic Truant	Truancy
14. Quit at 16	Assault/Battery
15. Quit at 16	Truancy
16. Truant	Truancy
17. Truant	Stolen Vehicle
18. Skips School	Larceny
19. Absent Prior to Adjudication	Stolen Property
20. Quit School	Truancy
21. Attendance Poor	Stolen Property
22. Skipped - Truant	Assault/Battery
23. Poor Attendance	Stolen Auto
24. Truant 38 Days	Truancy
25. Poor Attendance	Stolen Property
26. Truant 38 Days	Breaking and Entering

TABLE 5 - (cont'd.)

<u>Absentee Problems</u>	<u>Charge</u>
27. Absent Chronically	Truancy
28. Quit at 16	Breaking and Entering
29. Truant	Truancy
30. Non-Attendance	Truancy
31. Absent 29-1/2 Days	Stolen Auto
32. Truant	Incorrigibility
33. Truant	Truancy
34. Chronic Absenteeism	Truancy
35. Dropped Out	Larceny
36. Dropped Out	Truancy
37. Dropped Out	Larceny
38. Absent 12 Days	Truancy
39. 35 Days Absent	Truancy
40. Absent 95 Days	Truancy
41. Absent 34 Days	Truancy
42. 24 Days Absent	Truancy
43. 104 Days Absent	Truancy
44. Absent 104 Days	Truancy
45. Absent 146 Days	Truancy
46. Chronic Absenteeism	Truancy

*Nineteen youth adjudicated for non-school related charges

A great portion of the youth randomly selected had had, or were having, attendance problems at school ($46/150 = 31\%$). Such problems were reflected in chronic truancy, being absent from 10 thru 145 days. Nineteen of the forty-six youth with attendance related problems were adjudicated for non-school related charges. In other words, a majority of those youth having school related behavior problems, absenteeism, were adjudicated delinquent on such behaviorally-oriented school problems.

It was found that no youth randomly selected for this investigation was receiving the benefit of educational opportunities through the Special Needs section of the Division of Vocational Education. (See Table 2.) It was found that none of the youth who were randomly selected were receiving the benefits of the Manpower Development and Training Act. It was discovered, upon interview with the Director of MDTA that youth under the age of eighteen or close to their eighteenth birthday are categorically blackballed from such programs mainly because of the Labor Laws and insurance companies which prohibit youth under eighteen to work specific "dangerous" unskilled, and skilled type jobs.

No youth who were randomly selected received the benefit of the services of the Division of Vocational Rehabilitation. This program is open to young adults and adults who are employable after training, but like MDTA, employment after training is imperative.

A basic element to be collected in the demographic data was intelligence level rating. Of the 150 casefiles randomly selected, only 73

produced I. Q. data. This data is somewhat useless in that I. Q. labeling is very inconsistent. By what definition is one mildly retarded, dull normal or low average? The following table provides the indices of I. Q. labeling.

TABLE 6 - Intelligence Ranking of Seventy-three Youth

<u>I. Q. Labeling</u>	<u>No.</u>
Dull Normal	11
Defective	4
Mildly Retarded	4
Extremely Retarded	1
Slow Learner	5
Low Average Level	4
Below Average	2
Average Intelligence	32
Above Average	<u>10</u>
	73

If one were to track down each youth, starting with their last school attended, it would be possible to do so with all youth except 14, or 28%, from Wayne County whose files do not list the last school attended. Tables A-1, A-2 and A-3 in Appendix C provide such data.

It was found, while utilizing the total number of youth randomly selected, that 12% of the youth received program consideration, 21-1/2% were below average in intelligence levels and that 28% were average or above.

TABLE 7 - Percentage of Program Involvement: N = 150

12% of Youth Receive Program Consideration

21-1/2% of Youth Below Average

28% of Youth Average or Above

Table 7 illustrates the percentage of program involvement of selected youth when utilizing the number base of 150 randomly selected youth. It also illustrates the number of youth average and above intelligence and the percentage below average. Note, only 73 cases reported intelligence level information.

TABLE 8 - Percentage of Program Involvement: N = 73

26% of Youth Receive Program Consideration

42% of Youth Below Average Intelligence

57-1/2% of Youth Average or Above

Those youth whose level was recorded in the casefile usually had been tested by the Wayne County Child Development Center, Juvenile Court psychologist, School District group battery tests, Intermediate School District Diagnostician, Lafayette Clinic, Hawthorne Center, or other such agencies that render a reliable and valid test of intelligence level.

A number of local projects were visited: East Detroit, Highland Park, Inkster, Pontiac and Ferndale, which have curriculums designed to provide educational experiences for those students classified as neglected, deprived, disadvantaged and delinquent. Two methods of discovering if delinquent youth on probation and in court custody were benefiting from educational opportunities were employed.

1. The administrator was asked if a conscious, systematic effort was employed to recruit delinquent youth into the program.
2. Youths were interviewed to determine if they had any contact with the court that would classify them delinquent.

The interviews revealed that the administrator had no knowledge as to whether a youth in the program was a delinquent. The administrator did not feel that this knowledge was important, but did accept the premise that provisions for relevant education were necessary.

Of the 40 youth interviewed during the visitations of local projects, eight admitted to being a court ward and one admitted to being a state ward on aftercare. Ten additional youth and all nine previously mentioned stated that they would rather participate in the alternative rather than regular school program. They reasoned that in all cases, the programs were vocationally oriented--precipitating a sense of success. The administrators were also asked if placement of youth in jobs after training existed. All replied negatively with the rationale that employment was low and positions, few.

The author, wanting to obtain the view points of youth being detained in a youth home, received permission from Judge Casstiluci of Macomb County Probate Court to interview youth at the Macomb County facility. Subsequently, 11 youth were interviewed at the Macomb County Juvenile Detention facility. A tape recorder was present during the interviews. Inquiries into school experiences, successful or unsuccessful, were made with each youth. None of the 11 youth had ever received any special consideration for the placement into educational experiences that would have been beneficial for alleviating any of their academic or social problems. The following are selected notes from the taped conversations, with perceptions and personal notes of the author.

"School wasn't too bad. I used to be a good student before I came to the Youth Home, but not now." "Did school ever help you to get back into the groove?" the author asked. "No! I hated the civics teacher--she lied. She said I skipped when I didn't." Fran had demonstrated insight when she answered the question, "Is it important for the teacher to get to know the kids?" "Yes. I don't think it's right for a teacher to ignore some kids and pay attention to other kids. Be nice to all, talk to all." Fran really believed that and was probably willing to function according to that philosophy if allowed to or encouraged to. Another example of Fran's thinking is in response to the question, "Would you tell the Board, if you had the chance to get rid of that fat and ugly teacher?" "No. I'd have a talk with her and tell her to be nice to all kids." Fran became a state ward and sent to the

Girls' Training School in Adrian on charges of home truancy and home incorrigibility. Fran had difficulty with her father. She is 14 and admitted that she had problems but was willing to learn new skills and behavior patterns, provided the experiences to do so were legitimately offered to her and also her parents, who she felt did not understand the young adolescent. Fran was asked if she felt the school had a responsibility to develop such experiences and she responded, "Who else could do it?" Fran seemed to have the ability to perceive the needed changes that were necessary if her life was to be changed in a positive manner. Youth probably have more insight into the development of curriculum changes because they are the ones that are to benefit from the curriculum (the author's perception after talking with Fran).

Harvey was advised to quit school legally rather than being truant and being in violation of probation. "Did you quit?" the author inquired. "Yes." "What did you do then?" "Looked for a job but could not find one because I was too young and a dropout." "But, why did you quit?" the author asked. "My P. O. said it would be best in the long run." "Do you agree?" "Not now. He didn't provide me with any alternative." "What do you mean by alternative?" "I mean he didn't do anything for me once I quit; that was it. No job or even different school, trade training or something. I liked school, you know what I mean? You meet a lot of people and have fun. Talk to people. Year before I didn't like school. But now it's different." "How's the school in the Youth Home?" the author asked. "It's not really a

school--I mean like real school. In Youth Home you think about home, the outside. They don't have the right materials and you can't have good discussions. Teachers are just educated attendants. When you go into class you just sit there. Some read a book or just look around. Talk to your neighbor. Everybody does something different. The real difference in school here and outside is that we're all alike here, just can't have a good discussion. Everyone agrees with you just to agree, you know what I mean? "

Delinquent youth are, as a group, an intelligent portion of society. Marty, a young girl of 13, said, " When I tried I was a B student--when I didn't I was a D student. No, I never truanted from school; it was too much fun. " "Has school helped you to be a better person? " the author asked. "I really don't know. I'm happy, I guess. " (The human organism does not seem to flee from a pleasurable experience, rather it seeks out such experiences.) Marty was involved with drugs at school. The involvement that the school had with Marty and drugs was to expel her for her activity. School officials reacted to her drug activity like most adults react to youthful involvement in activities which are not accepted or understood by the adult world--she was condemned! It is being suggested that such behavior on the part of the educational community was less mature than Marty's action. Neither action, however, should be prejudged nor accepted. (But such involvement with drugs by youth should be a beacon to educational officials to get involved on the positive side and to offer some legitimate help rather than easily administered condemnation, ridicule and isolation.)

Some youth become hostile and caustic in their attitudes toward school. Bitterness flares upon almost any confrontation. Low threshold, a tendency to be emotionally disturbed or most likely to be caustic because of "bad" or painful experiences.

Gloria is 16, has quit school and plans to get married. She is a rather mature individual for her age and mentioned that she had no friends of her own age but hung around with kids about 20 to 26 years of age. "Why didn't you go to school?" the author asked. "I didn't like school. As far as I'm concerned the school could burn down tomorrow--No, today!" "Why don't you want to go back to school?" "I just don't want to go back to that school because of some of the teachers and my brother's reputation. He always got into fights, etc. and they hold that against me. I got kicked out for wandering around the halls, sleeping in class, and bad grades. They won't accept me back there, from what I hear." "Would you like to go back?" the author inquired. "No! But I'd go back to another school. I can't stand old teachers. Young teachers, like you, are more in tune with the youth--easier to talk to." "How do you feel the school could help you?" the author asked. "Give me a diploma so I could get a good job when I get married and so I could help my husband get a good start." "Is that all you need - a diploma?" "No. I know what you mean. Yes, I do need some skills so that I can get a good job. I don't want to be pushed around from job to job."

In addition to the youth at the Macomb County Youth Home that were interviewed, youth from a functioning educational project in East Detroit and Inkster were observed and youth were interviewed. The purpose of the observation was to get a first-hand look at school programs, to see what type of kids were involved, where in the educational system such programs were located. Secondly, a number of youth were interviewed in hopes of obtaining their first impressions of the project and school in general. During one of the class interviews at East Detroit a surly, delinquent-type youth named Doug caught this author's attention. "Doug, what is your Goal in life?" he asked. "Bein' me!" "Well, Doug, how can the school help you to develop this life goal?" the author asked. "Just get the fuck out of my way and allow me to be me!" The author turned to Doug just as he completed his statement when a young pretty thing over in the corner blasted Doug for swearing. "Doug, you cut out that kind of talk." Doug quickly gave her a dirty look. The author followed with, "Gee, Doug, you're a beautiful person. I wish I had said that, because that's exactly how I felt when I was in school." Doug slowly sat up straight in his chair and seemed to take a position of leadership in the classroom. "Yeah, know what else?" "No, Doug, but I'd sure like to hear more from you," the author said. "Well, I hate those goddamn teachers who act big and strut up and down and back and forth in front of the desks like the NBC Peacock and expecting us to Ooh and Ah." The teacher was amazed that Doug would have even expressed himself that way.

"Usually he'd just sit in class and mumble inaudible comments and just create a very uncomfortable feeling in me," she explained. "How did you handle Doug," the author replied. "Really, I hate him. But today enabled me to see a different side of him. I think there is something to work with now."

Youth have found a value in school--a diploma, a means to an end. But a number are not willing to play the game and stick it out. "If school is so important, then make it mean something to me."

TO THE READER:

The following begins a departure from the normal style of the dissertation. This section, the Implications, includes the author's personal perceptions as developed from reading the school comments appearing in the casefiles. The reader is asked to indulge himself as the author did. React to the comments as found in the casefiles. React to the author's perceptions and analysis. But, most of all, react to your inner feelings about behavior problem youth and the delinquent youth syndrome. Would you react to a youth in this manner if you knew the outcome would contribute toward the creation of another delinquent youth?

IMPLICATIONS

Many youth were recognized by educators as behavioral problems. Comments placed in the casefiles by the probation officer, social worker, police officer, educator, or court worker render significant value for this investigation. Such comments lend themselves to the naivety or ignorance that people trained to work with youth have regarding such delinquent and delinquent prone youth. It seems appropriate that a number of selected comments that were found in the casefiles be enumerated.

One youth, who was functioning in a Special Education program and expelled 78 days, received the following comments from his teacher, "Although able to do more, Harold's academic work is poor. The same applies to his conduct."

In a situation where the teachers were willing to diagnose, but not able to develop a prognosis, it was found that the youth's intellectual level was "defective" and that the "boy's reasons for truancy were that he was bothered by the other kids, teased, etc. Everyone recognized his problem of homosexuality but they did not know what to do." Can such neglectful behavior on the part of trained and professional oriented teachers be accepted? This illustrates the inability of teachers to be all things to all students, ". . . outside resources must be

utilized." This is not to excuse neglect and complacency on the part of educators--it suggests, rather, that transferral of responsibility cannot be ignored. In another case, "Leonard didn't become an attendance problem until he learned that he was failing." But was Leonard actually failing or was he being failed?

A youth who was brought to the court on charges of school truancy had these comments in his file: "The parents have reported that Warren refuses to attend school. He is awakened every morning for school but he refuses to leave the house. He was expelled from school for this behavior."

This is another example of a demand for behavioral change without provision of channels for accomplishment of it. Educators' criticisms are social-- their schools, academic. The author does not want to suggest a dichotomy, but simply that school emphasis does not correspond with current needs.

General Motors, when receiving a complaint about a specific part of the automobile, addresses itself to the function of that part and no other. When youth require help in the academic arena, the teacher provides him with the skills deemed necessary in the acquisition and use of knowledge. The educator who complains about asocial behavior is demonstrating contradiction. When this occurs, the youth is removed from his environment by force or suggestion. He is asked to return only when he has acquired the necessary skills--miraculously and on his own.

Youth received excellent grades, A's and B's except for one D in shop which counselor reflected on behavior problems. IQ - 104. Assistant Principal said, "Last spring, after having run away from home for approximately two weeks, I had a discussion with Keith relative to his responsibility as a student. During the discussion Keith became quite upset and made the statement 'f____ this school.' After his confinement in the youth home he returned to school a 'new man', i. e., haircut, polite, etc. It is impossible for me to determine whether the new look is part of a 'front' or a real change. I have my doubts." This illustrates the lack of trust on the part of an educator. Some are convinced that behavioral patterns do not change. If this is true for many educators, then what is the purpose of education if teacher, administrator, counselor, etc. do not believe that a person can improve his skills, knowledge base, problem solving ability, perception, etc. ? This too, however, is an example of the lack of faith and a prime example of labeling which also gives credence to the accepted notion that "once a delinquent, always a criminal". It is not difficult to become engulfed in the criminal justice system. Once emaciated it becomes nearly impossible to rebuild oneself.

It has been contended by some that delinquent youth should be dealt with harshly, and not by modern psychological treatments. David refused to go to school, therefore, he was brought before the court on charges of school truancy. He also had a job. The court referee "informed David that if he did not attend school on a regular basis and

if he was returned to court on a charge of violation of probation and found in violation of probation for not attending school, then there would be a possibility that he could be removed from his home and placed in a structured setting." David legally quit school on his 16th birthday. Did an alternative exist for the court referee? Did an alternative exist for David? It became an either/or situation. Some would support the court and condemn David for quitting.

Adults who control the budgets and manipulate people are in a position of power to do something for many youth if they were committed to the concept that youth do grow up, do become voting citizens, do become consumers, and for the most part, healthy tax-paying members of society. If the trend continues, however, more and more money will have to be spent institutionalizing the asocial.

Few schools recognize a problem and adjust to it. Some have. For example, Roger attends on an abbreviated schedule, due to behavior problems. He attends only four classes a day and takes subjects where he can obtain success. However, even though many educators can understand youth and be sensitive to their academic and social needs, there still exists a very large gap between the positive approach to helping youth and the negative approach which represents a total lack of comprehension.

Roger was suspended from school for smoking, skipping, and no desire. He was not a behavior problem, but had poor grades. Iowa Basic Skills tests find him at the low average level. He also shows off

or acts big around peers. Roger was doing well in 4th grade, then he was hit by an auto during the last two months of school and failed the 4th grade. He then lost interest in school the following year, and has not liked it since. He was brought to the court on charges of stealing an auto.

Trust, faith, lack of commitment, the belief that people do not change, labeling, youth's responsibility to develop their own behavioral skills, are a few of the concepts alluded to this point. There is much evidence, as developed from this investigation, which supports this point of view.

There is a lack of investigating prowess on the part of educators. They seem great to declare a symptom but reluctant to address a cause. "School attendance since January, 1969 has been poor. He became disrespectful, has many school friends, and is an average student." He was brought to the court on charges stemming from stealing an automobile. What did this sudden burst of disrespect mean in a sea of tranquility? Where is the school's role to be aware and sensitive to the changing moods of youth? (Yes, a number of moods as demonstrated are whims, growing pains, and will run away as the wind.) But does that suggest an encouragement to not be involved, not be sensitive. When does the time come for educators to get involved with the social arena of youth whom they are already involved with academically?

Youth with above average I. Q. 's were charged with breaking and entering but were also incorrigible at home and school. Such youth with average I. Q. or above and demonstrating deviant behavior are the type that educators have a difficult time coping with. A youth who demonstrates incorrigible behavior is not a truant. However, some youth are, to be sure.

Youth who cannot be controlled are, by nature of their actions, making requests for control, recognition, understanding and love. In talking to educators, this author has a reluctance to imply that deviant behavior is a cry for help. It has appeared to be beyond their grasp in the past. While it is feasible that educators would accept the notion of sensitizing themselves to their students, few would welcome the idea of loving the students. It is too much to ask of one human being to love the child who is growing, changing, groping and developing. All educators must answer for themselves. Change must start with oneself.

A very large young boy was diagnosed by teachers as a behavioral problem. One of his symptoms was voracious eating. He would hover over other children's lunches and devour what remained. Comments such as "needs tremendous help and improvement in social skills" doctored his casefile with no mention of methods to incite change. While we do recognize major disasters and catastrophes, few of us are willing to accept responsibility for them.

Rich was arrested and charged with assault. He had also been suspended from school for six weeks. The comment from educators occupying a dubious place in the casefile was: "behavior problem since 1st grade, i.e., . . . intelligent". Rich did not become a delinquent when he was brought into court and formally charged with assault. He was failed by the educators and denied happiness when someone said, "You need a friend" rather than, "You've got a friend". Is it incongruous for a teacher, administrator or counselor to befriend a youth?

This investigation discovered that school truancy, school incorrigibility, home truancy and home incorrigibility comprised nearly 50% of the charges against selected youth that subsequently brought them into the juvenile court and involvement in the criminal justice system.

Ron truanted from school up to 36-1/2 days from September to March. "His 13-year-old brother is in the same grade as he is, but he has maintained a good record. He is ridiculed by his older brothers (Ronald is 15)." Ronald was charged with school truancy. It seems fair to suspect a small degree of pain within, which may have induced him to retreat from such an experience. It was felt by the educators that "the lack of school attendance and tardiness has been Ronald's problem, which resulted in failing marks." It seems that problem was being equivalent to the cause when it really was only a symptom. It was noted that since Ronald was placed on probation his school marks have gone from E's to C's.

Some youth are given a number of educational opportunities and considerations. Situations do exist where a number of teachers are sensitive, aware and understanding to the point that all efforts on their part are destroyed by large governing forces. Harold was charged with breaking and entering a local school, the one he attended. Diagnosis by the Sinai Clinic places him as marginally "special education" -- I. Q. 80. Present teacher remarked that he often left the classroom or did not return after special classes such as library, gym, etc. The probation officer who investigated Harold's background found a third grade teacher who recalled Harold quite vividly. She said, "I remember Harold as a child who very much wanted adult approval. When given work adjusted to his limited skills he would often work very hard to do it correctly. Mrs. Ruiler, who then taught Kindergarten, also helped work with Harold. He would often stay after school and work with one of us, and then would proudly go to show his work to the others. Harold helped with some Kindergarten activities and showed a real kindness toward these children. Some days Harold would come to school feeling very angry inside. He would respond negatively towards others. He would purposely do things to irritate other children." Counselor felt that Harold would do best in Special Education. Mother disagreed violently. Mother took all kids out of the school system and sent them to St. Peter's Lutheran. His attendance is good, but behaviorally he is rude, defiant and demonstrates a "bad" social attitude.

There are many stories of success and failure. Delinquent-type youth seem to be subject to low threshold, failure, poor self-image, defiant and rude behavior. Many of them seem to be completely devoid of any positive human responses. "In school he does not get along well and has failing grades. He states he does not like his teachers nor do they like him. He has a negative attitude and senses rejection in all of his contact. He has been booted around school, kicked out of gym class, science class and sent to the office numerous times. He failed all his classes and will quit when he is 16." It doesn't seem natural for the basically natural loving human being to remain in an environment which is hostile to its growth and development. Elements within the environment which seek to damage rather than build prohibit the youthful generation who are labeled delinquent, chances to assimilate, let alone accommodate, so as to become effective, healthy organisms within the environment. Some would contend that such youth have not learned to accommodate to environmental changes. The retort then becomes, "how does one acquire the skills to accommodate, from whom and where?" Then, the obvious question is, "Why has he not developed the skills?" Educators are judged on criteria of how well they impart knowledge to the student, how much the student learns, which is measured by tests and knowledge regurgitated by the youth for the teacher's pleasure. An educator is rewarded for teaching subjects and not for relating with youth. (Reflect on teacher contract-hours worked and evaluation of teachers.)

Janice came to the court on charges of larceny from a place of business. She also had at one time been suspended from school for skipping a number of classes. The counselor at Janice's school said, "When Janice first came to Guest Jr. High, she seemed overwhelmed because she came from a small town. Janice's CA-39 showed that from Kindergarten to 7th grade she received all A's and B's. She has been truant or absent a lot at Guest, and marks show the effect. The 1969 California Mental Maturity Test shows Janice scored in the 92 percentile in algebra aptitude. Also her Iowa Basic Skills were well above average. On May 12, 1969 she skipped the last two classes. She was sick in the bathroom. Because she did not follow the normal procedures she was therefore suspended until May 19, 1969. It was found out later that Janice was suffering from a kidney infection!"

It seems that schools employ educators to control and mold students into exact models. Room for flexibility in growth and development, behaviorally and academically, seems non-existent.

CONCLUSIONS

There is a conspiracy against youth. Youth adjudicated delinquent are manipulated to the extent that their right to the pursuit of happiness is denied them. Premeditated criminal acts are being committed against a vast majority of delinquent youth by the adult establishment. It is purported that they are delinquent for their crimes against society.

But, society has neglected these youth to the extent of denying them love, understanding, sympathy, pleasure, happiness, and security.

School, the great denominator of society, is one of the greatest culprits in the conspiracy against youth. It is here that youth begin to look at themselves as gifted or slow in intelligence. It is here that youth also begin to receive or be denied adult approval and acceptance.

It was found that youth quasi-identified early in their educational career as potential delinquents never received constructive program consideration. The school's scapegoat tends to be that the family is fragmented, the youth is a dropout, emotionally disturbed, intellectually retarded, etc., so, therefore, it is not the school's fault for what he/she is, or responsible for the redevelopment of the youth.

It was found that at the state level, programs do exist that, if program directors were more concerned with delinquent youth, such programs could provide relevant and meaningful educational projects for youth adjudicated delinquent.

Educators do not and have not looked upon the delinquent or delinquent prone youth as those in need of special educational consideration beyond the existing services of the retarded, emotionally, socially or physically handicapped youth. Youth in the delinquent category of life are special, because not only are they delinquent--potential adult criminals--they are most sincerely either retarded or handicapped. Projects for the target youth, however, exist for the singularly handicapped when they should function as projects for the multiple handicapped.

The State Department of Education has funds to provide educational programs concentrating on delinquent and delinquent prone youth. There is a lacking sense of direction coupled with commitment and dedication to the equal educational opportunity for delinquent youth. The ideal that punitiveness is the means to rehabilitation, needs to be steamed clean in the minds of adults in positions of control and power within the State Department of Education.

No mandates or even strong suggestions exist regarding educational opportunities for delinquents. No specific personnel exist on the staff of the Department of Education who are directly responsible for the educational programs of delinquent youth being confined in county detention facilities. It is assumed that such personnel within vocational education or Title I would fill such a role. This assumption is purely naive and represents the lack of concern that society has for the delinquent youth.

Educational projects within county detention facilities are nothing more than busy work, remedial activities, with the curriculum and philosophy behind the curriculum perpetrating the concept that the delinquent youth is a second class citizen, and therefore, should not be given first class treatment, yet alone treatment closely associated with first class.

Delinquent youth are not readily encouraged to enter those projects that exist to help them. It seems that there are a number of desirable delinquent youth who are accepted into a project. Those delinquent

youth who represent a real challenge to cope with are neglected to be brought into the project.

Title I could provide a significant amount of help in developing educational programs for delinquents. It seems that Title I is more concerned with the pre-school, early and later elementary child. However, the guidelines, rules and regulations do allow for education projects for adolescent youth who fit the population description of being educationally or culturally deprived.

Those few existing educational projects, who admit a limited number of youth, do so based on the concept of "grades". It is the thinking of many administrators that they must show a significant result that will perpetrate the project. Such a philosophy then selects a significant few--those who are classified as delinquent but show the definite ability to succeed.

This investigation suggests that delinquent and delinquent prone youth receive less services than youth identified as emotionally disturbed, retarded, or physically and mentally handicapped. But, it also proved that delinquent and delinquent prone youth are human beings who are warm, humorous, intelligent, troubled, insecure, loving and all the other component parts that make a human being. But society does not recognize this and, therefore, the educational establishment does not recognize this either.

TO THE READER:

Prior to the undertaking of this investigation the author developed a number of thoughts which he called Statement of Concerns. It was his objective to either prove or disprove these statements from the information developed through the investigation. The following are those statements of concerns along with the author's reaction to the data. Because of the nature of the data, the reader is asked to accept much of what appears as the personal perceptions of the author.

STATEMENT OF CONCERNS

1. Delinquent youth are identifiable early in their educational career. Reliable and valid studies conducted by competent sociologists and criminologist give credence to and provide methods for early identification procedures. Labeling youth as to specific educational or sociological categories is, from their point of view, legitimately frowned upon by educators. It is the author's belief that youth would benefit more from specific labeling rather than from not being labeled at all. Such labeling would be socially and educationally beneficial to the delinquent youth just as the tuberculosis or heart patient has benefited from being medically labeled. Labeling is detrimental if used to condemn the individual, but essential if proper programming is to commence to identify the cause of the ailment (social or medical). Delinquent and delinquent prone youth, if properly identified and placed within educational programs that provide social as well as academic emphasis, will remove the youth from the negative nomenclature of the criminal justice system.
2. Youth who are recognized as delinquent or delinquent prone are not systematically placed into educational projects which were originally designed to alleviate their educational deficiencies. Initial complaints about delinquent youth from teachers are socially rooted.

Educational programs initiated to remove the delinquency stigma are academically oriented and are heavily engaged in the development of vocational and manual art skills. Where most training in schools for jobs in the vocational area are available, the training is nearly two to three years behind the employment need for that particular skill. Also, only youth who are to be enrolled in vocational-oriented programs must be reasonably employable when they graduate from the project. Delinquent youth who are 14 or 15 years when they enter the project, are not employable until they are 18 years according to the Labor Laws of the State. The youth who emerges early into the delinquency category of deviant behavior, therefore, does not possess the necessary opportunity for receiving training, employment or even a diploma which are all necessary in obtaining the benefits of today's society.

Delinquent youth are identified or identifiable early in their educational career.

The out-going youth who occasionally demonstrates "delinquent behavior" is not necessarily he who later opts for a delinquent career. Nor are we attempting to imply that withdrawn youth are more prone to do so. Identification can, however, be accomplished at an early stage in the educational process.

Sufficient criteria exist for success in identification of delinquent youth. Among them: family income, attendance in school, neighborhood income, neighborhood employment rates, school grades, number

of siblings. Comments found in casefiles left no doubt that early identification is possible if not already functioning.

"He needs a friend."

"He can do better, I know it!"

Identification is the preliminary for diagnosis and direct help for the youth. Continuing in the hierarchy, then, is prognosis and implementation of schema. Some educators are not yet, however, beyond the diagnosis stage.

A lack of communication exists between teachers. Youth identified as delinquent prone early in their educational careers do not have such knowledge transferred to subsequent teachers by any formal process, if at all.

It was found that teachers were reluctant to interact with other teachers in terms of developing a realistic educational program for the youth. It was found that criticism of the youth's behavior was transferred which seemed to hinder the relationship of the youth and the next teacher. But no evidence existed which suggested that communication between teachers for the positive growth and development of deviant behavior youth was rendered. This specifically became apparent through the interviews. For example, "I hated the civics teacher. She lied about me to other teachers. I liked my Home Economics teacher and she liked me. One day though, she questioned me on stuff that the civics teacher told her, which was all crap. She almost believed her, like the other teachers, but at least she talked with me about the whole damn thing."

Reliable and valid studies conducted by competent sociologists and criminologists give credence to and methods for early identification procedures.

A return to the review of the literature would give evidence to support such a statement. It is important to emphasize here that pertinent research and opinion does exist in support of early identification and positive labeling of youth who demonstrate deviant behavior patterns, which, left undetected, would foster full-fledged careers in the criminal justice syndrome.

As stated in the literature section the act of dropping out, truancy, failure, low grades, unemployment, number of siblings all are factors which, when properly fixed in a matrix and correlated with each other, will present a valid, reliable and systematic approach to early identification of juvenile delinquent behavior.

An unconscious effort of great magnitude has developed a gap of unfortunate proportions between the pre-school, early childhood arena and the young adult-adult arena. Subsequently, adolescent youth who become delinquent are left with no conscious effort to provide them with useful, meaningful, relevant educational opportunities which are aimed at their social or academic inadequacies as described by the educational community.

Delinquent youth would benefit from being labeled.

Labels adhere--and the classification of youth by behavioral category suffices to stunt growth or improvement. One such category--

delinquency--is tantamount to ruin, especially if affixed on the basis of "children's crimes": truancy, incorrigibility. This type of identification draws self-defeat, failure and loss like a poultice. It should be admitted that the labels are there, if unconsciously. Modifying the labels with responsibility, exposing them for the social problems that they suggest, would benefit their bearers.

Delinquent behavior is unlike the plague, leprosy or contagions, wherein society grasps the levity of the problem and attempts to arrest it. It was pointed out earlier that a number of educators frown upon labeling. And from their point of view, rightly so. But that does not prohibit contention of their rationale. Findings from this investigation suggest that if delinquent and delinquent prone youth are to receive the benefit of educational experiences, they must, according to society's modus operandi, receive the stigma of classification. If society continues to be reluctant to so label, it will perpetuate its approach that dictates:

1. Nothing can be done to help delinquent youth.
2. That is the job of someone else--the court, police, school, etc., but not me.

However, if labeling is to succeed, an attitude that supports the following should be developed:

1. Delinquent youth can change and that through interpersonal relations with positive feelings, youth previously feeling negatively about the self will begin to grow more positive about the self.

2. The job of working with youth labeled delinquent is mine. For, if I assume someone else is involved, no one will be involved.

Labeling exists to perpetuate the punitive approach. But this attitude must be reversed to represent a redevelopment, re-education or rehabilitative approach.

Projects for delinquent and delinquent prone youth are aimed at the symptom rather than the behavioral cause.

Abnormal, deviant and asocial behavior are all labels employed by educators to describe the behavioral patterns of adolescents who are displeasing to them. More exactly, they are labels affixed to youth with whom educators have difficulty coping. It was stated earlier that educators are most vocal about student misbehavior. An educator's reaction seems to be one of rebuke and a desire to remove the displeasing organism. Teachers tend to deal with behavior problem youth by sending them to the office, releasing them to the hands of another being who shall affect a solution. This is a method of transfer which avoids the problem. The youth who presents an academic problem to a teacher receives the benefit of more immediate attention. Strategies are developed and implemented, associates are consulted. A program based on abilities and directed toward terminal objectives is worked out. Skill development is the challenge. Teachers and students work with each other to accomplish the objective and to acquire the skill so that the academic problem can be solved. Evidence procured in this

investigation tends to support the perception of this author: that little is done to help youth described as delinquent to alleviate their problem.

The typical pattern of behavior displayed by educators in removing the youth, suggests that no resolution exists. Dan was expelled from school for the possession of marijuana. During the interview at the Macomb County Detention facility Dan was asked if the school ever attempted to help him resolve his problem. He responded by saying, "What do you think? The principal didn't want me around because I had challenged him on too much already. He was overjoyed to catch me and get rid of me." "Were other kids dealt with the same way?" the author responded. "They all were. He was and so were all the teachers, except a few, afraid of the kids who used, or said they used, drugs." "How could the school help you and the other kids?" the author asked. "One, they could stop kicking us out. That doesn't help, does it? I'm not sure about drugs, but I know I don't want to end up a freak. Yea, the school could do a lot." "What could they do?" replied the author. "Well, I don't know. Maybe get some ex-addicts to come to speak to us or let us go rap to them."

Dan is a very capable student. Intelligence tests place him above average intelligence. It seems that he realizes that he needs help and that being kicked out of school is not the answer. Placing delinquent or delinquent prone youth into strictly vocational educational or job training courses is not the answer. A new thinking needs to be developed

which will enable establishments to create projects concentrating on behavior development skills such as group therapy, encounter groups or role playing. If the complaint of the educator is academically oriented, develop an academic program. But if the complaint is behavioral oriented, develop a project bent on redirecting that behavior pattern, rather than continuing to be punitive, educator's actions should center re-education and redevelopment.

Delinquent or delinquent prone youth are not systematically placed into educational programs.

In the classification of youth as delinquent, it appears that the court and educational systems are inconsistent. This suggests that these youth are not adequately placed in beneficial educational programs.

Guidelines at the Federal and State levels exist which pertain to the education of delinquent youths. These guidelines specify that the youth be given entrance into such programs as Title I and the programs under the jurisdiction of Vocational Education.

The rationale of educators reluctant to label youth as "delinquent" ranged from curriculum tracking to the "defeat of self" concept. It is contended that delinquent youth are already failures and defeated, and that any labeling on the part of educators for the purpose of exposing the deficiency and attempting to reduce the deficiency will be looked upon, by the delinquent youth, as a positive effort in a sea of negative vibrations.

The educator who refrains from labeling utilizes the same white-wash as those who avoid a realistic handling of racial incongruities or under-estimate the change potential in the human personality. This is the highest level of ignorance and should be purged from the educational community.

Educators today demonstrate professional ability in modern scape-goating: "He can't learn in fourth grade because the third grade teacher didn't teach him." Findings from this investigation indicate that when a youth was understood, loved and related to, behavioral development was measurable. If delinquent and delinquent prone youth are to benefit from an educational program they must be recognized as having a problem.

Programs for the retarded, the deaf, the emotionally disturbed, the blind, the physically handicapped, and the educationally trainable exist in large number. But programs specifically designed for delinquent and delinquent prone youth are limited. The rebuttal is that delinquent and delinquent prone youth have similar characteristics to those youth mentioned above and should be placed in such programs. A delinquent or delinquent prone youth is not just emotionally disturbed or socially handicapped and in need of a school social worker. He is all of these. He is not just emotionally disturbed, he is also delinquent. He is multi-handicapped. His real handicap is society and its attitude and behavior toward him. He accepts asocial behavior as the norm. He feels "right" about being "wrong". He fails to obtain recognition in the

legitimate arena. As stated, a delinquent youth is all the above and is in need of special individualized experiences that will enable him to redirect his pattern of life.

CHAPTER V

RECOMMENDATIONS

Without proposing viable alternatives, a critical analysis of the educational world of both delinquent and delinquent prone youth would be premature.

The findings of this investigation indicate that educational opportunities afforded delinquent youth are negligible. It has been stated that such youth are denied jobs, training, enrollment into classes, access to normal matriculation classes and the feeling of success. From the investigation, the planning of the investigation, observation of projects, interviews with youth and teachers and administrators, it has become apparent that large scale improvement and innovation must be developed within the mental framework of specific educational opportunities for delinquent and delinquent prone youth. The following chapter is an annotated list of recommendations that are felt, if implemented, would improve the educational opportunities for delinquent and delinquent prone youth. It should be kept in mind that there is no rank order suggested in this list.

I. Voucher System

Many of the youth who were included in the delinquent populations were adjudicated for "children's crimes" (48% of the sample) -- those for which an adult would not have been arrested: home and school truancy and incorrigibility. Their confrontation and adjudication resulted in removal from the educational process. It is being suggested that youth, through the voucher system, be granted a measure of academic self-determination.

All youth in the state would receive vouchers of equal amounts. The youth will not receive actual monies. A voucher will be mailed to the youth's parents or guardians specifying the amount of monies that would be available to the youth if he/she attended an accredited educational agency. If local communities would desire to have more money expended for educational services for their youth they could do so by increasing their local millage on property or special income tax for the express purpose of supporting education.

II. Rules and Regulations

When questioned, many youths claimed ignorance of specific rules and regulations for which disobedience resulted in suspension or expulsion. One youth of the sample was dismissed from school for six days because he did not wear socks, while another student (who was also a member of the student council) was sent home for only three days for carrying and displaying a knife.

Schools should be required to develop an explicit and consistent procedure in the adoption of rules and regulations. It is also suggested that, because of the mobility factor within a state, rules and conduct expectations should represent both a general scheme and one particular to the locality.

A group of students, representative of the student body, should be consulted in the development, implementation (enforcement) and interpretation of the rules and regulations governing each school building.

Distributed handbooks would facilitate understanding of the issues. Assemblies representing a committee of the whole would provide a channel through which new concepts, suggestions and complaints could be contended.

III. Success System

Delinquent and delinquent prone youth are subjected to failing experiences in school. Low self-esteem and ridicule from peers and teachers result in low achievement consistent with low expectations. Poor performance and defeat in a competitive school situation provide many youth feelings of pain and anxiety identified with school. The alternative open to youth who are adjudicated delinquent and also failing in school is retreat or exclusion from a painful environment.

Youth require the positive affirmation gleaned from personal success. Comparisons between themselves and those students

who have adapted to the requirements of the system should yield positive self opinion.

As pointed out in the review of the literature, there is a high correlation between low grades or failure in school and delinquent and delinquent prone behavior.

It is suggested that if these youth are going to function in adult society, a new system of individual evaluation be developed. One suggestion is that educators ban symbolic measures of success and failure such as letter or number grades.

IV. Advocate (Ombudsman) Program

Individuals familiar with the demands of the educational agency --who are sensitive and aware of youth and their problems will function to represent the student. The large number of students who feel lost or defeated also are often unaware of the existence of help. Unfortunately, this help may itself not exist.

The role of the counsellor has become one of quasi-administration by design, choice and unconscious development. The concept of availing students the opportunity for interpersonal relationships as official functions is nearly non-existent in many schools. Interviews during the investigation with students, teachers and administrators indicated that no program of such content existed. However, there was universal agreement as to the utility of such a program.

V. Crisis Intervention Centers

Youth who are in trouble or emotionally upset need an outlet-- it is improbable that students struggling with adolescence would possess a high tolerance threshold.

Youth spend most of their day in the school. The atmosphere which engulfs them is one of structural denial of opportunity to exercise physically and vocally. Summer becomes a three-month breathing space. Kvaraceus found in his study of juvenile delinquency and education in Passaic, New Jersey, that referrals of children to juvenile courts during the summer were significantly lower than during the school year. There are widespread ramifications of these results, one of which suggests that adolescents have a natural tendency to act outwardly, loudly and with animated gestures. School, however, stifles these tendencies in the name of self-control.

A crisis intervention center can provide retreat from the pressures and mundane environment of the school. Low threshold necessitates tolerance from others--a place where adults would demonstrate this toward youth would do much to reverse the present situation.

VI. School-within-a-school

Youth who demonstrate academic ability but lack the resources to cope with school's monotony are in need of and have a right to an

alternative. Such a system is easily portrayed in the concept of School-within-a-school.

These students and a group of sensitive teachers would innovate their own curriculum, legislate their own regulations and concurrently attend school in the same building which houses the normal matriculation process. They would become autonomous enough to insure affiliation without posing threats to those enrolled in the school proper. A heterogeneous grouping is suggested to avoid dangerous behavioral couplings--it must be recognized that the real world is heterogeneous in nature. The School-within-a-school should provide freedoms that were not necessarily available in the traditional setting of school. It should encourage youth and teacher to get to know each other.

It is realized that enduring change is not effectuated overnight. A climate that allows harmless non-conformity should be provided.

VII. Early Identification

Intermediate School Districts in Michigan are equipped to identify the mentally retarded, the trainable, educable, the emotionally disturbed, and those youth with speech and hearing defects. Thus, with such effective programming and diagnostic services already employed it seems just to expect the same services to be available to youth who are potential delinquents. Similar criteria for early identification of speech defects is available for supporting

such a program for delinquent youth. An adolescent or adult with a speech defect or physical handicap is often better situated than an adolescent or adult who is adjudicated a criminal by the courts. Experts have established criteria for early identification. The premise that people are capable of change, desire acceptance, are equal under the law and deserve assistance to enable them to become valuable members of society is widely accepted.

To cite an instance where early identification has aided in the success of an individual's adaptation: when a physical impediment is diagnosed, it is recognized that an early, positive, and constructive program can be designed to help the individual. Why then has this idea not been applied to the recognition of the problem of delinquent and delinquent prone youth? Too often, they are filed under retarded or emotionally disturbed. Findings from the investigation indicate that such a youth is treated as a potential adult criminal.

VIII. Planned On-going Encounter Groups

In junior high schools, middle schools and high schools which demonstrate a dropout rate greater than or equal to the norm of the state, encounter group sessions should be introduced for teachers and students. Run by professional trainers, these groups would be pools of evaluation and concern.

Schools in areas of high incidents of neighborhood crime perpetrated by juveniles, low income families, high rates of unemployment and other indications of delinquent and delinquent prone youth

should correlate these statistics with those of student-student disturbances, teacher dissatisfaction and teacher turn-over. The outcome of such a perusal should indicate the desirability of forums for exchange. This is a very large task, necessitating tremendous amounts of energy from administrators, youth and teachers who believe in positive growth and development. It is a delicate enterprise, but such a program would stimulate growth needed for neighborhoods and schools to function as healthy organisms.

IX. Curriculum Boards

Teachers have long demanded a voice in Board of Education decisions governing curriculum changes or revisions. It is suggested that a curriculum council comprised of members from all factions of the school settings in a given area, hold jurisdiction over these decisions.

In large comprehensive schools, it is suggested that smaller curriculum councils of students and teachers be established to air the assets and liabilities of various subjects and activities. This lesser body would send representation to the larger curriculum council. Each member: student, teacher and administrator would have one vote. All matters would be binding, but an appeal system or minority report system should be worked out. All recommendations should then be sent on to the Board of Education as the recommendations of the local curriculum council. All decisions

regarding curriculum before the Board of Education should originate from the council or should be referred to the council for its consideration.

X. Student Union (Association)

Teachers and administrators enjoy the security and power of teacher associations or administrative associations. Demands of salary, fringe benefits, hours worked, student load, vacation and retirement, and other items are made in a collective effort by the association to the board. Usually, through collective bargaining and mediation or even binding arbitration the demands are accepted. However, the students become the pawns in the game that they are not even allowed to play. It is proposed that students organize themselves into a collective body. Utilizing much of the format of teacher associations the students could effectively place themselves into a position of tremendous influence. In addition, through such positions of power the students could begin to make demands for the ideals in which they believe, utilizing the one-man, one-vote concept, youth presently not represented by existing student government (a debacle) could become a more effective tool for curriculum revision and realistic, accepted and enforceable rules and regulations.

This concept is not unrealistic when one considers the advent of the eighteen year old age of majority and its concurrent younger vote. To reject the concept of youth as a bargaining unit would be

as foolhardy as the thinking that opposed Eugene V. Debs, Susan B. Anthony and Samuel Gompers when they introduced the concepts of the modern industrial union.

XI. The establishment of non-profit organizations in cooperation with large manufacturers for the purpose of developing training programs for delinquent-type youth with emphasis on existing and future jobs.

XII. State regulation of jobs and job training and the licensing of people for jobs

Students' job training today is an exercise in futility. They are training for jobs that will become obsolete before their retirement. The entire operation at the Volkswagon assembly line and in the automotive industry in Japan are handled by machine and computer. Educated youth are rejecting assembly line jobs, unions are demanding higher and higher wages. Modular construction of homes is taking the place of old-fashioned six month house construction methods. Priorities need to be established in terms of future jobs. Emphasis needs to be made in school on the future -- twenty to fifty years. When educating a first grader today one must think of thirty to forty years from now. Post-World War II found a person with low I. Q. and who was not able to function adequately or to his intellectual potential, could get along well in society. There were many menial tasks that needed to be done, such as farmhands,

handyman, or general labor. Brawn, not brains was the ingredient for his success.

Until the end of World War II, poverty was a shared experience. One could be poor and yet proud. If one was a "have not" it was not a daily experience to be confronted by those who "had". Our knowledge then as to how others lived, whether garnered from books or radio, was limited by one's frame of reference.

Nowadays, with the ubiquitous television tube being the only entertainment, the "have nots" are daily confronted with the disparity between their life style and that of those who "have". Advertisements suggest that if you are not living the "good life", then perhaps there is something wrong with you. After all, the right deodorant or the right car can change you instantly, or seems to suggest so, from a failure into a success. This gives rise to heightened expectations fueled by a "War on Poverty" which never quite gets down to the really poor, and a recognition, perhaps, in those of limited ability, that even sitting through 12 years of education isn't going to achieve it for them. That you can't even learn a trade in school, because when you get "out there" you have to start all over if you're lucky or have sufficient pull to get into a craft apprenticeship program permitted by the unions.

A stand must be taken to control job development and job licensing. This society needs only so many plumbers, mechanics, doctors or lawyers and educators. In some cases we need more

than what is available or will be available. To diminish the present unemployment in the delinquent syndrome specific jobs need to be developed for this population. Jobs which have lasting significance and viability.

XIII. Curriculum classes with delinquent education emphasis for future teachers

Classes in delinquent education for college students preparing to become teachers are nearly non-existent. If classes do exist they function at the abstract level which does not have a real relationship to delinquent youth and education. Case studies emphasizing sociological approaches are the usual fair brought forth to study. This represents a large chasm of abstract thinking to be crossed into life. For the most part future teachers are not concerned with the real world of education, but rather the world of a job, paycheck, security and ego building. The problems they foresee with youth regard academic skills while behavioral orientation (Will I get along with the kids? Will they like me?) are the usual surface probing during teacher preparation.

Students need to touch and feel high school and/or middle school youth early in their training process. Reading about a case study is not as effective as talking with or looking at a youth who has been adjudicated delinquent. Future teachers for the most part are naive. Their exposure to the experience of the youth home, the detention center or the training school is negligible. No

future teacher should be exempt from sharing experiences and conversations with students detained in a youth home. It is hoped that such experiences will ready the prospectives for their own personal confrontation with a youth who is delinquent.

XIV. Legislation: Department of Education become responsible for all educational programs for delinquent youth now functioning in detention homes, residential facilities, training schools and other youth serving institutions

A lack of consistency exists throughout the state in terms of educational programs for youth temporarily detained in the various institutions which were designed to accommodate delinquent youth. Even though the temporary stay of youth in such institutions is two to three weeks on an average, a large group of youth remain in such facilities for long periods of time--over four to six months.

Curriculum in Youth Homes needs to be standardized throughout the state. At the minimum, a standard curriculum guide needs to be devised for all facilities detaining delinquent youth and conducting educational programs.

Youth not yet 16 must be provided an education after the court takes jurisdiction--the court is serving in loco parentis. It stands to reason that these youth be served with comparable competence as is administered in the school system. A youth must not be denied opportunity of educational experience as a punitive measure.

The community must be assured that delinquent youth are experiencing the same or similar curriculum of the school the youth last attended.

The Department of Education is the only agency in the state government influential enough to make demands such as this to administrators of youth serving facilities. The State Department of Education: Division of Certification, should make it mandatory for all teachers to have at least six semester or nine term hours in courses directly related to behavior problems, social skills education, value education and the simple art of relating with students.

XV. Legislation: Educational Records

The educational records of youth committed to the State must follow that youth to the State facility upon the request of the institution within three weeks date of request or that local school district will be subject to the loss of State School Aid funds.

Educational programs for youth committed to the State are at the mercy of local school districts. Presently, the training school petitions the local school district for the educational records of a youth, but in most cases, is denied the record, or it is presented to them six months later, and then nearly incomplete. It seems that local school districts are more concerned for their individual identity and the protection of the file, and the continued destruction

of a human being than they are concerned for the growth and development of the committed youth.

XVI. Reduce the number of vocational education programs or manual skills programs serving non-delinquent youth

Increase the number of vocational education programs for delinquent and delinquent prone youth. Increase the number of teachers in the area of delinquent and delinquent prone youth educational area. An increased emphasis should be placed upon social skills. While also the number of teachers to work directly with delinquent and delinquent prone youth is increased.

XVII. Early childhood education - child growth and development classes for all future teachers and teachers presently engaged in teaching

Lack of knowledge of how children grow tends to contribute to the problems of teachers and students in relating to each other. If teachers possess the knowledge of how children grow and the stages of their development, they will have a better ability to cope with students.

XVIII. Remove from the Juvenile Code statements which allow youth to be arrested for behavior which adults would not be arrested--truancy and incorrigibility.

XIX. Alternative Educational Systems

Such projects would exist for youth who are presently unsuccessful in the traditional school system and who can be classified as delinquent or in danger of becoming delinquent. The learning climate within the system will provide a variety of learning options to the participants leading to a high school diploma or its equivalent.

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APPENDICES

APPENDIX A

SCHOOL COMMENTS IN CASEFOLDERS

APPENDIX A

SCHOOL COMMENTS IN CASEFOLDERS

<u>Charge</u>	<u>Comments</u>
1. Larceny	Denby Summer School (Promoted to 10B)
2. B & E	Keating - Special Education - 78 days absent - teacher: Although able to do more, Harold's academic work is poor. The same applies for his conduct.
3. Inhaling Toxic Vapors	At age 13 only in 5th grade. Intellectual level - Dull Normal - 1.9 Stanford word meaning. Narcotics.
4. B & E	Transferred to Grayling Special Observational School (he didn't like it).
5. Truancy	Intellectual level: defective; boy's reasons for truancy - he is bothered by other kids, teased, etc. Everyone recognized his problem of homosexuality, but they did not know what to do; Douglas' attendance pattern prior to coming to Jefferson could be considered excellent, then, beginning in his second semester something must have occurred.
6. Assault	No school - spent eight years in Wayne County Child Development Center until escaped.
7. Assault, Violation Curfew	Garfield Special - Intellectual level: defective; Achievement level: below 3rd grade.
8. Truancy	Moore Senior Ungraded - refused to go to school, would only go to trade school. Leonard didn't become an attendance problem until he learned that he was failing. Attempts have been made to place Leonard in another school, but his mother states that the boy said he does not want to go to any school

<u>Charge</u>	<u>Comments</u>
	except trade school. Therefore, it is recommended that a petition for school truancy be killed in Juvenile Court, from Detroit Board of Education.
9. Assault	No comments
10. Property Destruction	Boy admits the truancy stating that he is in Jr. Special B, and that he does not like this and decided not to go to school. Because of the extensive truancy, it is felt that this boy should be remanded to the youth home for observation and compulsory school attendance. Mildly Retarded.
11. B & E	Chronic truant - absent 61 times during 2nd semester.
12. Robbery	The boy is extremely retarded. He does not like school. He must attend where he is the largest boy in school.
13. B & E	No comments
14. Narcotics Violation	Clinic Summary - Durwood should be removed from his present environment and placed in a highly structured setting with the school on the ground which could give him some training in order to meet the needs of adulthood. It is doubtful that he will be able to succeed in regular school.
15. Robbery/ Homicide	Intellectual level - Dull Normal, no school attendance.
16. Truancy	Truant 62-1/2 days, 1967-68.
17. Truancy	Parents have reported that Warren refuses to attend school. He is awakened every morning for school, but refuses to leave the house. He was expelled from school.
18. Truancy	No comments
19. Truancy	Intellectual level - Dull Normal, Mark came from Cooper last spring as a suspension. There has been little reason to complain about behavior because of truancy. His actions have been copied by at least one boy in his class. Parents have been unable to keep boy in school. He has been dropped

<u>Charge</u>	<u>Comments</u>
	from our rolls because of 30 days consecutive absence.
20. Assault/ Battery	Does not attend school.
21. Truancy	Chronic truant - uses illness as excuse, school has asked the court to accept a petition for school truancy.
22. Assault	When boy turned 16 he failed to attend school.
23. Incurrigibility	Principal - it is my opinion that it was a mistake to place Eddie back into a regular school situation. He has been a behavior problem with teachers and pupils. I am requesting that he be returned to Morley Senior Ungraded. Clinic - He requires special education.
24. H. Truancy	Boy is being referred to the Psychological Adjustment Service of the Detroit Board of Education.
25. H. Truancy	Disrespectful to teachers, average intellectual level, family problems.
26. H. Truancy	No comments
27. S. Truancy	David refuses to go to school - Boy has a job; referee informed David that if he did not attend school on a regular basis and if he were returned to court on a charge of violation of probation and found in violation of probation for not attending school, then there would be a possibility that he could be removed from his home and placed in a structured setting. Legally quit school on 16th birthday.
28.	No comments
29. S. Truancy	Marxhansen Special School - Boy was defined by the school system as a slow learner. Not a school behavior problem. Court explained to Larry that he must attend school on a regular basis.
30. S. Truancy	Chronic truant - No special educational program - Nothing done for truancy.

<u>Charge</u>	<u>Comments</u>
31. UDAA	Never a behavior problem, neither did he ever receive below average grades before entering Mott High School - Average IQ.
32. B & E	Good student in school, attendance and activities are good.
33. H. Truancy	Suspended from school in February, 1969 for truanting - poor grades in school; scored way low on Stanford Achievement.
34. Stolen Vehicle	Suspended from school 10/8/69, reason was lack of attendance. B's and E's in school; he wants to quit school. Gordon feels that Assistant Principal picks on him. Finally quit school and got job.
35. H. Truancy	Roger attends on an abbreviated schedule, due to behavior problems. He attends only four classes a day and takes subjects where he can always be lazy doing; Auto Mechanics. Roger was placed in Pontiac State Hospital in October, 1967 because of extremely poor adjustment in school, discharged in April, 1969, because of aggressive behavior which affected other children in a negative way.
36. Larceny, Stolen Bike	Suspended from school, smoking, skips school, no desire, no behavior problem, around peers. Ray was doing good in the 4th grade, he was hit by an auto, last two months of school and failed the grade. He lost interest in school the following year, and has not liked it since.
37. H. Truancy	Edmund has been literally passed from one grade to another because of his age and size. He has had difficulty in making personality adjustments since his mother's death 9 years ago. Job Corp - 10/22/69.
38. Larceny	Counselor at Oakwood Jr. High stated that the boy is a slow learner. He is currently enrolled in a program for students who have abnormal difficulty in school. He receives D's and E's. IQ - Dull Normal. He does not cause trouble in school. His attendance is regular and his attitude and behavior in school have always been acceptable - He was detained in ninth grade because of poor grades. Attended summer school and failed that.

<u>Charge</u>	<u>Comments</u>
39. Stolen Property	Been absent from school lately.
40. B & E	School officials indicate that youth is of average intelligence, and is a C, D student. IQ - 94, no discipline problem in school.
41. H. Truancy	Straight E student, makes no effort whatsoever toward improving his marks. His attitude toward school was one of complete indifference. Quit school got job at Burger Chef, lost it.
42. UDAA	Absent 7 times. Straight E student, he has a severe reading problem. Since he was moved to Causino High he has become somewhat of a conduct problem. Construction trades teacher at Hazel Park reported that Scott seems to have little or no desire to learn. Grades improved to C's and B's at Hazel Park.
43. UDAA	Dislikes St. Mary's, wants to go to Mt. Clemens High. Parents want him to remain at St. Mary's until he finishes 8th grade.
44. B & E	Father received calls from school of complaints of Nicholas talking in class. C's, D's and B's in last report.
45. Larceny	According to school officials, he is average, grades are average. He got into all kinds of school problems, suspended, etc., but went back in.
46. Assault	Most of the problems in this family were caused by George, school counselor says. George was referred to Dr. Levich, school psychiatrist on 1/12/67. He recommended that George be seen at Child Guidance Clinic and that further referral be made to Lafayette Clinic. Parents refused. School says that he is not working up to capacity. Has had school social worker help.
47. Stolen Vehicle	School attendance since January, 1969 has been poor. Became disrespectful, has many school friends and average student.
48. B & E	Since becoming a temporary ward, he has continued to defy authority at school, home and court. Boy

<u>Charge</u>	<u>Comments</u>
	has a long history of incorrigibility at home and particularly in school. Always a school behavioral problem. IQ - 113.
49. Stolen Vehicle	Counselor reports that the boy is an average student, not a discipline problem. Attends regularly.
50. Larceny	Counselor at school stated he only missed one day of school last year and is not a behavior problem. Played football. Suspended from football, at end of season for fighting after a game.
51. Possession Marijuana	Youth has shown anti-social behavior in home, school, community and in detention. Average ability in school. Performance last year was poor, having received mostly D's and E's. Prior to this he was a good student.
52. B & E	Below average student, he was suspended for striking a male teacher, also flared with female teacher. Low tolerance threshold, suddenly erupts. As father spent more time with boy, grades improved, school behavior improved.
53. B & E	Above average ability - 114 IQ. Boy has a poor self-image, feels father prefers other 4 brothers to him.
54. B & E	Jr. Class President, all sports, active in school. Average grades.
55. Possession Drugs	Grades - C's and D's, poor school attitude. Worked at Kentucky Fried Chicken.
56. Assault	Suspended from school, 6 weeks. Behavior problem since 1st grade, i.e., smoking, truancy, fighting. Ability to be excellent student - B's and C's student. Needs a friend. Rick skipped auto shop class 35 times in a row, for this he was suspended; suspended for being truant. He loves to read - highly intelligent.
57. Stolen Auto	School reports he does well. Attendance is perfect. Grades are good.

<u>Charge</u>	<u>Comments</u>
58. Armed Robbery	Average student - IQ 108. Suspended one day for leaving school without permission, grades got worse while on probation.
59. Assault/Battery	Average and above in ability. Behavior good, grades below average. Grades have improved since probation, has become more out-going, father has taken an interest in him.
60. Stolen Auto	Behavior problem in school - poor grades, poor attendance.
61. Child Abuse	No comments
62. Aiding and Abetting	1967 - IQ test 88. Absent 11 days, failing grades, youth was expelled from school in December, 1970 for smoking.
63. Attempted Arson	Until probation the boy was failing all classes in school. Counselor states they have improved. Behavior problem to the point of urinating in classroom. Lafayette Clinic dismissed boy as emotionally disturbed. IQ - 106, could do better. No evidence of emotional - disturb - classes in school.
64. Armed Robbery	No comments
65. Incurrigibility	Behavior problem in school. Voracious eater at school and home. Needs tremendous help and improvement in social skills.
66. S. Truancy	Truant 36-1/2 days - September, 1968 to March, 1969. His 13-year-old brother is in the same grade as he is, but has maintained a good school record. He is ridiculed by his older brothers (he is 15). The lack of school attendance and tardiness has been Ronald's problem, which resulted in failing marks. There never have been any behavioral problems in school. School marks went from E's to C's since probation.
67. B & E	Child threw a bottle filled with gasoline in or about the McConnell school. Does poorly in school. IQ - 96. He is an anti-social boy.

<u>Charge</u>	<u>Comments</u>
68. B & E	B & E of a school - one he attended. Sinai Clinic - he is marginally special education. IQ - 80, mentally handicapped. Teacher says he often leaves the classroom or does not return after special classes, library, gym. Third teacher says, "I remember Harold as a child who very much wanted adult approval. When given work adjusted to his limited skills, he would often work very hard to do it correctly. Mrs. Ruiler, who then taught Kindergarten, also helped work with Harold. Harold would often stay after school and work with one of us, and then would proudly go to show his work to the others. Harold helped with some Kindergarten activities and showed a real kindness toward these children. Some days Harold would come to school feeling very angry inside. He would respond negatively towards others. He would purposely do things to irritate other children." Counselor felt Harold would do best in Special Education. Mother disagreed violently. Mother took all kids out of school system. Sent to St. Peter's Lutheran - attendance good, but rude, defiant, bad social bid.
69. Stolen Property	Doesn't attend school regularly. Home neglect. Truanted from Children's Village.
70. B & E	Truanted from school 38 days. IQ - 66 to 65. Truant from public school because mother would have him baby-sit.
71. S. Truancy	No grades in first period of school because of absence. Assistant principal indicated numerous behavior problems with William. He also indicates the boy always, sometime during the day, appears missing. School attendance in that he broke off some of his front teeth and is very sensitive about his appearance and didn't want to go to school looking like that. He feels that the Assistant Principal doesn't have any right to go to court on school truancy. 1970 - IQ - 90. Rejected for Work Education Camp.
72. B & E	D and E student in school.

<u>Charge</u>	<u>Comments</u>
73. Stolen Goods	Average student in school. On several occasions John has been rude and disrespectful to teachers. Suspended once for this type of behavior.
74. Concealed Weapon	No comments
75. UDAA	He has always been quite mechanically minded but not intensely interested in school; average grades in school. Principal of Jr. High did not have much positive to say about him - said he was tardy a lot, truant once.
76. H. Truancy	Parents indicate that he does poorly in school because of his companions.
77. Marijuana, Larceny	Good potential in school. During summer he was a model youth. Mark has stated that he does not like school at all and that when school starts he seems to lose some of his self-control. Attended Kimball Night School; moved to small Indiana rural town with aunt and uncle.
78. UDAA	No comments
79. B & E	In school he does not get along well and has failing grades. He states he does not like his teachers nor do they like him. He has a negative attitude and senses rejection in all of his contacts. He has been booted around school, kicked out of gym class, science class and sent to the office numerous times. He has failed all his classes and will quit when he is 16.
80. S. Truancy	Never a problem. When he is truant from school or skips school he stays at home and reads a lot. He said that he has a first hour teacher who he says he does not get along with or who does not like him - English Class. He was a school truant in 1967, moved to Interlochen with aunt and uncle and did excellent in school.
81. S. Truancy	Because of non-attendance the boy is failing most of his courses. Boy would like to change everything in school. Average IQ, not a behavior problem. Reasons for truancy: he does not like school.

<u>Charge</u>	<u>Comments</u>
82. Possession Marijuana	He mentions that he has not had any school suspensions this year and that although his parents are not pleased with his grades, he is making every effort at school. He attended summer school.
83. Assault/ Battery	Has seen school psychiatrist - perceptually handicapped. Parents and school seem to be cooperating with each other to correct problems. IQ - 84 - Dull Normal.
84. Stolen Auto	He is underachieving at school and does not seem to have much interest in pursuing a scholastic endeavor. Absent 29-1/2 days - September, 1968 to May, 1969. D's and E's in school. IQ - 66 to 70. Counselor says Marvin is a borderline student from a behavior standpoint. He is below average in achievement. Completion of high school will be difficult for this young man in view of his attitude toward school, authority figures and other people in general. He disliked school, but is willing to keep trying if he can work afternoons.
85. Stolen Auto	Richard has had some difficulties at school, such as acting out and skipping school. No real school problems; very respectful. 6/1/70 he was in a physical fight with one of his teachers at school. Richard was dismissed from school the remainder of the school year.
86. H. Truancy	IQ - 108. Achievement - Reading, 9.9, Arithmetic, 6.9. Lazy in school.
87. Incurrigibility	1968 - Disruptive behavior in school. During Kindergarten he was very dependent and didn't want to leave his mother. First grade his disruptive behavior began. Grades are good, behavior poor. He has had school social worker. He feels that most of his problems revolve around school. He has been suspended on a number of occasions and states quite bluntly that he does not like school in which he is attending.
88. B & E	Youth received excellent grades - A's and B's except for one D in shop, which counselor reflected on behavior problems. IQ - 104. Assistant Principal - "Last spring, after having run away from home for

ChargeComments

approximately 2 weeks, I had a discussion with Keith relative to his responsibility as a student. During the discussion Keith became quite upset and made the statement 'F_____ this school'. After his confinement in the youth home he returned to school a 'new man', i.e. haircut, polite, etc. It is impossible for me to determine whether the new look is part of a 'front' or a real change. I have my doubts. "

89. Property
Destruction

Attends school regularly, fair to good grades. School people indicated that the boy's problems in the community stem from an unhappy home situation between father and mother.

90. Incurrigibility

B's and C's in school. Otis was referred for a psychological evaluation because of his constant quarreling and fighting with other students and his poor work habits. IQ - 75 to 77. He feels rejected by peers, feels overwhelmed by school. He finds school a bore and society intolerable. In 7th grade he was placed in Basic Program which was designed to provide additional assistance to students who, for various reasons, were unable to meet with academic success in regular classes. Eighth grade he was assigned part time to adjusted study program because of unacceptable behavior and immature attitude. Truant, failure to accept imposed sanction. He left cafeteria after specifically being instructed not to do so.

91. Possession
LSD

Failing in school. Total range, IQ - 113. Achievement tests indicate that he is at grade level or above in all categories.

92. H. Truancy &
Incurrigibility

School difficulties since 6th grade. He says he's had school problems and difficulties since 1st grade. He feels unhappy at home, disinterested in school, and wants to learn a trade. Behavior problem in Children's Village School.

93. S. Truancy

School report to court indicates that youth does not have too much academic potential. Never a behavior problem in school. Donald said he skipped school because he was behind and couldn't do the school work.

<u>Charge</u>	<u>Comments</u>
94. Possession Dangerous Drugs	Very poor grades. Assistant principal says he wanders around halls. Mother always had to push Ronnie to do school work. Boy feels there is prejudice at Ferndale School.
95. H. Truancy	Average student. Father feels that attitude of students in school of son was not good for son.
96. H. Truancy, B & E	Since age 6 he has been a problem. While at Boys Republic, expelled from local high school (smoking). IQ - 117. Ron was placed on a four-hour day at Levey Jr. High. Overt behavior problem. He seemed to get along with all teachers and classes except Math - that was bad news.
97. B & E, Stolen Property	IQ - 101. Failed 1st grade. Since 7 years old he has had kidney trouble, hospital in and out. Marks are usually D's and E's. Has trouble falling asleep.
98. H. Truancy	Boy said he quit school, but Southfield High has him being in attendance. School attendance poor, grades too. No special attention from school. Southfield doesn't give credit to any student unless they attend 85% of the time. His IQ - Dull Normal.
99. B & E	B & E a school. Boy admits to doing so several times. Youth has improved while on probation - school, behavior, attendance, grades.
100. H. Truancy	He came back in September and was placed in a special class with understanding teachers in which the reading level of the class was at a 4th grade level. Chronic absenteeism.
101. B & E	IQ - 88 - Dull Normal. D's and E's in school. Suspended once for smoking. Retained in 7th grade. Took all traditional courses and failed. Suspended from school. Principal feels he no longer can be a student in school. Placed on Work-Education Program at Camp Oakland.
102. Larceny	According to Miss Reddick, school counselor, Pat is capable of doing very good work. On the last C. A. T. she received an IQ of 120. Has had good grades in school, but suddenly dropped out.

<u>Charge</u>	<u>Comments</u>
103. H. Truancy	No comments
104. Incurrigibility	School report charges girl with all possible school incurrigibility type acts. Charges were dismissed by Assistant Principal.
105. Larceny	Counselor at school when Janice first came to Guest Jr. High says, "She seemed overwhelmed because she came from a small town. Janice's CA-39 - Kindergarten to 7th grade shows all A's and B's. She has been truant or absent a lot at Guest, marks show effect." 1969 - California Mental Maturity Test, Algebra section apptitude 92 percentile. Iowa Basic skills - well above average. Mr. Chandler, counselor, has been working closely with Janice. May 12, 1969 skipped last two classes, sick in bathroom. Did not follow normal procedures, therefore, was suspended until May 19, 1969. She has a kidney infection.
106. H. Truancy	January, 1969, Linda dropped out of school. Assistant Principal states that Linda was definitely a behavior problem. Grades poor, in fact, her whole attitude toward school was negative. Since on probation, she has a job and completed some courses at beauty school.
107. H. Truancy	Special Education - WISC - 81. Truant from home, search of natural father. Probation Officer feels that Laverne should not have been placed in Special Education but rather in the Adjusted Study Program.
108. H. Truancy	Counselor - Pat has never been a problem. Suspended in October for smoking. Average grades.
109. H. Truancy	Suspended from school for fighting with another girl.
110. Larceny	Attends Special Education class for pregnant girls. Principal - Girl is very slow academically. Received fair to good grades last marking period. Otis IQ taken 7th grade - 86.
111. S. Truancy	Principal - "I have instructed Kathy to report to Mr. Jeup any time she feels like 'blowing-up' and I hope that will help for the time being." Kathy was suspended from school on April 18 until April 30.

<u>Charge</u>	<u>Comments</u>
	Assistant Principal at Mt. Clemens High is not optimistic about Kathy's behavior because of several minor incidents that have occurred, and because of her poor attitude. 1966 - IQ - 108, Iowa Apptitude Test in Algebra - 53%. 1967 working at grade level. Verbal IQ, 1968 - 95.
112. Larceny	Dropped out during 10th grade. IQ - 126. Good (excellent) school behavior and good academic record. Linda is a very bright girl and was doing extremely well at St. Lawrence High School. Sister Paula, the principal, tried to help Linda as much as she possibly could.
113. H. Truancy, Incorrigibility	School counselor - Girl should be doing at least average work. He also states that since Carolyn has been a temporary ward of the court, she seems to be coping with her problems and is doing better in her classes.
114. H. Truancy	Expelled from Mt. Clemens High. School problems did not occur until she entered Mt. Clemens High, 3/21/69. Expelled from Burton Jr. High for smoking and bad language. Readmitted to school after a number of conferences with court and school people. September, 1969, Dawn enrolled at Carl Brablec School. Teachers report her to be an average pupil who is loud and obnoxious at times, talks a lot and is easily influenced by her peers. Court Psychologist - The kind of family and life experiences that this girl has had, have produced a strong-willed, hard, combative, and crude person who would be a misfit and failure in any school which she was opposed to attending.
115. H. Truancy	School - 1961, Stanford; Binet, IQ - 76; 1964, Weschler - 78; 1968, Weschler - 80; 1967, California - 80. She is a slow regular in 7th grade, D's and E's. Absent 12 days, tardy 30. Her counselor, Mr. Kuzmaul - "Debbie's attitude is not very acceptable, but she is improving." Passed into 8th grade.
116. Incorporrigibility	She has helped in the main office and the adult secretary in charge told me she hated to lose her.

<u>Charge</u>	<u>Comments</u>
	Moved to Onaway. Joined FTA. C's, D's and E's. 5/13/69, Weschler, IQ - 105.
117. Incurrigibility	Donna is in a Special Education Program at Fern-dale High. 1962, IQ - 63; 1967, IQ - 73. She has been a good student in special classes. She teases other students but that's all. She seems to function well in a structured situation. She needs supervision and guidance. While in Special Education, Donna made own clothes and wore them to school. Went to Donduro - Special Education.
118. S. Truancy	Truant from school 37 days. 1967-68 she was absent 35 days. Assistant Principal has attempted to get help from parents and to no avail. He turned it over to protective services. Grades were below average. 1965, California - 78. No discipline problem, just truant. Donna got kicked out of school for truancy and smoking. Parents will let her quit school if she wants when she is 16. Psychologist suggests a vocational education program. Since probation school attendance has been good.
119. H. Truancy	B's, C's and D's in school, good attendance in school. IQ - 83.
120. H. Truancy	Girl is an average student. 12/1/69 does not attend school. Says she'll do this in night school.
121. H. Truancy	February 17 Susan didn't return home from school, went to girl friend's home and called school counselor telling her she never wanted to go home. School counselor picked her up and took her to Children's Village. Mother upset with school counselor's involvement.
122. H. Truancy	No comments
123. UDAA	Average intelligence. Could function higher achievement if not truant so much. D's and E's in school.
124. H. Truancy	Low average IQ - Reading, 6.5; Math, 4.0 on 6/16/69. Suspended from school 9/25/69 because she didn't attend speech class eight days in a row. Would wander halls.

<u>Charge</u>	<u>Comments</u>
125. UDAA	Girl has been seeing a Dr. Yang from court clinic off and on since 1965. Also has been seeing Rochester School Psychologists. B's, C's and D's in school. IQ - 117.
126. S. Truancy	Failing in school. Counselor did not have much good to say about her. IQ - 99 in 7th grade. IQ - 119 in 5th grade. Reasons for truancy: did not like math or gym. Wants to enter Job Corps.
127. H. Truancy	Girl truanted from home after skipping school and learning that her mother was going to send her to the juvenile home. IQ - 99. B's, C's and D's in school. Good academic work while in Children's Village. September, 1969, father beat her. Cora went to school counselor and looked for a different place to stay.
128. Incurrigibility	April 22, 1969 probation officer alleges child attacked counselor. Girl truanted from school day after probation. Has a specific habit of truancy on Wednesday afternoon. No social problem with school.
129. UDAA	No comments
130. Incurrigibility	Average IQ - 104. In Grade 3 Achievement was above grade level by one to two grades. January, 1968 grades were poor. January, 1969 grades were good. September 17, 1969 suspended from school. Caught injecting speed into her arm. Because of drug problem she was permanently suspended from school. Got a job in nursing home in Birmingham and goes to school at night.
131. H. Truancy	No comments
132. H. Truancy	10th grade dropped out. Girls' counselor at McKenzie referred her to Continuing Education for Pregnant Girls.
133. H. Truancy	California Mental Maturity, October, 1968 - Dull Normal. Linda is a year behind in school because in Kentucky they don't let the youth begin school until they are 6 years old. Linda dislikes being behind and dislikes school. She doesn't like Hanneman

ChargeComments

School. Would like to be transferred to Munger Jr. High where kids are her age. Probation Officer spoke to Mr. Cochran of Detroit Board of Education and Miss Biger, Principal, and the Assistant Principal. They could not comply with transfer or social promotion unless Linda attended school more regularly.

134. Incurrigibility 1968-69, absent 1, present 187. C+ average, well behaved, well dressed. Intellectual level, above average. Likes school, good with peers.
135. S. Truancy Girl has difficulty doing the work of her grade. Attended 80 days, 1968-69, absent 95 days. She admitted to being truant stating that some girls at school threatened to beat her up and claim that she had told them untrue stories about them. As a result, she feared going back, she says she gets along with teachers, but not with kids. Frank Crocher, Detroit Board of Education testified that the girl has been referred to the Board of Education Psychological Clinic, but that she has not received an appointment yet.
136. H. Truancy Amber is said to be an A student.
137. H. Truancy She passed all classes except one at McKenzie High. In 1968, while at McKenzie, she was assaulted and robbed and has a negative attitude toward the school and area. A transfer has been requested but not received from Detroit School Board. She does not want to attend school. Fears kids will find out about pregnancy, etc. Lunch hour is not good for her. Counselor's report - "Question about character of school work, too early in the semester to say, but at least she is here and has her books."
138. H. Truancy, Incorrigibility Denise, who is doing poorly in school, stated that some of the teachers at Hutchins did not like her. She stated that she did skip class, but it was usually after the teacher had put her out. She liked English and Art. She did well until she went to Hutchins.
139. H. Truancy No comments

<u>Charge</u>	<u>Comments</u>
140. Narcotics Violation	School report: Very attractive girl, always well dressed. Failed all courses but typing. Expelled from school for possession of marijuana. Iowa Basic, Grade Equivalent - 8.4, 2/17/69, percentile - 58%. Diff. Aptitude, Raw 37, 2/68, percentile 50%.
141. S. and H. Truancy	1968, 34 days truant from school, petition to court on school truancy. Refuses to attend school. She has been expelled from school for rudeness to school Principal, breaking away from a teacher. Schools say they have made numerous attempts to counsel Diane.
142. H. Truancy	1968-69, 157 days present, 24 days absent. From the school counselor report, it seems as though she didn't know her.
143. H. Truancy	No comments
144. H. Truancy	Girl's counselor/school report - Present 76 days, absent 104. No effort to study, out in halls and streets constantly. She has never demonstrated any aptitude for school. Neat appearing, she has failed completely all courses since entering Southwestern.
145. Truancy, Incorrigibility	Lafayette Clinic, R. Rubenstein, M.D. recommends that the girl be placed in a vocational type curriculum rather than academic one. Maybe Job Corps. First referred to court on school difficulties. Girl said to school truancy: "She was doing what some other kids were doing. On one occasion she was expelled for not being in her class and walking in the halls."
146. S. Truancy	She said she would like to go somewhere, not home to her half-sister, where she could finish school and prove to herself and her half-sister she could make something of herself. Counselor in school said he couldn't judge her character, etc. Present 20 days, absent 104 days. School social worker who worked with Catherine described her as moody, depressed, unhappy, but sweet.
147. H. Truancy	Present 46 days, absent 146 days. Linda can offer no reason for her truancy but complains that no one understands "her problems".

<u>Charge</u>	<u>Comments</u>
148. H. Truancy	No comments
149. S. Truancy	Poor grades in school, caused by absences. Counselor says she could do it if she were in school. 8/28/70. Refuses to return to school.

APPENDIX B

INTERVIEWS WITH YOUTH IN MACOMB
COUNTY YOUTH FACILITY

APPENDIX B

INTERVIEWS WITH YOUTH IN MACOMB COUNTY YOUTH FACILITY

As stated in the text, youth detained at the Macomb County Juvenile Home were interviewed with a tape recorder present. The following is the notes of the tape pertaining to each youth interviewed. These excerpts enabled the author to develop his perceptions, implications and recommendations.

FRAN

School experiences were terrible--her first expression. "I liked school, some of my classes." Got into fight. Principal broke it up. Nice guy.

Ran away from home. "Dad not fair."

Never a school problem. She says the counselor from school came to see her when she was in Y. H. in Oakland.

Likes school in Y. H. - Home Economics and gym.

"I used to be a good student before I came to Y. H. , but not now."

Did school help you to get back into the groove? "NO! I hated the civics teacher--she lied. She said I skipped when I didn't, but I

did 15 times; she said over 20 times. "

Liked Home Ec teacher--"if you ever have to take off, come and see me. She gave me her name and address. All the other girls hate her. "

Is it important for the teacher to get to know the kids? "Yes. I don't think it's right for a teacher to ignore some kids and pay attention to other kids. Be nice to all. Talk to all. "

Would you tell the Board to get rid of that fat and ugly teacher?

"No. I'd have a talk with her and tell her to be nice to all kids. "

HARVEY

"I like school. You meet a lot of people and have fun--fun--talk with people. Year before I didn't like school. Didn't want summer school. P. O. told me to drop out rather than jail. No alternative. "

Math best subject.

Elementary - good grades. High school - just wanted to have fun.

"Got a job, but lost it because too young. "

Never a school problem, but does not like rules and regulations.

Did not know about GED.

Can't find jobs.

"Y. H. not really a school--not like real school. Can't have discussions--not enough people. I learn through discussion. "

"In Y. H. you think about going home. "

"Don't have right materials. "

"Teachers are just another attendant. "

"When you go into class you just sit there. Read a book. Talk to neighbor. Everybody does something different."

MARTY (Girl)

"When I tried I was a B student--when I didn't I was a D student."

"I never really truanted from school--too much fun."

What do you like about school? "The kids. I don't like what they teach."

Why do you go to school? "To goof off. I don't like history--it's too old--I want to know about now, not yesterday."

Does the school you're going to help you to understand drugs?

"They have something, but it isn't too great."

Would you like them to give you some knowledge about drugs?

"Well, they have."

Does it help you? "I can't really say--once in a while they bring somebody in."

How is the educational program at the Y. H. ? "It's okay. I like shop, or arts and crafts."

Would like to go outside now--"for the fresh air, not to play baseball."

Has school helped you to be a better person?

GLORIA - 16

Home truant--ran away from Dad.

Why didn't you go to school? "I didn't like the school. As far as

I'm concerned the school could burn down tomorrow. "

Why doesn't Gloria want to go back to school? "It's not that I don't want to go back to school. I just don't want to go back to that school because of some of the teachers and my brother's reputation. He always got into fights, etc. and they hold that against me. I got kicked out--wander around the halls, sleep in class, bad grades, etc. They won't accept me there, from what I hear at the Y. H. "

Would you like to go back? "No! But I'd go to another school. I want to get married and work. "

"I can't stand old teachers. Young teachers are more in tune with the youth--easier to talk to. "

How could the school have helped prevent your being where you are? "They couldn't have helped. "

Do you feel that you are older than most of the kids? "Yes, most of the kids I hang around with are older. "

"I want my high school diploma. "

DAN - 16

"When I get out of the Y. H. I'm going into the Job Corps. " Is that what you want? "Yes. "

I went to L'Anse Creuse High--I should be in the 11th grade. I never got into the 11th. Been in trouble--in and out of Y. H. since 10th grade. "

Original charge - Ran away from home. What did you run away from? "I just ran away, from my Dad mostly. Just couldn't talk to

him. I go home on week-ends, stay here during the week."

What classes don't you like? "Not any really. I just like a change. Kids are okay. I get into fights once in a while, but I don't like to be put into my room all day. (Isolation) School was never too bad. I'd skip school."

What would you do when you skipped? "Oh, I'd go up town or to the Mall. Just kind of hang around. Go to my grandmother's."

Did you ever talk to a counselor, assistant principal or principal about truancy? "All the time."

What did they say? "You know, you could get into trouble--you could be put in jail for it, or suspended from school."

How did you feel about that? "Getting out of school - Good!"

Is that kind of dumb, to suspend you for being truant? "Yeah, you just miss more school."

Are you ever going to get that diploma? "Yes, when I go down to Job Corps they'll give me the GED."

Did you ever cause any problem in school? "Yeah, fights. I just aggravate kids; they aggravate me."

Did you ever have any special classes in school? "I had a speech therapy class; I couldn't say my 'th'."

What is your gut feeling about school? "I want to finish school; I'd rather finish it here. If I could go to another school for two years I could stick it out. I know too many people."

What do you mean by knowing people? "I know everybody. Say

Hi, rap a little. "

If you'd go to this new school, how would you behave? "Quiet."

Would you be skipping? "No, not for a while. It would take a while before I'd skip.

Do you know why you skipped, why you left? "Yeah, it was a bore."

Did the counselor ever try to help you? "They tried to get me into school, but they hardly ever talked to me."

SALLY

Went to Washington, Roseville Elementary

"I failed 4th grade."

Will be 13 May 2, 1971.

How do you feel about school? "I like it in the winter because it's something to do. Nothing to do but go to school."

Charged with: Home Incurrigibility.

Would you like to change the schools? "No."

Are you anxious to be 16? "No!"

GARY - 16

Mott High and Warren

Good school. Fairly decent. Narcotics--use of Marijuana. Had a party when mother off on honeymoon after third marriage. Suspended from school once for smoking. Got kicked out of school for going out to lunch. Went out to lunch with other kids. Got caught by a teacher who was at the restaurant.

Elementary experience was good. Marshall Elementary; then Butcher Jr. High.

"You couldn't believe the drug problem at Mott. You can get any kind of drug."

Does the school help you understand drugs? "You mean like a drug seminar? All adults tell you drugs are bad, but I don't think Marijuana is bad."

What kind of student are you? "I was flunking at end of 9th grade --I passed at the end though."

Are you smart? "Yeah, I think I'm pretty smart. I think I'd rate high among my peers."

"I went out for track but we had to practice early in the morning and after school. I couldn't hack that."

What are you going to do when you get out of here? "I don't know. My mother and P. O. were trying to get me into Starr, but I'm too old. She also is trying at a place in Indiana."

How could Mott High help you? "I'd never go back to Mott. My mother thinks there is too much drugs at Mott. She wants me to go to Warren High. Half my friends smoke Marijuana. I just don't want to associate with them. I'd like to start all over at a new high school."

"Some of the teachers in the Y. H. really don't know what they're doing."

How do you feel about the educational program at the Y. H. ?

"Class is just look at books--no assignments."

How do you feel about that? "Well, I'm missing a lot of school being in here. Three weeks now. Altogether eight weeks in my life. That's eight weeks of school work that I've missed."

Did you ever take Iowa Basic Skills? "Yeah, they never told me results. I'm taking algebra at Mott. I'm failing. The reason is, I think the teacher. He doesn't give examples--doesn't explain it good. He is smart. He knows what he's doing in his head but can't put it into words."

How would you improve the program here? "Demand expectations of kids. It might not help everyone, but it would be good for them."

PAUL - 14

Do you like being 14? "No, sir."

What would you like to be? "16."

What's the difference between 14 and 16? "Nothing for a 14-year-old to do. Drive, job."

Grant Jr., East Detroit.

"I didn't adjust to 7th grade. Drugs and ran away from home."

What were your problems in school? "Teachers and my attitude towards school. I had a bad attitude. I didn't care. Started when on drugs."

How did teachers and administration react to this change in attitude?

"One mistake; they'd kick you out. They just pushed me aside. After my first experience with the Y. H. the school tried to help me. All my teachers would take an interest in me. They'd now ask me why and

give me a chance, and principal got into me and tried to understand me. "

How did the school react to your problems as an elementary student? "Principal was always willing to help and understand. Only one teacher in elementary seemed to understand me. Often teachers seemed to hate me. "

"If we could only tell the adults how we feel without being yelled at. "

Why do you take drugs? "You think you can solve your problems, but when you come down your problems are still there. "

When does your mother listen to you? "When I yell enough, cry enough, get mad. She seems to like to see me suffer. "

Who do you look up to as a male. "Ricky, my 22-year-old brother. "

MIKE - 16

Goes home on week-ends.

Ran away from home.

Southlake Jr. High, St. Clair Shores

What did you do in school? "I haven't been there all year; I've been here in the Y. H. Yeah, I'm pretty smart. I always seem to pass. "

Basically you're a pretty smart kid. "Yeah, I guess so. "

Do you read a lot? "Yeah, adventure stories and spy novels. "

Do you skip school? "No, only during lunch hour. "

How would we make the school better? "A lot less work and a lot

more tests."

Work and tests? "Yeah, busy work."

Do you play chess? "Yea."

Are you good? "I guess so."

"Schools are good just the way they are."

"Can't goof around--adult hall guards."

MARK - 16

"It was fun. I didn't like the work. Teachers were kind of a drag."

Eisenhower High School, Shelby Township, Utica School System.

"As an elementary student I wasn't too good because I didn't like the work too much. Like social studies best. Nice guy (Civics teacher), Art teacher. "Didn't like math teacher or math. If you don't do your math, you're doomed to suffer as an ignorant slob."

Did the teacher say this or was it the kids' impression?

"He would lecture all hour but never had time to do the work."

Mark thinks that teaching is not supposed to be a "good" job.

"Math teacher didn't like my long hair. He didn't like me and I didn't like him. I got kicked out for not wearing socks. Kicked out for six days. Other kid with a knife got three days."

Were you a truant? "No. Maybe once or twice a month. Nothing to do when you skip."

Is the school capable of meeting your needs? "I don't really think so. They don't teach you how to live in society. Teachers in the classrooms seem to act like they're all power crazy."

"Robots after 12 years--not able to think for selves."

"Students don't have too many rights on deciding what they want to do."

Are kids able to make their decision? "Not all of them."

Are you? "I don't know."

"I think the classes here (Youth Home) are a lot better. Teachers are more human, easier to talk to."

BARRY - 16

Lives with grandparents.

Ran away from home of grandparents. Parents divorced. Dad remarried. Quit school.

"I like 16 because there are a lot more things to do."

Why did you quit school? "I didn't like it. I got into trouble. I like to move around."

Special Education, St. Clair Shores.

Did school cause any of your problems? "Yes." How? "I can't really answer that question because I don't really know."

Home problems mixed with school problems.

"I'd go back to the beginning of my problems. School did not create my problems--I did. School perpetuates the problem with all that work."

APPENDIX C

DEMOGRAPHIC DATA

APPENDIX C

DEMOGRAPHIC DATA

TABLE A-1 - Juvenile Delinquents: Macomb County

Sex:	Female	
Adjudication:	Larceny	4
	Home Truant	8
	School Incurrigibility	1
	School Truant	1
	Home Incurrigibility	
	UDAA*	
	Narcotics	
	Total	14
School:	Not Available	1
	Clintondale Jr. High	1
	Stevenson High	1
	Guest Jr. High	1
	Clintondale High	1
	Carter J. H. , Special Education	1
	Warren Woods High	1

TABLE A-1 - (cont'd.)

	Butcher Jr. High	1
	Macomb Jr. High	1
	Mt. Clemens High	2
	St. Lawrence High	1
	Adlai Stevenson	1
	Lincoln Jr. High (Warren)	<u>1</u>
	Total	14
Sex:	Male	
Adjudication:	Larceny	4
	Breaking and Entering	7
	Narcotics	2
	School Truant	1
	Assault	3
	Malicious Destruction of Property	
	Robbery	
	Armed Robbery	2
	UDAA*	3
	Home Truant	5
	Home Incurrigibility	1
	Auto Theft	5

TABLE A-1 - (cont'd.)

	Possession Stolen Property	1
	Defraud	1
	Arson	1
	Concealed Weapon	—
	Total	36
School:	Not Available	1
	Mott High School	2
	L'Anse Creuse High	2
	Rochester High	1
	Carl Broderick	1
	Clintondale High	2
	Lincoln Jr. (Warren)	4
	Lincoln Sr. (Centerline)	2
	Oakwood Jr.	1
	Fitzgerald Jr. High (Warren)	2
	Busch Jr. (Warren)	1
	Cousino High	1
	St. Mary's High	1
	Kennedy Jr. (St. Clair Shores)	2
	James Rodgers Jr. High	1

TABLE A-1 - (cont'd.)

Lakeview High	2
Fraser High	2
Warren Woods Sr. High	2
Utica High	1
Macomb Jr. High	1
Roseville High	1
Mt. Clemens High	1
Carl Brablec High	1
West Utica Elementary	<u>1</u>
Total	36

*Unlawfully Driving Away an Automobile

TABLE A-2 - Juvenile Delinquents: Oakland County

Sex:	Female	
Adjudication:	Larceny	
	Home Truant	6
	School Incurrigibility	
	School Truant	2
	Home Incurrigibility	4
	UDAA	3
	Narcotics	—
	Total	15
School:	Madison Heights	1
	Ferndale High	1
	Central Jr. High (Rochester)	1
	Hazel Park High	1
	Waterford Kettering	1
	Webb Jr. (Ferndale)	1
	Pontiac Central	2
	Mason Jr. High (Waterford)	1
	Rochester High	1
	Walled Lake	1
	Milford High	1

TABLE A-2 - (cont'd.)

	Waterford Mott	1
	Waterford Township High	1
	Pontiac Northern	<u>1</u>
	Total	15
Sex:	Male	
Adjudication:	Larceny	
	Breaking and Entering	9
	Narcotics	4
	School Truancy	4
	Assault	1
	Malicious Destruction of Property	1
	Robbery	
	Armed Robbery	
	UDAA	2
	Home Truant	6
	Home Incurrigibility	3
	Auto Theft	3
	Possession Stolen Property	2
	Defraud	
	Arson	

TABLE A-2 - (cont'd.)

	Concealed Weapon	<u>1</u>
	Total	36
School:	Not Available	
	McConnel	1
	William Grace (Farmington)	1
	Jordon Vocational	2
	LeBarron Special Ed. Pontiac	1
	Avondale Jr. High	1
	John Page Jr. (Madison Heights)	2
	Pontiac Central	1
	Barnum Jr. High	2
	Pontiac Northern	1
	Seaholm (Bloomfield Hills)	1
	Eastern Jr. High	1
	Charleston	1
	North Farmington	1
	Kimball High (Royal Oak)	1
	Derby Jr. High	1
	Burt Elementary (Pontiac)	1
	Kennedy Jr. High (Pontiac)	1

TABLE A-2 - (cont'd.)

Eastern High	1
Mason Jr. High	
Farmington Jr.	1
Andover High (Bloomfield Hills)	1
Clinton Jr. High (Oak Park)	1
Groves High (Birmingham)	2
Helen Keller (Royal Oak)	1
Dondero (Royal Oak)	1
Ferndale High	2
Levoy Jr. (Southfield)	1
Muir Jr. High	1
Southfield High	1
Jane Addams (Royal Oak)	1
Abbott Jr. High	<u>1</u>
Total	36

TABLE A-3 - Juvenile Delinquents: Wayne County

Sex:	Female	
Adjudication:	Larceny	
	Home Truant	13
	School Incurrigibility	
	School Truant	4
	Home Incurrigibility	1
	UDAA	
	Narcotics	<u>2</u>
	Total	20
School:	Not Available	6
	McKenzie	2
	McMillan Jr. High	1
	Jefferson Jr. High	1
	Epipharcy School (Catholic)	1
	Hutchins	1
	Cervany Jr. High	1
	Foch Jr. High	1
	Western	1
	Southwestern	1
	Muray Wright High	1

TABLE A-3 - (cont'd.)

	Jackson Jr. High	1
	Clarenceville High	1
	Spain	<u>1</u>
	Total	20
Sex:	Male	
Adjudication:	Larceny	1
	Breaking and Entering	4
	Narcotics	2
	School Truant	7
	Assault	5
	Malicious Destruction of Property	1
	Robbery	1
	Armed Robbery	1
	UDAA	2
	Home Truant	4
	Home Incurrigibility	2
	Auto Theft	
	Possession Stolen Property	
	Defraud	

TABLE A-3 - (cont'd.)

	Arson	
	Concealed Weapon	
	Total	30
School:	Not Available	8
	Harper Wood High	1
	Keating Special Education	1
	Port Jr. High	1
	Jefferson Jr. High	1
	Grafield Special	1
	Moore Senior Ungraded	1
	Halcomb	1
	Burroughs	2
	Lyster Special Education	1
	Birney Anney School	1
	Pioneer Middle (Plymouth)	1
	A. L. Holmes	1
	Jackson Jr. High	1
	Farwell	1
	McMillan	1
	Munger	1

TABLE A-3 - (cont'd.)

MacFarland	1
Columbus	1
Ruddiman Jr. High	1
Marxhausen Special Education	1
Harding Jr. High	<u>1</u>
Total	30

Fourteen out of 50 (6 females, 8 males) information was
unavailable as to their last school address