

Family Court Center

**JUVENILE COURT
DIVORCE COURT
DOMESTIC RELATIONS
CHILD STUDY INSTITUTE**

ANNUAL REPORT

1955

Toledo

Lucas County

Ohio

To the Honorable Frank W. Mohn
George Schoonmaker
Ray Gedert

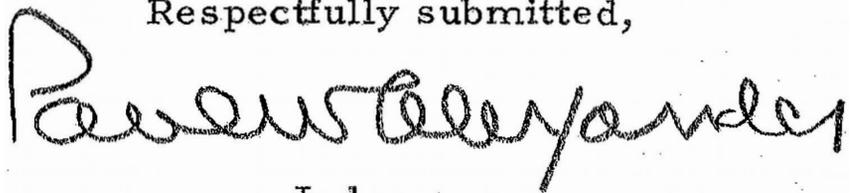
Commissioners of Lucas County

And to the Honorable John D. Porterfield, M. D.
Director of Department of Mental Hygiene and Correction

Dear Sirs:

In compliance with Section 2151.18 General Code, I submit herewith the Annual Report of the Court of Common Pleas of Lucas County, Ohio, Division of Domestic Relations, which includes the Juvenile Court, covering the calendar year 1955 showing the number and kinds of cases that have come before it, and other data pertaining to the work of the Court of interest to you and the general public.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Rowland B. Anderson". The signature is written in dark ink on a light-colored background.

Judge

June 1, 1956

STAFF
of
FAMILY COURT CENTER

1955

- - -

Paul W. Alexander, Judge
L. Wallace Hoffman, Director
Rita F. O'Grady, Asst. Director

Referees

*Robert Baumgartner, Ch. Sup. Ref.	L. Wallace Hoffman, Boys' Ref.
Margaret Casteel, Intake Ref.	James R. Kelly, Boys' Ref.
Joseph E. Doneghy, Boys' Ref.	E. Wade McBride, Boys' Ref.
Harry A. Everett, Ch. Sup. Ref.	Rita F. O'Grady, Girls' Ref.
Mary Eliz. Hiatt, Girls' Ref.	

Probation Department

Casework Supervisors

Rita F. O'Grady - Girls' Counselors
Dan Weber - Boys' Counselors

Counselors

Walter Bouck	Leo J. Paquette
Mae Bridges	*Joseph J. Prebeg
*Frederick Faust	Phyllis A. Rochelle
R. Wayne Gambill	Edward A. Sikora
William Johnson	*John Skibski
Harold Kalmeyer	Mary M. West
Marcia LaBonte	
C. Donald McColl	

Foster Home Finder

Rena U. Thatcher

Domestic Relations Department
Nellie M. Matt, Administrator

Counselors

Ralph P. Bridgman, Chief Marriage Counselor
Floyd M. Anderson
Warren V. Grissom
* Oscar B. Latin
Fred Richert
Charles R. Riseley

Child Study Institute - Thomas B. Bourque, Administrator
Ruth M. Williams, Chief Psychologist
Robert R. Benson, Psychologist
* Ruth Latin, Psychologist
Harry E. Miller, Psychologist
Dr. Henry L. Hartman, Psychiatrist
Dr. I. H. Kass, Pediatrician
Lois M. Dehnostel, Nurse
Janet M. Lindecker, Music Therapist

School teachers

Leone Hinehline, Grade School
Helen E. Moyer, High School

Leaders - Boys

Charles J. Hinkelman, Chief
Raymond Bester
Joseph E. Cram
* John E. Doan
* Donald W. Drain
Howard W. Gorgas
Wayne J. Haefner
* John E. Harrington
* Robert H. Hensley
Herbert G. Hood
William P. Lumbeck
Halloway C. Sells
* Ernest O. Skagen
* Norbert J. Stein
* Kenneth Willard, Jr.

Girls

Hattie Kolinski, Chief
Dorothy Dearing
Emma J. Hischka
Angela Lloyd
Margaret Jamison
Lucy R. McCormick
Stella E. Shields
Catherine R. Shrider
Mary L. Valliant
Georgia A. Vines
Eunice Williams

Office and Operating Personnel

Sue Abood	Augusta Managhan
Emma Babione	Martha Martin
Maxine Brown	* Bessie McCown
Marie Brunsman	Dorothy McKibbins
* Helen Chapman	Grace Messerer
Alice Cunningham	Alma Miller
Charlotte DeWese	John Pickens
Fred Dickerson	Betty Porter
Carol Farmer	Matt Reid
Catherine Gaffney	* Donna Mae Reisner
Frances Gibbons	* Lorain Roberts
Helen Goodrick	Laura Roth
Helen Gray	* Edna Sanford
Carl Guy	Jean Sohalski
Hazel Helm	Pauline Soltysiak
Jane Hatfield	Henrietta Spanoudis
Elsie Humberger	Annie Thomas
Arthur Huntley	Harriett Twiss
Marcile Humbert	* Myron Waterfield
* Wilma Jones	Marie Winzeler
Jane Jones	Edward Wolny
Louise Juarez	Marian Wright
Frank Jurski	Ethel Wynn
Caron Knight	* Victor Young

*Employment terminated during the year.

**FACTS, FIGURES AND
ANNUAL REPORTS**

Nineteen years of experience in dealing with delinquent children in Lucas County have produced nineteen annual reports, giving a mountain of figures about young people and families of our community. But all of these facts and figures are meaningless unless they can be related to our everyday life.

In this report we will once again give you the facts and figures for the current year, but we would like to take the time to tell you what we think these figures mean to the county and to the individual families of the community.

**THEORIES PLUS
EXPERIENCE GIVE
CONCLUSIONS**

Back in 1937 when your juvenile court was reorganized along its present lines we had some definite theories about the behavior of children. Those theories seemed to make sense at the time and so we began to apply them and to record the results.

In general we believe there are two types of children who come before the court.

The first type is composed of children who have committed some act without any particular reason behind it. These children come from homes where they have had reasonably good care and supervision. The parents have high standards of conduct. They have made a conscientious effort to instill high standards in their children. At the court hearing the parents accept their responsibility for the conduct of the child and the child himself recognizes true significance of his or her misbehavior. And above all the child expresses a genuine feeling of remorse and desire to conform to accepted social standards. In effect we might say that the act which has brought the child to court represents a momentary 'lapse' in the usual behavior of that individual. It is usually relatively easy to point to the causative factor, place the parents on their guard as to future supervision, and to secure the willingness and desire of the child to guard himself against future acts of this type. An experienced referee, in hearing a case of this type can usually provide sufficient counseling service to parent

and child to permit adjustment of the case without further court action. This is actually done in about 40% of the cases coming before the court. It has been our experience that of the cases thus handled only a very small percentage ever get into trouble again.

The second type of child appearing before the court is the child who is suffering from some personality defect which may have its basis in a psychological problem, a medical problem or a social problem. Whatever the basis, it is a problem that he is helpless in solving without some outside assistance. The usual sources of such assistance are the home, the school and the church. For one reason or another these sources of aid have not been sufficiently adequate to help the child to meet his problem. It now devolves upon the court to determine the underlying cause of the behavior problem and to recommend a suitable means of treatment.

Whatever beliefs we have about the care, treatment and correction of delinquent children have been developed as a result of our experience with more than 20,000 children during the past 19 years.

Careful study of each case indicating the need for such study has been made. The material going into these studies has been collected from home, school and community as well as from our own medical and psychological study. From three to seven court workers have contributed their analysis of the facts to aid the judge or the referee in making a final decision as to treatment to be followed.

In determining the specific treatment we have made use of the experience and findings of other courts and clinics as well as our own experience. Methods that prove effective are continued. Those that fail to produce results are dropped. The only theory of child care and correction that is useful is one which produces results in a substantial percent of cases to which it is applied.

Glib answers do not stand up. Rough and ready treatment such as the 'woodshed treatment' - various 'get-tough'

policies and 'blame the parents' approaches do not solve the problem. We have learned this from much experience. The only method we have found for dealing constructively with these young people and providing corrective measures that are effective and lasting is to forget any vindictiveness we may feel and set ourselves to the job of learning 'why' the child has done the thing and then decide 'what' we can do to aid him in wanting to change his behavior. A child will not change until he wants to change. He will not want to change until he appreciates the ultimate values involved in a change.

And so, - the practices of treatment and correction currently used by the Juvenile Court are those which have produced results and under which the largest number of children are brought to the point where they want to change and do change. Admittedly, it is not 100% effective but the batting average of a nineteen year period has been good - 75% effective on first court contact and 85% effective with the second contact.

WHO ARE THESE
DELINQUENT
CHILDREN?

They are the sons and daughters of your neighbors and fellow citizens.

Some of them come from underprivileged homes where the source of the next meal is always a question; where there is no father or where the father has no regular means of support.

Some come from average American homes where the parents own or are buying a modest but comfortable house which contains a radio, - TV set - and automatic refrigerator and washing machine.

Some come from homes of much better than average economic status (more than you realize), where two or three cars will be found in the family garage and where parents take winter trips to Florida and summer trips to the mountains.

The children themselves range from those who are retarded in school to those who are relatively good students. Seldom, however, are they found to be on the honor roll or taking any

leadership in school activities or church activities. Only occasionally are they found to be regular church attendants.

By and large they are not a happy group of youngsters who come to court. They are worried about family discord - about their own inability to make and hold friends - and about problems they are having at school. They are concerned with the fact that they have not been able to solve those problems and under an impulse to do something about it they lash out with some type of behavior that brings them into conflict with other people and with the law. As a rule the type of thing that the child does has little or no logical relationship to the problem that has caused him to behave in this fashion.

Three out of every four children brought to court are boys.

One out of every four has been in trouble previously.

On the average the boys are 15 years 2½ months old; the girls are 15 years ½ month old.

Physically they appear to be about average but on examination it is found that 15% are undernourished and have an assortment of minor ailments and disabilities which need correction and which could easily have been corrected if parents had been alert to the need.

WHAT ARE THE PROBLEMS THESE CHILDREN FACE?

Several years ago, Fritz Redl, an eminent child psychologist, facetiously remarked that delinquent children frequently suffer from a vitamin deficiency. But he was not talking about the kind of vitamin that comes in a glass of milk. He was talking about the vitamins to be found only in the milk of human kindness - parental love, affection and understanding. With this, we are in complete agreement.

What? you say, a parent not love his child? And the parents themselves are horrified at the thought. They emphasize all the things they have done for little Johnny or Mary. "We give him everything" they protest - "what more could he want".

Much more, actually!

Listen to some of the things children have said to us at court.

"All I wish is that it was more like home there".

"I can't talk with him - he gets too mad everytime something goes wrong".

"She always nags".

"Everything I do is wrong - anything my brother does is O.K.".

"I get sick and tired of being yipped at - I can't do anything that satisfies them".

"I never bring anyone home - I wouldn't feel right".

Interesting isn't it - that none of these comments and criticisms of the children had to do with the lack of material possessions.

WHAT DO PARENTS
AND COMMUNITY
COMPLAIN ABOUT
MOST?

As we talk with parents about their children and the behavior that has brought them to court there is one comment frequently made. "I can't trust him". Then they go on to explain that he fails to keep promises - he is given a job to do but does not do it - he stays out late nights but will not tell where he has been ----

How often do we stop to think how and when a child learns to be trustworthy? How do we teach this trait to children?

You can't just tell a boy to be honest and expect it to stick. You can't do it by threatening him with a beating.

This is something he learns by example - over a long period of time - and he learns it chiefly from parents. Honesty and trustworthiness about money and material things is but an extension of trustworthiness in other matters - personal relationships. As children hear parents ridicule others - question their integrity - misrepresent things to each other they develop misgivings about the honesty and integrity of people. It leads to questioning the basic value and importance of honesty itself.

Yes, children know the difference between right and wrong. But do they feel the difference between right and wrong. That is the important thing. In our talks with children we invariably get the response - 'sure I know it was wrong, but ---' and then he will go into a discussion of how in this case it was different. He knew the difference but he did not feel the difference and so he proceeds to make some sort of justification for behaving as he did.

Parents - teachers - all workers with youth have a responsibility for helping children to feel the difference between right and wrong not just to know that difference from a legal standpoint. Arbitrary commands and instructions will not teach it but close personal contact, precept and example will teach it. More vitamins from the milk of human kindness, close and understanding contact with children especially in their earlier years and there will be less and less need for the more rigid and stringent controls in later life.

ARE TODAY'S
CHILDREN BETTER
OR WORSE?

All things are relative. This is not a question to be answered with a simple 'yes' or 'no'.

We do know that more children come to court than formerly. But we also know that there are several other related factors that influence this increase.

A few years ago juvenile courts were not so well known and were not equipped to handle problems of children and the family. Many situations that were formerly handled in the home and in the community are now brought to the Juvenile Court. With the increase in the tempo of life people are preoccupied with other things. Much talk about delinquent children - the increase of emotional disturbances of children has made parents apprehensive. They now

seek the help of mental health clinics and of this court for problems of the family. We see this trend reflected in increased demands upon the services of the psychological clinic and the marriage counseling department.

Gradually the court is coming to be thought of in terms of the prevention of more serious trouble by many people in the community. We see this reflected in the larger percent of minor cases handled by the court and the larger number of children brought to us for incorrigibility and runaway without any involvement in an overt law violation. This is all to the good. If it continues and the court is able to provide constructive counseling it should result in a steady decrease in the rate of delinquency in the county.

We have been particularly fortunate in Lucas County during recent years. For four consecutive years we have seen a decrease in the rate of delinquency - and at a time when many other large communities were showing an increase. In 1955 our rate hit an all time low at 17.7 per 1,000 of child population (1.7%).

What has brought about this decrease?

There is no single answer. Many factors have played a part. An increasing awareness of the problem of youth behavior and the need for exerting more control and supervision has played a part. Public attention directed toward the problem in the daily press and through congressional hearings has helped. The contribution to better child care as made by many public and private social welfare organizations has been a factor. Children themselves are taking an increased interest in the behavior of their friends and classmates and have established some controls of their own. Their club meetings and student councils have assumed increasing responsibility in this regard and making it less attractive to be a trouble maker and more attractive to be a leader and doer for the school.

Aggressive and competent police work by the Crime Prevention Bureau of the Toledo Police Department and the Juvenile Division of the Sheriff's office have been effective in control-

ling overt offenders. This combined with effective control and corrective measures applied by the Juvenile Court have helped to reach those who were not reached through the usual training and prevention programs of the home, school, church and community.

No, our problem is no indication that children today are much different than they have been in past generations. We still have some misfits - but we have always had them. We do worry about them more than we used to because life has become so fluid and communications so much improved that we hear more about the troubles of others. The mobility of the present generation makes the behavior of any one individual a matter of concern to all of us.

WHAT DO WE NEED
TO IMPROVE THE
SITUATION?

Chiefly we need clear headed - cool judgment.

We need to have parents increase their concern for and knowledge of, what to do with the behavior problems of children.

We need increased facilities in our school for teaching of children with specialized problems.

We need an increase in the mental health facilities of the community.

We need an expansion of the municipal recreation program with new facilities in certain sections of the city.

We need an increased staff of counselors in the court to provide adequate counseling services on probation and to extend this service to many children who cannot now be included because of the heavy caseload of the probation counselors.

We need a specialized treatment center for the care of 30-40 children who present serious psychiatric problems that cannot be treated on a community basis.

We need things because we are already paying for them even though we do not have them. However the cost is hidden in many other items and we do not know we are paying for them. We pay these costs every time a child repeats by committing a new offense - in the police work involved in his apprehension - in the damage he commits - in the loss of productive work and the expense he causes the school in the decrease of efficiency of a teacher and distraction from the rest of the class. Yes, we are paying for these services and we need them to deal with the problem.

PUNISHMENT OR RETRAINING

The other day a letter came across the editor's desk. It came from one of our boys who went to a training school more than a year ago. It was unsolicited - one of the many we have received over the years. We would like you to see it too - so here it is -

"Dear Judge Alexander:

I thought I'd write you and thank you for everything that you and the staff did for me, but the only real thanks that I can give you is my assurance and promise to keep my behavior over and above board.

It's really amazing at (name of school) their's so many walks of life and being here a little over a year with boys like their is here I can do the same thing at home. If their's any more boys like me, this is a very good place to send them, and they'll thank you for the rest of their lives.

You can do me a favor and tell everybody at the CSI I said thanks and tell them hello. To bad all boys can't learn the way I have and turn out the way I have.

This letter might not say much but what I've said is from the bottom of my heart and that's the way I feel. I might have carried on when you told me I was going to get sent away and get mad but now it's a different story. I feel so much better and everything has changed and I've got you to thank for that.

Well I better close for now and even if this is short. I just wanted you to know that I turned out to be a good sport. So if you have anything to say please write back, besides I'd like to hear from you.

Yours truly,

L.....N.....

All of which indicates the constructive values to be derived from the retraining program carried on by the court. This boy was one of 150 boys and girls placed in training facilities by the court during 1955. His current attitude and acceptance of that program is typical of the reaction of the other children.

**FAMILY COURT CENTER
VISITED BY PEOPLE
FROM MANY COUNTRIES**

The Lucas County Family Court Center has become a regular point of visitation for lawyers, judges, educators and social workers from all over the world who are touring the United States under the auspices of the Department of State and the United Nations. During the year 1955 representatives of Thailand, Germany, England, Japan, Indonesia, India and the Phillipines spent from one day to two months at the court studying our methods of procedure in both Juvenile and divorce cases.

The Center also serves as a training center for graduate students from the University of Michigan, Ohio State University and Notre Dame University. Students spend six months at a time at the court. They receive temporary student appointments as probation counselors and work under the close supervision of one of the Casework Supervisors. This was the nineteenth year we have served in this capacity for the Universities.

**FAMILY COURT CENTER
PERSONNEL - AT HOME
AND ABROAD**

From time to time various staff members of the Family Court Center are called upon to render professional advice and consultation to other courts and agencies in the field of delinquency, child welfare, and family counseling and

to contribute articles to professional magazines. Some of the major activities of this type included:

Toledo YWCA - Program Planning Committee
Workshop in the Legal Regulation of Social Workers at the
Michigan State University
Advisor to Harborview Recreation Group
Consulting services to Juvenile Courts of Akron, Ohio;
Lorain County, Ohio; Milwaukee, Wis.; Mt. Clemens,
Mich.; Norwalk, Ohio; Houston, Texas; Minneapolis,
Minn.
Program committee for Probation and Parole Institute at the
University of Toledo
American Association of Marriage Counselors
Chairman, American Bar Association Committee on Divorce
and Marriage Laws and Family Courts
Institute for Steubenville Board of Education
Chairman, Editorial Committee of Advisory Council of
Judges
Member, American Bar Association Metropolitan Trial Courts
Committee
Chairman, Interprofessional Commission on Marriage and
Divorce Laws
Member of Governor's Survey Committee on Mental Health

Articles on Delinquency, child welfare and divorce have been written and published by staff members in World Scope Encyclopedia; various state journals of the Bar Association; and the American Bar Association as well as national magazines on probation parole and marriage counseling.

Fourteen different persons from the Center have given talks throughout the year to more than 200 different clubs and organizations in Lucas County describing the work of the court. Approximately 1,500 persons have toured the building in groups of 10 to 75 persons at a time.

DELINQUENCY IN LUCAS COUNTY

The picture of delinquency in Lucas County compares favorably with that of other larger communities across the country. For several years the rate of delinquency in Lucas County has showed a steady decrease - hitting an all time low in 1955. The actual rates for the past four years are as follows:

in 1952 it was 25	per 1,000 of juvenile population
in 1953 it was 24	per 1,000 of juvenile population
in 1954 it was 20	per 1,000 of juvenile population
in 1955 it was 17.7	per 1,000 of juvenile population

and in this same comparable period most large cities showed increase.

We at the Juvenile Court have seen many good things happening in our community with young people. While we are disturbed that young people do some of the things that they do we have not reached a point where we "view with alarm" the sad state of the present generation.

Like everyone else, we are unhappy that any children are delinquent. We wish it were otherwise. We are aware of the need for continuous steps to check and correct delinquency. However, among our young people we see many hopeful signs.

THE BRIGHT SIDE OF TODAY'S YOUTH

Young people learning to be successful business men and women through Junior Achievement; Student Councils in the High School taking the leadership in developing good sportsmanship at the public athletic events; high school clubs and organizations taking an active interest in community affairs, giving aid of various kinds to civic and welfare projects, taking part in radio and television discussions of general public interest. One could go on at great lengths outlining the many fine things done by our young people these days. For every child, misguided and disorganized, who finds himself in conflict with family and community there are a score of others who are currently making a genuine contribution to the growth and progress of the community and preparing themselves for better citizenship in the years to come.

DOMESTIC RELATIONS DEPARTMENT

For many years this court has provided counseling services for families in trouble. Originally this was entirely on a voluntary basis with either husband or wife making a request for such service.

In 1951 an amendment to the law governing divorce made it mandatory for the court to initiate an investigation into every divorce application when there was a child in the family under the age of 14 years. This made necessary the creation of a new department and the employment of additional caseworkers to handle the tremendously increased volume of work.

At the outset there was some confusion in the minds of the general public as to the nature of this investigation. Actually the investigation called for under the statute was not to determine facts that might constitute grounds for divorce nor to help the judge decide whether or not a divorce should be granted. These are responsibilities of the attorney and the judge respectively. The real intent of the law was to have the investigator inquire into the circumstances surrounding the marital discord and to discover whether or not the parties concerned could find a common basis for solving their problem and reconciling their differences.

In actual practice, as we have experienced in the four years the law has been in operation, we find that some people are able to effect a complete reconciliation; others, while not able to bring about a reconciliation have been able to look more objectively at their problem with the result that the bitter litigation which formerly attended matters regarding support and custody of children has been reduced and the court is able to direct its attention to a handling of the case which assures the best interests and welfare of the minor children. In a steadily increasing number of cases we find it possible to separate money conflicts from the problem of support and custody of the children as a factor in the divorce litigation.

We might say that the focus of attention in the divorce

investigation is on the question of how the husband and wife and the children feel about the impending divorce and the problem that created it; what they have done to try and meet that problem; and what effects the divorce itself will have on the various members of the family. It is our experience that most families have not given full consideration to these factors before the action is filed. They are frequently amazed and shocked when they do face up to it and with the help of expert counseling come to realization that some adjustment in their own thinking and planning is called for.

The investigation of several thousand divorce applications has pointed up a six fold function of the divorce investigator.

1. To provide the court and legal counsel with social information about the family, which the attorney is not required to obtain, and which the judge is unable to bring out in the brief time available for hearings. Thus the court, in performing its judicial function, has valuable background information pertinent to the adjustment and welfare of all members of the family.

2. To increase each client's awareness of all the influences contributing to his marriage failure, and of the consequences upon himself, a partner and children of pursuing the conflict to a final severance of the matrimonial bond. This tends to have a sobering and salutary influence, especially in cases that were started under the stress of violent emotion.

3. To help ready the client to consider reconciliation, and when ready, to encourage him and his mate to make another try at making a go of their marriage, for their own sakes as well as the children's.

4. To try to bring the confused and over-emotional client to the point of asking for help with his problems and conflicts (you can't force help on a person who doesn't want it) and then to begin the process of deeper therapy technically called marriage counseling, or to refer him for this purpose to another counselor or agency or psychiatrist.

5. To serve as peacemaker and lessen the hateful and vindictive attitudes of all clients even though it be apparent that because of their insistence and their legal rights the divorce will go through. This is of immeasurable benefit not only to the children, presently and in the future, but to the spouses themselves and to the legal counsel in that it often makes possible and always facilitates the amicable adjustment of money matters and property settlements.

6. To help clients whose cases are going through to final decree to prepare themselves for the new status of "single blessedness"; or if they intend to remarry to help them with the selection of the new mate (a service sometimes much appreciated) and to help them not to make the old mistakes over again. (The amount of voluntary post-divorce counseling attests to the value of continuing service.)

To repeat, it is seen that the questions answered by the divorce investigation are never whether a divorce should be granted, or how much support money should be awarded by the court, but rather, the counselors concern is, what are the relevant social facts and how can the court be of the greatest help to these people who are struggling with themselves and a problem that has defied solution.

In addition to the divorce cases for which investigation is mandatory under the law, we find that our investigators and counselors are called upon to give marriage counseling to many persons who are trying to avert a divorce. While it has been our policy to divert these persons to the several private agencies offering marriage counseling services we find that such services are not always available. Our experience has shown that persons who appeal for help prior to the filing of divorce action are more likely to respond to counseling and a reconciliation. This is a service, which in the interests of the community should be made available. Broken homes gnaw at the very foundations of the community. It is good economy to prevent this whenever and wherever possible. One has only to examine available statistics on relief and support of minor children which become the responsibility of the city or county to realize the close correlation between family disorganization and relief costs. Any procedure which

can effectively reduce family breakdown will contribute toward a reduction of other relief costs. Marriage counseling has in many instances been able to do just that. Many divorces can be avoided. Every divorce that is avoided adds to the moral and economic strength of the community. It is important that this service be provided and that the citizens be aware of its existence and how to obtain it.

CHILD STUDY INSTITUTE

Detention for De-tension

The philosopher John Dewey once remarked, "What the best and wisest parent wants for his own child, that must the community want for all its children".

The Child Study Institute has completed its nineteenth year of endeavoring to play the role of "best and wisest parent" to the disturbed children of the community. Since the time of its inception in 1937 as a diagnostic-remedial child guidance clinic, it has operated as a place of "de-tension" for children with problems - children filled with fears, frustrations, anxieties, aggression, rejection and hatred.

Just as the competent physician must first diagnose his patient's ailment before initiating treatment, so must the Child Study Institute examine and study each youngster for causal factors which are contributing to delinquent behavior. Only then is the Juvenile Court in a position to prescribe a course of treatment which may bring about a cure for wrong behavior.

The year 1955 brought a total of 1,742 children to the Child Study Institute for study, examination, observation, "de-tension" and the beginnings of treatment. Boys numbered 1,288 and girls, 454. The total days of residence for these children were 18,003 (49 years, 3 months). January was the highest month, with 196 admissions, and May was the lowest with 114 admissions.

A notable forward step was taken during 1955, through the cooperation of the Lucas County Child Welfare Board, the Sheriff's Office and the Toledo Police Crime Prevention Bureau. Effective May 1, 1955, dependent and neglected children needing shelter care were no longer accepted at the Child Study Institute. This has enabled the Child Study Institute staff to concentrate on and do a more effective job with their first responsibility - the delinquent child.

The Institute's functions in a court setting are two-fold:

(1) To diagnose the child's problem and recommend a course of treatment to correct the problem. A visiting psychiatrist and three full-time clinical psychologists do the scientific testing, observation and study. Every other staff member of the Institute contributes to their findings by observing the youngster in around-the-clock situations - reactions to group living, attitudes, personal habits, personality traits and characteristics. As many as ten staff members submit observation reports and evaluations representing from 400 to 500 clock hours in direct contact with each child during the average three week study.

(2) To provide a wholesome and constructive program of activities encompassing the child's entire waking day. Departments and services which contribute to this function are:

Elementary and High School Classes (Toledo Board of Education)

Recreation
Arts and Crafts
Chaplain's services
Music Therapy
Housekeeping services
The Privilege System
Psychological Clinic
Counseling services

Elementary and high school classes are remedial in nature, designed to reinforce the child's weak scholastic areas and prepare him for better work in his community school. Many of the youngsters coming to the Institute are retarded by one or more grades in school. Because of typically short attention spans, hand-satisfying activities are interspersed throughout the school day in order that the child may better absorb the scholastic work when he returns to it. These activities also give a sense of achievement and contribute greatly in changing basically poor attitudes toward school.

The recreation program of the Institute serves not only as recreation but also as one of the diagnostic tools. It helps us to learn more about a child - how he reacts in a group to other children. This side of the child's life serves to aid psychologist and counselor in evaluating and predicting future reactions in the community.

The chaplain serves as a non-authoritarian figure with whom any child may discuss his problems and troubles. He is employed by the Episcopal Social Welfare Council and represents the Toledo Council of Churches. Volunteer assistants keep his office manned during most of the day. He conducts the CSI Protestant Sunday School service each Sunday morning in the third floor corridor chapel. Catholic children are taken out each Sunday by St. Vincent de Paul Society volunteers to attend mass and catechetical instruction at St. Francis de Sales Cathedral. Individual church-going arrangements are made for Jewish and Greek Orthodox children.

The Music Therapist provides recreation of a musical nature, supervises the presentation of mood music through the sound system speakers, and tests individual children for their interests and abilities in music, either vocational or avocational. Music has been found to have a definite place in controlling moods, feelings, attitudes and aggressive behavior, and is used throughout the program day to maintain a wholesome group climate.

Children are required to maintain their own rooms and living areas during their stay at the Institute, just as they do in their own homes. Housekeeping duties are a definite part of the program day, and children are given supervision by their own group Leaders. Maintenance of all other areas at the Child Study Institute is done by paid janitorial help.

The granting of special outside privileges to children under study is one of the unique devices which has been used for 18 years to give the court an evaluation of the child's reliability and trustworthiness. Its purpose is to reward improved adjustment and behavior, and to give staff members an opportunity to observe the child in a position of trust without any physical restraints to prevent

his absconding. Again this year, out of 2,415 releases for outside events, less than one-half of one percent violated this trust in any way.

The Child Study Institute is called upon daily to accept children who are presenting the most serious behavior problems in the entire community. They are here primarily because their attitudes and behavior make it impossible to live with them in peace and security in the community. Many are emotional and behavioral invalids. Study, diagnosis, re-direction and treatment are the tools used to bring about changes in the child. The people who work daily with these children make a vital contribution to the success met in achieving these goals. They provide daily proof of the validity of the Court's motto: "Attitudes are not changed by platitudes - human conduct is changed by human contact."¹

DEPARTMENT OF CLINICAL SERVICES During the year the Department of Clinical Services was created by combining medical, psychological and psychiatric services under the supervision of a supervisor known as the Chief Psychologist.

PSYCHOLOGICAL STUDIES COMPLETED:

1955: 153 Boys, 93 Girls, 17 Adults, Total 263
 1954: 138 Boys, 81 Girls, 7 Adults, Total 226

Due to the organization of the department there has been also a closer coordination with the medical service and an awareness of the important role played by this service in initiating treatment or arranging examinations beyond the scope of the clinic. While the routine examinations and laboratory tests, administered every child, have aided in medical diagnoses and have averted quarantines by alerting the clinic to contagious diseases, the electroencephalograms, eye refractions, audiograms, etc., done outside the clinic and arranged for by the nurse, as well as reports from various doctors and hospitals contacted by the nurse, have made a contribution to the completeness of psychological as well as medical studies and, through the cooperation of the Probation Counselors, have led to the correction of various physical defects neglected for years.

EXAMINATIONS AT CSI	580
SUPPLEMENTAL EXAMINATIONS OR TREATMENT INITIATED	
Dental care	119
Eye refractions	39
Audiograms	7
Electroencephalograms	16
X-rays	26
Special laboratory tests	14
Special clinic appointments	16
Minor surgery	4
Venereal disease	3
Hospital transfers	5

	1955	1954
PSYCHIATRIC CONFERENCES	<u>162</u>	<u>113</u>
INTERVIEWS WITH CLIENTS	60	10

Some may ask, "What is the need for all this? Does not the probation counselor investigate and diagnose what is wrong in each case and make recommendations to the court or treat accordingly? Do all of these referrals to the psychologist and psychiatrist indicate suspicions of mental illness?" The answer to the latter question is "No." The clients suspected of mental illness are rare but those in need of the proper help to avert same are less rare. Still others present problems for the psychologist and psychiatrist to delve into the underlying causes of the delinquency and discover how the latter functions as an attempt to meet the needs of a particular personality so that the most appropriate treatment can be provided. The psychologist's specialized techniques of test administration and interpretation are invaluable in this area.

Many children are referred to the court for truancy and/or incorrigibility in school. Often an intelligence test alone provides an answer. However, when intelligence is average or close to average and school achievement is not commensurate with it, the search for an answer must continue. Might it be impairment in vision or hearing which can be corrected? Might it be brain damage in a certain area interfering with some specific sense perception or a more generalized effect producing marked irritability? Might it be emotional blocking caused by a traumatic experience in early childhood, now forgotten, or resistance to pressures emanating from poor relationships at home? The answers to these questions are sought in such tests as the Rorschach, the Bender Gestalt, the Thematic Apperception Test, the Sentence Completion Test, the Associative Learning test, Mosaics and others.

TESTS ADMINISTERED DURING 1955	Total	1026
Intelligence		251
Achievement		278
Projective		373
Inventory		120
Miscellaneous		4

DISTRIBUTION OF LEVELS OF INTELLIGENCE

	<u>Boys</u>	<u>Girls</u>	<u>Adults</u>	<u>Total</u>
Superior	6	2	2	10
Above Average	19	8	2	29
Average	66	34	3	103
Below Average	48	39	0	87
Mental Defective	9	6	1	16
Not tested	5	4	9	15

Just as puzzling as the children with good intelligence who do not learn are those who get along well enough in school and are almost paragons of virtue as far as behavior in general is concerned but who strike out against the community with all of their pent-up aggression.

Fifteen year old Larry is an example of this. He committed a number of burglaries before he was caught. He had no apparent need for the articles he took and it was difficult to understand why he took them. Neither parents nor teachers could offer any clues. He was always so polite and respectful - a nice boy who seemed to have so much consideration for others. He did not understand his motivation for the burglaries but psychological tests revealed considerable hostility toward his mother which had been aroused when she divorced her husband and deprived the boy of a father whom, he felt, he had to "hate" in order to keep his mother's love. With the clues from the tests in mind, therapy was undertaken and the boy, through the relationship which he developed with the therapist, was able to learn to express hostility in more normal and acceptable ways instead of damming it up inside and displacing it toward society.

Therapy for cases like this takes time - 30 to 50 clock hours or more over an extended period - so the service that can be rendered by this clinic is quite limited because of the vast amount of diagnostic work which must be done by three psychologists.

It is to be hoped that the public will, some day soon, recognize the need in this area and dig down in the pocket for more taxes to pay for this service at a local level at a time in the child's life when it may do some good rather than pay more, in the end, for his keep in a penitentiary.

Therapy of this sort, on an out-patient basis, is not offered as a panacea, however, because some children, undergoing therapy, are inclined to act out their aggression in such a way as to be dangerous to themselves or in the community so that it is necessary to treat them in a residential treatment center which, on a private basis, may cost six to twelve thousand dollars a year per child and which, as a public supported institution, does not exist in this state.

Some children who are in need of such treatment are sent to private or state training schools because of the lack of the proper facility and the menacing nature of their delinquent acts but this merely provides a relief for society during the time they are out of circulation. On the other hand, there are children who are in need of training and discipline who do profit from these training schools. Again, psychological tests are of value in making the decision as to what treatment will be most effective in helping a child to become a good, law-abiding citizen who is reasonably happy.

In an attempt to serve those children who can profit from therapy on an out-patient basis, a few are offered individual therapy by a psychologist and a few more are given the opportunity to participate in a group meeting once a week with a psychologist and a counselor.

THErapy SESSIONS DURING 1955 - 35 for Boys and 32 for Girls.

APPENDIX

JUVENILE COURT STATISTICS

Table No. 1
TRENDS FOR THE PAST FIVE YEARS

	<u>1951</u>	<u>1952</u>	<u>1953</u>	<u>1954</u>	<u>1955</u>
Commitments to Industrial Schools	56	55	71	74	76
Commitments to Private Correctional Schools	91	72	76	60	57
Commitments to other Institutions	10	6	15	17	11
Delinquents placed in Foster Homes	<u>67</u>	<u>35</u>	<u>40</u>	<u>62</u>	<u>66</u>
Total children removed from community	224	168	202	213	210
Number placed on probation	638	874	943	920	910
MAJOR CASES ONLY					
Sex offense	62	62	37	29	49
Robbery	4	1	8	5	1
Burglary	116	91	72	104	107
Auto theft	33	71	51	81	112
Larceny	161	184	227	164	176
Malicious mischief	25	92	57	45	80
Truancy	45	52	60	64	62
Runaway	77	95	105	103	108
All other offenses	220	264	329	273	295
Traffic	<u>26</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>*</u>
	<u>769</u>	<u>912</u>	<u>946</u>	<u>868</u>	<u>990</u>

* See Pages 39 and 40

Table No. 2

DELINQUENCIES BY THE MONTH
(except traffic)

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
January	92	18	110
February	67	28	95
March	110	27	137
April	105	20	125
May	92	30	122
June	119	28	147
July	110	45	155
August	104	28	132
September	125	33	158
October	165	38	203
November	143	31	174
December	<u>128</u>	<u>27</u>	<u>155</u>
	1360	353	1713

Table No. 3

OFFENSES FOR WHICH BROUGHT INTO COURT

	Major		Minor		<u>Total</u>
	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>	
Robbery - Hold-up	1	-	1	-	2
Burglary	106	1	33	-	140
Sex	34	15	4	6	59
Auto theft	112	-	11	-	123
Other stealing	146	30	163	76	415
Malicious mischief	72	8	177	13	270
Ungovernable	113	62	57	10	242
Truancy	50	12	27	8	97
Runaway	35	73	21	19	148
Injury to person	24	-	11	1	36
All other	<u>84</u>	<u>12</u>	<u>78</u>	<u>7</u>	<u>181</u>
	777	213	583	140	1713

Table No. 4

DISPOSITION OF CASES

	Major		Minor		<u>Total</u>
	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>	
Probation to Court Counselor	381	77	17	2	477
Probation to an Agency worker	22	24	5	13	64
Probation to individuals	31	13	257	68	369
Committed to Industrial School	64	12	-	-	76
Committed to other Correctional School	38	19	-	-	57
Committed to Ohio State Reformatory	3	-	-	-	3
To other institution Non-correctional	7	3	-	1	11
Placed in Foster Homes	38	28	-	-	66
Fined	58	-	63	-	121
Restitution	59	-	102	2	163
Other	32	4	32	15	83
Exonerated or dismissed as too trivial	14	10	44	1	69
Adjusted	24	9	61	38	132
Referred to other Court	1	-	1	-	2
Pending	5	14	1	-	20
	<u>777</u>	<u>213</u>	<u>583</u>	<u>140</u>	<u>1713</u>

Table No. 5

REPEATERS

Total number of individual children in Court on delinquency		1476
Number of first offenders	1058	
Number of repeaters	418	
% of total number who were repeaters	28.3%	

Table No. 6

AGE RANGE OF DELINQUENTS

	Major		Minor		Total
	Boys	Girls	Boys	Girls	
Under 7 years	-	-	4	1	5
7	4	-	5	-	9
8	5	-	12	2	19
9	16	2	14	2	34
10	26	-	25	3	54
11	33	1	29	11	74
12	52	12	48	16	128
13	74	20	87	19	200
14	122	57	95	23	297
15	173	38	112	29	352
16	165	45	92	21	323
17	105	35	54	12	206
18 ²	2	3	5	1	11
19	-	-	1	-	1
	<u>777</u>	<u>213</u>	<u>583</u>	<u>140</u>	<u>1713</u>

Median age - 15 yr. 1 mo.
 Boys - 15 yr. 2½ mo.
 Girls - 15 yr. ½ mo.

Table No. 7

SCHOOL ATTENDING

Libbey HS	101	Clay HS	9
DeVilbiss HS	98	Nathan Hale	9
Scott HS	93	Riverside	9
Waite HS	93	Garfield	8
Woodward HS	91	Hamilton	8
Robinson Jr. HS	82	Maumee HS	8
Macomber HS	63	Fulton	7
Parkland (not craft)	49	Holland Elementary	7
Jones Jr. HS	46	Mt. Vernon	7
Sherman	45	Whitney Voc. (Girls)	7
Burnham HS	31	DeVeaux	6
Gunckel	31	Fallmeyer	6
Franklin	26	Hillview	6
Other	25	Monroe	6
Whittier	22	Navarre	6
Lagrange	19	East Side Central	5
Holland HS	18	Glenwood	5
Irwin	18	Longfellow	5
Walbridge	16	McKinley	5
Washington Twp. Jr. HS	16	Ottawa Hills Elementary	5
Oakdale	15	Burroughs	4
Raymer	15	Irving	4
Swanton	15	Jerusalem Twp.	4
Warren	15	Pickett	4
Lincoln	14	Arlington	3
Westfield	13	Glendale	3
Birmingham	12	Newbury	3
Point Place	12	Crissey	2
Roosevelt	12	Dorr St.	2
Stickney	12	Glann	2
Cherry	11	Harvard	2
Washington	10	Maplewood	2
Whitmer HS	10	Spring	2
Clay Elementary	9	Trilby	2

Bancroft Hills	1
Chase	1
Edgewater	1
Grove Patterson	1
Marshall	1
Martin	1
Monclova	1
Ottawa Hills HS	1
Providence Local	1
Wernert	1
Westwood	1
Not attending	160
Out of county	50

(Parochial)

Central Catholic HS	32	Little Flower	2
Rosary Cathedral	27	Notre Dame Academy	2
St. Mary's	10	Our Lady of Perpetual Help	2
St. Francis de Sales	8	Sacred Heart	2
St. Teresa's	7	St. Adalbert's	2
St. Catherine's	6	St. Francis de Sales HS	2
St. Charles	6	St. James	2
Immaculate Conception	6	St. Louis	2
St. Hedwig's	5	Guardian Angel Day School	1
St. Hyacinth's	5	Nativity	1
Good Shepherd	4	St. John's	1
St. Stephen's	4	St. Joseph's	1
St. Agnes	3	St. Stanislaus	1
St. Benedict's	3	St. Thomas Aquinas	1
Other	3	St. Vincent de Paul	1
St. Michael's	3	St. Ursula Academy	1
SS Peter and Paul	3		
Holy Rosary	2		

1713

Table No. 8

BY CENSUS TRACTS

Census Tract No.	Total	Census Tract No.	Total
1	28	32	11
2	14	33	21
3	22	34	86
4	37	35	8
5	6	36	28
6	15	37	32
7	16	38	20
8	26	39	28
9	5	40	15
10	16	41	35
11	12	42	12
12	35	43	15
13	9	44	10
14	19	45	23
15	13	46	23
16	23	47	60
17	31	48	38
18	27	49	19
19	25	50	10
20	18	51	45
21	2	52	25
22	35	53	24
23	53	54	24
24	21	55	31
25	29	56	-
26	42	57	-
27	31	58	53
28	37	59	-
29	30	60	6
30	48	61	1
31	18	62	21

Census Tract No.	Total	Census Tract No.	Total
63	1	68	64
64	-	69	44
65	-	70	1
66	53	71	9
67	15	72	6
		Out of county	53
			<hr/> 1713

Table 8a

DISTRICTS

East Toledo	244
South End	182
Collingwood	157
Downtown	151
Pinewood	139
West Toledo	138
North End	113
Lagrange-Stickney	104
Nebraska	65
West End	62
Point Place	31
Sylvania Township	64
Adams Township	53
Springfield Township	53
Washington Township	44
Oregon Township	21
Swanton Township	15
Maumee	9
Jerusalem Township	6
Ottawa Hills	6
Monclova Township	1
Providence Township	1
Waterville	1
Out of County	53
	<hr/>
	1713

Table No. 9

SOURCE OF REFERRAL

	Major		Minor		Total
	Boys	Girls	Boys	Girls	
Police	671	126	548	130	1475
Parent	11	46	6	3	66
School	44	18	2	3	67
Social Agency	3	8	4		15
Probation Counselor	1	-	-		1
Other Court	38	12	8	2	60
Other Source	9	3	15	2	29
	<u>777</u>	<u>213</u>	<u>583</u>	<u>140</u>	<u>1713</u>

Table No. 10

MARITAL STATUS OF PARENTS

Common law marriage	3
Parents married and living together	954
Parents married but separated	102
Father deceased, mother not remarried	76
Mother deceased, father not remarried	25
Divorced	90
Father widowed and remarried	38
Father divorced and remarried	52
Mother widowed and remarried	71
Mother divorced and remarried	109
Both parents deceased	9
Parents not married	54
Both parents divorced and remarried	129
Unknown	<u>1</u>
	1713

55.8% from natural homes

44.2% from broken homes

11.2% from homes still broken

33% from homes broken but

reestablished by new marriage

Table No. 11

FOSTER HOME SERVICE - 1955

INVESTIGATION

Applications for boarding home license pending as of January, 1955	10
Total number applications received	55

Disposition of applications:

Approved	40
Withheld	5
Referred	6
Adoption	4
Total	55

SUPERVISION:	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Placements made	38	28	66
Removals	33	27	60

Children in Foster Homes
(as of December 1955)

Boarding	20	8	
Wage	0	3	
Free	2	0	
Total	22	11	33

Total number homes licensed	21
Withdrawn	15
Recertified	34

Table No. 12

TRAFFIC CASES

Type of Complaint

Speeding	356	Hit Skip	2
Without due regard	204	No drivers license	88
Running red light	106	Temporary permit - no licensed driver	25
Stop street	51	Defective vehicle (Lights, brakes, etc)	50
School stop sign	7	Defective or illegal muffler	83
Fail, yield right of way, vehicle	46	All other violations	93
Fail, yield right of way, pedestrian	10	Driving while license suspended	32
Prohibited turn	46	More than 1 violation this appearance	21
Wrong way - one way street	18	Unknown	5

Total of both columns 1243

Table No. 13

Occupants of car

Alone in car	495
With friend(s) same age - sex	459
With friend(s) opposite sex	88
With mixed group	88
With members of immediate family	79
With other adult(s)	<u>34</u>
Total	1243

Table No. 14

ACCIDENT

(Property damage)		(Personal Injury)	
None	964	No injury	1110
Damage other vehicle	209	Injury to pedestrian	34
Property damage (other than vehicle)	34	Injury to occupant of other car	26
Damage own car	165	Injury to occupant own car	37
Unknown	18	Fatal injury-occupant own car	4
		Medical treatment only to injured	32
		Hospitalization of one or more	17
		Unknown	41

Table No. 15

Insurance

No insurance	273
Personal injury and property damage	913
Insurance carried by driver or parent	575
Insurance by employer	16
Unknown	34

Table No. 16

Disposition

Attend traffic school	432	Restitution	25
License restricted	323	Placed on probation	16
License suspended	422	Dismissed	49
License revoked	21	Other	66
Fined	750	Return license on proof of insurance	108
Repair defective parts	121		

DOMESTIC RELATIONS DEPARTMENT

(Condensed summary)

Table No. 17

Divorces and Annulments

I. Disposition of cases:	<u>1955</u>	<u>1954</u>
A. Cases filed	2165	*2032
B. Disposed of	2162	2028
C. Granted (64% of total)	1378	1304
D. Dismissed and denied (36% of total)	784	724
II. Service Rendered:		
A. Families receiving service	1346	1529
B. Cases involving child under 14	1124	881
C. Non-litigated (not mandatory)	198	589
D. Miscellaneous	24	59
III. Source of Referral: **		
A. Mandatory (child under 14)	567	881
B. Self	87	186
C. Former client	29	96
D. Judge, other court worker	34	108
E. Attorney	36	162
F. All other	39	139
IV. Elapsed time of counseling: **		
A. Less than 30 days	366	590
B. 30-89 days	151	422
C. 90 days - 6 months	101	214
D. 6 mo. and over	165	303

V. Reported Results of Counseling: **	<u>1955</u>	<u>1954</u>
A. Contest adjusted before hearing	109	116
B. Custody of children agreed upon	196	285
C. Both parties helped over emotional crisis	221	415
D. Apparent reconciliation effected	128	310
E. One party helped to meet problem	263	372
F. Adjustments in non-litigated cases	72	-
G. Post-divorce counseling given	18	59

* Past 4-year average 2148

** The figures in col. 1 for 1955 are for closed cases only. This does not include those cases under service and still pending at close of the year. Figures for 1954 include both closed and pending cases.

Table No. 18

MARRIAGES, DIVORCES, AND ANNULMENTS - BY COUNTY
 STATE-WIDE PICTURE
 1954*

(Figures compiled by state of Ohio)

<u>County</u>	<u>City</u>	<u>No. Divorces & Annulments</u>	<u>No. of Marriages</u>
Cuyahoga	Cleveland	3,489	11,464
Franklin	Columbus	2,511	3,109
Montgomery	Dayton	1,730	2,855
Hamilton	Cincinnati	1,695	4,178
Summit	Akron	1,383	3,174
Lucas	Toledo	1,307	5,006
Stark	Canton	765	2,149
Mahoning	Youngstown	582	1,952
Butler	Hamilton	546	901
Clark	Springfield	469	567
Lorain	Elyria	415	996
Trumbull	Warren	370	1,133

(All the rest under 300 divorces and annulments)

* 1955 figures not available.

Av. Ohio 37 - % marriages ended in divorce

Av. Lucas County - 26+ % marriages ended in divorce

CHILD SUPPORT DEPARTMENT

Table No. 19

Bastardy	115
Non-Support	52
Motions to Show Cause	303
Motions to Increase	76
Motions to Decrease	33
Motions to set Support	27
Motions to suspend	48
Custody-Visitation	16
Motions to impose sentence	64
Lump Sum Judgment	61
Miscellaneous	5
Contributing	<u>247</u>
Total Cases	1047

Monies paid to Toledo Humane Society on
 Child Support Cases \$2,083,721.38

Monies paid through Juvenile Court

Restitution	\$ 9,706.13	
Support	1,825.00	
Boarding Homes	44,228.47	
State Aid	<u>1,714.00</u>	<u>\$ 57,473.60</u>
Total Monies Collected		\$2,141,194.98

Cases Processed Pursuant to the Uniform Support of

Dependant's Act

It will be apparent from the following figures that a great many more cases of this type were received and processed through this court than were forwarded for handling by the courts of other states. The reason for this difference - a matter of policy and preference of indictment and extradition by the prosecutor of this county. The results indicated below give good reason for such preference.

It is to be noted that the figures compiled are based only on cases on which hearings were held in 1955, whether filed in '54 or '55.

Table No. 20

Cases Processed Pursuant to Uniform Support of Dependant's Act

Cases filed in 1954, hearings had in 1955:	
Received from other states	8
Forwarded to other states	4
Cases filed and processed in 1955:	
Received from other states	63
Forwarded to other states	15
Total cases:	90
Cases on which awards made	45
Cases received, summons returned, no service	34
Cases dismissed	5
Cases continued for further disposition	3
Cases forwarded, no order	3
Total cases:	90

Collections

Cases where we made order and collected	\$5,710.50
Cases we sent to other courts and received	1,332.00
Total Collections	\$7,042.50

CHILD STUDY INSTITUTE

TABLE A

ADMISSIONS:

	<u>Boys</u>	Girls	Total
* January	145	51	196
February	99	28	127
March	104	36	140
April	93	27	120
** May	78	36	114
June	94	34	128
July	91	46	137
August	122	42	164
September	111	48	159
October	112	43	155
November	141	27	168
December	98	36	134
	<hr/>	<hr/>	<hr/>
1955 Totals	1288	454	1742
1954 Totals	1472	474	1946

* High Month - January

** Low Month - May

TABLE B

RATIO OF ADMISSIONS BY SEX:

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
1955	73.9%	26.1%	100.0%
1954	75.7%	24.3%	100.0%
Decrease in Boys - 1955 over 1954	12.6%		
Decrease in Girls - 1955 over 1954		4.2%	

(NOTE: Effective May 1, 1955, a change in policy eliminated the acceptance of all dependent and neglected children at the Child Study Institute. Instead, these categories of children are now being received at the Lucas County Children's Home. This accounts in part for the decrease in population during 1955.)

TABLE C

LENGTH OF DETENTION

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
Not Detained - Released to parents pending preliminary hearing	197	97	294
Released at time of preliminary hearing; 3 days detention or less	693	170	863
Returned for study and planning after preliminary hearing	<u>398</u>	<u>187</u>	<u>585</u>
Totals	1288	454	1742

TABLE D
AVERAGE DAILY POPULATION

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
1955	32	18	50
1954	33	18	51

TOTAL DETENTION DAYS

1955	11842	6161	18003
1954	<u>12075</u>	<u>6425</u>	<u>18500</u>
Loss	233	264	497

MEDIAN AGES OF CHILDREN DETAINED

1955 - 14 years, 6 months
1954 - 14 years, 7 months

TABLE E
TOTAL DAYS OF DETENTION IN 1955

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
January	1058	654	1712
February	743	512	1255
March	1114	562	1676
April	1097	448	1545
May	1224	518	1742
June	900	549	1449
July	715	598	1313
August	1008	727	1735
September	998	200	1198
October	872	444	1316
November	1077	450	1527
December	<u>1036</u>	<u>499</u>	<u>1535</u>
TOTAL	11842	6161	18003

There were 18,003 individual child days of detention in 1955, compared with 18,500 in 1954.

TABLE F
AVERAGE DAILY POPULATION

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
January	35	21	56
February	34	21	55
March	35	19	54
April	37	15	52
May	31	19	50
June	29	21	50
July	27	22	49
August	30	22	52
September	32	17	49
October	29	16	45
November	28	14	42
December	31	15	46

Month of highest population was January

Month of lowest population was November

Annual Daily Average was 32 boys, 18 girls, or a total of 50 children.

Days of population beyond room capacity for boys was 317 out of the 365 days.

Days of population beyond room capacity for girls was 27 out of the 365 days.

TABLE G

AGES OF CHILDREN RECEIVED

	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
6 years and under	12	8	20
7	3	4	7
8	12	3	15
9	21	1	22
10	21	4	25
11	46	8	54
12	64	26	90
13	110	50	160
14	180	92	272
15	310	101	411
16	298	80	378
17	203	67	270
18	5	9	14
19	<u>3</u>	<u>1</u>	<u>4</u>
TOTALS	1288	454	1742

Median Age, 1955: 14 years, 6 months

Median Age, 1954: 14 years, 7 months

TABLE H
THE PRIVILEGE SYSTEM

	<u>1955</u>	<u>1954</u>
Number of children granted outside privileges	693	822
Number of individual releases for outside privileges	2415	4069
Percent of Total Population granted privileges	39.8%	42.2%
Major Violations*	6	3
Minor Violations**	5	9
Percent of non-violated privileges	99.55%	99.71%

*e.g., Runaway, Other delinquent Act
 **Exceeding time limit, visiting relative, etc.

(NOTE: The large decrease in individual releases for privileges during 1955 was largely due to the elimination of the practice of using privileged boys for errands outside the building. This function is now performed by regular maintenance employees.)

TABLE I
SUMMARY OF MEDICAL EXAMINATIONS

	1955	1954
Total number of children examined	378	426
Total number of children re-examined	202	179
Uncompleted medical examinations	7	3
Number of daily treatments in clinic	2395	2400
Nutritional status of children:		
Good	86.9%	88.4%
Fair	11.8%	10.8%
Poor	1.3%	0.8%
General health when admitted:		
Good	82.9%	79.8%
Fair	16.8%	19.7%
Poor	0.3%	0.5%
Percent having visual defects	24.8%	23.9%
Percent having dental defects	31.3%	27.6%
Percent having positive Wasserman Tests	0.3%	0.5%
Percent positive Nose & Throat Cultures	0.0%	0.0%
Number of positive Gonorrhoea cases	3	7
Number of pregnancies	14	12
Number of cases of Chronic Pelvic Inflammatory Disease	23	49
Number of Cardiac Cases	3	4
Clinic Cases	12	13
Immunizations (prior to admission):		
Smallpox	52.7%	47.2%
Diphtheria	16.9%	17.8%
Typhoid	19.1%	21.3%
Pertussis	0.5%	0.6%
Number of Impetigo Cases	2	3
Number of Infected Tonsil Cases	1	1
Number of Chronic Otitis Media Cases	7	4
Number of Parotitis Cases (Mumps)	0	0

	<u>1955</u>	<u>1954</u>
Number of Varicella Cases (Chickenpox)	0	0
Number of Scarlet Fever Cases	1	0
Number of Obesity Cases	12	38
Number of Malnutrition Cases	2	4
Number of Scabies Cases	1	1
Number of Hypospadias Cases	1	4
Number of Petit Mal Epilepsy Cases	1	1
Number of Grand Mal Epilepsy Cases	2	3
Number of Deafness Cases	2	3
Number of Hernia Cases	2	2
Number of Arthritis Cases	2	2
Number of Diabetes Mellitus Cases	1	1
Number of Cerebral Palsy Cases	1	1
Number of Drug Addiction Cases	0	0
Number of Tuberculin Patch Test Reactors	6	11
Number of Tuberculosis (Pulmonary) Cases	0	1
Number of Rheumatic Fever Cases	1	0
Number of Endocrine Dysfunction Cases	3	0
Number of Nephritis Cases	2	0
Number of Chancroid Cases	1	0

