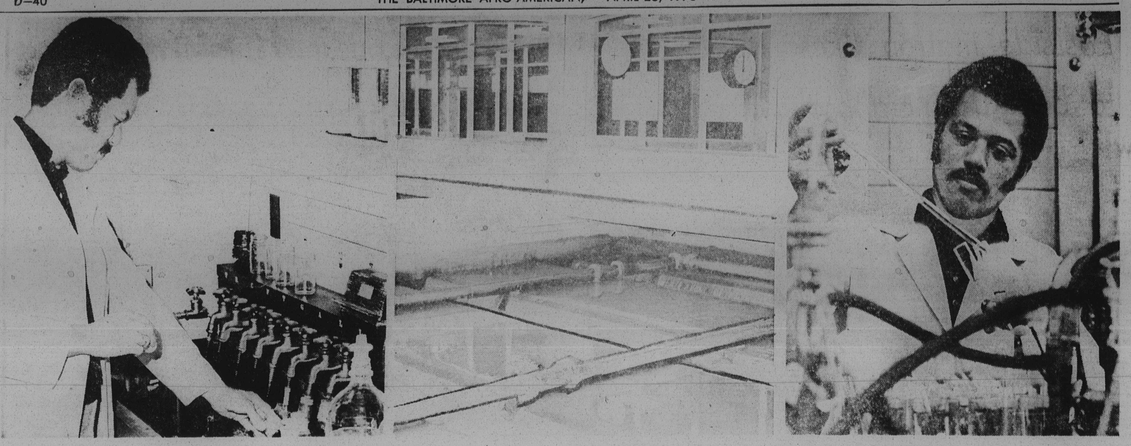

INSIDE ASHBURTON WATER WORKS—chemist, George Simpson, far left, takes water samples from sink and prepares them for testing. Center, water which comes to the plant from Liberty Dam goes through purification processes here. At right, Simpson tests water for purification. (AFRO Staff by I. Henry Phillips, Sr.)

Ashburton Water Works began 80 feet below

It all began over 80 feet under the ground in September, 1958, when men began digging a tunnel for the Ashburton Water Works Filtration Plant.

Providing a passageway for water to reach the plant, a 10-foot tunnel was erected from Liberty Dam to the Ashburton Plant now located on Liberty Road and Druid Park Drive.

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Airman Chaffin assigned as specialist

Thomas C. Chaffin, 5300 block Chandler Ave., enlisted in the Maryland Air National Guard April 7th. A 1970 graduate of Morgan State, Airman First Class Chaffin will be assigned to the Headquarters of the 175th Tactical Fighter Group as an Intelligence Operations Specialist.

Having served 16 years in both the U. S. Air Force and Air Force Reserve, Airman Chaffin takes to the Air Guard a wealth of knowledge.

Thomas, a sales representative for Exxon, enlisted under the Guard's "Try One" program, enlisting for one year without being committed to the usual three-year enlistment. This program is available to veterans of all branches of service, including reserve components.

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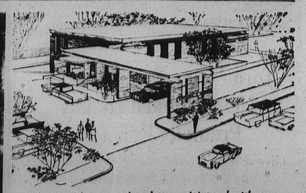

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Citizens Give Alternative To Training Schools

Last in series tells why they should close

(EDITOR'S NOTE: Some weeks ago, the AFRO began a series of excerpts from a 50-page report recently released by a black citizens group calling for abolition of the four Maryland training schools. This is the sixth and final part).

This week's installment summarizes and concludes the reasoning behind the group's recommendation that the schools be closed down.

The 10-member panel feels that smaller, community-based centers are a better answer to the problem.

• • •

The group consisted of prominent citizens in the black community known for their work in the child care field.

It includes: Mrs. Marian Banfield, Family and Children's Society and AFRO columnist; Mrs. Frieda Coleman, also of FCS; and Mrs. Ann Henri Daniels, Baltimore Department of Social Services.

Plus Raymond Hareum, Community Learning Center; Rudel Martin, Baltimore Welfare Rights Organization; Mrs. Madeline Murphy, social worker and AFRO columnist; Norman Reeves, principal, Ralph Young Junior High School and Dr. Oakley Saunders, pediatrician.

In addition, the Task Force was accompanied by two staff members of the NAACP Legal Defense Fund which jointly produced the report with the Task Force on Juvenile Justice.

They were Mrs. Ann Wagner and Mrs. Phyllis McClure.

• • •

The study, entitled "A Call For Reform of Maryland's Training Schools," is based on visits the group made to the four institutions in November-December, 1972.

The facilities are Victor Cullen, Sabillisville, Frederick County; Boys Village, Cheltenham, Prince George's County; Montrose School for Girls, Reisterstown, and the Maryland Training School for Boys, Loch Raven Dam, both in Baltimore County.

Following is the final selection of the report:

Discipline

"Discipline is maintained and punishment imposed on children in the training schools in a variety of ways.

"Students may be given extra work details, confined to their room and put on restrictions for minor infractions of the rules.

"Restriction generally means that a student cannot participate in some group activity on or off the grounds or is denied a weekend trip home or is denied cigarettes.

"In some cases, restriction can be indefinite until the staff decides to revoke it.

"More serious violations of the regulations result in confinement in the adjustment unit or in isolation cells, and it is these forms of punishment with which the Task Force is most concerned.

Adjustment Units

"The use of adjustment units for punishment at Victor Cullen and Maryland Training School has already been described.

"The ultimate form of punishment imposed on training school youth is the Isolation cell.

"These cells are small rooms located in the infirmary.

"Some light comes through a small window at the top of the room.

"Each cell contains nothing but an iron bed and a worn mattress.

"A blanket, but no sheets, is provided at night.

"Sheets are not permitted in order to prevent possible suicide attempts

"Upon request, reading material is made available to children during the day.

"Meals are eaten in the cell.

"A student may talk with one or two staff people, but otherwise he is totally alone and idle.

No Assessment

"Of crucial importance is the fact that prior to being placed in isolation, there is no psychiatric or psychological assessment of the child to determine whether his personality can withstand this confinement.

"The fact that some children are overwrought and violent prior to being placed in the cell and, therefore, difficult to examine, is offered by some staff as the reason why examinations are not conducted.

"In the Task Force's opinion, the use of isolation and the failure to determine whether an individual can withstand it creates a serious risk to the mental state of children.

"Indeed, there was evidence in the medical records that some children had 'flipped out' as a result of confinement in isolation.

Isolation

"Departmental rules provide that no student can be in an isolation cell for more than 48 hours.

"Students in isolation must be observed periodically and notes about his condition recorded in a log book.

"Upon release from isolation, the infirmary staff must observe the student's condition; however, there is no medical or psychiatric examination.

"The most frequent use of isolation is for runaways (AWOLs) and for assaults on students or staff.

"It may also be used occasionally for medical purposes to isolate students with communicable diseases.

"Records also revealed that in a few instances of attempted suicide in isolation, the treatment consisted of returning the child to isolation under sedation and of having the psychiatrist see the child on an emergency basis.

Justification

"Isolation for AWOLs is justified as preventing further attempts to run away.

"For some children, isolation serves as a deterrent; for others it does not.

"A child who runs for the first time may not be put in the isolation cell, but 'chronic runners' are either placed in isolation or the adjustment unit.

"The superintendent of Boys Village told the Task Force that he did not approve of the use of isolation for students who run away for justifiable reasons or for an AWOL student who returns voluntarily to the institution.

"In other cases, reasons for the use of isolation recorded by the infirmary's long are vague.

"'Acting out' or 'need to cool off' are reasons frequently offered.

"In no case is there any due process procedure used in connection with placing a student in isolation.

"No hearing is held to determine the causes of a student's behavior, nor is the student permitted a chance to defend himself in face of this most severe form of punishment.

Not Infrequent

"The use of isolation is not infrequent.

"At Boys Village, an average of 30 boys a month, or less than 10 per cent of the population are placed in isolation.

"At Maryland Training School, which had approximately 172 boys on grounds at the end of November, 1972, 77 students (or 44 per cent) were placed in isolation.

"The Task Force noted that training school superintendents have had different philosophies about the use of isolation.

"Dean at Victor Cullen considers isolation A very positive part of the program.'

"Sauls at Boys Village, on the other hand, says he 'hates' isolation but that he has to use it to protect the community from chronic AWOL children.

"Sauls would prefer alternatives to isolation, such as all day attention by a staff member or counseling by a psychologist, but there just is not sufficient staff to provide this kind of concentrated, individual attention.

Difficult To Justify

"The Task Force recognizes that there may be some children who are such a threat to the training school community that they may need to be locked up for a short time.

"Nevertheless, the Task Force found it very difficult to justify the use of isolated confinement for young people, particularly without prior psychiatric assessment and some kind of due process hearing at which a student is confronted with specific reasons for this proposed form of punishment.

"Isolation in a barren cell is a brutal way for society to treat severely troubled children.

"The Youth Committee of the Maryland Chapter of the American Academy of Pediatrics commenting on disciplinary isolation cells has stated that:

"They strongly suggest attitudes concerning disciplinary management of a punitive nature which date as far back as the pre-Christian era.'

Summary And Conclusion

"For a limited number of children, the training schools are providing some services.

"They do provide a bed, three meals a day, and security for some children who may never have had these essentials for a healthy and happy environment.

"The Task Force observed that some boys in training schools appreciated the contact with older males which is often lacking in their own home environment.

"The vocational cottages at Montrose, Victor Cullen, and Maryland Training School do afford a few youngsters an opportunity to work or receive training off grounds that they cannot find in their own communities.

"However, these same services could better be provided by programs located in the communities and neighborhoods from which the children come.

"The Task Force recognizes that there are a very few children who present a serious threat to the community for whom secure institutional care is required.

"Despite the fact that training schools as they now exist may be of some value to a limited number of children, this fact does not justify their continued use for all children who are presently committed to or detained in them.

"There are many children in these institutions who simply do not belong there.

They do not need to be locked up in institutions remote from their community, and the help they do need could better be provided in a stable-family-like setting in the community which would provide them better access to their family and friends, to jobs, educational programs and the psychic reinforcements of familiar surroundings.

Condemns Schools

"The present use of training schools by the state of Maryland for delinquents and children in need of supervision (CINS) must be condemned for the following reasons:

"The training schools are not helping to solve the problem of increasing juvenile delinquency.

"In Fiscal Year 1971, juvenile arrests comprised 34 per cent of all arrests in the state.

"The juvenile arrest rate increased almost 3 per cent from 1968 through 1970.

"Due to the juvenile court age change in the city of Baltimore from 16 to 18, the arrest rate increased 47 per cent in Fiscal Year 1971.

"The Department of Juvenile Services has experienced increasing referrals of delinquents and CINS each year since the Department's establishment in 1967.

"Institutional populations and expenditures have increased in recent years, and further increases are projected.

"By the Department's own statistics, the training schools do not have a good record of rehabilitating children.

"The recidivism rate for all training schools is approximately 43 per cent while the recidivism rate for children admitted to the group homes run by the Department is 29 per cent.

Largely Custodial

"The training schools are largely custodial and not rehabilitative.

"They are not capable of providing treatment for seriously troubled youth with emotional and psychiatric problems.

"The Task Force on Juvenile Justice is not alone in this conclusion.

"Judge Robert L. H. Hammerman, chief judge of the Baltimore Juvenile Court, commented in January, 1972 that "The state is almost totally lacking in treatment for emotionally disturbed children and most importantly, for kids who are addicted to drugs."

"With reference to the training school, the judge said: 'We're only warehousing them.'

Supervised Idleness

"The most stunning observation about life at a training school is the children's supervised idleness.

"Much of the program is designed to maintain control and mold behavior of children when they are at the training school.

"It is unrealistic to expect a training school to reform delinquent and CINS youth when it is unable to correct the situation which produced the delinquency in the first place.

"The child may learn how to cope with life in the training school but not his environment at home, school, or in his neighborhood.

"There is a serious lack of proper screening and diagnosis for all children prior to commitment to the training school or during the orientation at the training school. Consequently, physical, emotional, mental or neurological problems may not be detected.

"Even if they were detected, the training schools do not have the capability of treating a wide-range of individual problems due to the lack of sufficient professional personnel, undertrained institutional staff, and the custodial orientation of the training school's program.

Lack Of Alternatives

"There is a serious lack of alternatives to training schools in the state.

"Although the Department has plans to operate more group homes with Safe Streets Act funds from the Federal government, it presently operates only three group homes in Baltimore.

"Federal funds for the operation of alternative programs are available to the state for a period of just three years.

"After that time, the state and local governments must assume the cost of operation.

"Purchase of care through private institutions and programs is limited.

"Private facilities can refuse to accept any child.

"Thus, when there is no place for a child in trouble, he goes to a training school.

Children Don't Belong

"There are juveniles in the training schools who, in the opinion of the Task Force, do not belong there.

"This is particularly so in the case of many 'children in need of supervision' and of children on detention who have committed no crime.

"They are treated by the institutions in the same manner as delinquent children.

"There is discrimination operating within Maryland's juvenile justice system.

"Black children are more likely than white children to be committed to training schools and more likely to be committed as delinquents.

"There is also discrimination against girls, most of whom are committed as CINS.

"They are not accorded the same privileges and freedom of movement as boys, and they are likely to be committed for acts for which boys are not committed.

"It is for these reasons that reform of the present system of institutionalizing children is needed.

"To this end, the Task Force has proposed recommendations which it believes should set the direction of that reform.

Recommendations

"The Task Force on Juvenile Justice offers the following recommendations for reform of Maryland's juvenile justice system:

"Phase out training schools.

"Within the next three years, the present training schools should be phased out and replaced by a variety of community-based facilities that would accommodate most of the children who are now removed from their families and sent to training schools.

"The only children who would be institutionalized are those children who pose a direct and immediate danger to themselves or the community.

"Within six months, the Department of Juvenile Services should cooperate with the Task Force on Juvenile Justice and other community representatives to develop plans for alternatives to training schools.

"The Department and the Task Force should begin with a series of community seminars and planning sessions devoted to developing an affirmative action plan with goals, timetables and procedures for accomplishing this goal.

Institutionalization

"For the small number of children who would require institutionalization, services must be therapeutic in nature and not simply custodial.

"Rehabilitation programs should be directed to the child's specific emotional psychological or neurological problem.

"Programs should be intensive and structured to develop a healthy self-concept and positive motivation, and training should develop the potential of each child so that he can take advantage of educational and occupational choices available to him.

Eliminate Injustices

"To eliminate the present injustices in the juvenile justice system for all children who are now institutionalized and who will be served by future community-based programs, it is incumbent upon the state of Maryland to:

"Develop and implement a Juvenile Bill of Rights that would accord due process and humane care as close to the home as possible.

"Implement a program of juvenile advocates to insure that children's rights have been violated.

"Assignment of advocates would be made before a child reaches the stage of formal adjudication where the child requires a lawyer.

"Provide for each child, prior to his adjudication, a diagnostic evaluation which would define the needs of that child.

"Such a diagnosis should be mandatory for all children and should include a medical, psychiatric, social, psychological and educational diagnosis.

Within 90 Days

"All dispositions, including diagnostic evaluation and adjudication, must occur within 90 days.

"Should this not happen, the state's attorney will be required to drop all charges.

"Juvenile court judges should be responsible only for decisions on the guilt or innocence of children brought before them.

"Discretion as to treatment and placement should be removed from the judges and placed with the Department of Juvenile Services.

"The use of isolation cells should be discontinued immediately.

"Adjustment units or maximum security cottages should be abolished immediately.

"Greater use should be made of probation so that only in the most severe cases would children be removed from their family or community.

"New regulations on detention should be implemented which would permit detention only in cases where the child is a threat to his life or that of another human being.

"Children awaiting adjudication can be cared for in their own home or in community homes.

"In no instance should children on detention be confined with adjudicated delinquents.

"No child who has been found to be a CINS (Children In Need of Supervision) should be committed to a training school.

Sexism Eliminated

"Different treatment of girls must be eliminated.

"As one step toward this goal, a woman sensitive and realistic about the problems and aspirations of young women, and modern in outlook, should be appointed the head of any community facility for girls.

"Greater opportunities for contact between boys and girls and between juvenile delinquents and their neighborhood peers should be provided.

"No personnel shall assume any duty in any present or future facility without having undergone thorough training prior to assignment.

"Maryland's colleges, especially the black colleges, should begin developing special programs and course work to insure that qualified people are available to work with children in trouble.

Medical Program

"The Secretary of Health and Mental Hygiene should immediately appoint a panel of medical experts and specialists in the care of young children and adolescents which would be responsible for revamping medical and dental services in all present and future juvenile institutions and facilities.

"Physicians and dentists appointed to this panel should be sensitive to social problems and compatible with the racial composition of the children to be served.

"There should be a centralized administrative medical component directly responsible for setting standards of medical care in all Departments of Juvenile Services Programs.

"The University of Maryland Hospital's Department of Adolescent Medicine should be responsible for establishing this centralized medical component.

"The function of this component would be to monitor medical facilities and services in all Department of Juvenile Services programs and facilities;

"To establish inhouse, continuous training for all medical and psychiatric personnel, such training to be reflective of the latest trends in pediatric and adolescent medicine;

"To establish minimally acceptable professional standards for all people employed by the Department who deliver medical and psychiatric services to children.

Record System

"A standardized medical record keeping system must be implemented in all facilities and programs.

"Data retrieval mechanisms must be a part of such a system.

"Medical screening for all children should uniformly include blood count, urinalysis, sexually diseases, tuberculosis, venereal disease and drug abuse.

"Medical personnel employed by the Department of Juvenile Services should be specialists in pediatric and adolescent medicine, and should include physicians from the city of Baltimore.

"Medical services should be further augmented by the utilization of medical corpsmen, dental technicians, and other paraprofessionals so that the full burden of round-the-clock medical care does not fall on untrained personnel or a nurse.

Behavior Programs

"It is encumbent upon the Department of Juvenile Services that all new programs such as behavior modification and peer group therapy be tested and proved valid prior to their implementation.

"All staff employed in such programs must be screened and have received training designed by experts in the field.

"Periodic monitoring by outside evaluators must be built into any program.

"Behavior modification and peer group therapy programs must function to serve the needs of the child and not solely the needs of the institutions.

"Specifically, the goals and objectives of these programs not only must be related to the child's present behavior, but more importantly, must be directed to his eventual return to his family and community and the demands that this environment will place upon him.

"Behavior modification and peer group therapy programs should not be used to force upon a child a value system alien to his needs and environment.

"The development and operation of these programs must involve persons who are familiar with the environment from which delinquent children come and with the pressures and problems with which the children must cope.

End Discrimination

"Discrimination based on race and class within the juvenile justice system must be eliminated.

"There should be an independent monitoring system which periodically reviews all aspects on the juvenile justice system to identify and eliminate any discriminatory aspects.

"No state or Federal funds should be utilized for private purchase of care facilities for which there is prima facie evidence of discrimination.

"Educational programs in any Department of Juvenile Services facility should be closely coordinated with the educational program in the school system from which the child comes.

"Measurements of educational progress should be uniform in all programs so that a child is not recommended for one grade level and then retested and put in another grade level.

"A period of transition between the Department of Juvenile Services facility and the public school's should be developed in such a way to guarantee that the child will succeed and be provided all the supportive services that he needs in his new educational placement.

"Vocational programs ought not to lead to false expectations with respect to job placement.

"A more realistic vocational program would be one in which the interests of the child is explored and to a wide-range of occupational choices, both blue-collar and professional."

IN A NUTSHELL

- TODAY AFRO concludes exclusive six-part series on massive 50-page task force report on Maryland's four juvenile training schools.
- LAST installment summarizes findings of the 10-member citizens panel.

LAW DAY PROCLAIMED as May 1 in Maryland by Governor Marvin Mandel (center.) With him in this State House photo in Annapolis are, left, Baltimore City Solicitor George L. Russell, Jr., president-elect of the Bar Association of Baltimore City and right Joseph K. Pokempner, chairman, public communications committee, Bar Association of Baltimore City.

SELF-HELP GRADS — Receiving certificates for satisfactorily completing the Self Help Recording Course sponsored by General Motors are: top left, Griffin Datcher, receiving his certificate from Lon Ungerer, representative of General Motors; top right, Mrs. Mazie Wilson; bottom from left are: Maurice Scott, Clark J. Raymond, branch manager of General Motors; Mrs. Evelyn Darden, George Monroe, General Motors resident comptroller; and Arthur C. Faulk.