

A STUDY OF ONE HUNDRED TEXAS STATE TRAINING SCHOOL
GIRLS AT GAINESVILLE, TEXAS, TO DETERMINE THE
MAJOR FACTORS IN JUVENILE DELINQUENCY

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THESIS

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CHAPTER I

INTRODUCTION

Problem

The problem of this thesis is three-fold: (1) to determine what social workers, officers of the law, and leaders in the field of education believe about juvenile delinquency; (2) to study the backgrounds, personalities, and criminal records of one hundred girls committed to the Texas State Training School at Gainesville, Texas, to determine the major factors in their delinquency; and (3) to make recommendations that may be helpful in meeting the problems of youth.

Procedure

Books, magazines, and newspapers were carefully examined for available materials on juvenile delinquency and a study was made of these materials as a background for the problem. Juvenile officers were contacted and their opinions were sought. Correspondence was carried on with officials of the National Conference on Juvenile Delinquency held by the United States Attorney General in Washington, D. C., November 21, 1946. Social workers were interviewed and juvenile courts were visited.

The Minnesota Home Status Index was submitted to one hundred girls at the Texas State Training School at Gainesville, Texas, to determine (1) the children's facilities in the home, (2) economic status of the home, (3) cultural status of the home, (4) occupational status of the father, and (5) educational status of the parents of each girl before she was committed to the school.

The Guilford-Martin Personnel Inventory I was submitted to the above mentioned girls to diagnose the personality traits of each girl. By means of this test the disposition of each girl was analyzed and measured in three of its aspects, namely: (1) objectivity (a low score indicates a desire to take everything personally); (2) agreeableness (a low score indicates belligerent, domineering attitude); and (3) cooperativeness (a low score indicates an over-criticalness of people and things).

The Otis Quick-scoring Mental Ability Test was submitted to each of the one hundred girls to determine the mental ability of each girl.

Twenty case studies were made using one half of the girls enrolled in the fifth and sixth grade language arts class taught by this writer during a summer session of school at the State Training School.

Organization

Chapter I of this study states the problem under consideration, describes the procedure used, gives an outline of the organization of the work, and reviews some related studies.

Chapter II presents the opinions of educators and other authorities concerning juvenile delinquency.

Chapter III gives an analysis of the findings of each of the following tests:

Minnesota Home Status Index.

Guilford-Martin Personnel Inventory I.

Otis Quick-scoring Mental Ability Test.

Chapter IV is a summary of each of the twenty case studies made.

Chapter V lists the conclusions growing out of the study and presents recommendations for the prevention and control of juvenile delinquency.

Related Studies

The purpose of a study by Bessie Mae Parrish was to find some of the major causes of delinquency, what organized attempts are made to combat it, what some of the schools are doing, and what yet needs to be done by our schools.¹ The writer states that the primary school is the place where

¹Bessie Mae Parrish, "The Responsibility of the Primary School in the Prevention of Juvenile Delinquency" (Unpublished Master's Thesis, Department of Education, North Texas State Teachers College, 1947).

the problem may first be observed and therefore should be the focus point of attack.

This study was not confined to any particular area or region of the country. The data for the study were assembled chiefly from reading material on the subject and from a questionnaire that was sent to schools in cities of the United States having over 100,000 population.

(K) According to this study, the major factors in the child's life that may lead to delinquent behavior are as follows:

(1) The home -- sometimes broken; sometimes improperly supervised, especially where both parents are employed; sometimes the scene of many bad examples on the part of the parents or of the brothers or sisters; sometimes woefully lacking in discipline; oftentimes crowded together in unsatisfactory living quarters; and at times presided over by parents who are most delinquent in assuming the right attitude of protection over the home. Then we have (2) the school -- with its failure to offer satisfactory programs to meet the needs and abilities of each individual child; its failure to provide teachers who are well-developed personalities, themselves, and who are trained to recognize the needs of children and to know how these needs are to be met. Then again, we have (3) other environmental factors, such as the movies, the radio, the newspaper, certain dangerous types of obscene literature, as well as the type of community in which the child finds himself being reared.²

The following general conclusions were reached as a result of the study:

1. That maladjusted personalities may be found very early in life, often long before the child enters school.

²Ibid., p. 20.

2. That the probability of delinquent conduct hinges on the satisfaction of the needs of the child.

3. That specific treatment for delinquency has been proved to be effective in a large number of cases, though there is still need for an evaluation of a long-range program of prevention.

4. That money spent in meeting social problems in their early stages is money saved as compared with the social costs of later delinquency and crime.

The following recommendations were made as ways in which the public schools and communities can best fulfill their responsibilities in the prevention of juvenile delinquency:

1. By providing for children good food, good health, good care, recreation, protection from harmful influences in the community, and the right teaching in regard to the appreciation of spiritual and moral values.

2. By the redirection of the school curriculum along lines more closely serving the needs of the child in an ever changing democratic society.

3. By providing in the schools for the continuous progress of each child according to his ability to achieve.

4. By providing clinics with social workers, psychologists, psychiatrists, and medical personnel, to help the children to develop in the right way socially, morally, physically, as well as intellectually, and to assist in the rehabilitation of mal-adjusted personalities.

5. By providing family consultants and other helpers for the re-education of parents, helping them in the prevention of problem behavior.

6. By planning for a year-around program of recreation, making full use of school property at times when school is not in session.

The Parrish investigation differs from the study now being made in that it is concerned with the delinquency problem on a primary school level in Dallas, Texas, while the problem now under consideration deals with one hundred

cases that have been tried and convicted and are now confined to a state institution.

Both studies are similar in that they deal with the home life and background, school responsibilities and opportunities, and community responsibilities in the full development of the child.

The purpose of a study conducted by Hill was to determine to what extent the educational program of the Dallas, Texas, schools meets the problem of juvenile delinquency.³ (C)

In making this study, information and data concerning conduct deviations were obtained through consultation with principals of schools of elementary, junior high, and high school levels, and from the visiting teacher department. Additional information and data were obtained from the Crime Prevention Department and court records. The analysis of present-day educational approaches were based on actual practices in the Dallas Public School System.

The writer stated that the one hundred per cent increase in juvenile delinquency in Dallas in the five years before 1945 might be attributed to the breaking down of the home and family life.

Cheap and vulgar picture shows frequently give impetus to delinquent acts. Crime and sex adventures are brought to the average teen-age youth through cheap magazines and books. Liquor stores, gambling

³Irwin Hill, "The Problem of Juvenile Delinquency in Dallas and the Educational Program as a Medium of Attack" (Unpublished Master's Thesis, School of Education, North Texas State Teachers College, 1947).

houses, pool halls, and night spots encourage the patronage of youngsters.⁴

In this study it was revealed that during the last six months of 1945 approximately 2,706 delinquent children were brought to the Dallas Police Department. Of these, 1,159 went through the police records as arrests, while the remaining 1,547 were dealt with by the Crime Prevention Division without the formality of arrests. Six hundred of this group who were booked with the Police Department as arrests were involved in felonies, or, in other words, crimes serious enough to send an adult to the penitentiary, while the remaining 559 youngsters were involved in misdemeanors serious enough to warrant the arrests of the offenders.

The writer found the educational approaches practiced in the Dallas Public School System as methods of combatting this juvenile crime wave to be (1) guidance program, (2) visiting teacher program, (3) sport and health program, (4) the revised curriculum, (5) discipline, (6) special service of Home and Family Life Division, and (7) educational plant used for a variety of purposes to serve the public.

The following recommendations were made:

1. The guidance program should be strengthened by supplementing the home-room plan of guidance with a teacher-counselor system, in which carefully

⁴Ibid., p. 2.

selected and trained teachers give at least one hour a day to counseling under the supervision of a guidance director.

2. The success of the visiting teacher program seems to warrant its extension to cover the vacation months.

3. In-service training in the general principles of discipline should be offered all teachers who need training.

4. Student participation in formulating school policies should be encouraged with a view toward decreasing problems of discipline.

5. Training for effective home membership should be emphasized in all schools.

6. A study should be made in the Dallas system to ascertain what steps are necessary to make education more functional and to stimulate greater pupil interest.

This study differs from the one now being reported in that it is concerned with the educational program of Dallas, Texas, as a medium of attack upon the delinquency problem, while the problem under consideration deals with one hundred cases that are confined to a state institution in an attempt to find the major factors in delinquency.

Both studies are similar in that the study of the school guidance program, the visiting teacher program, the in-service training of teachers, and the study of school policies is also a phase of the present investigation.

CHAPTER II

OPINIONS OF EDUCATORS AND OTHER AUTHORITIES CONCERNING JUVENILE DELINQUENCY

The purpose of this chapter is to determine what educators, officers of the law, social workers, and other authorities believe about juvenile delinquency, its prevalence, and what is being done to help the youth of the land to live a clean, wholesome, well-adjusted life.

During recent years juvenile delinquency is on the rampart. During 1945 more persons aged seventeen were arrested than any other age group. Dallas alone during the last six months of 1945 had 2,706 juveniles brought to the Dallas Police Department. Many of these were dealt with by the Crime Prevention Division without the formality of arrests, but the seriousness of the offenses may be determined by noting the charges, namely: robbery, rape, check forgeries, burglary, auto theft, theft over \$50, theft under \$50, aggravated assault, interne, escape from reform school, bicycle theft, bigamy, carrying concealed weapons, and impersonating a discharged war veteran.

Since 1939 arrests of girls under 18 have increased 198% and in the same period arrests for boys have increased 48% for homicides, 70% for rape,

39% for robbery, 72% for assaults, 55% for auto theft, 101% for drunkenness and drunken driving.¹

The staggering proportions to which juvenile delinquency has grown in the United States in recent years are shown in data compiled from finger print cards made by the Federal Bureau of Investigation. Between January 1 and December 31, 1945, 144,324 boys and young men between the ages of 16 and 24 were arrested in this country and their arrests recorded with the F. B. I. Add 40,041 girls and young women in the same age group and the total is 184,365 young people of both sexes who found themselves in the toils of the law in a single year. These figures are an appalling example of the growth of juvenile delinquency in America.²

Now the problem is, What are educators, social workers, and others interested in the youth of America going to do about the problem? Have the homes completely failed in their chief responsibility of helping their boys and girls become good American citizens? Have the schools failed in detecting the individual needs of their students and adjusting the educational curriculum and general program to meet these needs? Does the average teacher know that the unhappy student, the retarded, the emotionally unstable, the discipline problem, and the over-aggressive as well as the very timid child may be a potential delinquent, and that her first responsibility to him is to study his problems and help him become adjusted to his life situation? Have the churches failed to reach those children who are suffering most from lack of spiritual guidance and religious training?

¹"Juvenile Delinquency," Life, April 8, 1946, pp. 83-84.

²William H. Richardson, "Moral Health Versus Juvenile Delinquency," Hygeia, April, 1947, p. 280.

Why have the communities failed to establish environmental conditions that are conducive to happy, healthful living? Much is yet to be done in the prevention of juvenile delinquency. Our national, state, and county officials are studying the problem. Conferences are being held wherever the people are sufficiently interested in the youth of America to make a concerted effort to improve conditions.

The United States Attorney General held a national conference in Washington, D. C., November 20-22, 1946, and over eight hundred representatives of federal agencies, state and local governments, and private welfare groups attended, to study the prevention and control of juvenile delinquency. Eighteen panels were formed and some of the conclusions and recommendations made are as follows:

1. Juvenile delinquency is a problem of the whole community, the result of many influences on the individual child, and only joint community action will make possible balanced growth and maximum efficiency in meeting the total need with the total existing resources.
2. The training schools for delinquent youngsters should be run on progressive, educational lines, with emphasis laid on training and treatment and not on retribution and punishment. They should be regarded as constructive educational institutions for children with special needs and not as necessary but an undesirable strain on State resources.
3. The panel endorsed the Standard Juvenile Court Act and urged that every state review its juvenile court law and make such revisions as may be necessary to meet local conditions and laws.
4. The juvenile court should have jurisdiction broad enough to permit it to deal adequately with children's problems, a judge selected because of his special qualifications for juvenile court work, the service of qualified social workers, adequate physical

facilities for privacy for interviewing parents and hearing cases, procedures that are not criminal in nature, and detention-care facilities where children who need such care may be held apart from adult offenders and outside of jails.

5. Interest in detention work as a profession should be developed through the various schools of social work.

6. The State should accept responsibility for a State-wide program of detention, i. e., planning, developing, and subsidizing when necessary, detention facilities for all the juvenile courts of the State.

7. Systems of parole and probation should be developed to insure adequate supervision of persons placed on probation or parole.

8. Action should be taken by mayors, city councils, city managers, county and town officials, civic organizations, schools, and voluntary agencies to establish and strengthen year around community recreational programs and services which will adequately meet the needs of all youth, regardless of race, creed, or economic status.

9. The Nation must establish a housing policy, which has as its ultimate objective a decent home and a satisfactory living environment for every American family. A family lost in the slums and blighted areas of a metropolitan center or the inadequate housing and community facilities of a depressed rural section finds itself victimized by antisocial forces beyond its control.

10. If children and young people are to become the self-reliant, self-disciplined, and thinking adults so essential to the success of a democratic society, these children and young people must be recognized as increasingly capable of managing their own affairs and of sharing the responsibility for the affairs of the community.

11. That the prevention of juvenile delinquency is the personal responsibility of every citizen; that every citizen should look to his own standards, values, and attitudes in relation to the moral climate he is creating for all children in his community; that the removal of causes is the daily job of every citizen.

12. Mental-health and child-guidance clinics should be available to all children found to have behavior disorders.

13. Case work and group work services should expand into health and medical care programs for all children who are dependent, neglected, mistreated, delinquent, or in danger of becoming delinquent.

14. Church organizations must devote themselves wholeheartedly to the changing of social conditions that contribute to the break-down of family life and juvenile delinquency.

15. It is the responsibility of the school to provide a recreational program, testing program, guidance program, visitation program, remedial instruction, clinical service, and a curriculum suitable for the growth, needs, and interests of each individual child.

16. That family life be strengthened and that families be encouraged to feel that it is part of their responsibility as citizens to work together to improve conditions adverse to good family living.

17. The press, radio, and motion pictures are powerful entertainment and educative forces and can be effective instruments in the prevention of juvenile delinquency.³

Many state legislatures are taking action to deal with juvenile delinquency. Some states have created commissions or study groups and others have authorized bodies of individuals or boards of education to establish parental schools for the instruction, board, and housing of juvenile delinquents. The following statements made by Harry N. Rosenfield, Assistant to the Administrator of the Federal Security Agency, gives some light as to the action taken in some of the state legislatures:

California's legislative body pledged its support as well as urged all welfare, educational, and enforcement agencies of the state and local governments, of California to cooperate with the federal Department of Justice and the Attorney General's panel to the end that the greatest possible knowledge and understanding of the problem may be had immediately. . . . Michigan and New Jersey have established legislative committees to study the problem and report to the next Legislature. . . . Mississippi's legislature set

³The National Conference on Prevention and Control of Juvenile Delinquency, sponsored by the United States Department of Justice, 1947, pp. 17-135.

up as primary objectives for its juvenile reformatories, "the rehabilitation and reformation physically, mentally, morally, and spiritually" of youths in such institutions. . . . Louisiana revived an act of 1940, under which the governor was authorized to appoint a juvenile court commission to prepare recommendations for legislation relating to trials, supervision, and in general, for the protection of neglected, delinquent, and dependent juveniles. . . . Among the states that took action in 1945 to create commissions to deal with the vexing problem of juvenile delinquency and youth guidance are the following: Illinois, Kansas, Michigan, Missouri, New Hampshire, New York, Oregon, Washington, and Wisconsin.⁴

Judge Paul Alexander of Toledo, Ohio, believes that some parents should be made aware of their parental responsibility as a method of curbing juvenile delinquency. Punishment of delinquent parents has been tried in some states.

* The Toledo court lists the delinquent parents in five categories:

(1) Runaways; those who leave their children with inadequate or no supervision; working mothers; parents who drink to excess or wholly abandon their children.

(2) Vicious parents; those who deliberately expose their children to vice.

(3) Aiders and abettors; those who encourage delinquency by allowing truancy from school, defiance of authority, or social misbehavior.

(4) Triangular parents; those involved in extra-marital love affairs.

(5) Inadequate parents; those who fail to give their children adequate moral and ethical training, especially of a religious nature, or to train them to obedience and respect for the rights of others.⁵

Parental responsibility in delinquency is further stressed:

Lynn Ross, Tarrant County's probation officer, defines juvenile delinquency as a symptom of parental

⁴Harry N. Rosenfield, "State Legislatures Deal with Juvenile Delinquency," Nation's Schools, September, 1946, p. 32.

⁵Mrs. Walter Ferguson, "Parental Punishment," Fort Worth Press, July 8, 1948, p. 4.

neglect. . . . Ross believes definitely that Texas should have a law to punish parents guilty of willful neglect, and at the same time to terminate their parental rights. The problem is threefold, including the parents, the school, and the community. All are responsible but the parents carry the heaviest responsibility, he believes.⁶

Judge Jacob Panken says:

Most delinquent conduct and crime stems from neglected children. Neglect is not merely failure to provide physical needs, the clothing, shelter and medical care. Failure to provide proper supervision, leadership and guidance within the home is a more serious form of neglect; its consequences are often the most telling factor in the development of delinquent patterns in the child.⁷

Many and various causes have been listed concerning juvenile delinquency. Neglect, broken homes, inadequate supervision, and bad examples are among those most frequently discussed. Criminals are made, not born. Long before the youngster is legally labeled "juvenile delinquent" his acts show a definite pattern of falsehoods, disobedience, truancy, and petty stealing. Today's movies, many of them dealing with crime, as well as the crime stories of the radio, have a harmful effect upon many immature minds, and are dangerous in the hands of unstable children.

The United States Department of Labor has made the following observation:

⁶Grace Halsell, "Ross Sees Juvenile Delinquency as Symptom of Parental Neglect," Fort Worth Star-Telegram, March 6, 1947, p. 3.

⁷Jacob Panken, "The Real Delinquent, the Parent," New York Times, December 22, 1946, Sec. VI, p. 20.

Healthy, happy, secure children . . . children who feel comfortable with themselves, their playmates, their parents and other adults, do not as a rule, become delinquents. (The problem of preventing the delinquency must be seen broadly in terms of developing well-adjusted children.) Prevention of delinquency involves community concern for the needs of the children. It means providing basic community services to 41 million children, services that contribute to the healthful physical, social and mental growth.⁸

If this is true, then it becomes the business of schools, social workers, church committees, and others interested in the American youth to find those factors which contribute to the health and happiness of children, and make these things available to every child regardless of his race, color, creed, or economic or social status.

In summary it may be said that juvenile delinquency has become prevalent in America today to the extent that local, state, and national attention has been centered upon it. The home, school, church, and local community are responsible for the growth and full development of the child and should work in close harmony to fulfill this purpose. It is the responsibility of every citizen to help stamp out those influences that are detrimental to wholesome child development, and to help build an environment that will aid the child's mental, physical, moral, and spiritual growth.)

⁸Understanding Juvenile Delinquency, Publication No. 300, United States Department of Labor, 1943, p. 21.

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CHAPTER III

ANALYSES OF THE FINDINGS, THROUGH THE USE OF TESTS,
IN A STUDY OF ONE HUNDRED TEXAS STATE
TRAINING SCHOOL GIRLS

The Minnesota Home Status Index #1

The Minnesota Home Status Index by Alice M. Leahy, published by the press of the University of Minnesota, was selected to be used in this study because it is divided into six parts dealing with the following phases of home environment: children's facilities, economic status of the family, cultural status, sociality of the family, occupational status of the father, and the educational status of both parents.

The tests were submitted by this writer to one hundred girls in the Texas State Training School at Gainesville, with instructions to answer each question either "Yes" or "No." Most of the girls were very cooperative; however, seven blank papers were handed in to the examiner and six papers were either incomplete or answers were written in that did not comply with the regulations of the test and could not be used in the tabulations.

The writer was aware of the fact that some of the girls

did not answer the questions accurately and that the validity of the test for such a group was not the same as it might have been for a normal group; however, every effort was made to encourage the girls to cooperate. The writer told the girls that a study was being made of their problems and that their assistance was needed in the study. They were assured that their names would not be used in reports of the results and that the study was being made because of a genuine interest in them and other youngsters who might follow after them, if the schools and other interested agencies did not work on their problems. Many of the girls recognized the writer as their former teacher and sympathetic friend.

Children's facilities. -- In Table 1 are listed the questions in the test which dealt with the facilities provided for the children in the home or family group. Shown also in the table are the numbers who did not respond to the questions and the number of "Yes" and "No" responses, indicating the number of homes which provided the various facilities.

Sixty-two of the one hundred families have two or more pieces of playground equipment. In most instances the girls stated that the equipment was a ball and bat belonging to a brother in the family. Fifty of the girls responded "Yes" to the question, "Does child have bicycle or tricycle?"

TABLE 1

DISTRIBUTION OF THE "YES" AND "NO" RESPONSES OF ONE HUNDRED TEXAS STATE TRAINING SCHOOL GIRLS AT GAINESVILLE, TEXAS, TO QUESTIONS CONCERNING CHILDREN'S FACILITIES IN THE MINNESOTA HOME STATUS INDEX

Questions	Responses		No Re- sponse
	Yes	No	
Does family have two or more pieces of playground equipment?.....	62	25	13
Does child have bicycle or tricycle?.	50	37	13
Is there a nursery or recreation room?	15	72	13
Has child had paid lessons in music outside of school?.....	24	63	13
Has child had paid lessons in dancing outside of school?.....	21	66	13
Is child given a certain amount of money regularly to spend?.....	42	45	13
Does child have an account in a public or school bank?.....	25	61	13
Has child ever belonged to any paid group or club?.....	41	46	13
Did child go to girls' camp this summer or last summer?.....	33	54	13
Has child been to a dentist within past year?.....	54	33	13
Total.....	368	502	130
Per cent.....	36.8	50.2	13.0

Fifteen said there was a nursery or recreation room in the home. Twenty-four claimed that they had had paid lessons in music and twenty-one stated that they had had paid lessons in dancing. Forty-two said they had been given a certain amount of money to spend regularly, and twenty-six said they had had a school or public bank account. Some of the girls were married to soldiers and were receiving allotments which were placed in the bank until the girls were released; therefore, the homes could not receive full credit for this number.

Forty-one of the girls had at some time belonged to a paid club. Thirty-three had attended a girls' camp. Some of these vacation trips were at the expense of service clubs, for underprivileged children, and were not at the expense of the families of the girls, the examiner learned.

Fifty-five girls said that they had been to the dentist within the past year. The examiner asked the girls to answer the question as though it read the "last year" they had resided in the family home. There was, of course, some confusion concerning the question because many of the girls had been to a dentist since they were committed to the institution and insisted on an affirmative answer.

In the final analysis of the responses of one hundred girls questioned, 36.8 per cent indicated that their homes had provided some children's facilities, 50.2 per cent

indicated a lack of facilities in the home, and 13.0 per cent did not respond.

Due to the method used in setting up Table 1, the last question of the test concerning children's books in the home was not used but the information is helpful in understanding the home facilities. Seventy-six of the girls stated that there were from none to ten children's books in the home, seven answered that there were from eleven to thirty books, one answered from thirty-one to fifty books, and three answered over fifty.

Economic status. -- In Table 2 are listed the questions used to study the economic status of the homes of the one hundred girls, and the negative and affirmative responses. Thirteen of the girls did not respond, as is shown in the table. Sixty girls said there are stores in the same block with the home and thirty said that there is a factory or a warehouse within one-fourth mile of the home. Seventeen girls said there is a central heating system in the home and twenty said there is a second bathroom in the home. Forty-two have a telephone, twenty-five own a vacuum-cleaner, fifteen own a washing machine and mangle, forty own an electric refrigerator, and sixty-two have a car. Only four families have a boat. Thirty-six girls said that the family went away from home for a vacation within the past year. Fifteen said there were paid assistants in the home.

TABLE 2

DISTRIBUTION OF THE "YES" AND "NO" RESPONSES OF
ONE HUNDRED TEXAS STATE TRAINING SCHOOL GIRLS
AT GAINESVILLE, TEXAS, TO QUESTIONS
CONCERNING ECONOMIC STATUS IN THE
MINNESOTA HOME STATUS INDEX

Questions	Responses		No Re- sponse
	Yes	No	
Are there stores in the same block with the home?.....	60	27	13
Is there a factory or warehouse within one-fourth mile of the home?.....	30	57	13
Are the following facilities provided?			
Central heating system.....	17	70	13
A second bathroom or more.....	20	57	13
Telephone.....	42	55	13
Vacuum cleaner.....	25	62	13
Washing machine and mangle.....	15	72	13
Electric refrigerator.....	40	47	13
Does family have an automobile?..	62	25	13
Does family have a boat?.....	4	83	13
Did family go away for a vaca- tion within the past year?..	36	51	13
Is there a paid assistant in the home?.....	15	76	13
Total.....	366	678	156
Per cent.....	30.5	56.5	13.0

After the papers were in the hands of the examiner it was learned that some of the girls claiming a central heating system, a second bathroom, telephone, washing machine, and electric refrigerator were actually living in basements and servant quarters of apartment houses with these facilities.

The last question of this section of the test, relating to room-person ratio, is not used in the table because of the wide variation in answers, but the information is very valuable in this study. Sixty-six families live in homes providing only for 0.25 to 1.49 rooms per person, eight families have homes in which there are 1.50 to 1.99 rooms per person, eight homes have 2.00 to 2.24 rooms per person, and five families have homes sufficiently spacious to allow 2.25 or more rooms per person. The fact that a great majority of these families live in very crowded conditions is a clue to the delinquency of the children.

In the final analysis of the responses of the one hundred girls questioned, 30.5 per cent indicated the presence of favorable aspects of economic status, 56.5 per cent indicated the presence of unfavorable economic status, and 13.0 per cent did not respond to the questions.

Cultural status. -- Table 3 shows the questions and the responses concerning the cultural status of the families of the one hundred girls studied. Nineteen of the families

TABLE 3

DISTRIBUTION OF THE "YES" AND "NO" RESPONSES OF
ONE HUNDRED TEXAS STATE TRAINING SCHOOL GIRLS
AT GAINESVILLE, TEXAS, TO QUESTIONS
CONCERNING CULTURAL STATUS IN THE
MINNESOTA HOME STATUS INDEX

Questions	Responses		No Re- sponse
	Yes	No	
Does family have a:			
Folding camera?.....	19	68	13
Typewriter at home?.....	21	66	13
Fireplace?.....	21	66	13
Piano?.....	26	61	13
Encyclopedia?.....	24	63	13
Does either parent play a musical in- strument?.....	39	48	13
Has father been a member of a pro- fessional or scientific society?.	5	83	13
Total.....	155	454	91
Per cent.....	22.15	64.85	13.0

have folding cameras, twenty-one have typewriters and fire-places, twenty-six families own a piano each, and twenty-four families have encyclopedias in the home. In thirty-nine families, one or both parents play a musical instru-ment. Five of the fathers have been members of a professional

or scientific society. In the total number of responses made to this test, 155 were affirmative and 454 were negative. Thirteen per cent of the girls did not respond, 22.15 per cent responded indicating a favorable degree of cultural status and 64.85 per cent responded indicating an unfavorable degree of cultural status.

In a survey of reading materials in the home, the writer found that the families of sixty-two of the eighty-seven girls responding take one or no daily newspaper, while five families take two daily papers.

Eighty of the families take none to three magazines while seven of the families take four or five magazines. From a scale set up from the titles of the magazines taken in the homes, the cultural content rating was established. Sixty-three of the families have a magazine cultural content range from 0 to 9.9, while the range for twenty-three families is from 10 to 19.9, and one family has a range from 20 to 29.9. No family has a range in the fourth or fifth step of the rating scale.

Regarding the number of books other than children's books in the home, eighty girls said that the family has less than fifty books. Seven girls said that the family has between fifty-one and 250 books.

Sociality index. -- Table 4 lists a number of questions concerning the fathers' and mothers' membership in clubs and

TABLE 4

DISTRIBUTION OF THE "YES" AND "NO" RESPONSES OF
ONE HUNDRED TEXAS STATE TRAINING SCHOOL GIRLS
AT GAINESVILLE, TEXAS, TO QUESTIONS
CONCERNING SOCIALITY IN THE
MINNESOTA HOME STATUS INDEX

Questions	Responses		No Re- sponse
	Yes	No	
Has father been a member of a:			
Fraternal society?.....	11	76	13
Social club?.....	20	67	13
Parent-teacher association?.....	5	82	13
Civic or political club?.....	3	84	13
Study club, literary or art society?.....	3	84	13
Has mother been a member of a:			
Fraternal society?.....	7	80	13
Social club?.....	15	72	13
Parent-teacher association?.....	21	66	13
Civic or political club?.....	2	85	13
Study club, literary or art society?.....	6	81	13
Does either parent participate in any of the following forms of recreation?			
Fishing or hunting.....	54	33	13
Bridge.....	16	71	13

TABLE 4 -- Continued

Questions	Responses		No Re- sponse
	Yes	No	
Tennis or golf.....	12	75	13
Total.....	175	956	169
Per cent.....	13.46	73.54	13.0

their participation in certain forms of recreation, and the girls' responses to each question. Only eleven fathers and seven mothers have had membership in fraternal societies. Twenty fathers and fifteen mothers have had membership in social clubs. Five fathers and twenty-one mothers have had membership in the Parent-teacher Association. This might be another definite clue to the delinquency problem, for surely more of these parents should be members of the Parent-teacher Association.

Three fathers and two mothers have membership in civic or political clubs. Three fathers and six mothers have membership in study clubs, literary or art societies. In fifty-four of the homes either one or both parents like to fish or hunt, sixteen enjoy playing bridge, and twelve play tennis or golf.

In the final analysis there are 175 affirmative responses

and 956 negative responses. Thirteen per cent of the girls did not respond to the questions, 13.46 per cent indicated a favorable sociality status, and 73.54 per cent indicated an unfavorable sociality status.

Occupational status index. -- Table 5 shows the occupational status of the father or the wage earner in the homes of the one hundred Texas State Training School girls. Seventeen of the fathers or wage earners of the families are day

TABLE 5

DISTRIBUTION OF THE RESPONSES OF ONE HUNDRED TEXAS STATE TRAINING SCHOOL GIRLS AT GAINESVILLE, TEXAS, TO QUESTIONS CONCERNING OCCUPATIONAL STATUS IN THE MINNESOTA HOME STATUS INDEX

What is the father's usual occupation?	Response
Day laborer	17
Slightly skilled	34
Semi-skilled	2
Skilled trade	20
Semi-professional and managerial	10
Professional	4

laborers, thirty-four are slightly skilled, two are semi-skilled, twenty are skilled laborers, ten occupy semi-professional and managerial positions, and four are professional people. The examiner learned that many of these slightly skilled laborers and men of skilled trades were

war-plant workers who were day laborers before the war and were trained by the government for the war emergency. Under normal conditions the occupational status would have been much lower; however, it is very low as it is with only four holding professional positions and ten holding semi-professional positions. The figures deal with eighty-seven of the girls, since thirteen girls did not respond to the test.

Educational status index. -- Table 6 lists questions concerning the educational attainment of the fathers and mothers of the one hundred Texas State Training School girls of this study. Since so many girls had no knowledge of the educational attainment of either one or the other parent, a question of this nature was added to the test.

Twenty-nine of the fathers and thirty-four mothers, a total of sixty-three, have finished the eighth grade or less. Twelve fathers and nineteen mothers, a total of thirty-one, entered high school. Seven fathers and three mothers, a total of ten, entered college. One father and two mothers, a total of three, are college graduates. None of the parents have done graduate work. Twenty-eight girls said that they had no knowledge of their mothers' educational attainments.

In the final analysis 13.0 per cent of the girls did not respond, 31.5 per cent indicated a parental educational status of eighth grade or less, 15.5 per cent entered high

TABLE 6

DISTRIBUTION OF THE RESPONSES TO THE MINNESOTA HOME
STATUS INDEX OF ONE HUNDRED TEXAS STATE TRAINING
SCHOOL GIRLS AT GAINESVILLE, TEXAS, CONCERNING
THE EDUCATIONAL STATUS OF THE PARENTS

Educational Attainment	Response			
	Father	Mother	Total	Per Cent
Eighth grade or less.....	29	34	63	31.5
Entered high school.....	12	19	31	15.5
Completed high school.....	10	6	16	8.0
Entered college.....	7	3	10	5.0
Completed college.....	1	2	3	1.5
Graduate work.....	0	0	0	0
No knowledge of attainment.	28	23	51	25.5

school, 8.0 per cent finished high school, 5.0 per cent entered college, 1.5 per cent completed college, none did graduate work, and 25.5 per cent of the girls had no knowledge of the educational status of their parents. Indications are that the educational status of the parents of the girls studied is very low.

The Guilford-Martin Personality Test

The Guilford-Martin Personnel Inventory I by the Sheridan Supply Company, Beverly Hills, California, was given to the one hundred Texas State Training Schools girls at

Gainesville, Texas, to gain a knowledge of the personalities of these girls.

The tests were scored according to the three phases of their purpose, namely, (1) objectivity, (2) agreeableness, and (3) cooperativeness. The raw scores were converted into C scores by the use of a chart in order to compare the scores made by the one hundred Texas State Training School girls with the standard norms. Five hundred cases were used in deriving the scaled score and percentages listed under C score of each table.

A high C score on objectivity indicates a tendency to view one's self and surroundings objectively. A low C score indicates a tendency to take everything personally and to be hypersensitive.

A high C score on agreeableness indicates a lack of quarrelsomeness and a lack of domineering qualities. A low C score indicates a belligerent, domineering attitude and an over-readiness to fight over trifles.

A high C score on cooperativeness indicates a willingness to accept things and people as they are and a generally tolerant attitude. A low C score indicates an over-criticalness of people and things and an intolerant attitude.

Objectivity scores. -- Table 7 gives a frequency table of raw scores from 0 to 71 with a C score table scaling the scores from 0 to 10 with the percentage of cases used to set up the scale in each frequency, and a frequency chart

TABLE 7

DISTRIBUTION OF THE OBJECTIVITY SCORES FROM THE
GUILFORD-MARTIN PERSONNEL INVENTORY I OF ONE
HUNDRED TEXAS STATE TRAINING SCHOOL GIRLS
AT GAINESVILLE, TEXAS

Raw Scores	C Scores		Girls' Score Frequency
	Scaled Score	Per Cent	
71/.....	10	1	0
68-70.....	9	3	0
62-67.....	8	7	0
55-61.....	7	12	0
49-54.....	6	17	0
42-48.....	5	20	1
36-41.....	4	17	19
28-35.....	3	12	16
20-27.....	2	7	28
13-19.....	1	3	31
0-12.....	0	1	15

of the scores made by the one hundred Texas State Training School girls. The complete scores as a whole were extremely low. Only one girl's score was in the middle twenty per cent of the cases used to set up the scaled scores. Nineteen girls' scores or nineteen per cent of the scores were in number four scaled scores, which is seventeen per cent

of the cases used. Sixteen of the girls' scores or sixteen per cent of the scores were in number three scaled scores, which is twelve per cent of the cases used. Twenty-eight girls' scores or twenty-eight per cent of the scores were in number two scaled score, which is seven per cent of the cases used. Thirty-one girls' scores or thirty-one per cent of the scores were in number one of the scaled scores, which is three per cent of the cases used. Fifteen girls' scores or fifteen per cent of the scores were in number zero of the scaled scores, which is one per cent of the cases used. According to this test, forty-six per cent of the one hundred girls studied have an objectivity score that is equal to the lowest four per cent of normal people and seventy-four per cent of these girls have a score equal to the lowest eleven per cent of normal people. This indicates a tendency to take everything personally and shows that a very high percentage of the girls is hypersensitive.

Agreeableness scores. -- Table 8 gives a frequency table of raw scores from 0 to 56 with a C score table scaling the scores from 0 to 10 with the percentage of cases used to set up the scale in each frequency, and a frequency chart of the scores made by the one hundred Texas State Training School girls. Three girls' scores or three per cent of the scores were in number five scaled score, which is the middle twenty per cent of the cases used to set up the scaled scores,

TABLE 8

DISTRIBUTION OF THE AGREEABLENESS SCORES FROM THE
 GUILFORD-MARTIN PERSONNEL INVENTORY I OF ONE
 HUNDRED TEXAS STATE TRAINING SCHOOL
 GIRLS AT GAINESVILLE, TEXAS

Raw Scores	C Scores		Girls' Score Frequency
	Scaled Score	Per Cent	
56/.....	10	1	0
53-55....	9	3	0
47-52....	8	7	0
42-46....	7	12	0
37-41....	6	17	1
32-36....	5	20	3
27-31....	4	17	6
22-26....	3	12	15
17-21....	2	7	21
12-16....	1	3	25
0-11....	0	1	29

and one girl's score was in number six scaled score, which is seventeen per cent of the cases above the middle. Six of the girls' scores or six per cent of the scores were in number four scaled score, which is seventeen per cent of the cases used. Fifteen of the girls' scores or fifteen per cent of the scores were in number three scaled score,

which is twelve per cent of the cases used. Twenty-one girls' scores or twenty-one per cent of the scores were in number two scaled score, which is seven per cent of the cases used. Twenty-five girls' scores were in number one of the scaled scores, which is three per cent of the cases used. Twenty-nine girls' scores or twenty-nine per cent of the scores were in number zero of the scaled scores, which is the lowest one per cent of the cases used. This test shows that fifty-four per cent of the one hundred Texas State Training School girls tested have agreeableness scores that equal four per cent of normal people, and seventy-five per cent of these girls have a score equal to the lowest eleven per cent of normal people.

Cooperative scores. -- Table 9 gives a frequency table of raw scores from 0 to 97 with a C score table scaling the scores from 0 to 10 with the percentage of cases used to set up the scale in each frequency, and a frequency chart of the scores made by the one hundred Texas State Training School girls. The scores as a whole were extremely low. No girl's score was in number five scaled score, which is the middle twenty per cent of the cases used to set up the scaled scores. Two girls' scores or two per cent of the scores were in number four scaled score, which is seventeen per cent of the cases used. Sixteen of the girls' scores or sixteen per cent of the scores were in number three scaled score,

TABLE 9

DISTRIBUTION OF THE COOPERATIVENESS SCORES FROM THE
 GUILFORD-MARTIN PERSONNEL INVENTORY I OF ONE
 HUNDRED TEXAS STATE TRAINING SCHOOL
 GIRLS AT GAINESVILLE, TEXAS

Raw Scores	C Scores		Girls' Score Frequency
	Scaled Score	Per Cent	
97.....	10	1	0
89-96.....	9	3	0
81-88.....	8	7	0
72-80.....	7	12	0
65-71.....	6	17	0
54-64.....	5	20	0
45-53.....	4	17	2
35-44.....	3	12	16
27-34.....	2	7	17
20-26.....	1	3	32
0-19.....	0	1	33

which is twelve per cent of the cases used. Seventeen girls' scores or seventeen per cent of the scores were in number two scaled score, which is seven per cent of the cases used. Thirty-two girls' scores or thirty-two per cent of the scores were in number one of the scaled scores, which is three per cent of the cases used. Thirty-three girls' scores

or thirty-three per cent of the scores were in number zero of the scaled scores, which is the lowest one per cent of the cases used. According to this test, sixty-five per cent of the one hundred girls tested have a cooperativeness score that is equal to the lowest four per cent of normal people, and eighty-two per cent of these girls have a score equal to the lowest eleven per cent of normal people. This is an indication that the one hundred Texas State Training School girls have very abnormal personalities, at least, in so far as cooperativeness is concerned. * 3

Otis Quick-scoring mental ability test. -- The Beta Form A of the Otis Quick-scoring Mental Ability Test was given to the one hundred Texas State Training School girls with the time limitations and other directions from the manual strictly observed. The girls were instructed to read carefully each statement of the test and to indicate an answer for each question in the designated place after due consideration was given the question.

The title of the test revealed to the girls that the purpose of the test was to measure mental ability, thinking power, or the degree of the maturity of the mind. The examiner was conscious of the fact that some of the girls were not concerned with whether or not they used speed and accuracy and therefore some allowance must be made for this lack of effort when the results of the tests were compared and interpreted.

TABLE 10

DISTRIBUTION OF THE INTELLIGENCE QUOTIENTS OF ONE
HUNDRED TEXAS STATE TRAINING SCHOOL GIRLS AT
GAINESVILLE, TEXAS, AS DETERMINED BY USE
OF THE OTIS QUICK-SCORING MENTAL
ABILITY TEST

I. Q. Range	Number of I. Q.'s
110-114	1
105-109	1
100-104	0
95-99	8
90-94	9
85-89	6
80-84	11
*75-79	8
70-74	15
65-69	14
60-64	10
55-59	4
50-54	9
45-49	1
40-44	1
35-39	2

* Median -- 72.

After the tests were completed, they were carefully scored. From Table 4 of the Manual, "Mental Ages Corresponding to Scores," the individual scores were converted into mental ages. With a knowledge of each girl's mental age and

chronological age, the intelligence quotient for each girl was established. A frequency chart was set up with intervals of five ranging from thirty-five to 115, which included all the intelligence quotients represented by the group of girls included in the study.

The highest intelligence quotient was 112, which was in the range from 110 to 114.

The next highest intelligence quotient was 106, which was in the range from 105 to 109.

Eight intelligence quotients were in the range 95 to 99.

Nine intelligence quotients were in the range 90 to 94.

Six intelligence quotients were in the range 85 to 89.

Eleven intelligence quotients were in the range 80 to 84.

Eight intelligence quotients were in the range 75 to 79.

Fifteen intelligence quotients were in the range 70 to 74.

Fourteen intelligence quotients were in the range 65 to 69.

Ten intelligence quotients were in the range 60 to 64.

Four intelligence quotients were in the range 55 to 59.

Nine intelligence quotients were in the range 50 to 54.

One intelligence quotient was in the range 45 to 49.

One intelligence quotient was in the range 40 to 44.

Two intelligence quotients were in the range 35 to 39.

A final analysis of the tests is as follows:

1. Minnesota Home Status Index:

Thirty-six and eight-tenths per cent indicated a presence of adequate children's facilities in the homes.

Thirty and five-tenths per cent indicated the presence of favorable economic status.

Twenty-two and fifteen-hundredths per cent indicated the presence of favorable cultural status.

Thirteen and forty-five hundredths per cent indicated the presence of favorable sociality status.

Thirty-one and five-tenths per cent of the parents' educational attainment was eighth grade or less, while 1.5 per cent completed college.

While these figures reveal a low home status, it is not as low as might be expected after the case studies presented in Chapter IV are reviewed. The character of the group tested may be partly responsible for this difference.

2. Guilford-Martin Personality Test:

The objectivity test reveals that all of the girls except one fall below the middle twenty per cent of average people, which fact indicated a very sensitive personality.

The agreeableness test reveals that all of the girls except four fall below the middle twenty per cent of average people, which fact indicates a very belligerent or domineering personality.

The cooperativeness test reveals that all of the girls fall below the middle twenty per cent of normal people, which fact indicates an over-criticalness of people and of things.

These facts concerning the maladjustments and warped personalities should lead to a study of personality development and the influences that determine the objectivity, agreeableness, and cooperativeness of people.

3. Otis Quick-scoring Mental Ability Test:

The intelligence quotients of the girls range from 35 to 112, with a median of 72. After teaching in the school for a full summer term, the writer feels that these results are too low. Some allowance should be made for the lack of effort on the part of the girls while taking the test, when the results are interpreted.

CHAPTER IV

CASE STUDIES OF TWENTY TEXAS STATE TRAINING SCHOOL GIRLS

The writer of this study taught two classes of language arts in the fifth and sixth grades during a summer session at the Texas State Training School. The total enrollment of these classes was forty girls, and one-half of these girls were used as case studies. The cases were not selected scientifically, but rather according to the amount of information that could be gathered from the girls, the teachers in the school, and the officials of the institution. Some of the girls talked freely about their lives, while others refused to discuss their past at all. Some of the girls told different stories according to their moods; therefore, all the information could not be accepted as authentic. Teachers and officials in the institution were helpful in verifying much of the information that is used in this study. The writer is aware of the fact that all cases may not be completely authentic and that much information that might have been included in this study is not available.

The chief purpose of this chapter is to study the

background of each girl and her educational, social, and spiritual opportunities or her lack of such opportunities. It is interesting to note that the home status according to these case studies is much lower than according to the results of the Minnesota Home Status Index. It is very probable that the questionnaires were answered more in favor of the home than the information given out from day to day in a less formal manner, since the girls wanted their homes to appear better than they were in reality.

Case I

This girl was sixteen years of age when she came to the state institution. Before she came to the Texas State Training School, she lived with her parents and four brothers and sisters. Her parents were show people and traveled from place to place with their aerial act. The family lived in a trailer. The parents were very strict with her, but because she became very discouraged with school, they had difficulty with her. The constant change from school to school made it difficult for her to adjust.

She was picked up by juvenile officers when she was found constantly on the streets of a large city. The social workers checked her home conditions and eventually she was placed in a foster home. The foster parents had difficulty keeping her in school and she finally ran away. When she was located, she was placed in the Texas State Training School.

She had gone through about the seventh grade in public school when she came to the training school, but she insisted that she had only finished the fifth grade. She did not like to study. She did not like books. She was often moody and refused to do any school work at first. Later she became reconciled to her confinement and became very helpful in the cottage. Her academic record was average. In due time she "made good" at the institution. When she earned her parole, she went back to her parents.

For a while, she did well with her parents. She took care of the small children of the family and she also cared for the children of some of the other show people. She liked to keep house and to cook. She had learned to sew at the institution and she sewed for the children and for herself. She liked working with children and handled them well.

When the family returned to the large city where she first got into trouble, she went back to her original street life. She became a sex problem. She was much more difficult to handle when she returned to Gainesville, for now she was very rebellious and sullen. Sometimes she made plans to follow the show business, but usually she talked about living in one definite place where there is security. She defended her parents and all other show people. She declared that her parents were honest, hard-working people and that they wanted her to live right.

Case II

This girl was the youngest child in a family of good, reliable people. Both parents were living. The father was a railroad engineer and provided well for his family. Other girls in the family were of good character, married well, and held prominent social positions in their home town.

The girl reached only about the fourth or fifth grade in public school. She often ran away from school and away from home. Several times she left the state and at one time she was found in California.

She was a very attractive, well-built, and healthy person. She loved live and activity. She sang beautifully and spoke of the "honky-tonk" days with liquor and love. She was self-willed, incorrigible, impulsive, and very high-tempered. She had difficulty working with a group; she was, however, a recognized leader. Usually she had many followers.

She was sent to the state school because of her promiscuous immorality. She had both gonorrhoea and syphilis. She did not earn a parole, but was sent home when she became twenty-one years of age. She ran away from the institution many times, but each time was brought back as soon as she was found.

Case III

This girl lived with her mother, who was a public prostitute. The father was dead. There were two small boys and a sister in the family. The financial status of the family was very low. She had to take care of the younger brothers, pick cotton, do domestic work in homes and thus help to finance the family. She never attended school regularly.

She was commercialized by her mother when she reached early adolescence. She hated her life and was happy to be in a Texas school where she had food, clothing, and an opportunity to live a clean life.

She made a clean record and maintained a splendid reputation in Gainesville. She was dependable, trustworthy, obedient, and helpful in keeping other girls in control. Within a very short time she became a council girl, and received her parole in record time. She could not be sent to her mother because of her mother's character, but relatives in another town took her. She got a job and made a good adjustment to it and to life.

Case IV

This girl was a sister of Case III. Her home environment was not only very poor but it also was demoralizing. She was never inclined to take the responsibility in the home that Case III took. Promiscuous living was also more attractive to her. She had a pretty face, a very healthy,

attractive body, and was very popular.

At the institution she did not care for records and was easily influenced by the rebellious group. She was often called before the discipline committee for correction. It was through much encouragement that she eventually won her merits to leave the state school. The relatives to whom Case III was paroled would not take Case IV because she was inclined to be "wild" and they feared difficulty. She was not allowed to go to her mother for reasons already indicated. Her long wait for the parole was very discouraging to her. Finally she was placed in a foster home, where she lived very happily for two years and then married. She became a fine housewife and citizen.

Case V

This girl's father was dead and the mother was a prostitute who worked in a low-class night club and did not make much money. The girl was neglected and allowed to live on the street until the county officials placed her on probation with her sister and brother-in-law.

The sister and her husband were good citizens and in their anxiety about the girl, they became too strict with her. She was not trusted out of sight and she frequently ran away and went to her mother.

Finally she had to be confined by the law. At the state school she was inclined to be stubborn, disobedient, and resentful.

She was capable of doing good school work but she was not often inclined to do it. She made friends with the groups who were planning wrong things to do.

It took her longer than is required to make her merits, but finally she was peroled to a family who wanted to help her. She was not there long until she ran away, went to her mother, and returned to her original sex life. She was found by the law and returned to the school.

Case VI

This girl lived with an aunt and uncle because she had no place to go after the death of her parents. She attended school regularly, was in splendid health, and could have lived happily had she been loved. She knew that her relatives resented having her in their home. The uncle was an oil-field worker and it was a very bad community for the child. The relatives would not provide the girl with necessary clothing or money for recreation, although the uncle was the administrator of a small amount of money left to the girl from her mother's estate.

Finally the girl ran away from home to attend night clubs, road houses, and drinking parties so frequently that the relatives turned her over to the county officials.

At the institution the girl earned her records without any delay. She was obedient, cooperative, and a good worker.

She learned to sew and to cook and she became a very dependable worker in one of the cottage kitchens. She wrote letters to her relatives often, but she did not receive many letters from them. They did not visit her and she was very lonely for her people.

When she received her parole, she went back to her uncle and aunt, but the adjustment was not a success. Later she had to return to the state school.

Case VII

This girl married very young and her husband went into the service. She had a mother and an older brother who had a very small income and she did not wish to live with them. Her father was dead. She resented her mother's criticism of her way of life. She did not think she should obey her mother because she was married.

She went to honky-tonks and drank heavily. She was frequently with bad company, and her conduct was improper. She was a beautiful, well-developed blond, and she idolized movie stars with glamor. True Story and True Romance were her type of reading material.

It was very difficult for her to adjust in the school to the routine of formal class work. She was bored with grammar and arithmetic. She had finished the eighth grade in public school, but she had been out of school about two years. She enjoyed learning to cook and sew and was quite

interested in all phases of housekeeping. She took pride in keeping her room and she was cooperative in the cottages. She wrote often to her husband and planned to live differently when he returned to her and she received her parole.

She made her records in the minimum time and was paroled to her mother. Soon her husband received his discharge and took her with him. He received his government aid, now, and attended college. She made a satisfactory adjustment to her new life.

Case VIII

This girl was a very beautiful blond with large brown eyes. She was about thirteen years of age when she came to the institution. She lived with a Mexican woman and her common-law husband in one of Texas' larger cities. The Mexican man made no pretense of making a living, but the Mexican woman did domestic work for wages. The girl had been in the family as long as she could remember and called the woman "Mother," although she did not believe that the woman actually was her mother. She resented her family and her lack of an opportunity to be like other girls.

She became a discipline problem at school. She had temper tantrums and was often punished. The school placed her case in the hands of juvenile officials when she played "hookey" from school. Her home life was investigated and she was taken away from the Mexican family and placed in a

foster home. She ran away from the foster parents and was later placed in the state school.

She made excellent records when she was in the mood to work but sometimes she became blue and very moody. When she was discouraged, she sang prison songs and popular "blues" in the Mexican tongue. Sometimes she had temper "spells" and was isolated from the other girls. She had days of high spirits and days of low spirits, much more noticeably than did the other girls in the school.

She was paroled to a public school teacher and she finished high school with average grades.

Case IX

This girl lived with her mother and stepfather in the slum district of a large town. The financial status of the family was very low; in fact, the father eked out a mere existence by doing odd jobs. Much of the time there was no family income. The family had little food, clothing, and shelter. The girl roamed the city streets, back alleys, and city dumping grounds from the time she was large enough to stray from the house.

She became involved in sex experiences at a very early age and was sent to the state school while still very young. She had not attended school enough to show any accomplishments, but with proper food and care she did well. She earned her merits in due time and was paroled to a foster

family. She ran away and went back home to a little cabin near the city dumps. She went completely wild in her sex desire and could not be controlled. She was returned to the state school, but she was never able to make any adjustment. If she was allowed out of the building without a constant companion or teacher, she ran away and had sex experiences with men. When she was found and brought back to the institution, she had nervous "spells" of weeping and moaning and was kept in solitary confinement. Finally she completely lost her mind and was sent to a state mental hospital.

Case X

This girl's parents died when she was very young and she and three of the five other children were sent to an orphanage. She had splendid health and was average in academic work, but she was a very unhappy person. She was possessed with a desire to find out something about her family. She had lived with a foster family before she was placed in the orphanage, but she had lost contact with them.

She was sent to the state school because she ran away from the orphanage and they could not control her there.

In the state school she was a constant problem. She was stubborn, sullen, and refused to follow regulations. She was a constant trouble maker. She created much discontent and bickering among the girls. She was cruel and

wanted to mutilate her own body.

When she was finally ready for parole, the people with whom she once lived were contacted and they received her again into their home. In the meantime her older brother had gone into service and the wife was alone, so Case X was transferred to her. They were about the same age and not very compatible, and as a result the parole was a failure.

Case XI

This girl was the daughter of a lady with seven other children. The stepfather was a day laborer who moved from place to place and did not provide for the family as he should. The mother did washing and ironing to help with the meager living.

The girl had poor educational opportunities. She quit school at a very early age and worked in a drug store to provide herself with food, clothing, and other things that she needed and could not have.

Her home gave her no cultural background. She had no training in selecting friends of good character and high moral standing. Soon she became associated with young people of questionable character. She was out late at night. Sometimes she did not come home at all and when questioned about her conduct, she reminded her mother that she was making her own living and that she had a right to live her own life. Demands were sometimes made of her to help support

the family, but she was not making enough money to take care of her own needs. She refused to assume any financial responsibility that was not hers. Finally she refused to live at home when her night life was hampered by younger brothers, sisters, a stepfather, and a critical mother.

She was placed in the hands of county officials and sent to the State Training School.

At the school, she made good records. She was obedient, helpful, and anxious to learn. She was paroled to a family in her home town. After a few months the judge allowed her to go to another town and live with her grandmother. She got a job in a drug store and made good. Her parole record was good.

Case XII

This girl was from a large West Texas town. Her father and mother being separated, she lived with her mother and three other children. The father had deserted the family when the girl was quite young. The father was a trucker and owned some land. She thought she had an interest in this property but she never was able to get in contact with her father. He had remarried and had left the home town.

The mother was an illiterate woman, but she was hard-working, honest, and reliable. She worked in a hospital long hours for a meager wage, but she bought and paid for a small home.

The girl's health was good, although she thought that she had tuberculosis. It was difficult to make her understand that she had a sound body because she had this thought in her mind.

She was very loud, boisterous, and masculine in appearance. She always dressed in overalls and bright-colored shirts. She had a strong desire to ride in trucks. She would go with any truck driver wherever he would take her. She often ran away to New Mexico and to other places. When she was completely out of the mother's control, the county judge placed her in the state school.

She made her records and was paroled to her mother, but she returned immediately to her "wild" life and had to be sent back to the state school.

She had a very violent temper and because of her explosive manner the girls called her "Volcano," but they respected her in many ways. She became a council member and finally made her records again. She was paroled a second time to her mother. This time she went to work with her mother in the hospital.

Case XIII

This girl lived with her father and mother and five other children. The home status was very low. The father was a drunkard, and the little money he earned mowing lawns and from other odd jobs was spent for liquor. The mother

worked as a maid in a hotel.

She did not attend public school regularly because she also worked at odd jobs and because no one at home investigated her behavior or knew what she did.

An older sister was a prostitute and Case XIII started going out with her at night and meeting men. She was reported to the county officials by the school truant officers and found to be living a very immoral life.

When she came to the State Training School, it was very difficult for her to obey and follow school regulations. She did not want to cooperate in any way and she was frequently very disrespectful. She cursed and used very vulgar language.

She was in the school about twice the length of time she should have been in order to make her records. She was paroled to her mother under the direct supervision of a juvenile officer and she has been able to make a fair adjustment.

Case XIV

This girl was one of a family of eight. She had a stepmother who was a fortune teller. She looked and dressed like a gypsy and did nothing for the family. The home life was very undesirable and unhappy.

The father was an electrician and owned his own shop, where he worked almost day and night. He made a good income,

but was a very poor manager. More money was wasted than was used in the household because the parents did not know how to use money to the best advantage. Although there was plenty of money for food, the children were all undernourished. When Case XIV came to the institution, she was very thin, pale, and looked ill, although the hospital force found nothing wrong with her health that could not be remedied with proper food. She was brought to the state school because she refused to live in her poor home environment and attend school. Her entire school record showed very irregular attendance, poor academic work, and constant discipline troubles.

At the school she was very unhappy. She could not adjust in any way. She mutilated her body with pins, needles, pieces of glass, scissors, razor blades, or anything else she could get into her hands. She liked to stick pins through her flesh and wear them for days. She was extremely nervous, emotional, and unstable. She always displayed much self-pity. She became involved in a love affair with another girl which sapped her strength, energy, and mental power. The least little lovers' quarrel or misunderstanding took away her appetite and all interest in life. She suffered the same mental and emotional pains that a true lover would suffer after losing a betrothal. She had no reasoning about the matter and cried without ceasing when her love affair was in adverse condition.

She stayed three years in the state school. There seemed to be no chance for parole. The welfare workers would not approve her home for her to return there. No other home could be found because of her bad records. She was permitted to go home for a visit. This visit was a great disappointment to her. She was grieved at the conditions. The stepmother was untidy, the home unkept, and the children were even dirtier than she had remembered them to be. The stepmother, who was a Mexican, occupied practically all of her time telling fortunes. The girl realized when she came back to the institution that she could never be happy at home. She had no incentive to make her school records. She had a deep feeling for her father but no real love. He had provided money for the family but he had given her very little of his time and affection. She had no security whatsoever.

As time went on a worker at the laundry of the institution became interested in the girl. She was able to get some work and cooperation from her in the laundry. She and her husband have her on parole, and if she makes a satisfactory adjustment they plan to adopt her and make her their legal heir, since they have no children of their own. They are very reliable, clean, hard-working people and they love the girl.

Case XV

This girl was a member of a family of eight people. The parents were both living. The father was a drunkard and did not support the family. An older brother did the best he could to provide food and clothing, but the money he made was not sufficient.

The girl did not get along very well with her father and because of this trouble she refused to stay at home. She was very immoral and had a very bad case of gonorrhoea when she came to the State Training School.

At the institution, she was very rebellious and stubborn. She made no attempt to earn her parole. The older brother showed a great interest in her. He made every effort to have her released to him. He even appealed to the governor, but she was not released to him because there was little hope for her to make the proper adjustment and become a good citizen in her home environment.

She finally escaped from the school and no trace has been found of her.

Case XVI

This girl lived with her father and five other children. The mother was dead. The father was a farmer and made a very poor living. The married sisters were in and out of the home frequently, but the family situation was very unhappy. There was much quarreling, cursing, and ugly language used in the home.

She had been married to a soldier who was killed in the service, and she received his insurance from the government. The family tried to get as much of this money as possible, but she was very careful about spending any of it for them.

After the husband went overseas she followed the army camps and went out with soldiers. She became a prostitute and was pregnant when she came to the State Training School.

She escaped from the school, but was found and returned after some time.

It was very difficult for her to follow regulations. She had never known anything about discipline. She was very determined to live according to her own plan, although she did have some reasoning power. She had attended school through about the sixth grade, but she had been out of school for several years. She showed an interest in commercial work and was put in a special class, in which she did well. She immediately developed a more pleasing attitude and began working for a parole. She made a fine adjustment in a short period of time. She became mayor of her cottage and a very reliable student council member. After being paroled to her father, she put much of her time and money into improving the home conditions.

Case XVII

This girl lived with her mother and stepfather. The home was much above the average from which delinquent children usually come. Both parents worked. The mother was a stenographer. The girl was neglected to the extent that she became a truant problem in the school and a nuisance in her neighborhood. She was supposed to go to the home of an aunt in the afternoon until her mother got off from work, but she went where she pleased and did as she pleased. She did not like her stepfather and resented his interest in her conduct and his attempts to control her. As she grew older she began to keep late hours and to attend school less regularly. When the parents found that she was completely out of their control, they placed her in the authority of juvenile officers.

At the State Training School she made excellent records, was dependable, trustworthy, industrious, and obedient. She was ashamed of her past and anxious to return to her home. The mother rented a duplex with the aunt and the girl had better supervision at home, although the mother continued to work. The girl entered the eighth grade when she returned home and made good academic and conduct records.

Case XVIII

This girl lived with her father. Her mother was living, but she did not accept any of the responsibility of rearing

the two children. The parents were not divorced but they were separated most of the time. The father was a rock and concrete builder, although he did not work steadily. He was a dreamy, shiftless sort of person.

The girl had very poor health and suffered from asthma. She was not emotionally stable and she often became upset without a cause. She was a heavy smoker and had a taste for dope. She craved a certain herb to smoke and sometimes she would have nervous fits because of her desire for something to smoke. She could bring on her asthma condition, and she used that as an excuse to stay out of school.

She liked to dance and go out with "wild" parties before she was discovered by the juvenile officers. She frequently visited honky-tonks and beer taverns. Her father protested her late hours, but he could not control her.

After several months at the State Training School she overcame many of her mental, physical, and emotional handicaps and was paroled to an older sister and brother-in-law. She made a fair adjustment.

Case XIX

This girl came from a city with a large Mexican population. The home status was very low. The father was a day laborer who did odd jobs. The mother did laundry work to help with the finances. The father drank, and was very

cruel at times when he was drunk. He was very strict and harsh with the family, even when he was sober. He demanded that the older children help make the living.

The girl had poor health due to the lack of proper food and the emotional strain under which she lived.

As she grew old enough to make a few decisions for herself, she quit school. She associated almost entirely with Mexicans of the lowest class. She went to public dance halls and honky-tonks every night. When the father made certain demands of her, she ran away from home and was finally sent to the State Training School.

She was very uncooperative and difficult to manage. She ran away from the institution several times and was always found with a group of Mexican friends.

After a long period of time she made her required records and was paroled to a sister who was married to a Mexican. She could not get along with the sister or the brother-in-law and finally she had to return to the school.

Case XX

This girl lived with her mother, stepfather, and two sisters. The father was a civilian worker in an army camp and the mother also worked in the army camp.

She had a good mind and learned quickly when she was in a mood for studying, which was not often. She was stubborn, impudent, jealous, and unreliable. She had temper

tantrums. Usually she liked only one person at a time, although this affection lasted only a few days. Her jealous nature was probably her biggest enemy. She could not trust anyone and she was a habitual thief. She took things that were of no possible value to her. She had been a discipline problem in the public school from the time she had entered school.

Her parents always had difficulty in getting her to tell the truth and in dealing honestly with other members of the family. Her jealous nature seemed to drive her to do unkind and unfair things. She was sent to the State Training School because she ran away from home, played "hockey" from school, and stole everything that she could. Her health was good except for the fact that she had gonorrhoea. After a long period she earned enough points for a parole but she had been at home only a few weeks when she broke parole and had to return to the state school.

By way of summary, and acknowledging the unscientific method of selecting the cases studied and the probability that some of the information is not completely authentic, the writer feels that many points of value are found in the case studies. Throughout the studies the writer finds low home status, low economic status, sex problems, low educational attainment, and a feeling of insecurity, emotional instability, and a lack of recreational and leisure-time

activities. Many of the paroles were not successful, a fact which should lead to a study of the school's ability to help the girls adjust to society. Perhaps the curriculum should be made more vocational in order that the girls may be prepared to become self-supporting when they leave the institution. The evidence is strong that the public schools do not meet the needs of the girls, since many of them never attended school regularly and withdrew from school at an early age.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The data presented in this study seem to support the following conclusions regarding the major factors in juvenile delinquency:

1. The low economic status of a home breeds juvenile delinquency. When as many as ten or twelve people are living in a single room without any of the modern conveniences, the children cannot be expected to develop mentally, morally, physically, and spiritually.
2. The low cultural status of a home invites juvenile delinquency. When homes do not have daily newspapers, magazines, encyclopedias, or books to assist in the child's development, and the few magazines taken have little or no cultural rating (in many instances the magazines are demoralizing rather than uplifting), the children may become dregs of society.
3. The occupational status of the father or wage earner of the home which sets the monetary status is a major factor in delinquency, for if the child is deprived of not only the luxuries but also of the necessities of life, he

will oftentimes use illegal means of attaining his needs and of satisfying his desires.

4. Inadequate children's facilities in the home thwart the full development of the child and invite unwholesome use of leisure time.

5. The low educational attainment of the parents seems to be a major factor. The writer believes that adult education should be a concern of every educational institution. Many of the weaknesses of society could be overcome with education: health education (the importance of cleanliness and sanitation), vocational guidance and training, business training, trade schools, education in better home and school relations, and education in civic responsibility.

6. The low sociality status of the home is a factor that is revealed in the unsocial conduct of the girls from these homes.

7. Abnormal personalities are prevalent among juvenile delinquents, and this should lead to the further study of personality development.

8. Mental deficiency is a factor in juvenile delinquency indicated by a median intelligence quotient of 72, but the nature of the group tested questions the validity of the test.

9. Irregular school attendance and withdrawal from school at an early age are factors revealed through the twenty case studies.

10. Deficient moral and spiritual influences of the home are factors and the writer feels that the church and the school must assume this responsibility when the home fails.

11. Inadequate sex education is, perhaps, a factor in juvenile delinquency.

12. Many of the cases studied showed that their home background had provided inadequate training in home responsibilities. Sound educational psychology indicates that society should provide this training.

13. The case studies also show that the home background does not establish within the girls a feeling of belonging and early behavior patterns that are conducive to wholesome living. Sound educational psychology indicates that society should provide this training.

Recommendations

As a result of this study the following recommendations are made:

1. The school administrator and the teacher should make a special effort to know the family background and the home environmental conditions of every child enrolled in the school, and adopt a program that will meet the needs of each individual.

2. The school should keep an anecdotal record of each child's behavior and study any deviation from the normal

behavior in order that abnormalities may be detected before they become serious.

3. The school should make a serious effort to reach the homes of low educational, economic, cultural, and social status with its adult education program, Parent-teacher Association, Mothers' Club, and the recreational program.

4. The school should know the mental ability of its students and seek the cooperation of the parents in improving the conditions that might help to improve and develop mentality.

5. The school should enforce the school attendance law by investigating every absence from school and also the reason for each child's withdrawal from school.

6. The school health and physical education program should embrace a sound sex education program that would meet the needs of the student body at all age levels.

7. The school should have a guidance program to assist students who need moral, spiritual, vocational, and educational guidance.

8. A study should be made of personality deviations and development, and the influences that determine the objectivity, agreeableness, and cooperativeness of people.

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