CAUSAL-FACTOR-REMOVAL AS A TECHNIQUE
OF COMBATING JUVENILE DELINQUENCY
IN THE CLEBURNE PUBLIC SCHOOLS

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CAUSAL-FACTOR-REMOVAL AS A TECHNIQUE
OF COMBATING JUVENILE DELINQUENCY
IN THE CLEBURNE PUBLIC SCHOOLS

THESIS

Presented to the Graduate Council of the
North Texas State College in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF ARTS

By

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August, 1949
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CHAPTER I

INTRODUCTION

The Problem

The purpose of this study is two-fold: (1) to determine the causal factors of delinquency which are the responsibility of the school, and (2) to discover possible procedures for combating delinquency, so far as it is immediately possible, in the Cleburne Public School System.

Why the Study Was Undertaken

Inadequate financial support has hampered the Cleburne school system for approximately half a century. Prior to 1947 the city tax rate was $2.20 which included a seventy-five cent school tax. Real estate was assessed at approximately 80 per cent of the actual value.¹

In 1947, through the concerted efforts of the superintendent and parent-teacher associations, the citizens were made aware of the unwholesome conditions prevailing in their schools, and voted to raise the school tax from seventy-five cents to one dollar fifty cents.

During the 1948-1949 school year, Cleburne was one of the few schools in Texas which was still unable to meet the

¹Facts about Cleburne, Cleburne Chamber of Commerce Pamphlet, 1941, p. 1.
state's standard schedule for the payment of teachers' salaries. Very little money was available for equipment and much needed building repairs.

In time, with the passage of the Minimum Foundation School Law, the school officials and teaching personnel feel that much can be done toward the enrichment of the school's program. However, for a period of time, a large percentage of the surplus money in the school's coffers will, of necessity, have to be spent to repair buildings which have been deteriorating over a number of years.

In the meantime Cleburne teachers will still be dealing with potential delinquents in their classrooms. Many writers on the problem of delinquency have pointed to the school as a social laboratory wherein problem children can be discovered and possible delinquency be prevented. Therefore, it is most important that the Cleburne school system, hampered by inadequate funds, determine how it can best participate in a treatment program.

Delimitation of the Problem

There are many medium sized schools with an enrollment of approximately twenty-five hundred to three thousand white scholastics which operate with a limited staff and are not financially able to provide the most effective educational, recreational, and guidance service for their pupils.

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2Senate Bill 116, 51st Legislature, Regular Session.
Cleburne is classified in this group, and a study was made of the situation in this city of approximately eighteen thousand persons to determine how its school system could best function in the treatment of juvenile delinquency and in habituating its pupils to happy well-adjusted lives.

Definition of Terms

Causal-factor-removal is that procedure or technique which the schools should use in an effort to discover the early factors of stress and strain affecting the child's adjustment to life and to remove those basic causes of problem behavior which produce delinquency.

The White House Conference defines delinquency as "any such juvenile conduct that might be dealt with under the law." 3

Lewis J. Valentine, former Police Commissioner of New York City, once said,

The field of delinquency is as broad as the scope of the child's activities. He may be a delinquent in relation to his parents and his home, to his teachers and his school, to his fellows and their rights, and to the Public and Public Welfare. 4

For this study the two definitions have been combined, and delinquency is defined as any deviant or irregular behavior which is the beginning of serious social maladjustment.

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3 The White House Conference on Child and Health Protection, Section IV C-A.

4 Lester and Alice Crow, Our Teen-Age Boys and Girls, p. 32.
and may later lead to conduct which may be dealt with under
the law.

The word juvenile includes all children between the
ages of six and seventeen who are enrolled in the Cleburne
schools.

Sources of Data

There were five main sources of data for this study:
(1) standard recent studies of educators and laymen in an
effort to establish a relationship between the extent of
crime and the provisions of educational opportunities for
its prevention; (2) school records of the Cleburne Public
Schools and interviews with Cleburne school officials and
teachers in an effort to discover how the schools are meet-
ing the problem of delinquency; (3) data collected from the
daily newspaper and the local Chamber of Commerce; (4)
records from the district court; and (5) interviews with the
Juvenile Officer and County Health Nurse.

Treatment of the Problem

The first step in attacking the problem was to make an
extensive survey of the multiple factors producing or asso-
ciated with delinquency. In Chapter II an analysis is under-
taken of the causal factors of delinquency which should be
of major concern to the school. Chapter III contains de-
scriptive data of Cleburne and an analysis of data which
might bear on juvenile delinquency. Chapter IV deals with
the possible procedures which have proved helpful in some schools in understanding children's deviant behavior. The standards set up by the National Conference on Prevention and Control of Juvenile Delinquency are applied to those problems for which the school is at least partially responsible. An attempt is also made to determine what programs and facilities are available in the Cleburne schools as preventive agencies. Chapter V consists of a summary of the findings, conclusions, and recommendations.

Related Studies

The data which exist on juvenile delinquency are found for the most part in investigations which were concerned with phases other than the problem of how a medium-sized school system, with a limited staff and inadequate funds, can best meet its delinquency problem.

In 1947, William Tracy Varnell, in a study of sixty-three delinquents of Winkler County, Texas found that three-fourths of these delinquents withdrew from school before attaining high school level, and that the intelligence quotients of approximately two-thirds of those whose test records were available were below normal.

---

Bessie May Parrish, in 1947, made a study of the primary school in the prevention of juvenile delinquency. She concluded that the probability of delinquent conduct hinges on the satisfaction of the needs of the child, and that all children have potentialities for development, either in the right way or in the wrong way, and are entitled to every care and guidance.

In 1946, Willie Pigg studied the delinquency problem in Montague County, Texas, from 1942-1946, inclusive, to determine the nature and extent of delinquency, and to ascertain the factors which contribute to juvenile delinquency. She concluded that delinquents were retarded from one to two years in their educational status and that the incidence of delinquency was much higher in the towns than in the rural areas of the county. Very few of the delinquents studied had participated in extra-curricular activities.

Irvin Hill made a study of juvenile delinquency in Dallas, Texas, to determine to what extent the present

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educational program in that city is meeting the problem. This study is similar, yet the Dallas school system functions with an adequate staff and sufficient school funds.

None of these studies offers much information on how inadequately financed schools can meet this problem.
CHAPTER II

CAUSAL FACTORS OF DELINQUENCY WHICH ARE THE RESPONSIBILITY OF THE SCHOOL

Today's homes are very different from those homes of a generation ago. The chores of yesterday, valuable educational assets, are gone from family life. Telephones, automobiles, radios, and the movies tend to destroy the peaceful atmosphere which children need. Every one is keyed to a high emotional pitch by modern civilization. The school cannot evade its responsibility. As never before, teachers must help children to develop in such a way as to be socially acceptable to the group.

In nearly every classroom teachers have some misfit pupils who cause them anxiety the whole year through. Unless it is possible to learn the secret of their trouble and to help them during their formative years, they may grow up to join the ranks of the adult failures, lawbreakers, and insane.

The influence of conditions in the socio-physical environment on child development is clearly revealed by Ludden in a study of delinquents in a large city in New York in 1944. In this investigation data were assembled for two groups of pupils in grades seven to nine, one of them
consisting of pupils who had come in direct contact with the court, the other of pupils who had not had such contact. An analysis of the data showed significant differences between the groups on the following list of items:

<table>
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<th>Factor</th>
<th>Critical Ratio</th>
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<tr>
<td>1. Living in a delinquency area</td>
<td>9.10</td>
</tr>
<tr>
<td>2. Chronological over-ageness--any amount</td>
<td>8.88</td>
</tr>
<tr>
<td>3. Living in a low rent area--average under $20.00 per month</td>
<td>8.40</td>
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<td>4. Living in broken homes</td>
<td>7.50</td>
</tr>
<tr>
<td>5. Different homes lived in--if more than one</td>
<td>6.76</td>
</tr>
<tr>
<td>6. Poor school attendance--over 5 absences</td>
<td>6.43</td>
</tr>
<tr>
<td>7. Terms repeated in school--over one</td>
<td>6.40</td>
</tr>
<tr>
<td>8. School failures--more than one subject</td>
<td>6.19</td>
</tr>
<tr>
<td>9. Terms with failing marks--two or more</td>
<td>5.61</td>
</tr>
<tr>
<td>10. Intelligence below 90 on Otis test</td>
<td>4 to 6</td>
</tr>
<tr>
<td>11. Low importance status of father</td>
<td>4.72</td>
</tr>
<tr>
<td>12. Times tardy at school--any number</td>
<td>4.65</td>
</tr>
<tr>
<td>13. Illegal absences from school--over five</td>
<td>4.32</td>
</tr>
<tr>
<td>14. Intermediate position in sibling group</td>
<td>2.10</td>
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</tbody>
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It can be seen in this list of items that often accompany delinquency that eight are related to the school environment. Poor school adjustment is indicated by most of the factors related to the school.

In a study of sixty-three delinquents of Winkler County, Texas, Varnell presented the following data:

1. Most of the delinquents whose cases were studied withdrew from school when they were fourteen or fifteen years of age.

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1Wallace Ludden, "Anticipating Cases of Juvenile Delinquency," School and Society, LIX (February 12, 1944), 123-126.
2. More than three-fourths of the delinquents withdrew from school before attaining senior high school level.

3. The intelligence quotients of approximately two-thirds of the delinquents whose test records were available were below normal.

4. Nearly four-fifths of the delinquents were referred to court while in junior high school and when they were 13, 14, or 15 years of age.

5. More than two-thirds of the delinquents were not affiliated with, nor participated in, any religious services.

6. During the years covered by this study the youth of Winkler County were not provided with adequate facilities for supervised physical and educational recreation.²

Many studies have been made to discover the causal factors of delinquency which are the responsibility of the schools of today. All other things being equal, a healthy body is the prime requisite for a pleasing personality. A great number of children suffer from handicaps which make it difficult for them to fit into an educational program that is geared to the capacities of the normal child. Physical examinations which are made in the public schools are, on the whole, superficial and so do not include those physical factors which contribute most to emotional stability. A physically handicapped child is denied many of the usual advantages of education from the normal social contact of his

classmates. Being unable to compete on equal terms with them, he is made to feel inferior. A majority of inferiority complexes are traceable to physical defects, many of which are unknown to the child himself.

The malnourished child is low in energy, tires easily, and is quarrelsome and easily irritated. He is more susceptible to disease; he misses more school; he faces more failures—all of which tend to upset him emotionally and to make him feel less secure.

One can readily understand the dire effects of poor eyesight upon the physical, mental, emotional, and social activities of the child. The limitations in learning, the interference in ordinary games, and the strain and effort of study, may readily overcome a child who is seeking to achieve a self-satisfying success in school.

The hard-of-hearing child is greatly handicapped. He is sometimes accused of laziness and inattention. His defect is often undiscovered by the public school examiner, and he lags in his studies due to his inability to hear.

Defective physical conditions frequently cause anti-social attitudes. Most authorities on health agree that maladjustment can often be traced to poor physical conditions, and for this reason, the child who is found lagging in his school work should have a thorough medical examination.

Malnutrition, often caused by poverty, is a major
concern of the school. J. B. Maller, who made a study of the rate of juvenile delinquency in 114 neighborhoods in New York City, gives these data on the prevalence of malnutrition:

In these 114 neighborhoods, delinquents who had been brought into the juvenile courts were found to suffer from more physical defects than the child population in general. These defects included defective vision, carious teeth, glandular disturbances, and particularly malnutrition. In areas of high delinquency 42 per cent of the children were found by the Department of Health to be suffering from malnutrition, compared with an average of 19 per cent for the city as a whole. . . . In economic status, the delinquency areas are low. In the ten areas, with highest rate of delinquency, the average monthly rental is $18.00. For the city as a whole, based on the 1930 census, the rate is $50.00 per month.3

In 1935, Thurston made a study of the health of elementary school children in New York City, "which revealed the fact that malnutrition of 135,000 of these children, over one-fifth of the enrollment, was so great that they were unable to do satisfactory work in school."4

A study of about two thousand boys who were truant or otherwise delinquent in one city system found only 31.17 per cent in normal physical condition.5

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A survey taken in 1944 disclosed that approximately 3,000,000 children had defective hearing, according to Irving I. Schachtel, the president of the American Hearing Aid Association. This does not mean total deafness, but any hearing impairment that might retard a pupil. At the present time, there are twenty states which require all children to have their hearing tested. Two other states make tests compulsory in those schools which employ physicians.6

Franklin M. Foote, the executive director of the National Society for the Prevention of Blindness, reports that four and one-half million school children in this country have defective vision. This report was based on a 25-state survey and draws attention to the conditions in many classrooms which contribute to eye fatigue.7

Of the school children examined in six cities, 33 per cent had diseased tonsils, 34 per cent had defective vision, and over 50 per cent had decayed teeth.8

L. A. Woods, State Superintendent of Public Instruction, made this report concerning handicapped children in Texas:

On the March 1946 census, 15,886 handicapped children were reported in Texas. This included the following number of pupils with the defects listed:

7Ibid.
In a study made by Rowe of 650 seventeen-year old children, 374 were actually suffering from endocrine disorders. Of those having endocrine disorders, 18.3 per cent were behavior problem cases, as compared with 13 per cent of those without endocrine disorders who were behavior problems.\textsuperscript{10}

In a neurological examination given to 500 juvenile delinquents, Thompson reported that 60 per cent of these cases had demonstrable signs of organic damage to the brain. In most cases birth injury, post natal trauma, and other processes had damaged the central nervous system.\textsuperscript{11}

Neumeyer finds that "poor health and physical abnormalities are frequently found among children brought into court, more so than among children in the general population, especially as measured by school health examinations."\textsuperscript{12}

Rainey declares that "in a country where three-fourths


\textsuperscript{10}A. W. Rowe, "A Possible Endocrine Factor in the Behavior Problems of the Young," \textit{American Journal of Orthopsychiatry}, 1 (1931), 451.


\textsuperscript{12}Martin H. Neumeyer, \textit{Juvenile Delinquency in Modern Society}, p. 67.
of the school children have physical defects, the health of youth is apparently an item of no mean significance.\textsuperscript{13}

Stuart asserts that "personality is in itself but another function of the physical body."\textsuperscript{14} If the child's physical condition can be helped, his problems often vanish and he has a good chance to become a well-adjusted individual.

It has been found that personality can be developed by training, just as the mind can, and is becoming just as measurable as scholastic intelligence. Link cites these studies:

A psychologist made a study, years ago, of 110,000 people on relief, to find out the relationship of the speed of re-employment to the amount of education. Except in a few technical fields, he found no difference in rate between those with only a few years of grade school and those with college educations. Something more than formal studies was the important factor.

Personality tests and intelligence tests given to 10,000 adults in another study showed no relationship between general intelligence and personality.

A group of psychologists made an intensive study of factors affecting the success of marriage. Tests were given to 462 couples. The personality ratings were significantly higher than those of the divorced or unhappily married.\textsuperscript{15}

Link feels that personality development is the most important problem confronting our educational system of

\textsuperscript{13}Homer P. Rainey, and others, \textit{How Fare American Youth}? p. 61.

\textsuperscript{14}H. C. Stuart, \textit{Healthy Childhood}, p. 59.

\textsuperscript{15}H. C. Link, "Significant Light on Personality," \textit{Reader's Digest}, XLIX (December, 1948), 126-127.
today "for upon its solution depends individual happiness."

In 1942, a study was published which had important bearings for classroom teachers in our country. This was a study of the emotional adjustment of children in three large public schools of a midwestern city. On the basis of the evidence which Rogers presents, the average classroom teacher can expect that twelve per cent of the pupils in her classroom will have seriously maladjusted personalities and that as high as thirty per cent will show evidence of being poorly adjusted to some degree.

It has been realized that the education of children who are defective in body, mind, or morals is a matter of great importance to the future of our country. At most they do not constitute more than from one to two per cent of the school population. Ayres feels that the great problem lies in the very much larger class of those who, while they are not defective, do not keep up with their classmates. These "constituting from five to fifty per cent of our school population can become either failures or successes in life,

16 Ibid.


according to the influences that are brought to bear upon them during their early years."19

Certain school curricula seem to be so operated as to assist in developing inferiority complexes in children. In 1938, E. L. Thorndike completed a survey of the New York public schools and found that both the dull and bright children were given practically the same quality and quantity of training.20 A system which fails to consider individual differences develops complexes in delinquent children and indolent habits in the bright pupils.

Failure in school is, of course, discouraging to the teacher as well as to the pupil. Burnham lists the three common causes for failure in school as: (1) faults and lack of training in teachers; (2) wrong methods and improper arrangement of school work; and (3) conditions of the school system and the educational machinery.21

The experience of repeated failures is one of the most serious threats to emotional integrity, according to Nathan Peyser, Principal of Public School 131, Brooklyn, New York. From the complete original school records of 423 cases in the New York City Reformatory, 357 or 84.4 per cent were

19 Ibid.

20 Malcolm Hatfield, Children in Court, p. 56.

retarded 1 to 11 times.\textsuperscript{22} The situation among the inmates of the House of Refuge was even more striking. Out of the 116 cases, for whom he had complete educational histories, 154 or 92.3 per cent were retarded.\textsuperscript{23} Failure, more than any other condition, appears to have been the chief cause for their delinquency.

In a survey conducted in the state of Connecticut in 1943, low scholastic standing was reported as the most representative symptom of the delinquent.\textsuperscript{24}

Several investigators have pointed out the relation of school retardation to delinquency. For example, 58.6 per cent of the fourteen and fifteen year old juvenile delinquents committed to institutions during the first six months of 1923 had not reached the seventh grade, while 17.4 per cent of the children sixteen years of age and over were in grades lower than the fifth.\textsuperscript{25}

In a report made by the Sub-Committee of Causes and Effects of Crime in New York State in 1930, a study was made on problem boys and their brothers. The intelligence


\textsuperscript{23}Ibid.

\textsuperscript{24}W. C. Kvarceus, \textit{Juvenile Delinquency and the School}, p. 100.

\textsuperscript{25}White House Conference on Child Health and Protection, Committee on Socially Handicapped Delinquency, \textit{The Delinquent Child}, p. 110.
quotient of problem boys were, on the average, inferior to their brothers in grasp of school subjects, the intelligence quotient being 81, compared with 92½ for non-problem brothers. The school retardation of problem boys was two and one-half times that of non-problem brothers. The problem boys were superior to non-problem brothers in mechanical ability, and 60 per cent of the problem boys were superior to unselected New York school children.26

More than half the delinquents referred to the Passaic Children's Bureau in New Jersey came from grades six to ten inclusive, with the largest part of the delinquent population in the middle and junior high school grades. Almost all of them had repeated one or more grades, girls repeating more grades than boys. Scholastic failures characterized most of the juvenile offenders.27

Retardation, then, must be regarded as a symptom of maladjustment, which in many instances will cause serious behavior disturbances.

Truancy is a frequent symptom of a child's poor adjustment in school, perhaps because the curriculum is unsuited to him, or the teacher lacks the understanding he needs, or he has a reading disability or some physical defect. The

26H. W. Thurston, Juvenile Delinquency, pp. 52-53.
school's failure to see the child as a total personality
with a life apart from the classroom contributes to delin-
quency in many cases.

In a study of 660 runaway boys who were arraigned in
the Children's Court of New York City, 70 per cent reported
that they had deserted because of trouble at home, and 37
per cent reported having had trouble in school. Armstrong
presented other data to show that "family maladjust-
ments are the general cause of a boy deserting his home
and the school plays a conspicuous role in stimulating this
reaction." 29

In a study of 1,000 delinquents, it was found that 75
per cent of these boys were school truants and another ten
per cent presented behavior difficulties of other kinds in
the classroom, so that in a total of 85 per cent of the
cases, symptoms of anti-social behavior were evident in
school. 30

In 1927, 38 per cent of the total boy population of
Brooklyn lived in five areas which were, on the whole, of
low economic level. Delinquency rates were relatively high,
with more than half of the boy delinquency and persistent
truancy cases falling within those five areas. 31

29 Ibid.
30 Thurston, op. cit., pp. 40-41. 31 Ibid., p. 176.
During the past century many studies have been made which indicate that the incidence of officially recorded delinquency and crime varies from one locality to another. In a study of the home addresses of approximately 60,000 male individuals in Chicago who had been dealt with by school authorities, the police, and the courts as actual or alleged truants, delinquents, or criminals, it was clearly demonstrated that the rate of all three groups varied widely among the local communities in the city. The low-income communities near the centers of commerce and heavy industry had the highest rates, while those in outlying residential communities of higher economic status were more or less uniformly low.\(^{32}\)

In a recent study, Healy and Bronner compared a delinquent group with a non-delinquent group from the same families. It was found that 40 per cent of the delinquents showed marked dislike for their school, and 13 per cent a dislike for some teacher, whereas among the control group only four per cent indicated such dislikes.\(^{33}\)

In 1946 Alonzo F. Myers of New York University made the following statement:

\(^{32}\)Clifford Shaw and Henry D. McKay, *Juvenile Delinquency and Urban Areas*, p. 3.

In large proportion the young people now entering the teaching profession are coming from the lower 50 per cent of their classes, scholastically, socially, and physically. With one of every ten teachers now having a below-standard license, it is easy to see how far education has deteriorated; in 1941 only one of every two hundred teachers held emergency certificates.  34

During the school year 1945-1946, the following summary was given of the professional training of 36,832 classroom teachers in Texas:

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<thead>
<tr>
<th>No. Teachers</th>
<th>College Training</th>
<th>Academic Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,027</td>
<td>None</td>
<td>4 yrs. H. S.</td>
</tr>
<tr>
<td>116</td>
<td>None</td>
<td>3 yrs. or less</td>
</tr>
<tr>
<td>1,371</td>
<td>1 Year</td>
<td></td>
</tr>
<tr>
<td>3,654</td>
<td>2 Years</td>
<td></td>
</tr>
<tr>
<td>4,249</td>
<td>3 Years</td>
<td></td>
</tr>
<tr>
<td>21,989</td>
<td>Bachelors Degrees</td>
<td></td>
</tr>
<tr>
<td>4,410</td>
<td>Masters Degrees</td>
<td>35</td>
</tr>
<tr>
<td>16</td>
<td>Ph. D. Degrees</td>
<td></td>
</tr>
</tbody>
</table>

Over 28 per cent of these classroom teachers were teaching on below-standard qualifications.

In a study conducted by the Work Committee of the Texas Study of Secondary Education in 1946, the following findings were revealed:

Of the 205 schools which reported on teachers with qualifications below pre-war standards, only 57 had no such teacher; that is to say, approximately three-fourths of the schools had

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one or more substandard teachers. Forty-two schools had five or more, while one school reported forty-five. Ten of the sixty-eight smaller schools had more than 50 per cent of teachers unqualified in terms of pre-war standard. While five of the middle group and three of the large schools were so handicapped,

No one presumes to know the most desirable ratio of men to women on a high school staff, but if the high school is to reflect normal society at large the ratio should not be far from 1 to 1, possibly somewhat lower, 4 to 5 for example. Of the 199 schools reporting, 42 per cent had a lower ratio than one man to three women on their staffs.

Substandard teachers were mentioned most often by each group of schools as the most serious handicap, and accounted for 27 per cent of the total cases reported. Over-loaded teachers ranked high as the most serious handicap in two groups of larger schools. Inability to get any teachers at all for certain non-academic fields were frequently reported by small schools.

A number of school executives named lack of funds as their chief handicap.

A larger proportion of teachers had classes outside their field of preparation in the small schools than the larger schools.36

With the growing interest in leisure time activity, supervised recreation has emerged as a possible prevention of delinquency among juveniles.

Statistical compilation indicates that the average criminal, twenty-one years of age, has spent no more than four per cent of his working time exposed to school educational influences, while 96 per cent of his time has been

spent in circumstances equally vital but educationally de-
structive.  

In a forum discussion of the causes of delinquency,
Butcher had this to say about recreation:

The fact that leisure or spare time is the
danger period in the life of boys and girls is
no longer debatable. Anywhere from 70 to 80 per
cent of all juvenile delinquency takes place in
spare time after school hours.

Despite the need for recreation, the majority of young
people in the United States do not participate in any organ-
ized recreation and leisure time program. Six recent studies
of the extent to which adolescents use organized group rec-
reation reveal that only one-third of the young men and one-
fourth of the young women in urban areas have any organized
affiliation with churches, school activities, professional
activities, and private clubs as well as youth-serving
agencies.

A vital part of any school’s program should include
many clubs and recreational activities which develop leisure
time and vocational interests and hobbies. Every child
should participate in a club program, either in school or
out.

37 Sheldon and Eleanor Glueck, Preventing Crime, pp. 95-96.
38 Thurston, op. cit., p. 50.
39 National Conference on Prevention and Control of Ju-
The home, the school, and the church are important factors in personality development. On the subject of religion, Andrew O. Allen made this shocking statement:

Where are we headed in America with 26,000,000 boys and girls, many of them from the homes of the so-called elite, receiving no religious instruction at all? They are not getting it in the home. They are not getting it in the public school. They are not attending the services of any church. This is serious. Think of it! Twenty-eight million citizens of tomorrow without instruction in the word of God to create spiritual and moral convictions sufficient even to begin a stabilizing influence in their lives.40

The Gluecks found only 6.5 per cent of their reformatory men attending church regularly before commitment, 88.5 per cent were irregular in attendance, and 3 per cent were non-church goers.41

According to Mary Skinner:

There are many children attending public schools who are not attending any church school. The Crusade for Christ, sponsored by Methodist Churches in 1948, plans to secure the church school membership and attendance of public school children. Naturally, any approach to the public school should be in the interest of all churches of the community. For that reason, whenever possible, it should be an interdenominational approach.

In many communities public school teachers are already actively interested in the church

41 Sheldon and Eleanor Glueck, 500 Criminal Careers, (1930), pp. 131-132.
school attendance of school children. Sometimes a religious census to discover the church preferences of all school children is included in the records of the public schools.42

Summary

Through careful analysis of the accumulated data on causal factors of juvenile delinquency which should be of major concern to the school, the following causes have been cited as those for which the school should at least be partially responsible:

1. Physical defects resulting from disease, accident, and neglect which are widespread among all school children and to a marked degree among delinquents.

2. Seriously maladjusted personalities which have resulted from misguided attempts of children to adjust themselves to conditions which were beyond their control.

3. Retardation, which produces a feeling of insecurity, often appearing as the chief cause of delinquency.

4. Inelastic curricular requirements which are often recognised as a cause of school maladjustment, as manifested in truancy and retardation.

5. A lack of teachers adequately prepared to cope with problem children, which has contributed to their delinquency.

6. Socio-economic conditions in the low-income areas where there is the greatest deprivation and frustration.

7. Leisure time without opportunities for wholesome recreation.

8. A lack of moral training, which has led to misbehavior and to association with others of unethical character, often leading to delinquency.
CHAPTER III

PRESENTATION AND INTERPRETATION OF DATA

CONCERNING CLEBURNE

Data on the City of Cleburne

The purpose of this chapter is to analyze data of Cleburne which might bear on juvenile delinquency. The data used to make this study were assembled in Cleburne, Texas, which is the county seat of Johnson County. It is located twenty-eight miles south of Fort Worth, and forty-nine miles southwest of Dallas.

The following facts were obtained from the office of the Cleburne Chamber of Commerce:

The population in 1940 was 10,556, distributed thus:

Native White  93.83%
Foreign Born White  .57%
Latin-American  .75%
Negro  4.85%

The 1949 population is estimated at 18,000, which shows an increase of approximately 75 per cent within the last nine years.

The Gulf, Colorado, and Santa Fe Shops are located here and now employ some two thousand persons.

Cleburne is known as a city of many churches -- in fact, it has thirty-four, representing ten denominations. It has two hospitals, one being the new $500,000 City-County Hospital. It has five modern medical clinics and two banks, with
total deposits of some $10,000,000, and a Carnegie Public Library with approximately twenty-five thousand volumes.

Cleburne boasts an ice and cold storage plant, flour and feed mills and two cotton gins; two wholesale groceries, an ice cream factory and a Coca-Cola Bottling Company, three indoor theatres and one drive-in theatre.

Among the industries are a farm mister manufacturing plant, a manufacturer of stove vents, stock feeders, and oscillating room coolers, a manufacturer of industrial wiping cloths and a new plant manufacturing door seals, a piano bench manufacturer, and two strictly modern manufacturers of work clothing and ladies wearing apparel. Each of these employs some 150 persons. A $500,000 limestone manufacturing plant was recently completed, and is now in operation.

Cleburne has a modern radio station and one weekly and one daily newspaper.

The city has a Business and Professional Women's Club, three Garden Clubs, and a new Country Club. The ladies have numerous social and study clubs and the men have several fraternal organizations. The American Legion has a new modern building with an auditorium and banquet room.

For recreation, Cleburne has a modern park with swimming pool and athletic fields, and four concrete tennis courts.

The four service clubs of Cleburne are exceedingly active. The Rotary Club sponsors distribution of fine purebred Jersey calves to Future Farmers of America and 4H Club boys. They have placed over one hundred calves this year at a cost of not less than $200 each. The Kiwanis Club operates on the same basis with purebred chickens, and the Lions Club with registered pigs.¹

The following account of the Optimist Club and its work was reported in the local newspaper:

¹Cleburne Chamber of Commerce Pamphlet, 1949, p. 3.
The Optimist Club sponsors a youth development program.

The boys' work chairman gave these facts concerning the program to the reporter.

The Junior Optimist Club, composed of boys between the ages of eight and eighteen, has a membership of 138.

The club was organized five months ago. Entrance fees are 25 cents per member and dues are ten cents each month.

The principal purpose of the club is to teach the boys how to become good citizens. Activities for the boys include boxing, basketball, volley ball, tennis, and many other supervised forms of entertainment. The members are taught what is meant by fair play and how to get along with their fellow man.

It is the prayer of the Junior Optimist Club and their sponsors to have a club house and gym of their own. At present they are meeting on the second floor of the First Baptist Church.

The chairman reported no delinquency among any of the club members since organization of the club. He believes that if the people of Cleburne could realize how much good a Recreation Building would do for their youngsters, they would not hesitate to back the movement 100 per cent.²

The Cleburne Times Review printed the following report on the Yellow Jacket Club:

The Yellow Jacket Club was organized January 7, 1949. In the constitution the purposes of the club are outlined as follows: (1) To sponsor a sound scholastic athletic program throughout the Cleburne Public School System; (2) To supervise and sponsor a general summer athletic and recreational program for youth (boys and girls) of school age.

²Cleburne Times Review, January 31, 1949, p. 3.
The first purpose functions in cooperation with and under advisement of the Cleburne Public School Administration and the Texas Interscholastic League. It is the plan of the club to undergird the athletic program in the ward schools of Cleburne and to assist the High School athletic program to any extent desired by the school authorities.

The second purpose is the immediate objective of the club; to sponsor a summer recreational program for the boys and girls of Cleburne. It is the desire of the club to work in cooperation with the programs of the City Park Board, the Softball League, the Public School System Summer Program, the Church Athletic League, Campfire Girls, and Boy Scouts, by underwriting the efforts of these groups, so that our entire program will be expanded.

The financing of the efforts of the club is planned as follows: First, it is hoped that one thousand citizens will join the effort. A membership fee of five dollars will raise five thousand dollars as the initial sum with which to begin. Second, the club will sponsor certain athletic events which will also add to the budget for each year.³

Data on School Communities

Cleburne is a city made up of several communities. Each of its five school districts could be considered a community within itself.

The population of the southwest portion is composed mainly of families of the highest income in the city. The men are almost exclusively engaged in large business enterprises, or as doctors, lawyers, dentists, and salaried professionals. Most of the families spend their leisure hours at

the Nolan River Country Club. The mothers in this district usually belong to clubs and have considerable social life, often employing "baby sitters" to care for their children.

The children attend the Junior High School which houses the first six grades from that school district and the seventh grade from the entire city. Before the erection, in 1919, of the new high school, just a block away, this building served as the Cleburne High School. It is much in need of repairs.

The population of west and northwest Cleburne consists of families whose male heads are employed as salaried executives, or as conductors, firemen, brakemen, or foremen for the Gulf, Colorado, and Santa Fe Railway Company. The majority of these people own nicely furnished, well-kept homes. Social life in this district is likely to include the entire family, few "baby sitters" being employed. J. N. Long Elementary School serves this district.

The northern and northeastern section of the city, served by the Irving School, is a mixture of the professional and the laboring classes of people. Most of these derive their livelihood from wages and salaries. These employed groups are scattered in the shops, offices, banks, and public services. Some of the mothers are gainfully employed as school teachers, nurses, music teachers, and stenographers.

The northeast portion lies within the neighborhood of the Santa Fe Shops. The breadwinners are poor but honest
hard workers with large families and do not, as a rule, own
their homes.

The southern section of the city, served by the Adams
School, compares favorably with the north and northeast por-
tion. The male heads of a majority of these families are
semi-skilled laborers. Many of them are employed by the
Consolidated Vultee Aircraft Corporation in Fort Worth.
Their earnings are spent as they are made and little is saved
for "a rainy day".

The eastern part of the city is served by the Santa Fe
School. A minority of the people in this section have suf-
ficient income for the conveniences and comforts of life. A
goodly number operate small businesses, such as corner gro-
cerries, filling stations, and greenhouses. In a majority of
the families, the male head is an unskilled or semi-skilled
laborer. Income from wages is hardly enough to obtain the
bare necessities of life. Many of the mothers and daughters
work in the sewing rooms of the local clothing manufacturers.
As a rule, the child reared near the shops learns very early
in his teens that his family is not accepted for various
reasons, such as areas of residence, type of residence, or
occupation of parents.

The following points brought out by A. B. Hollinghead,
in his book, *Elmtown's Youth*, ring particularly true in re-
lation to children in Cleburne:
Children's behavior patterns are established primarily by their early experiences in the family and secondarily in the neighborhood; and second, similar experiences in family and neighborhood mold children into similar social types because their learning in both areas tends to be strongly associated with class. The great majority of these children have had most of their childhood experiences in the intimate, limited area of family and neighborhood. 4

Data on Juvenile Delinquency in Cleburne

During the years 1944 to 1946 inclusive, there have been one hundred twenty-one cases of juvenile delinquency tried in the Johnson County Juvenile Court. Seventy-five of the delinquents were residents of Cleburne. In this study these boys and girls will be referred to as official delinquents.

Tables 1 and 2 show the frequency distribution of the chronological ages of the official delinquents who were tried in juvenile court and the charges preferred against them.

The data in Table 1 show that of the seventy-five juveniles who came before the court, fifty-two were boys and twenty-three were girls. Seventy-six and nine-tenths per cent of the boys fell within the thirteen, fourteen, fifteen, and sixteen-year age groups. The largest percentage (28.8) of boys was found in the fifteen-year age group. Ninety-one and three-tenths per cent of the delinquent girls fell in the

fourteen, fifteen, and sixteen-year age group. The largest percentage (34.8) of the girls was found in the fourteen year age group.

TABLE 1

FREQUENCY DISTRIBUTION OF CHRONOLOGICAL AGES
OFFICIAL JUVENILE-DELINQUENTS IN CLEBURNE
FROM 1944 TO 1948 INCLUSIVE

<table>
<thead>
<tr>
<th>Age of Child when referred to Court</th>
<th>Juvenile-Delinquency Cases</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>4</td>
<td>.</td>
<td>4</td>
<td>7.7</td>
<td>.</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>5.8</td>
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</tr>
<tr>
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<td></td>
<td>4</td>
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<td>5</td>
<td>7.7</td>
<td>4.3</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>4</td>
<td>.</td>
<td>4</td>
<td>7.7</td>
<td>.</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>11</td>
<td>8</td>
<td>19</td>
<td>21.2</td>
<td>34.8</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>15</td>
<td>6</td>
<td>21</td>
<td>28.8</td>
<td>26.1</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>10</td>
<td>7</td>
<td>17</td>
<td>19.2</td>
<td>30.4</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>1</td>
<td>.</td>
<td>1</td>
<td>1.9</td>
<td>.</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>52</td>
<td>23</td>
<td>75</td>
<td>100.0</td>
<td>99.9</td>
</tr>
</tbody>
</table>

It is noted that the highest percentage of the delinquents, both boys and girls, fall in the age groups of fourteen and fifteen.

These figures show that most serious behavior problems first manifest themselves in the junior high school age group, although they may be the outcome of personality traits or attitudes which began to develop in early childhood.

These statistics correspond with the figures given by Willie Pigg in a recent study of juvenile delinquency in
Montague County, Texas, in which she found the most common age of boy delinquents to be between fourteen and sixteen and that of girl delinquents to be between fifteen and seventeen. In a report issued by State Auditor, C. H. Cavness, these figures were also shown to correspond with those of the inmates of the Texas reformatories on June 10, 1947.

Reasons for Reference to Court

The offenses for which the juveniles from Cleburne were arraigned before the juvenile court are shown in Table 2.

**Table 2**

75 OFFICIAL JUVENILE-DELINQUENCY CASES IN CLEBURNE FROM 1944 TO 1948 INCLUSIVE: REASONS FOR REFERENCE TO COURT.

<table>
<thead>
<tr>
<th>Reasons for Reference to Court</th>
<th>Juvenile-Delinquency Cases</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>Boys</td>
</tr>
<tr>
<td>Total Cases</td>
<td></td>
<td>75</td>
<td>52</td>
</tr>
<tr>
<td>Theft</td>
<td></td>
<td>21</td>
<td>18</td>
</tr>
<tr>
<td>Truancy</td>
<td></td>
<td>19</td>
<td>16</td>
</tr>
<tr>
<td>Sex Offenses</td>
<td></td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Incorrigibility</td>
<td></td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Destruction of Property</td>
<td></td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Violence</td>
<td></td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Against Person</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


6Records of the State Auditor, Austin, Texas.
The data in Table 2 show 34.6 per cent of the boys were referred to the court for theft and 30.8 per cent were referred for excessive truancy. Of the girl delinquents, 60.6 per cent were referred for sex offenses while theft, truancy, and incorrigibility accounted for the next percentage—13.4 for each offense.

A report from the girls' reformatory in Gainesville, Texas shows that sixty-six per cent of the inmates were charged with sex offenses, whereas twenty per cent were charged with theft. The data on girl delinquents in Cleburne correspond rather closely to these statistics.

Of all delinquents, theft ranked first in the reasons for referral, sex offenses second, and truancy third.

It is significant to note that 25.3 per cent of all delinquents were referred for habitual truancy. Most educators agree that children who fail to comply with the compulsory attendance law are oftentimes handicapped by poor minds or by poor bodies or by poor methods in use in school which are not adapted to the age and interests of the children. All three of these causes should be major concerns of the school.

High Delinquency Areas

According to standard studies, the major proportion of

7Records of the State Auditor, Austin, Texas.
the delinquent population comes from the less favored socio-economic areas. Figure 1 is a map showing the distribution of places of residence of the seventy-five juveniles against whom cases were filed in the juvenile court of Cleburne from 1944 to 1948 inclusive.

This map shows that the home addresses of forty-five, or sixty per cent of the seventy-five delinquents, were concentrated in the vicinity of the Santa Fe Shops and east of the railroad tracks. These children lived within the Irving and Santa Fe school districts.

These statistics correspond to those of Clifford Shaw and Henry McKay who found in a study of home addresses of 60,000 delinquents in Chicago that the low income communities near the centers of commerce and heavy industry had the highest rate of delinquency.\(^3\)

The school must interest itself in the environment of the child it tries to teach. In many instances this will involve a certain supervision of that environment, temporary supervision that involves educating the family, industry, and social agencies to their responsibilities rather than seeking to relieve them.\(^9\)

If, according to Henry Baker, there is comparatively,

\(^3\)Shaw and McKay, *op. cit.*, p. 3.

Fig. 1.--Map showing distribution of places of residence of 75 children against whom cases have been filed in juvenile court from 1944 to 1948, inclusive.
little which regular school programs can do for alleged delinquents, because they have already reached the acute stage by the time they come in contact with the police and the courts,\textsuperscript{10} then the modern school must study its pupils in an effort to discover and to remove those causes producing delinquency.

Data on Unofficial Delinquents

From 1944 to 1948 inclusive, 181 children have come under the surveillance of the juvenile officer in Cleburne, but, as yet, have not been dealt with in the juvenile court. In this study these boys and girls will be referred to as unofficial delinquents.

A more detailed study has been made of this group as 110 of the total number are still attending the public schools of Cleburne.

Tables 3 and 4 show the frequency distribution of the chronological ages of the unofficial delinquents who have come under the jurisdiction of the juvenile officer and the types of delinquency with which they are charged.

The data in Table 3 show that there were 150 unofficial boy delinquents and thirty-one unofficial girl delinquents. Twenty and six-tenths per cent of the boys were between the ages of seven and twelve years.

\textsuperscript{10} Harry J. Baker, \textit{Introduction to Exceptional Children}, p. 364.
### TABLE 3

**FREQUENCY DISTRIBUTION OF CHRONOLOGICAL AGES OF UNOFFICIAL DELINQUENTS IN CLEBURNE FROM 1944 TO 1948 INCLUSIVE**

<table>
<thead>
<tr>
<th>Age of Child</th>
<th>Unofficial Delinquents</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>2.0</td>
<td>0</td>
<td>1.7</td>
<td>2.7</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
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<td>4</td>
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<td>1.7</td>
<td>2.2</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
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<td>3</td>
<td>1.3</td>
<td>3.2</td>
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<tr>
<td>10</td>
<td>11</td>
<td>1</td>
<td>12</td>
<td>7.3</td>
<td>3.2</td>
<td>6.6</td>
<td>6.6</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>1</td>
<td>12</td>
<td>7.3</td>
<td>3.2</td>
<td>6.6</td>
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<td>10</td>
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<td>10</td>
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<td>5.5</td>
</tr>
<tr>
<td>13</td>
<td>36</td>
<td>5</td>
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<td>24.0</td>
<td>16.1</td>
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<td>22.6</td>
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<td>26</td>
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<td>36</td>
<td>17.3</td>
<td>32.2</td>
<td>19.8</td>
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<td>31</td>
<td>15.3</td>
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<tr>
<td>16</td>
<td>20</td>
<td>6</td>
<td>26</td>
<td>13.3</td>
<td>19.4</td>
<td>14.3</td>
<td>14.3</td>
</tr>
<tr>
<td>17</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>2.7</td>
<td>0</td>
<td>2.2</td>
<td>2.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>150</td>
<td>31</td>
<td>181</td>
<td>99.9</td>
<td>99.9</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Forty-eight per cent fell within the twelve, thirteen, and fourteen-year age group. Of the unofficial girl delinquents, 48.3 per cent fell within the thirteen and fourteen-year age bracket.

This fact is indicative, just as it was in Table 1, that most behavior problems come to a climax in regard to their reaching the attention of adult authorities, at the junior high school age level.

Table 4 shows the types of delinquency reported. The data in Table 4 show that truancy predominates as the major offense of both boys and girls. Thirty-four and eight-tenths per cent of the boys and forty-five and two-tenths
### Table 4

**Unofficial Delinquents in Cleburne from 1944 to 1946 Inclusive**  
**Types of Delinquency Reported**

<table>
<thead>
<tr>
<th>Types of Delinquency Reported</th>
<th>Unofficial Delinquents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>Total Cases</td>
<td>181</td>
</tr>
<tr>
<td>Larceny</td>
<td>45</td>
</tr>
<tr>
<td>Truancy</td>
<td>63</td>
</tr>
<tr>
<td>Sex Offenses</td>
<td>10</td>
</tr>
<tr>
<td>Incorrigibility</td>
<td>14</td>
</tr>
<tr>
<td>Destruction of Property</td>
<td>38</td>
</tr>
<tr>
<td>Violence against Person</td>
<td>6</td>
</tr>
<tr>
<td>Traffic Violation</td>
<td>5</td>
</tr>
</tbody>
</table>

Per cent of the girls were truants from school. The next largest percentage (24.9) of the boys was for theft, while the second largest percentage (32.3) of the girls was for sex offenses.

Truancy ranked first as the major offense of all unofficial delinquents, theft second, and destruction of property third.

It is impossible, on the basis of available information, to state how much delinquency of a more serious nature follows truancy, but it is a matter of common agreement that
truaney is often an early symptom of a child's maladjustment in school and at home.\(^{11}\)

**TABLE 5**

**AGES OF UNOFFICIAL DELINQUENTS WHO WERE TRUANT FROM 1944 TO 1946 INCLUSIVE SEPARATE FOR BOYS AND GIRLS AND PER CENT**

<table>
<thead>
<tr>
<th>Age of Child</th>
<th>Unofficial Delinquents</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>Per Cent</td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>Years</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>4.1</td>
<td>..</td>
<td>3.1</td>
</tr>
<tr>
<td>9</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>10</td>
<td>2</td>
<td>4.1</td>
<td>7.1</td>
<td>4.8</td>
</tr>
<tr>
<td>11</td>
<td>3</td>
<td>6.1</td>
<td>..</td>
<td>4.8</td>
</tr>
<tr>
<td>12</td>
<td>3</td>
<td>6.1</td>
<td>..</td>
<td>4.8</td>
</tr>
<tr>
<td>13</td>
<td>16</td>
<td>32.6</td>
<td>14.3</td>
<td>28.6</td>
</tr>
<tr>
<td>14</td>
<td>14</td>
<td>28.6</td>
<td>35.7</td>
<td>30.1</td>
</tr>
<tr>
<td>15</td>
<td>9</td>
<td>18.4</td>
<td>42.9</td>
<td>23.8</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

This table shows that of the sixty-three unofficial delinquents who were truant 67.3 per cent of the boys and 50 per cent of the girls were in the twelve, thirteen, and fourteen-year age group. Only twelve per cent of all the unofficial delinquents were below the junior high school age level.

If truancy is a symptom of maladjustment, these data correspond to those found by Ohio mental health officials.\(^{11}\)

and a group of university professors from Ohio State University who studied 1,637 pupils in grades three and six in the Miami County, Ohio schools. They found that maladjustment was more prevalent among sixth grade than among third grade children, and that it was much greater among boys than among girls. Pupils who were retarded showed more signs of maladjustment than did those who were doing normal work.12

No school record could be found for eight of the unofficial delinquents. Table 6 shows the ages of one hundred seventy-three unofficial delinquents and their age level at the time they came under the jurisdiction of the juvenile officer.

Since the records of the juvenile officer were indefinite in many cases as to the time of year that the offenses occurred, it was impossible to determine with certainty how many children were retarded. There is a possibility of a discrepancy between the ages shown on his records and those shown on the school records which indicate ages as of September first. However, if the age of the child was more than seven for the first grade, eight for the second, and so on, it is certain that he was retarded at least one year, and he has been so designated in this table.

In respect to grade level it can be seen from Table 6 that one hundred one children were retarded one or more

12Summary of Investigations, Number One, California Test of Personality, p. 13.
<table>
<thead>
<tr>
<th>AGE &amp; GRADE LEVEL OF 173 UNOFFICIAL DELINQUENTS IN CLEBURNE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FROM 1944 TO 1948 INCLUSIVE</td>
<td></td>
</tr>
<tr>
<td>GRADE LEVEL AT TIME OF CONTACT WITH THE JUVENILE OFFICER</td>
<td></td>
</tr>
<tr>
<td>NO. OF UNOFFICIAL DELINQUENTS</td>
<td>BOYS</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>NO. OF UNOFFICIAL DELINQUENTS</td>
<td>3</td>
</tr>
<tr>
<td>NUMBER, WITH RECORD ON FILE IN CLEBURNE SCHOOLS</td>
<td>10</td>
</tr>
<tr>
<td>AGE &amp; GRADE LEVEL OF 173 UNOFFICIAL DELINQUENTS</td>
<td>3</td>
</tr>
<tr>
<td>BOYS</td>
<td>GIRLS</td>
</tr>
<tr>
<td>22</td>
<td>31</td>
</tr>
</tbody>
</table>

**TABLE 6**
times. Of this number, seventy-nine were boys and twenty-two were girls. Seventy-eight and six-tenths per cent of the girls were retarded, whereas only fifty-five and one-tenth per cent of the boys were failures. Retardation is shown to be most frequent in the fifth, sixth, and seventh grades.

James Plant says, "The armies of the maladjusted and the delinquents are largely recruited from those who are retarded in school." 13

California Tests of Mental Maturity were administered to all children in the school system in February, 1948.

Of the 181 unofficial delinquents, only one hundred ten were still attending school at the time these tests were given. Table 7 shows the intelligence quotients of these one hundred ten children.

The data show that 8.2 per cent of the children were classified as very inferior; 13.6 per cent were classified as inferior; and 35.4 per cent were rated low average. This group constitutes 57.2 per cent of the total number.

Malcolm Hatfield made the following comment:

Authorities who have studied the case histories of men in our federal and state penitentiaries find that a large percentage of convicts were problem pupils. The meager facts uncovered reveal that mental retardation was the most

13 James S. Plant, Personality and the Cultural Pattern, p. 100.
frequent problem encountered. The majority of such prisoners could be classified as dull normals. Possibly they were 'slow-learners.' The schools' failure to adapt itself to the needs of such pupils was one of the chief causes for their later delinquency.¹⁴

TABLE 7

INTELLIGENCE QUOTIENTS OF 110 UNOFFICIAL DELINQUENTS

<table>
<thead>
<tr>
<th>No. of Cases</th>
<th>65 to 70</th>
<th>70 to 74</th>
<th>75 to 79</th>
<th>80 to 84</th>
<th>85 to 89</th>
<th>90 to 94</th>
<th>95 to 99</th>
<th>100 to 104</th>
<th>105 to 109</th>
<th>110 to 114</th>
<th>115 to 119</th>
<th>120 to 124</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cases</td>
<td>110</td>
<td>9</td>
<td>3</td>
<td>7</td>
<td>5</td>
<td>10</td>
<td>13</td>
<td>13</td>
<td>23</td>
<td>4</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

DESCRIPTIVE CLASSIFICATION

<table>
<thead>
<tr>
<th>I. Q.</th>
<th>No. Cases</th>
<th>Descriptive Classification</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>130 and above</td>
<td>..</td>
<td>Very superior</td>
<td>..</td>
</tr>
<tr>
<td>115-129</td>
<td>7</td>
<td>Superior</td>
<td>6.4</td>
</tr>
<tr>
<td>100-114</td>
<td>40</td>
<td>High Average</td>
<td>36.4</td>
</tr>
<tr>
<td>85-99</td>
<td>39</td>
<td>Low Average</td>
<td>35.4</td>
</tr>
<tr>
<td>70-84</td>
<td>15</td>
<td>Inferior</td>
<td>13.6</td>
</tr>
<tr>
<td>Below</td>
<td>70</td>
<td>Very Inferior</td>
<td>8.2</td>
</tr>
<tr>
<td>Totals</td>
<td>110</td>
<td></td>
<td>100.0</td>
</tr>
</tbody>
</table>

Ballock used the California Test of Personality on 255 boys attending the Frazier Detention Home School in Portland, Oregon. He found that the lower the intelligence quotient

¹⁴Malcolm Hatfield, Children in Court, p. 58.
the greater was the maladjustment of the boys who were admitted.\textsuperscript{15}

Figure 2 is a map showing the places of residence of the 181 unofficial delinquents in Cleburne, Texas, from 1944 to 1948, inclusive.

It is interesting to note that the same conditions of concentration and scatter exist as were revealed in the spot map of home addresses of official delinquents in Figure 1. One hundred two or 55.4 per cent of the unofficial delinquents live in the same locale--adjacent to the Santa Fe Shops and yards and east of the railroad tracks. This is important to note because it is a recognized fact that the distribution of delinquency indicates the focal points of trouble.\textsuperscript{16}

Data on Present Enrollment

It is not the purpose of this study to determine the extent of delinquency in Cleburne. That delinquency exists all over our nation in dangerous amounts is all too evident. Whether it is increasing or decreasing is of secondary importance. The facts are that we have more maladjustments in our schools than we can afford.


\textsuperscript{16} Martin H. Neumeyer, \textit{Delinquency in Modern Society}, p. 35.
Fig. 2.—Map showing distribution of places of residence of 181 unofficial juvenile delinquents in Cleburne, Texas from 1944-1948, inclusive.
Every school is faced with the problem of planning educational programs designed to meet pupil needs just as the doctor diagnoses health difficulties and plans remedial treatment.

It is fairly evident that retardation is a causal factor of juvenile delinquency, and as such it is important to this problem to determine the per cent of retardation in the Cleburne schools today.

Table 8 shows the extent of retardation in the Cleburne white schools for the year 1948-1949, based on original entries.

In determining the number of retarded children, the method used enumerates the children by ages and grades and puts all the children who are older than a determined age into a group designated "Above Normal Age". The children who are older than they should be for the grade they are in are considered retarded.

In order to enter the first grade of the Cleburne schools, the child must have reached the age of six on or before September the first of the school year in which he wishes to enroll. In other words, if his sixth birthday falls on September the second, then, according to the rule in Cleburne, he was only five years and eleven months old on September the first and is not eligible for enrollment. A child who was seven years old on or before September the
TABLE 8
EXTENT OF RETARDATION IN CLEBURNE WHITE SCHOOLS
GRADE & AGE DISTRIBUTION BASED ON ORIGINAL ENTRIES FOR SCHOOL YEAR (1948-49)

<table>
<thead>
<tr>
<th>AGE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>240</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>244</td>
</tr>
<tr>
<td>7</td>
<td>21</td>
<td>215</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>245</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>33</td>
<td>185</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>231</td>
</tr>
<tr>
<td>9</td>
<td>4</td>
<td>30</td>
<td>171</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>213</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>1</td>
<td>17</td>
<td>38</td>
<td>151</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>214</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>2</td>
<td>10</td>
<td>32</td>
<td>177</td>
<td>6</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>229</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>3</td>
<td>9</td>
<td>59</td>
<td>145</td>
<td>28</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>248</td>
</tr>
<tr>
<td>13</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>15</td>
<td>52</td>
<td>104</td>
<td>15</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td>202</td>
</tr>
<tr>
<td>14</td>
<td>1</td>
<td>3</td>
<td>20</td>
<td>40</td>
<td>63</td>
<td>96</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>207</td>
</tr>
<tr>
<td>15</td>
<td>1</td>
<td>8</td>
<td>17</td>
<td>32</td>
<td>61</td>
<td>61</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>193</td>
</tr>
<tr>
<td>16</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>17</td>
<td>19</td>
<td>30</td>
<td>72</td>
<td></td>
<td></td>
<td></td>
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<td>145</td>
</tr>
<tr>
<td>17</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>21</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>44</td>
</tr>
<tr>
<td>18</td>
<td>1</td>
<td>7</td>
<td>3</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td>21</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>265</td>
<td>258</td>
<td>246</td>
<td>238</td>
<td>205</td>
<td>262</td>
<td>234</td>
<td>195</td>
<td>134</td>
<td>168</td>
<td>123</td>
<td>169</td>
<td>2497</td>
</tr>
<tr>
<td>ABOVE NORMAL AGE</td>
<td>2.5</td>
<td>39</td>
<td>52</td>
<td>56</td>
<td>46</td>
<td>79</td>
<td>83</td>
<td>62</td>
<td>54</td>
<td>26</td>
<td>28</td>
<td>40</td>
<td>590</td>
</tr>
<tr>
<td>PERCENT ABOVE NORMAL AGE</td>
<td>9.4</td>
<td>15.1</td>
<td>21.1</td>
<td>23.1</td>
<td>22.4</td>
<td>26.3</td>
<td>35.5</td>
<td>31.7</td>
<td>38.7</td>
<td>15.2</td>
<td>21.1</td>
<td>25</td>
<td>23.6</td>
</tr>
</tbody>
</table>
first was of school age the previous year and was entitled to enrollment in the first grade. Therefore, in this study, he has been designated as a "retarded" pupil.

The heavy line running through the table divides the pupils of each grade in such a way as to leave the pupils of normal age above the line and those "above normal age" below the line.

The data in Table 6 show that large numbers of children in grades ten, eleven, and twelve were younger than the determined age for their respective grades. In 1940, Cleburne changed from an eleven-year to a twelve-year-course for the completion of a child's training in its schools. At that time the children of superior intelligence were advanced two grades, and those of average intelligence received the usual promotion. Therefore, these children in grades ten, eleven, and twelve were receiving only eleven years of schooling, which accounts for their extreme youth.

It is probable that the influx of veterans may account for some of the pupils above normal age enrolled in the eleventh and twelfth grades.

The largest per cent (38.7) of retarded pupils appeared in grade nine. Thirty-five and five-tenths of the seventh grade children are retarded. The eighth grade ranks third with thirty-one and seven-tenths of the pupils designated as above normal age. Twenty-three and six-tenths of all the
children enrolled are above normal age for their grades.

Ayres says:

In every school the retarded children constitute serious problems for the teachers. They are misfits in their classes and require special attention if they are to do satisfactory work. They are found in all school systems but are by no means equally common in all systems. 17

Ayres states further that "on the average about 33 percent of all the pupils in our public schools belong to the class "retarded". 18

Gleburne, then, ranks below the average in the extent of retardation in its schools.

Even though the per cent of retardation is greatest at the junior high school age level, it must also be recognized that many of these children have suffered failure in grades below the junior high level. A study was made to determine the extent of retardation in the five white elementary schools of Gleburne and to discover where the greatest percent of retardation existed.

From Table 9 it can be seen that there is a high variability between the elementary schools in respect to the retarded group. Santa Fe School ranks first with a percentage of 32.3; Adams, second with 22.4; Irving, third with 18.1; Junior High Elementary, fourth with 14.3; Long, fifth with 12.5.

18Ibid.
TABLE 9

PER CENT OF RETARDED PUPILS BY BUILDINGS FOR SCHOOL YEAR 1948-1949 BASED ON ORIGINAL ENTRIES SEPARATE FOR BOYS AND GIRLS

<table>
<thead>
<tr>
<th>School</th>
<th>Number Enrolled</th>
<th>Boys Retarded</th>
<th>Girls Retarded</th>
<th>Per Cent Boys Retarded</th>
<th>Per Cent Girls Retarded</th>
<th>Total Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams</td>
<td>227</td>
<td>28</td>
<td>23</td>
<td>12.3</td>
<td>10.1</td>
<td>22.4</td>
</tr>
<tr>
<td>Long</td>
<td>263</td>
<td>25</td>
<td>8</td>
<td>9.5</td>
<td>3.0</td>
<td>12.5</td>
</tr>
<tr>
<td>Irving</td>
<td>454</td>
<td>49</td>
<td>34</td>
<td>10.7</td>
<td>7.4</td>
<td>18.1</td>
</tr>
<tr>
<td>Santa Fe</td>
<td>300</td>
<td>64</td>
<td>33</td>
<td>21.3</td>
<td>11.0</td>
<td>32.3</td>
</tr>
<tr>
<td>Junior High</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Elementary)</td>
<td>230</td>
<td>23</td>
<td>10</td>
<td>10.0</td>
<td>4.3</td>
<td>14.3</td>
</tr>
<tr>
<td>Total</td>
<td>1,474</td>
<td>189</td>
<td>108</td>
<td>10.8</td>
<td>8.0</td>
<td>18.8</td>
</tr>
</tbody>
</table>

This would seem to indicate that children of homeowners, professional and business people of comfortable means are less likely to be retarded than children of marginal groups.

To guide pupils most effectively it is necessary to know as much as possible about each one's degree of intelligence. Knowing the level of mental maturity or intelligence for the individual schools, the administrators and teachers are provided valuable information concerning the level of achievement which should be attained by each school and the variations which should be expected among the various schools of the city.

Table 10 shows the median intelligence quotients of all schools of Cleburne as revealed from a study of the
California Tests of Mental Maturity which were given in February, 1948. Due to crowded conditions the seventh grade is housed in the same building with the Junior High elementary grades and the eighth grade has been pushed up into the high school. In this study it seems advisable to consider them as separate units in order to obtain the median intelligence quotients for all elementary schools and for the high school.

**TABLE 10**

**MEDIAN INTELLIGENCE QUOTIENTS OF THE WHITE SCHOOLS OF GLEBURN--DETERMINED FROM CALIFORNIA TESTS OF MENTAL MATURITY ADMINISTERED IN 1948**

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Number of Grades</th>
<th>Median I. Q.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams Elementary</td>
<td>6</td>
<td>98</td>
</tr>
<tr>
<td>Long Elementary</td>
<td>6</td>
<td>107</td>
</tr>
<tr>
<td>Irving Elementary</td>
<td>6</td>
<td>102</td>
</tr>
<tr>
<td>Santa Fe Elementary</td>
<td>6</td>
<td>96</td>
</tr>
<tr>
<td>Junior High Elementary</td>
<td>6</td>
<td>102</td>
</tr>
<tr>
<td>Junior High (Seventh)</td>
<td>1</td>
<td>95</td>
</tr>
<tr>
<td>High School (Eighth)</td>
<td>1</td>
<td>87</td>
</tr>
<tr>
<td>High School (Nine-Twelve)</td>
<td>4</td>
<td>106</td>
</tr>
</tbody>
</table>

The data in Table 10 show that the median intelligence quotient of the children in Santa Fe and Adams Schools is below average. J. N. Long School with the lowest per cent of retarded children rates highest with a median intelligence quotient of 107.

The data on the median intelligence quotients of the
seventh and eighth grades also correlate with the data on retarded children in those grades.

The median intelligence quotient for the grades nine through eleven was 106. Some educators say that a pupil must have an intelligence quotient of at least 110 to be successful in the average conventional high school, and approximately 80 per cent of the boys and girls make a score less than that. 19

Summary

Official Delinquents

1. Of the seventy-five official delinquents, 58.6 per cent were in the junior high school age group.

2. Sixty and eight-tenths per cent of the delinquent girls were referred for sex offenses and 34.6 per cent of the boys were referred for theft.

3. One-fourth of all the official delinquents were referred for habitual truancy.

4. Forty-five or 60 per cent of all official delinquents lived in the vicinity of the Santa Fe Shops.

Unofficial Delinquents

1. Of the 181 unofficial delinquents 48.3 per cent of the girls and 46 per cent of the boys fell in the junior high school age level.

2. Truancy ranked first as the major offense of all unofficial delinquents; theft, second and destruction of property, third.

3. Of the sixty-three who were truant, 67.9 per cent were in the twelve, thirteen and fourteen-year age group.

4. Of the 173 unofficial delinquents, for whom school records were available, one hundred one were retarded one or more times. Retardation is shown to be most frequent in the fifth, sixth, and seventh grades.

5. Of the 110 unofficial delinquents who were attending school at the time the California Tests of Mental Maturity were administered, seven or 6.2 per cent rated very inferior (below 70), 13.6 per cent rated inferior, and 35.4 per cent rated low average. A total of 57.2 per cent fell in the "below average" classification. Mental retardation has proved to be the most frequent problem encountered in studies of case histories of convicted criminals. Some caution must be used in drawing this conclusion, however, as it may mean that only the slow thinking "get caught".

6. One hundred two of the 181 (55.4 per cent) live in the same locale as did the majority of official delinquents. This is important to note because the distribution of delinquency indicates the focal point of trouble. Maps showing the concentration of delinquency cannot be considered accurate, however, because the density of population in one
area may be greater than that in another, yet for school purposes these maps can point out the need for police supervision, Boy Scout troops, playground supervision, and other activities which supplement and improve the school's own efforts.

Present School Enrollment

1. The largest per cent (36.7) of retarded pupils was in grade nine. Thirty-five and five-tenths per cent of seventh grade pupils and thirty-one and seven-tenths per cent of the eighth grade were above the normal age.

2. There was a high variability between the elementary schools in respect to retardation. Santa Fe was first with a percentage of 32.3; Adams, second with 22.4; Irving, third with 18.1; Junior High, fourth with 14.3; and J. N. Long, fifth with 12.5.

3. The median intelligence quotients for Santa Fe and Adams School were below average. This agrees with the facts found on retardation in those schools.

The median intelligence quotient for the seventh grade was 95; for the eighth grade, 87; and for the high school, 106.

4. The percentage (26.3) of retarded pupils in the Cleburne schools was below the average.
CHAPTER IV

POSSIBLE PROCEDURES FOR REMOVAL OF FACTORS CONTRIBUTING TO DELINQUENCY

The purpose of this chapter is to suggest creative, preventive, and remedial treatment for those problems of juvenile delinquency which were pointed out in Chapters II and III, and to determine what programs and facilities are available in the Cleburne schools as preventive agencies.

Summary of Problem Areas

In Chapter II, the following causes of juvenile delinquency were discovered to be the ones for which the school is at least partially responsible: (1) physical health; (2) mental health; (3) socio-economic conditions; (4) retardation and truancy; (5) inelastic curricular requirements; (6) inadequate teachers; (7) leisure time; and (8) ethical character.

In Chapter III, from analysis of the situation in Cleburne, the following facts were established:

1. Truancy was the chief offense of all unofficial delinquents and was also the charge against one-fourth of all official delinquents.

2. Most behavior problems of both official and
unofficial delinquents came to a climax, in regard to their reaching the attention of the juvenile court or adult authorities, at the junior high school age level.

3. The concentration of delinquency, as shown in maps of places of residence, of both official and unofficial delinquents, was in the low-income area near the Santa Fe Shops.

4. Sixty-seven and nine-tenths of unofficial delinquents charged with habitual truancy, were in the junior high school age bracket.

5. Sixty and eight-tenths per cent of official girl delinquents were charged with sex offenses. Theft ranked first as the charge against all official delinquents.

6. More than one-half of the unofficial delinquents rated below average in intelligence.

7. In the present school population, retardation was found to be most frequent in the fifth, sixth, and seventh grades.

8. The percentage (23.6) of all retarded pupils in the Cleburne schools was less than the average.

9. The median intelligence quotients for the seventh and eighth grades and grades nine through twelve were 95, 87, and 106 respectively.

10. The median intelligence quotients of Santa Fe and Adams Schools were below average.
Application of National Standards to Problem Areas

As a basis for this study, the standards set up in 1946 by the National Conference on Prevention and Control of Juvenile Delinquency will be applied to those problems discovered in Chapters II and III, and methods used in other schools will also be included in an effort to map out a treatment program suited to the Cleburne situation.

Some basic obligations are pointed out by the National Conference which should be the responsibility of the school superintendent and his staff, namely:

To study the nature and extent of juvenile delinquency in the community.

To evaluate the effectiveness of the schools as a preventive agency, in terms of the items emphasized in the following questions:

1. Does your school know its individual pupils?
2. Does your school program meet the needs of individual pupils?
3. Does your school carry on a continuous program of curriculum revision and planning?
4. Are the teachers of your school alert to tell-tale signs of potential or beginning delinquent behavior?

a. Is the child unfriendly or seclusive?
b. Is he failing in his school work?c. Does he play truant?
d. Is he in good physical condition?e. Does he show many fears?f. Is he rejected and unwanted at home, on the playground, or in school?g. Does he run with a gang?h. Does he have any contact with a supervised recreational program in the community?
i. Does he have a church or Sunday School affiliation?
j. Does he plan to leave school?
k. Does he live in a high delinquency neighborhood?
l. Does the child show marks of poverty?
m. Does he live in a crowded and unattractive home?
n. Does he have academic limitations or special disabilities that interfere with his learning?
o. Does he come from a broken or deserted home?
p. Does his mother work outside the home?

5. Does the school make available special services to aid the teacher in understanding and adjusting pupils?

6. Does your school offer an organized guidance and counseling service to all pupils?

7. Does your school see that every child of school age attends school regularly and that the curriculum is of such value that he desires to continue learning either in school or out of school?

8. Does your school aim to develop children who are effective family members and who will be effective parents later?

9. Is your school concerned with the moral and religious growth of the pupils?

10. Is there an organized health and nutritional program in your school?

11. Is the emotional climate in your school conducive to learning and wholesome pupil growth and development?

12. Does your school provide for democratic living?

13. Does your school utilize the most effective methods in assisting pupils to learn?

14. Does your school have effective class size?
15. Are new teachers adequately prepared to take their place in the modern school?

16. Does your school carry on a planned program of in-service training of staff personnel?

17. Does your school assign some of the most competent teachers to classes in high delinquency areas and in underprivileged neighborhoods?

18. Does your school maintain close contact with every child's home and neighborhood?

19. Does your school offer many and varied activities for the leisure time of its pupils?

20. Is your school plant designed for school and community recreational activities and is it available for such use outside of school hours?

21. Does your school consider its learning outcomes and goals in terms of desired changes in behavior?

To take such steps as the following in the preventive program of the schools:

1. See that members of the school staff are cognizant of their duties in aiding pupil adjustment.

2. Make every effort to secure appropriate supplies, equipment, and other needed facilities for the school program.

3. Recommend for employment persons qualified to understand pupil behavior and to use appropriate adjustment measures.

4. Maintain active cooperating contacts with welfare and recreational agencies of the community, with churches, courts, and the police.

5. Provide a curriculum suitable for the growth, needs, and interests of children.
6. Develop opportunities for in-service training of staff.

7. Develop recreational program for children in their leisure hours.

8. Plan a system of recording pupil progress which considers the child's total adjustment.

9. Plan school schedules so as to allow time for individual teachers to work with individual children.

10. Hold staff clinical conferences to consider individual pupil's problems.

11. Plan for remedial instruction, particularly in reading, for children needing such attention.

12. Give special attention to meeting the needs of children living in congested and underprivileged areas.

13. Follow up absentees.

14. In recognition of the school-leaving period as a focal point of trouble and of education's responsibility for assisting youths in the transition from school to the vigorous demands of the work-a-day world, it is recommended that a specialized guidance and placement service be established for youths.

15. Plan for visits on the part of staff members to the homes of children to strengthen home-school cooperation.

16. In every way possible bring parents into the school.

17. Develop an adequate testing program including tests for intelligence, achievement, aptitudes, interests and personality adjustment.

18. Develop an effective guidance program
including individual interviews, group orientation, and occupational information resources.¹

In meeting the problem of health, the conference suggests:

Every school should provide a basic course of health instruction to be carried on by all teachers at all grade levels. Shower facilities should be available, hot lunches should be provided, rooms should be well-lighted, towels and hot water should be available for washing hands, toilet and drinking facilities should be thoroughly sanitary.

The health services of a doctor, dentist and nurse, assigned to the school should be available in the school health clinic. Periodic physical and dental examinations should be held. These physical examinations should be complete and not the cursory medical inspection type. Physical defects and handicaps noted should be followed up and all remedial defects should be called to the attention of the parent who should see that they are corrected as soon as possible. Remedial work should be provided for children whose parents cannot afford the cost.²

Ellington reports that more advanced school systems everywhere are working with the health department to provide periodic examinations of all children by physicians and more frequent examinations by nurses and dental hygienists. These examinations include visual and hearing tests and tuberculin tests. Cumulative health records, including height and weight charts, form a part of the complete record kept on


²Ibid., pp. 17-18.
every child from the first grade through high school. The nurse or physician holds personal conferences with parents of those children where medical treatment is needed. If the parents are unable to pay for this medical care, the health department assumes the responsibility. This health service trains the teachers to give first aid and to recognize signs of illness in children. 3

Marie R. Turner, Superintendent of Breathitt County Schools, Jackson, Kentucky, in describing conditions in her community, where the school staff is limited, says:

Health services are greatly supplemented by certain agencies. The Lions Club purchases glasses for all indigent children who need them. Pupils who are listed as underweight by the school nurse are given a mid-morning meal of fruit juices, vitamins, and soup which is provided by the Kiwanis Club. Ex-servicemen living in the community supplement class instruction in first aid, proper exercises, balanced diet and health. 4

Another suggestion for health improvement is that the economic conditions of the community be studied, as it may be advisable to establish open-window rooms in the school to bring undernourished children up to normal health standards. The lunch room may require special adjustment to meet the standards of indigent children. 5

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3 John R. Ellingston, Protecting Our Children from Criminal Careers, p. 296.


5 William C. Reavis, Paul Pierce, and Edward H. Stulken, The Elementary School, p. 65.
In the problem of mental health, or personality adjustment, the school is obligated (1) to see that members of the school staff are cognizant of their duties in aiding pupil adjustment; (2) to recommend for employment persons qualified to understand pupil behavior and to use appropriate adjustment measures; (3) to plan a system of recording pupil progress which considers the child's total adjustment; (4) to develop an effective guidance program including individual interviews, group orientation, and occupational information resources; (5) to develop an adequate testing program including tests for intelligence, achievements, aptitudes, interests, and personality adjustments; (6) to provide a specialized guidance and placement service to assist youths in the transition from school to employment; (7) to plan school schedules so as to allow time for individual teachers to work with individual children; and (8) to plan for visits on the part of staff members to the homes of children to strengthen home-school cooperation.  

Caroline B. Zachry says:

Social education is as imperative and obeys the same laws of learning as the education dealing with subject matter. The future should bring the following developments in the field of mental hygiene in public education:

Progressive classrooms in which the curriculum is based on the children's real purposes; classrooms

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that are as nearly like life as possible and in which school work deals with reality and helps the child to face problems of reality daily.

Teachers who are as sensitive to the needs of mental health as they have learned to be to the demands of physical health, who have learned to look upon the behavior of children which confronts them in the everyday problems of the classroom as symptomatic of deeper needs; teachers who can recognize more serious problems as they arise and are ready to refer these problems to the psychiatrist, the visiting teacher, the psychologist, or other available expert, and to cooperate intelligently with the treatment planned.

Psychologists who consider ratings on intelligence and performance tests in terms of the total personality of the child and who can interpret, qualitatively, the numerical rating which the examination yields, while using the social history to interpret their ratings.

Visiting teachers who besides their psychiatric social work training, have had at least two years' teaching experience of the best type and through this experience have learned the constructive and remedial possibilities within the classroom situation.

Psychiatrists who no longer accept school practices as the necessary evil or judge schools by their own school experience, but who consider a study of school situations, practices, and methods of education as part of their equipment for their work and who look on their function in relation to the school as an educational one rather than a mere clinical one.  

The National Conference suggests that when an individual community cannot afford the services of a school psychologist or psychiatrist, it may be desirable to hire a

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7 Caroline B. Zachry, "Its Future in Public Education," The Journal of the National Education Association, XXII (May, 1933), 156.
specialist through a sharing plan on a town-union or county basis.  

The school's responsibility in relieving conditions in the areas of high delinquency is: (1) to study the nature and extent of delinquency; (2) to maintain active cooperating contacts with welfare and recreational agencies, and with churches, courts, and police in the interest of these children; (3) to give special attention to meeting the needs of those children living in congested and underprivileged areas; (4) to develop a recreational program; and (5) to assign its most competent teachers to this section.  

The Minneapolis Teachers' League voted to make a major study on the part that educators can play in the prevention of juvenile delinquency. Their aim was to get at the source of delinquency and help the child before he became a delinquent. The following recommendations were made:

The Council of Social Agencies was asked to establish a coordinating council for better clearance of agency help for delinquent cases, to use its influence for establishing a municipal behavior clinic, and to cooperate on various other phases of the program.

The Mayor and his Committee on Youth Problems were asked to provide more juvenile police, expand facilities of the police juvenile detail,

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9 Ibid., p. 31.
and seek correction of the housing situations which lead to juvenile delinquency.\textsuperscript{10}

Since inelastic curricular requirements are considered one of the causes of retardation and truancy, these problems will be considered together. In their correction, it is the responsibility of the school (1) to provide a curriculum suitable for the growth, needs, and interests of children; (2) to make every effort to secure appropriate supplies, equipment, and other needed facilities for the school program; (3) to plan for remedial instruction, particularly in reading, for those needing such attention; (4) to provide for effective class size; and (5) to attempt to meet every child on his individual learning level and to assist him to plan an educational program that will culminate in successful school experiences for him.\textsuperscript{11}

In many schools, programs of practical value have been introduced for children who cannot keep up with the prescribed curriculum. The Quincy Public School of Massachusetts, during the five year period from 1933 to 1938, added to their program of studies in grades nine through twelve, a total of over thirty new courses, largely in the fields of social science

\textsuperscript{10}Velma Denny and May Johnson, "Pre-delinquency and Juvenile Guidance," \textit{National Education Association Journal,} XXXV (October, 1945), 68.

and the fine and practical arts. Such courses as salesmanship, home management, general business, art in dress, home decoration, and problems in vocational adjustment were included.  

The special class movement which the Massachusetts school system has used with great success seems to work effectively with retarded children. The stigma attached to mental retardation is removed by placing the special class in a junior high school and by allowing the backward child all the social advantages which go with his advanced age. Vocational subjects are introduced, manual abilities are emphasized, and the academic subjects tie in directly with the manual and domestic arts. An important feature of this special class training is the emphasis on personal guidance and counseling for the backward child. Special effort is made to place graduates of these classes who have completed their training courses.  

In Denver's famed "Opportunity School":

Maladjusted youngsters who are stubborn and unruly at desks, when given something to do with their hands, develop swiftly and eagerly. These strive in the 'no rules' atmosphere of Opportunity School. They study the one thing they want to learn, and if they are led on, to study books as well, it is done so subtly that they never know it was deliberate.  

13Ibid., pp. 110-111.  
Since one of the commonest characteristics observed among delinquents is a dislike for school and teachers, only those teachers who know and are interested in children and who look upon education as a real experience in living should be brought into the schoolroom.

Nathan Goodman once remarked:

We must augment the requirements for teaching. In too many schools a degree is the main requirement. Little attention is paid to personality and ability to handle young people. Teachers should bring along with high scholastic attainments equally satisfactory personal qualifications and a realization of the infinite possibilities there are of arousing 'high thought' when one brings sympathy to his instruction. Ability to instruct is but one phase of ability to teach.15

Because of a lack of training in the social service aspects of teaching, many teachers are inadequately prepared to cope with problem children. In order to maintain a professionally alert staff which continues to learn and to grow on the job, many schools have planned continuous programs of in-service training. The National Conference states:

Many techniques have been employed in programs that aim to improve the school staff. Workshops, teachers' meetings, bulletins, school visitations and class observations, university extension work, graduate study, professional readings, classroom supervision and individual supervisory conferences all aim to improve the teacher on the job. Perhaps more effective than any of these is teacher participation in a program of curriculum planning and revision and participation in guidance conferences.

Here the teacher gains knowledge, skill, and insight while solving vital problems of the school. Only in a school system where the total school staff is continually kept in touch with the latest research and thinking in the field of child study will it be possible to meet the challenges presented by juvenile delinquency.

Maladjusted teachers contribute to delinquency in their pupils. The city of Cleveland, as far back as 1928, realized the value of an integrated personality and offered training for its teachers in mental health. Some fourteen points were emphasized in the program which related to the following: emotional self-control; ability to endure criticism, slights and abuse; the ability to use one’s senses, to see, hear, taste, and smell; putting aside unhealthy images and ideas; increased accuracy of thinking and control of attention; learning to sit, stand, and move in a natural way, and, on the other hand, learning to relax; the practice of facing difficulties, doing something difficult of achievement; the habit of not taking one’s tasks too seriously; the cultivation of normal relations with other persons and a wholesome philosophy of life; and trying to do today’s work better than yesterday’s.\textsuperscript{17} Burnham says:

This type of training for teachers reveals to them the survivals of childish attitudes, envy,

\textsuperscript{16}National Conference on Prevention and Control of Juvenile Delinquency, op. cit., p. 21.

\textsuperscript{17}William H. Burnham, "Growth Through Mental Hygiene," \textit{National Education Association Journal}, XVII (April, 1928), 121.
jealousy, and all the other childish attitudes that arise from an under development of the ego complex.18

In the problem of leisure time, the National Conference suggests that it is the responsibility of the school (1) to develop a recreational program for children in their leisure hours and (2) to give special attention to meeting the needs of underprivileged children.19

No recreation program would be complete without the inclusion of some of the cultural pursuits. Participation in some art during the teen-age period often develops a love and an appreciation of that art that will increase the individual's capacity for enjoyment as a spectator or listener in later life.

The National Conference recommends many clubs and suggests photography clubs, sewing clubs, hobby clubs, dramatic clubs and nature study clubs. Rifle shooting, hiking, excursions, and camping are also examples of varied school activities that often have as much educational value as do the academic activities of the daily program.20

Concerning the moral growth of children, the National Conference makes this challenging statement:

18 Ibid.
20 Ibid., 22.
No individual who works with children can avoid influencing the child's moral and spiritual outlook. Young children are amoral; they must learn to associate with others along constructive and ethical lines. . . . The important point is for teachers today—as fine teachers always have done—to recognize that moral and spiritual principles have a place in instruction.21

The school that strives to develop in each child those qualities characteristic of a "good citizen" and provides a curriculum that makes a sincere and intelligent approach to the real problems of living is building ethical character.

The Editorial Staff of the California Test Bureau has enumerated a number of suggestions for making a "character education curriculum":

The curriculum of a school consists of all the experiences to which pupils are intentionally exposed by direction of the teacher, and otherwise. Where a lack of social standards and failure of pupils to acquire attitudes favorable to social skills, for example, indicate a need for special attention, the teacher should use curriculum situations which will develop a sincere recognition of the rights of others, courtesy, good manners, and possibly the development of a favorable attitude toward law and order. In general when a personality difficulty involves a number of academic aspects of the curriculum, the treatment of such a difficulty should be undertaken from the point of view of problem solving by the management of the school, including the classroom. Some of the approaches which might be used are as follows:

In attempting to solve personality problems, the teacher needs a great deal of additional information. She should know the mental ability of

21Ibid., p. 17.
the students, their status in the basic skills, whether or not the educational problem is meeting their learning needs, and the adjustment of the pupils in their school communities.

Since the solution of many personality problems involves participation on the part of the pupils in various types of experiences, there should be an inventory of the opportunities that pupils may have to participate in the making of significant choices in the organization and management of the classroom. If the past experience of pupils has been authoritarian, the process of giving some pupils responsibility in managing their own affairs and the activity of the schoolroom will need to be developed carefully. However, the development of desirable attitudes requires that pupils have meaningful and significant experiences which will enable them to understand and appreciate democratic living.

As pupils grow in democratic ideals and practices, we would have them gradually assume, by committee organization and a certain amount of informality where it can be arranged, more and more responsibility in situations which are of consequence to them. This applies not only to the classroom but to the playground, the use of buildings and grounds, safety regulations and the like.

Since pupils of this age are more concerned about what their classmates think of them than what adults think, the organization and committees which will decide on rules, desirable procedures and the like, may be left to pupil discretion. This should be very helpful in building a recognition of the need of courtesy, respect for the rights of others, and the like.

Where possible the assistance of curriculum departments should be enlisted. However, in the last analysis, the teacher is the essential element in the personality improvement situation. If she catches a vision of the possibilities for development in living together in the school community, and if she gives the right kind of guidance and direction to students so that they
will become participants in the solution of their own problems, many of the perplexing difficulties will disappear. 

Application of National Standards to Cleburne Situation

In attempting to determine what programs and facilities are available in the Cleburne schools as preventive agencies, interviews were held with the superintendent of the schools, the principal of the high school, individual teachers, the county juvenile officer, and the county health nurse. The following facts were established:

Guidance program.--The schools do not offer an organized guidance and counseling service to all pupils. In the elementary grades, the homeroom teachers perform this duty to the best of their ability. During the year 1948-1949, a male faculty member of the high school was allotted one hour a day to help those children who sought vocational guidance. He administered the Kuder Preference Form--BB to all sophomores, juniors, and seniors, and recommended the courses of study for them to pursue. The high school principal states that the housekeepers in the various houses serve as counselors and that every teacher in the school has an hour period free each day and any child who so chooses may confer with the teacher during this period.

22"California Test of Personality," Summary of Investigations, Number One, (1948), p. 16.
The school does not maintain a cumulative record of each child. Other than facts, such as the child's name, place of birth, date of birth, marital status of parents, father's occupation, illnesses of child, and attendance, the records kept are of a scholastic nature. California Tests of Mental Maturity were administered to all pupils in February, 1948, and to all beginners and new pupils entering the school system in the fall of 1948.

Curriculum revision.—The curriculum of the high school has been revised in the past few years to provide both a college preparatory and a non-college course of study. Arnold, in a study made in 1948, states:

The course of study for the Cleburne High school is virtually fixed for the ninth and tenth grades, but the eleventh and twelfth grade students have a minimum of required subjects with many optional studies from which to choose. 23

Table 11 shows the subjects offered, credit given, suggested year to be taken, and the prerequisite for each subject.

According to the superintendent, approximately ten percent choose the non-college course of study. When asked the reason for this, he said he thought there was a certain "stigma" attached to the idea of not pursuing the required college preparatory course. Statistics show that approximately one-third of the 1948 graduates attended college this past year.

<table>
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<th>Subject</th>
<th>Credit</th>
<th>Year to Be Taken</th>
<th>Prequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>1, 1½, 2</td>
<td>1-4</td>
<td>None</td>
</tr>
<tr>
<td>American History</td>
<td>1</td>
<td>3-4</td>
<td>7½ credits</td>
</tr>
<tr>
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<td>1</td>
<td>3-4</td>
<td>CA or GM</td>
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<td>1</td>
<td>2-3</td>
<td>None</td>
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<tr>
<td>Chemistry</td>
<td>1</td>
<td>3-4</td>
<td>7½ credits</td>
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<tr>
<td>Civics</td>
<td>½</td>
<td>3-4</td>
<td>7½ credits</td>
</tr>
<tr>
<td>Commercial Arith.</td>
<td>½</td>
<td>1-2</td>
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<td>2</td>
<td>3-4</td>
<td>7½ credits</td>
</tr>
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<td>1-4</td>
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<td>(Gen. Math. below 80)</td>
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<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Homemaking</td>
<td>2</td>
<td>2-4</td>
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<td>Junior Business</td>
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<td>1-2</td>
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<td>Latin</td>
<td>3</td>
<td>1-4</td>
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<tr>
<td>Mechanical Drawing</td>
<td>1</td>
<td>3-4</td>
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<tr>
<td>Music</td>
<td></td>
<td></td>
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<tr>
<td>(m) Orientation</td>
<td>1</td>
<td>1</td>
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<td>(mb) Band</td>
<td>4</td>
<td>14</td>
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<td>Mm</td>
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<td>Physics</td>
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<td>2 credits in Math</td>
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<td>Secretarial Training</td>
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<td>3-4</td>
<td>Typing I</td>
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<td>Shop Work (gw) Gen. Woodwork</td>
<td>2</td>
<td>1-4</td>
<td>None</td>
</tr>
<tr>
<td>Solid Geometry</td>
<td>½</td>
<td>4</td>
<td>3 credits in Math.</td>
</tr>
<tr>
<td>Spanish</td>
<td>3</td>
<td>1-4</td>
<td>None</td>
</tr>
<tr>
<td>Speech</td>
<td>1</td>
<td>1-2</td>
<td>None</td>
</tr>
<tr>
<td>Texas History</td>
<td>½</td>
<td>3-4</td>
<td>7½ credits</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>½</td>
<td>4</td>
<td>3 credits in Math</td>
</tr>
<tr>
<td>Typing</td>
<td>2</td>
<td>3-4</td>
<td>7½ credits</td>
</tr>
<tr>
<td>Voc. Agriculture</td>
<td>3</td>
<td>1-4</td>
<td>Eng. 1 and 2</td>
</tr>
<tr>
<td>World History</td>
<td>1</td>
<td>1-3</td>
<td>None</td>
</tr>
</tbody>
</table>
Arnold further states:

During the first semester of the 1947-1948 school year, thirty-eight of the 707 students enrolled at Cleburne High School withdrew before the semester was over. Thirty-one of the thirty-eight who withdrew did so because of poor academic achievement. There were 137 of the 669 net enrollment who made failing semester marks on one or more school subjects, for a total of 249 student failures. A failure percentage of 20.55 per cent is too large for a high school that is supposed to be doing efficiently the task of training the school population of the community. In dollars and cents, it is a loss to a community for a student to leave school before that student has benefited by the school facilities the community offers him.24

**Health and nutritional program.**—There is no organized health and nutritional program for the schools. Due to the lack of funds, the schools are deprived of the services of a doctor, dentist, and nurse. The county health nurse has helped in many ways, but her time with the Cleburne schools is too limited to be of much assistance. In the fall of 1948 she made a visual inspection of all the first grade children of the city. She admitted that an inspection of this type was very unsatisfactory, but it was better than no inspection at all, and might at least result in medical care for some. Table 12 shows the number and per cent of physical defects detected by the nurse.

It will be noted that in the percentage of first grade children having physical defects as well as in the percentage of retarded pupils and of those having low I. Q.'s

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24Ibid., p.2.
TABLE 12
NUMBER AND PER CENT OF FIRST GRADE CHILDREN
WITH PHYSICAL DEFECTS AS FOUND IN
VISUAL INSPECTION BY COUNTY
HEALTH NURSE, FALL 1948

<table>
<thead>
<tr>
<th>Names of Elementary Schools</th>
<th>Long</th>
<th>Adams High</th>
<th>Junior High</th>
<th>Santa Fe</th>
<th>Irving</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Examined</td>
<td>49</td>
<td>42</td>
<td>38</td>
<td>58</td>
<td>78</td>
<td>265</td>
</tr>
<tr>
<td>No. with Defects</td>
<td>10</td>
<td>13</td>
<td>10</td>
<td>18</td>
<td>14</td>
<td>65</td>
</tr>
<tr>
<td>Per Cent with Defects</td>
<td>20.5</td>
<td>26.5</td>
<td>26.3</td>
<td>31.0</td>
<td>18.8</td>
<td>24.5</td>
</tr>
</tbody>
</table>

Santa Fe School ranks first, and Adams School, second. Of the sixty-five children who showed signs of physical defects, thirty-three had infected tonsils, and eight suffered from malnutrition.

In the spring of 1949 the athletic coach tested the vision of all children in the high school and made his own referrals.

Instructions in the use of the audiometer were given by the county health nurse to a teacher in each of the elementary schools. Audiometric testing was carried on by these teachers and later in the year the nurse rechecked the findings and made the referrals.

Courses in health education and four years of physical education are required of all high school pupils. No credit is given. The health classes are not divided according to
school classification. The girls' physical education instructor presents a different unit of work each year over a four year period of time. Thus a girl will, in the course of her high school career, receive instruction in all four units. These units are: (1) sex education, which includes family life, reproduction, heredity, eugenics, venereal diseases, and so forth; (2) personality, which includes manners, health work in regard to skin, hair, teeth, and mental health; (3) fads and quackeries, which include government patent medicine studies, timely diseases, and narcotic studies; and (4) safety education, which includes first aid and prevention of accidents.

The boys' physical education instructors have introduced health education during the past year.

The parent-teacher association in each school has equipped a kitchen and employs dietitians to plan and serve hot meals. All the buildings, with the exception of J. N. Long School, have lunch rooms. Because of the crowded conditions in this one school, the children eat in their home rooms, and many bottles filled with milk are broken as the children climb the staircase to their rooms on the second and third floors.

In the spring, the parent-teacher groups sponsor preschool clinics in all the elementary schools. Doctors of the city are most generous in the donating of their time to this activity.
Preparation of teachers.--The scholastic rating of the white teachers in the system is very high. Of the 100 white teachers employed, there are twenty-one who hold master's degrees, seventy-three that hold bachelor's degrees, and of the remaining five who have not completed the required work for a degree, three have been connected with the schools for a period of twenty years or longer.

Effective class size.--The high school teachers have, on the whole, not suffered from over-crowded conditions in the classrooms as have the elementary teachers. During the 1948-1949 school term, sixteen of the forty elementary grades had an annual enrollment of between forty and fifty-four pupils; five, between thirty-five and forty pupils; ten, between thirty and thirty-five pupils; and nine, between twenty-two and thirty pupils.

In-service training.--During the summer of 1948, a two weeks' workshop course on Child Study was held in Cleburne. Two members of the University of Texas staff were the visiting consultants. The teachers who participated were given many helpful suggestions with which to work in their efforts to understand and guide the child.

The Board of Education set aside $500 in the fall of 1948, for the establishment of an in-service training program in the field of child growth and development. The visiting consultants came from Southern Methodist University
at Dallas. Those teachers who wished to receive credit paid a fee of twenty dollars. One-third of the teaching force took advantage of the in-service training program.

**Democratic living.**—The teachers in the school system are given little opportunity to assist in the formulation of school policies, but they have been allowed great freedom of initiative in their home rooms, and can enrich their programs in any way they desire. Efforts to furnish a program centering around the problem of individual differences are greatly impeded by over-crowded classes and lack of adequate supplies and equipment.

The Student Council of the Cleburne High School, now in its third year, has made much progress in its task of coordinating and extending school activities.

The Service Club, composed of high school boys has as its aim service for the school. It has, by precept and example, developed a more intelligent and serviceable citizenship in the school.

The Cleburne High School Band is an organization which has done much in the development of a school spirit in the high school. In the Band Festival at the State Fair of Texas it was declared by the critic judge to be one of the outstanding bands of the state.

**Recreational facilities.**—Most of the recreational program stresses physical activities for boys, such as
football, baseball, volley ball, tumbling, and boxing. Outside the regular physical education, little activity is provided for girls. On the whole, the pupils are offered very little school-sponsored recreation outside of school hours.

Children are given training in extra-class activities through their clubs, the band and the chorus, the school annual, the student newspaper, and the student council. At the present time the high school has the following clubs: Junior Classical League, Future Teachers, Distributive Education Club, Future Farmers of America, Boys 4-H Club, Girls 4-H Club, Junior Historians, and the Horizon Club.

These clubs have done much to bring together children of similar interests for extra-class education and for social activities. Their chief failing is that they do not reach a great number of the students.

The elementary schools have no auditorium facilities. When programs are presented in these buildings, the two primary classrooms, which are connected by folding doors, are made to serve as auditoriums. It is impossible to use these rooms often for community recreation, because of the inconvenience in upsetting classrooms.

The high school gymnasium is used each day for the physical education classes of the junior and senior high schools.
If an elementary school desires to use it for a program, rehearsals must be held after four o'clock and on Saturdays. With a situation of this kind, it is almost impossible to make the school the recreational center of the community.

**Cooperation with other agencies.**--In 1944 a county juvenile officer was appointed who has worked with a board made up of the commissioners court, civic clubs, school officials, and other representatives from every community in the county.

Recently one of the members of the board made this statement in the local newspaper:

> At the beginning of the educational program, Johnson County had several juveniles in Gatesville and Gainesville reform schools. Today there are no delinquents from Johnson County in either school. School attendance has jumped up as a direct result of the educational program. The cases brought up for discussion at the monthly meetings have dropped to less than one-fourth the original number.  

Today, in Cleburne, civic groups are attempting to meet the needs of children and young people by furnishing many types of recreation, and character building activities. The local school seems to cooperate most in the field of athletics.

**Moral growth.**--The majority of Cleburne teachers do realize that normal wholesome child growth is more important

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than subject matter. Many of them have allotted in their daily programs time for various plans of Bible reading. Once a month, the Ministerial Alliance chooses a minister to speak during the assembly period in the high school.
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

It may not be amiss to summarize briefly some of the findings before drawing conclusions and offering suggestions for treatment.

In the study of delinquency in Cleburne, the following facts were established:

1. Truancy was the major offense of all unofficial delinquents.

2. Theft was the major offense of all official delinquents.

3. Of the 173 unofficial delinquents for whom school records were available 101 were retarded one or more times.

4. Sixty and eight-tenths per cent of official girl delinquents were referred for sex offenses.

5. A large proportion of behavior problems of both official and unofficial delinquents came to a climax in regard to their reaching the attention of the juvenile court or adult authority, at the junior high school age level.

6. The concentration of delinquency as shown in maps of places of residence of both official and unofficial delinquents was in the low-income area near the Santa Fe Shops.
7. Sixty-seven and nine-tenths per cent of all unofficial delinquents charged with habitual truancy were in the junior high school age bracket.

8. Fifty-seven and two-tenths per cent of unofficial delinquents were classified as low-average, inferior, and very inferior in intelligence.

The following facts were established in regard to the present school situation:

1. The percentage (23.6) of all retarded pupils in the Cleburne schools was below the average.

2. Retardation was most frequent in the fifth, sixth, and seventh grades.

3. The largest per cent (38.7) of retarded pupils was in the ninth grade.

4. The median Intelligence Quotients of Santa Fe and Adams Schools were below the average.

5. The median Intelligence Quotients for the seventh, eighth, and grades nine through twelve were 95, 87, and 106 respectively.

6. In a visual inspection, one-fourth of the first grade children showed signs of physical defects.

7. There is no organized guidance and counseling service.

8. The school has no organized health and nutritional program.

9. Approximately ten per cent of high school pupils choose the non-college preparatory course of study.
10. Approximately one-third of the 1948 graduates attended college this past school year.

11. The course of study in the high school is virtually fixed for the ninth and tenth grades, but the eleventh and twelfth grade pupils have a minimum of required subjects and many optional studies from which to choose.

12. Thirty-seven pupils withdrew from high school before the close of the first semester of the 1947-1948 school year. Thirty-one of this number withdrew because of poor academic accomplishment.

13. Many elementary school rooms were over-crowded.

14. The scholastic rating of the teachers is very high.

15. An in-service training program was established for teachers during the 1948-1949 school session.

16. On the whole, children were offered very little school sponsored recreation outside of school hours.

Conclusions

In view of these findings, certain general conclusions may be made:

1. The community has not been educated to the fact, due to changed conceptions of the aims of modern education and adoption of new school methods and standards, new and better buildings are required, staffed by highly trained and consequently higher paid teachers, which in turn increases the cost of education to the community.
2. Guidance in the Cleburne schools does not seem to have achieved very great efficiency.

3. Little attention has been given to an organized nutritional and health program. The elusive nature of certain physical defects often fails to arouse drastic corrective measures, although these ailments may materially handicap the individual in adult life.

4. The Cleburne schools seem to assume little or no responsibility for neglected children in the low-economic areas.

5. The Juvenile Court has been handicapped in dealing with delinquent children, because of the incomplete child accounting system in the school.

6. Provision for the supervised recreation of girls has been neglected.

7. Unofficial delinquents have not been given individual treatment.

8. There has been little cooperation between the school and community agencies to improve the social and economic conditions in the community.

9. The emphasis in the high school is still placed on the accumulation of knowledge of college preparatory training rather than in meaningful experiences which should aid the pupils in selecting, understanding, and practicing desirable social relationships.
10. The school's program fails to include many recreational activities which develop leisure time and vocational interests and hobbies.

11. The fact that a large proportion of delinquents show their maladjustments in the junior high school age bracket, places heavy responsibilities on principals and teachers of the elementary school.

12. There is a definite relationship between retardation and delinquency as confirmed by the extent of retardations among the official delinquents.

13. Because of crowded conditions in classrooms teachers resorted to mass education of pupils.

14. The junior high school age is a crucial age in character development.

15. No special effort is made to provide special instruction for the child with little academic ability.

Recommendations

From the findings of this study and from the conclusions made, the following recommendations seem warranted:

1. With inadequate funds available to maintain an individual cumulative record for each pupil, a simple record of school progress should be kept, with comments regarding health, family background, successes, interests, and difficulties, notes on home visits, and anecdotal items relating
to behavior. Such notes, kept from year to year, would help to give a composite picture of the child's progress and personality development.

2. Through the newspapers and parent-teacher organization, the administrators and teachers should educate the people to the fact that it is not good economy to deny the schools needed equipment, adequate library facilities, and other aids to learning and teaching; also that the curriculum lacks much that is needed.

3. There should be formulated and directed a constructive program of better health service and medical care for all children by presenting to civic clubs and fraternal organizations the facts needed to convince them of the necessity for financial assistance in the physical welfare of the children of their community.

4. To practice right relations with the community, the parents should be invited to assemblies run by the pupils themselves, with the idea of having the pupils interpret to their fathers and mothers what the school is trying to do.

5. Every opportunity should be utilized to have the pupils do teamwork for when group undertakings succeed, the pupils learn, better than words can tell, how the best of good times are those which come from working with other people for objects which are worthwhile.

6. Administrators or teachers can assist in developing
a "spot map" of delinquency. By consulting the records of the police and attendance departments they may locate the areas with various amounts and types of delinquency. Often such maps point out the need for police supervision, Boy Scout troops, playgrounds, or other activities which will aid social agencies and supplement and improve the school's own efforts.

7. The superintendent should place specially qualified teachers in the areas of high delinquency.

8. The school principal should make an inventory of community resources and bring together all persons and organizations who might assist in a cooperative study of the community's juvenile problems. Excellent assistance may be obtained from such people as physicians, vocational counselors, public health nurses, county agent, child welfare workers, 4-H Club leaders, Boy Scout leaders, the ministers, local police, and leading citizens.

9. The adjustment of transportation and classroom schedules should be worked out so as to give transported children an opportunity to participate in recreational programs of the school.

10. The curriculum should be influenced by the economic status of the community.

11. Those children of little academic ability should be encouraged to take the non-college course rather than the college preparatory course.
12. A purely functional course in business English and one in business mathematics should be offered in high school. Home economics, manual arts, and agriculture courses should be made very functional and adapted to those of low academic ability. There should be more courses in music and courses in fine arts, and these should be adapted to the child who is not highly talented.

13. There should be, in the junior high school, one or more special classes for retarded teen-age boys and girls who have not yet finished the elementary school. The work in these classes should be as functional as possible and adapted to the needs of the individual. For these pupils there should be instruction in homemaking and other practical arts.

14. Remedial instruction in reading should be given to all pupils above the third grade who are failing, due to inability to read.

15. The schools in the neighborhoods where the delinquency rate is highest should make a conscious and directed effort to extend their interest in the child beyond school hours. The school plants in these districts should be put to their maximum use; school playgrounds should be operated after school hours.

16. The swimming pool at the City Park should be free for children, at least on certain days in the week, so that the underprivileged might enjoy its use.
17. The teachers should visit in the homes of the children to strengthen home-school cooperation.

18. Habits and attitudes related to sound ethical character should be developed in connection with all possible school experiences.
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