

THE UNIVERSITY OF OKLAHOMA  
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THE TEMPORAL ORIENTATION OF THE  
FEMALE JUVENILE DELINQUENT

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THE TEMPORAL ORIENTATION OF THE  
FEMALE JUVENILE DELINQUENT

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# THE TEMPORAL ORIENTATION OF THE FEMALE JUVENILE DELINQUENT

## CHAPTER I

### INTRODUCTION

Much research has been done on the social origins of delinquency and less on the psychological and educational aspects of the problem. In recent years there have been a few psychoanalytic investigations and numerous studies of various individual emotional or character traits that characterize the juvenile delinquent. Many studies have been made of the relationship of neighborhood conditions to crime and delinquency. There have been studies of specific factors such as environment conflict, bad companions, and lack of adequate recreational facilities.

In all this research there has been a tendency to overemphasize a particular approach in the study of juvenile delinquency. This tendency has come about from the practice of researchers to specialize in some particular science or method. It is apparent that a many-sided approach through the participation of several disciplines is a necessity. In studies of delinquency the consensus of opinion among author-

ities is that causation is multiple, rather than singular, even in individual cases.

The Gluecks point out that

there has long been a need for a systematic approach that would not ignore any promising leads to crime causation, covering as many fields and utilizing as many of the most reliable and relevant techniques of investigation and measurement as are necessary for a fair sampling of the various aspects of a complex biosocial problem.<sup>1</sup>

The problem of juvenile delinquency is of serious concern to the entire nation. There is a widespread and growing interest on the part of the public concerning the prevention and control of juvenile delinquency. Estimates from court statistics show that about 1 per cent of school age children become legally delinquent each year, and that roughly 10 per cent become delinquent before reaching maturity.<sup>2</sup> It is estimated that close to 200,000 juvenile delinquency cases are disposed of by the courts each year. The fact that in normal times 25 per cent of the girls and 40 per cent of the boys who appear before juvenile court authorities have had previous court appearances suggests that there is a great need for understanding and preventing the development of delinquent careers. Moreover, the juvenile court data probably represent less than one-half of all the children

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<sup>1</sup>Sheldon and Eleanor Glueck, Delinquents in the Making (New York: Harper and Brothers, 1952), p. 5.

<sup>2</sup>Raymond G. Kuhlen, The Psychology of Adolescent Development (New York: Harper and Brothers, 1952), p. 357.

registered for delinquency by all public agencies having responsibilities for dealing with delinquent children. Other cases of delinquency are handled by private agencies and by the police outside the courts.

In discussing the problem of delinquency Kvaraceus states:

Even if we assume that there will be no further rise in the incidence of delinquency, we must expect a natural increase of 50 per cent in the number of delinquents to be handled by official agencies. Taking the 1951 figures as a base, we can expect to have (in the 1960's) 1,500,000 children handled by the police, 52,500 children referred to the courts, and 52,000 children committed to institutions and training schools annually. This (or a worse situation, if the rate of delinquency rises at the same time that the teen-age population is growing) seems to be the prospect unless effective action is taken at all levels from the community to the national.<sup>1</sup>

There is much confusion on the basic issues concerning juvenile delinquency. One of the causes of this confusion lies in the definition of the term. The problem comes in part from the contrasting views of those who deal with the delinquent. What must be kept in mind is that delinquency is a legal category. Probably the only thing that is similar in all incidents of delinquency is that they are violations of socially prescribed laws. Delinquency is a matter of statutory definition and court determination. However, two general types of approach, the legal and the case-work approach, have been used in dealing with juvenile delinquency. The legal approach is concerned with delinquents

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<sup>1</sup>William C. Kvaraceus, The Community and the Delinquent (New York: Yonkers-On-Hudson, 1954), p. 8.

who have violated specific and official legal norms. The casework approach seeks to aid in the solving of the individual's problems by seeking out the social roots of his difficulties and attempting to lessen the conflicts that have caused the disturbance. Case work practices are used with probation treatment after the determination of delinquency by the courts. According to the casework approach the delinquent is a child who,

not finding in his environment food and opportunities for normal growth and development, reacts to this situation in aggressive ways that irritate adults. Factors in our social structure have become so unyielding, frustrating and intolerant to the child that they have forced him into ways of adjusting that are not the accepted social ways of doing things.<sup>1</sup>

The legal definition of juvenile delinquency used by the Juvenile Court of Oklahoma County is "any boy under sixteen or girl under eighteen, who has committed an offense against the city, state, or federal government and has been found guilty by a competent court."<sup>2</sup> This is the definition used in this study.

Many investigations have been made of the environmental background of delinquents. Those of Shaw, Ludden, and Weeks agree in the conclusion that delinquents tend to

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<sup>1</sup>Juvenile Delinquency and the Schools, Forty-Seventh Yearbook of the National Society for the Study of Education (Chicago: University of Chicago Press, 1948), pp. 27-28.

<sup>2</sup>Interview with John C. Zwick, Director of Children's Court, Oklahoma County, Oklahoma City, Oklahoma, May 17, 1957.

come from impoverished homes and bad neighborhoods, and to be exposed to a variety of unfortunate and frustrating circumstances.<sup>1</sup>

One of the most significant studies on delinquency is that of Healy and Bronner.<sup>2</sup> These authors emphasized the complex causation of delinquency. It was found in their study of delinquents and their non-delinquent brothers and sisters that the essential difference between the two groups lay in the fact that the non-delinquents had satisfying relationships with their parents in their early lives while the delinquents did not. Some, on the other hand, had been so over-protected during childhood that they never learned to control their impulses or to accept discipline.

Banay, Courthial, and Durea in their studies show delinquents to be emotionally immature and less competent socially than the general population. They are considerably less cooperative with others and markedly less conventional in their ideas, feelings, and behavior.<sup>3</sup>

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<sup>1</sup>Clifford R. Shaw, Delinquency Areas (Chicago: University of Chicago Press, 1929); Wallace Ludden, "Anticipating Cases of Juvenile Delinquency," School and Society, LIX (February, 1944), pp. 134-136; H. Ashley Weeks, "Predicting Juvenile Delinquency," American Sociological Review, VIII (February, 1943), pp. 40-46.

<sup>2</sup>William Healey and August F. Bronner, New Lights on Delinquency and Its Treatment (New Haven: Yale University Press, 1936).

<sup>3</sup>Ralph S. Banay, "Immaturity and Crime," American Journal of Psychiatry, XCIX (September, 1943), pp. 170-177; A. Courthial, "Emotional Differences of Delinquent and Non-

The Gluecks, in their comprehensive study, Unraveling Juvenile Delinquency, support these findings. They state:

We have observed that they (the delinquents) are to a much greater degree socially assertive, defiant, and ambivalent to authority; they are more resentful of others, are far more hostile, suspicious and destructive; they are more impulsive, vivacious, and decidedly more extroversive in their behavior trends.<sup>1</sup>

The Gluecks also found the delinquent boys to have few conflicts about the future and as a group to be not future-minded or planful.

Lindner finds the delinquent to be impulsive, restless, aggressive, and unable to plan toward future goals.<sup>2</sup>

Allison, in his study of The Temporal Orientation of the Juvenile Delinquent, states that involved in this characteristic of impulsivity is the factor of temporal orientation.<sup>3</sup> According to Allison, delinquents are unable to inhibit themselves or their actions. They cannot renounce present gratifications for future gains. They are immature individuals who cannot prolong satisfactions and rewards.

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delinquent Girls," Archives of Psychology, Number 133 (October, 1931); Marvin A. Durea, "The Emotional Maturity of Juvenile Delinquents," Journal of Abnormal and Social Psychology, XXXI (February, 1937), pp. 471-481.

<sup>1</sup>Sheldon and Eleanor Glueck, Unraveling Juvenile Delinquency (Cambridge: Harvard University Press, 1951), p. 240.

<sup>2</sup>Robert M. Lindner, Rebel Without Cause (New York: Grune and Stratton, 1954), p. 238.

<sup>3</sup>Harry W. Allison, Jr., The Temporal Orientation of the Juvenile Delinquent (Ph.D. dissertation, University of Oklahoma, Norman, Oklahoma, 1955).

Their actions are restricted to the narrow present. Allison feels that the impulsivity of the delinquent is shown by the brevity of his temporal orientation.

From the many variables associated with delinquency, the variable of temporal orientation was selected as the subject of this study.

Temporal orientation deals with the relationship of an individual and his goals in time. It is a part of the ego process by which the individual organizes his experiences in order that a sense of continuity with the present may be developed. This organization is necessary for ego integrity. Dooley states that

in order to bring about organization and integrity of the ego, integration of sensation and of experience is essential, otherwise activity cannot be guided toward any given end. Any disturbance in the sense of time may bring about a loss of ego integrity.<sup>1</sup>

Temporal orientation may also reveal the part that parents have had in shaping the formation of the moralistic awareness of the individual. This moralistic awareness might be called the individual's ability to adjust to the demands of his social culture instead of giving way to the gratification of his instinctive drives. Murray defines moralistic awareness as "the aggregate of all the internalized or imaginatively constructed figures of moral authority functioning as conscious or unconscious to inhibit or otherwise modify

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<sup>1</sup>Lucille Dooley, "The Concept of Time in Defense of Ego Integrity," Psychiatry, IV (February, 1941), p. 19.

behavior."<sup>1</sup>

The modification of instinctive, anti-social drives which takes place primarily during the first three years of life depends upon the kind of relationship that the child has had with the parents. If there has been a firm and warm relationship, and frustration of anti-social expression has been within the child's endurance, he will be able to accept substitute gratifications that are acceptable to his parents and to society. However, if the relationship with the parents is defective, through neglect on the part of the parents, undue repression of the child's desires, inconsistent handling, or separation of the parents from the child for any length of time, then the development of controls may be affected. Parental training that is unreasonable or inconsistent may lead to resentment, hostility, and unwillingness to conform.

From the research of the Gluecks we learn that the home environment in which non-delinquent boys grew up was more conducive to the rearing of wholesome, happy, law-abiding children than that in which the delinquent boys were reared. The delinquent, far more than the non-delinquent, grew up in a family atmosphere not conducive to the development of emotionally well-integrated, happy youngsters conditioned to obey legitimate authority.<sup>2</sup>

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<sup>1</sup>Henry A. Murray, et al., Explorations in Personality (New York: Oxford University Press, 1938), p. 76.

<sup>2</sup>Glueck, Unraveling Juvenile Delinquency, pp. 115-116.

Temporal orientation might well be a factor in the impulsivity by which delinquents are so often characterized. Living in the present may permit greater impulsivity. It is assumed that for the delinquent the future is too indefinite, vague, and diffused a region to have a great deal of socially acceptable motivating value, and that most delinquents feel that to return to the past is too unpleasant. Therefore, the delinquent will tend to orient himself in the present.

Leshan's study, "Time Orientation and Social Class," confirmed the hypothesis that there are significant differences in the temporal orientation of the various levels of social class.<sup>1</sup> The upper-class individual sees himself as a part of a succession of generations. His temporal orientation is toward the past. The middle-class individual, being oriented toward the future, strives for future goals, tolerating much frustration and delay in order to carry out his plans for the future. The future has little motivating value for the lower-class individual. It is too vague and threatening. Gratification of his instinctual drives and desires must be immediate. Hence, he does not plan for future goals, but tends to live primarily in the immediate present.

Leshan found a significant difference between the temporal span of action in stories told by children of the

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<sup>1</sup>Lawrence L. Leshan, "Time Orientation and Social Class," Journal of Abnormal Psychology, XLVII (July, 1952), pp. 589-593.

middle class and those told by children of a low social class.

According to Leshan, middle-class children have more awareness of the future and are more able to plan toward future goals than are children of the lower class. They can accept more frustration and delay in carrying out future plans. Lower-class children apparently possess very little awareness of the future or of goals in the future for which to strive in the face of delay and frustration.

In discussing the ability to plan for the future, Jersild says:

As children grow older and approach adolescence, their ability to hope for a future which they can imagine, adds, so to speak, a new and different world to the world in which they live. Through such imagining an older child may be able to endure more easily the hurt and unpleasantness he finds in the real world in which he resides.<sup>1</sup>

Ames, in her study of the development of the sense of time in children up to the age of eight years, states that time concepts appear in a fairly uniform sequence. Children first develop the concepts indicating the present, then those for the future, and lastly those for the past.<sup>2</sup>

Jersild says that older children, the pre-adolescents, tend to live in relation to the future, while younger children do not. He feels that goals in the future for which

<sup>1</sup>Arthur T. Jersild, Child Psychology (4th ed. rev.; New York: Prentice Hall, Inc., 1954), p. 484.

<sup>2</sup>Louise B. Ames, "The Development of the Sense of Time in the Young Child," Journal of Genetic Psychology, LXVIII (March, 1946), pp. 27-125.

the child will strive in the face of frustration are a necessary factor in personality development.<sup>1</sup> Lewin also agrees that goals are developed as a part of time perspective, and are necessary for the development of an individual's personality. It is important for a child to be able to imagine a future if he is to hope and plan.<sup>2</sup>

Allison tested the hypothesis that factors other than social class affiliation might reveal differences in temporal orientation. His subjects consisted of forty-two persons, twenty-one male delinquents and twenty-one male high school students. These subjects were matched on the variables of chronological age, intelligence, and social class. Selected thematic apperception cards were used to obtain stories from the subjects. Three types of data, temporal span, temporal direction and temporal fluency, pertaining in general to temporal orientation, were secured from the stories. Allison made comparisons in terms of the types of data between the delinquent and non-delinquent groups, between the delinquent and non-delinquents from a middle social class, as well as between those subjects in both groups from a low social class, and between the most and least severely delinquent boys.

Allison found that the temporal orientation of the delinquent group of boys was directed toward the present,

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<sup>1</sup>Jersild, op. cit., p. 95.

<sup>2</sup>Kurt Lewin, "Time Perspective and Morale," Civilian Morale, ed. G. Watson (Boston: Houghton-Mifflin Co., 1942).

while that of the non-delinquent group was directed toward the future. The time span of action in stories told by delinquents was of shorter duration than the time span of action in the stories told by the non-delinquents. Delinquents were less able to talk about the past and the future than were the non-delinquents. The middle class delinquent differed significantly from the middle class non-delinquent in temporal orientation on all the variables of temporal direction, temporal fluency and temporal span.

Lower class delinquents differed significantly from lower class non-delinquents on the variable of temporal direction only. A significant difference was found between middle and low social class non-delinquents on the variable of temporal fluency.

Allison concludes:

It is evident that there are major temporal orientation differences between delinquents and non-delinquents. Furthermore, in contrast to the results obtained by Leshan, these differences in temporal orientation between the groups cannot be accounted for on the basis of social class affiliation.<sup>1</sup>

The results of Allison's study indicate differences in the temporal orientation of the male delinquent. His findings in relation to socio-economic status were consistent with those reported by Leshan. Leshan's study confirmed different temporal goal orientation for the various socio-economic classes. Allison found differences in the temporal

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<sup>1</sup> Allison, op. cit., p. 40.

orientation between the delinquent and non-delinquent groups for which he could not account on the basis of social class membership alone. An hypothesis might be advanced that differences exist in the temporal orientation of delinquent and non-delinquent females.

This study is concerned with the temporal orientation of female juvenile delinquents. It is an attempt to examine the perceived relationship of the female delinquent and her goals in time.

In addition to the temporal orientation of the delinquent, this study is concerned with the contents of the stories told by the delinquent and non-delinquent girls, the social-anti-social content, and the happy-unhappy endings.

It is hypothesized that:

1. The general temporal orientation of the female juvenile delinquent will be of shorter duration than that of the non-delinquent female.

2. The temporal orientation of the female juvenile will be directed toward the present rather than toward the past or future.

3. The female juvenile delinquent will be less able to talk about the past and future than will the non-delinquent female.

4. The delinquent female will be less able to relate about the past and future than about the present.

5. There will be more unhappy endings to the stories

of the delinquent female than to those of the non-delinquent. There will be more anti-social content in the stories of the female juvenile delinquent than in the stories of the non-delinquent.

## CHAPTER II

### STATEMENT OF THE PROBLEM

The purpose of this study was to investigate the general temporal orientation of female juvenile delinquents in order to determine whether it differs from the temporal orientation of the non-delinquent female, and to determine whether temporal orientation is related more closely to juvenile delinquency or to social class status.

Leshan has demonstrated that there are differences in the temporal goal orientation in the various levels of social class.<sup>1</sup> Allison has shown that there are significant differences in the general temporal orientation of male delinquents and male non-delinquents, and that these differences in temporal orientation were not found to be accounted for in the basis of social class affiliation.<sup>2</sup>

The three variables of temporal orientation upon which data was obtained and statistically measured were temporal span, temporal direction, and temporal fluency. Temporal direction is defined as the placing, by the subject,

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<sup>1</sup>Leshan, op. cit., pp. 589-593.

<sup>2</sup>Allison, op. cit., pp. 37-42.

of the action of her stories in the present, past, or future. The subject was placed in that category in which the majority of her responses, past, present, or future, fell.

The length of time required for the story to take place, as estimated by the subject, is the temporal span. The subject was placed in that category in which the majority of her responses tended to fall.

The number of words given in response to the questions asked in Task Three, "What is happening right now in this picture?", "What happened before?", and, "What will happen or what will the outcome be?", gave the temporal fluency. These questions concerned the past, present, and future, and the subject was placed in that category in which she used the largest number of words in answering the questions.

Story content was categorized into two groups--social and anti-social. Content which depicted acts of murder, suicide, stealing, fighting, drinking, running away, sex offenses--any act that displayed overt aggression toward one's self or others, or was in conflict with the established rules and regulations of society--was classified as being anti-social. Story endings were classified as happy or unhappy. The answers to the question, "What will happen, or what will the outcome be?" determined the happy or unhappy ending. Two adults and the examiner reviewed the stories of each subject to determine the social-anti-social content and happy-unhappy endings. A subject was placed in that category

in which the majority of her stories fell.

To determine the temporal orientation of the female juvenile delinquent, and to determine something of the attitudes and feelings of the female delinquent towards the rules and regulations of society, the following hypotheses were tested:

1. There is no significant difference in temporal orientation between delinquent and non-delinquent females as shown by the responses of the subjects on the variables of direction, span, and fluency.

2. There is no significant difference in temporal orientation between lower and middle class females as shown by their responses on the three temporal variables, direction, span, and fluency.

3. There is no significant difference in temporal orientation between delinquent females of the middle class and non-delinquent females of the middle class as shown by the responses of the subjects on the variables of temporal direction, temporal span, and temporal fluency.

4. There is no significant difference in temporal orientation between non-delinquent females and delinquent females of the lower class as shown by their responses on temporal direction, temporal span, and temporal fluency.

5. There is no significant difference in temporal orientation between the lower class non-delinquents and the middle class non-delinquents as shown by their responses on

the variables of temporal direction, temporal span, and temporal fluency.

6. There is no significant difference in temporal orientation between the lower class delinquent females and the middle class delinquent females as shown by their responses to the variables of temporal direction, temporal span and temporal fluency.

7. There is no significant difference between 80 delinquent females and 80 non-delinquent females in regard to the variable of social-anti-social story content.

8. There is no significant difference between the 80 delinquent females and the 80 non-delinquent females in regard to the variable of happy-unhappy endings to the stories.

## CHAPTER III

### THE PROCEDURE OF THE STUDY

#### The Subjects

A total of 160 persons served as subjects in this study, 80 female juvenile delinquents and 80 female junior-senior high-school students. The juvenile delinquent is defined as any child under the age of 18 years who deviates from the socially prescribed norms of conduct to the extent that he has been adjudged to be a violator of the law by the court. In contrast, the non-delinquent in the junior-senior high-school group of subjects were selected because they had not given any indication by their past behavior in school of a tendency to come in conflict with the established laws.

The delinquent population was selected from the girls who had been adjudged by the Juvenile Courts in Oklahoma to be delinquent and who had been placed by the court in the Girls' Training School at Tecumseh, Oklahoma, and at St. John's Vienney, at Jenks, Oklahoma. Almost without exception, the most frequently committed offenses were running away and sexual experiences. Anti-social acts that had been carefully planned were very few. The majority of them had

been committed impulsively.

In selecting the delinquent subjects the following criteria were used:

1. The subjects must range in age from 12 through 17 years.

2. They must be of borderline intelligence or above (I.Q. scores of 70 or above), as measured by the California Test of Mental Maturity.

3. One-half of the delinquent group must come from a low socio-economic class, while the other half must come from a middle socio-economic class.

The non-delinquent girls were selected from five of the junior-senior high schools in Oklahoma City. The selection of these girls was dependent upon their close correspondence with the delinquent girls in terms of their chronological age, intellectual level, and social economic class. School principals and counselors assisted in the selection of these girls. In order to get as sharp a contrast as was possible, the non-delinquent junior-senior high-school group was selected because its members had never given any indication in their past behavior of being in conflict with established laws. The delinquent groups were made up of girls who had court records reflecting persistent delinquency, and who had been adjudged delinquent by the courts.

Knowledge as to the location of the two general social classes of the non-delinquent groups used in this

study was obtained from the Department of Attendance and Census of the Oklahoma City Public Schools, which surveys the entire city each year. Data concerning amount of family income, occupation of the father or mother, if working, address, and age were obtained from the counselor's office at the different schools. Corresponding data on the delinquent group came from the Juvenile Court files and the Training School records.

The mean age of the delinquent group is 15.6 years with a standard deviation of 1.19. The mean age of the non-delinquent group is 15.2 with a standard deviation of 1.03. The I.Q. scores of the delinquent group range from 123 to 70 with a mean of 92.92 and a standard deviation of 11.66. For the non-delinquent group the I.Q. score ranged from 120 to 70 with a mean of 92.23 and a standard deviation of 11.74. Intelligence scores were obtained from the public school records, training school records, and from the California Test of Mental Maturity administered by the examiner.

The determination of social class affiliation was dependent upon the family income, the type of occupation in which the father or mother was employed, where in the City the subjects lived, and by the judgment of the school counselor and principals. Subjects were placed in the middle socio-economic class if the employed parent was a skilled laborer, white-collar worker, or better, with a salary of \$400.00 or over per month, and if the family lived in a

neighborhood known to be occupied by families of the middle or upper socio-economic level. The socio-economic placement was confirmed in each case by the school counselor and principal, since each was thoroughly acquainted with the school district. Forty of the delinquent subjects met the criteria necessary to place them in a middle socio-economic class. There were also forty delinquent subjects in the low socio-economic group. The same number, 40, was in each social class group of the non-delinquent.

#### Instrument of Measurement

Selected Thematic Apperception Test Cards were used as stimulus material to obtain stories by which temporal span, temporal direction, temporal fluency, and story content were assessed and analyzed. By a pilot study, cards 5, 3 GF, 14, 18 MF, 9 GF, and 13 MF, were selected because of their appropriateness as stimuli for this age group of girls. In using the Thematic Apperception Cards the assumption is made that in a relatively unstructured situation where subjects are simply asked to tell a story about the picture shown them, projection takes place.

In explaining the use of the story telling technique as a means of getting evidence for the assessment of temporal orientation, Allison states:

Since the Thematic Apperception cards are a projective device customarily used in such a way that stories are told by the subject concerning the content of the pictures, this type of stimulus material is well suited

for the purpose of revealing temporal orientation. The assumption is made in the use of this stimulus material that, in a relatively unstructured situation where the subjects are simply asked to tell a story about the pictures presented to them, individuals tend to project the world as they see it onto the stimulus.<sup>1</sup>

The assumption is made that in using the TAT Cards, temporal orientation of the subject is obtained in the stories that she gives in response to the stimuli. In structuring the actions in her stories, the subject reveals her own temporal structure or orientation. The assumption is also made that the subject reveals her own desires, conflicts, hostility, and unhappiness in giving the content to her stories.

The TAT Cards used are described by Murray as follows:<sup>2</sup>

- Card 5. A middle-aged woman is standing on the threshold of a half-opened door looking into a room.
- Card 3 GF. A young woman is standing with downcast head, her face covered with her right hand, her left arm is stretched forward against a wooden door.
- Card 14. The silhouette of a man (or woman) against a bright window. The rest of the picture is totally black.
- Card 18 GF. A woman has her hands squeezed around the throat of another woman whom she appears to be pushing backwards across the bannister of a stairway.
- Card 9 GF. A young woman with a magazine and a purse in

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<sup>1</sup>Ibid., p. 18.

<sup>2</sup>Murray, op. cit., pp. 2-4.

her hand looks from behind a tree at another woman in a party dress running along a beach.

Card 13 MF. A young man is standing with downcast head buried in his arms. Behind him is the figure of a woman lying in bed.

### The Experimental Tasks

The procedure used by Allison was followed in this study. It seemed appropriate since both studies were concerned with delinquent juveniles.

Each subject in the delinquent and non-delinquent groups was interviewed individually. The delinquent subjects were interviewed in a private room at the Tecumseh Training School for Girls and at St. John's Vienney. The non-delinquent girls were interviewed in empty classrooms at the schools. The subjects were given three tasks. These tasks were described by Allison as follows:

The examiner stated, 'This has nothing to do with the Court (or school). I am making a survey on the development of imagination and I would like you to tell me some stories so that I can get a measure of your imagination. Although I will write down your stories as you tell them to me, no one else will see what I have written. Now I want you to simply tell me a story. It makes no difference if the story is true or whether it concerns you or someone else. Just tell me a story. Go ahead when you are ready.'<sup>1</sup>

The examiner recorded the subject's story verbatim. Then the subject was given Task 2. For this task two Thematic Apperception Test Cards, number 5 and number 3 GF, were shown. The instructions given to each subject were:

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<sup>1</sup>Allison, op. cit., p. 19.

Now, I am going to show you several pictures. Take a good look at each one and then make up a story about the picture. Here is the first one. (Examiner presents the first card). Tell me a story about this one.<sup>1</sup>

The same procedure was followed for the second selected TAT card. The story which the subject gave to each card was recorded verbatim. Then Task 3 was given.

Task 3: Four different cards were used for this task. They were number 14, 18 GF, 13 MF, and 9 GF. The subject was instructed as follows:

Now, I am going to show you several more pictures as before, and again I want you to tell me a story about each picture. Take a look at this one and tell me a story about it. (Examiner presents the first card, allows the Subject sufficient time to inspect it, and then records the subject's story).<sup>2</sup>

After the subject had given her story in response to the card, and it had been recorded by the examiner, the subject was then questioned about the story which she had given with the three questions: (1) "What is happening right now in this picture?" (2) "What happened before or what led up to this situation?" (3) "What will happen or what will the outcome be?" These questions are oriented toward the present, past, and future, and were asked to obtain elaboration concerning the past, present, and future on the four cards used in Task 3. The examiner recorded the subject's initial story and her responses to each of the three questions. The same procedure was used for the second, third, and fourth selected TAT cards used in Task 3.

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<sup>1</sup>Ibid.

<sup>2</sup>Ibid.

The seven stories which the subject had given were then reviewed. The subject was asked to classify each story as to whether she believed the action of the story had occurred in the present, past, or future. The question was asked, "Do you think this story happened in the present, past, or future?" If further questioning was necessary, the examiner asked, "When do you think the things you tell about in your story happened?" In order to avoid a temporal direction set the words, past, present, and future, were stated in random order. On all TAT stories the judgment of the subject was used and not the examiner's.

To prevent the development of a possible temporal orientation set, the TAT tasks were presented in the order from the least structured to the most highly structured, Task 1 being the least structured and Task 3 the most highly structured. This procedure was necessary to avoid inducing in the subjects the feeling that the stories in the past, present, and future were desired.

Comparisons in terms of the three temporal variables, temporal direction, temporal span, and temporal fluency, were made between the following groups:

Delinquent and non-delinquent

Lower social class subjects and middle social class subjects

Delinquent subjects of the middle class and non-delinquent subjects of the middle class

Delinquent subjects and non-delinquent subjects of the lower class

Lower class non-delinquents and middle class non-delinquents

Lower class delinquents and middle class delinquents

Comparisons were also made between the delinquent subjects and non-delinquent subjects in regard to the variables of story content--happy or unhappy endings and social-anti-social happenings.

In dealing with the content of the seven stories given by each of the 80 subjects, two categories were established--happy versus unhappy endings, and social versus anti-social content.

Typical stories given by the delinquent and non-delinquent subjects in response to the three tasks are given in the Appendix. Some of these stories have been given because of the rich clinical material.

#### Treatment of Data

Three types of data on temporal orientation, direction, span, and fluency were gathered on 160 subjects, 80 delinquent and 80 non-delinquent. Each subject told seven stories, one original, and six in response to selected TAT cards.

The time span of each story was obtained by having the subject estimate how long it took for her story to happen. Time span categories were: Less than one hour, 1 hour to 12 hours, 12 hours to 14 days, and Over 14 days. These four time categories were later combined into Under 12 Hours

and Over 12 Hours, as the expected cell entries in using Chi-square in some cases were less than five.

Temporal direction was obtained by asking each subject to tell when her stories happened--in the present, past or future.

Temporal fluency was obtained by counting the number of words used in answering the questions: (1) What is happening in this picture? (2) What led up to this situation? and (3) What will happen, or what will be the outcome?

With temporal direction, fluency, and span each subject was placed in the category in which the majority of her responses fell.

Chi-square was used to measure the divergence of difference between all the groups compared on the variables of temporal orientation, on social class status, and on story content. The level of significance was set at 0.05.

## CHAPTER IV

### THE RESULTS

In testing the eight hypotheses on each of the variables of temporal direction, temporal span, temporal fluency, and story content, a total of twenty comparisons were made between the two groups. The required level of statistical significance for this study was set at the 0.05 level.<sup>1</sup>

In testing hypothesis one, two groups of 80 non-delinquent and 80 delinquent females were compared on the variables of temporal direction, temporal span, and temporal fluency. The results are given for temporal direction in Table 1, for temporal span in Table 2, and for temporal fluency in Table 3.

In the three tests of the first hypothesis, where the number of subjects in each group was 80, and the social class status was disregarded, statistically significant differences were found between the non-delinquent females and the delinquent females on the temporal variables of direction, span, and fluency. A significant difference at the 0.02 level was

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<sup>1</sup>Henry E. Garrett, Statistics in Psychology and Education (3rd ed.; New York: Longmans, Green and Co., 1947), p. 244.

TABLE 1

COMPARISON OF 80 DELINQUENT FEMALES AND 80 NON-DELINQUENT FEMALES ON THE VARIABLE OF TEMPORAL DIRECTION

Group	N	Temporal Direction Responses			df	Chi <sup>2</sup>
		Past	Present	Future		
Non- delinquent	80	41	33	6	2	8.814*
Delinquent	80	25	49	6		
						P = 0.02

\*Significant at the 0.02 level of confidence. For P to equal 0.02, Chi<sup>2</sup> must be 7.824.

TABLE 2

COMPARISON OF 80 DELINQUENT FEMALES AND 80 NON-DELINQUENT FEMALES ON THE VARIABLE OF TEMPORAL SPAN

Group	N	Temporal Span Responses		df	Chi <sup>2</sup>
		Under 12 Hours	Over 12 Hours		
Non- delinquent	80	45	35	1	10.396*
Delinquent	80	64	16		
P = 0.01					

\*Significant at the 0.01 level of confidence. For P to equal 0.01, Chi<sup>2</sup> must be 6.635.

obtained for temporal direction, and at the 0.01 level for temporal span and for temporal fluency. The first hypothesis was rejected on all three variables of temporal direction,



TABLE 5

COMPARISON OF 80 LOWER SOCIAL CLASS FEMALES AND  
80 MIDDLE SOCIAL CLASS FEMALES ON THE  
VARIABLE OF TEMPORAL SPAN

Group	N	Temporal Span Responses		df	Chi <sup>2</sup>
		Under 12 Hours	Over 12 Hours		
Lower Class	80	61	19	1	4.863*
Middle Class	80	48	32		
					P = 0.05

\*Significant at the 0.05 level of confidence. For P to equal 0.05, Chi<sup>2</sup> must be 3.841.

TABLE 6

COMPARISON OF 80 LOWER SOCIAL CLASS FEMALES AND  
80 MIDDLE SOCIAL CLASS FEMALES ON THE  
VARIABLE OF TEMPORAL FLUENCY

Group	N	Temporal Fluency Responses			df	Chi <sup>2</sup>
		Past	Present	Future		
Lower Class	80	26	33	21	2	1.415
Middle Class	80	26	26	28		
						P = 0.50

In the three tests of temporal direction, temporal span, and temporal fluency of the second hypothesis, where the number of subjects in each group was 80 and the factor of delinquency was disregarded, a statistically significant

difference at the 0.05 level was found between the two groups on the variable of temporal span. More of the lower class subjects were in the Under 12 Hours category, while the non-delinquent subjects were in the Over 12 Hours category. No significant differences were found between the two groups on the variables of temporal direction and temporal fluency. There was a trend toward the Present with the lower class subjects in temporal direction while the middle class subjects tended to be toward the Not Present. Hypothesis two was rejected on the variable of temporal span and sustained on the variables of temporal direction and temporal fluency. In temporal fluency there was a trend for more middle class subjects to be away from the Present, with the lower class subjects tending to fall in the Present.

In testing hypothesis three on the variables of temporal direction, temporal span, and temporal fluency, two groups of 40 middle class non-delinquent females and 40 middle class delinquent females were compared. The results for temporal direction are given in Table 7, for temporal span in Table 8, and for temporal fluency in Table 9.

In the three tests of the third hypothesis, where the number in each group was 40 middle class non-delinquents and 40 middle class delinquents, with the social class status held constant, a statistically significant difference at the 0.05 level was found between the two groups on the variable of temporal direction. A statistically significant difference

TABLE 7

COMPARISON OF 40 MIDDLE CLASS NON-DELINQUENT FEMALES  
AND 40 MIDDLE CLASS DELINQUENT FEMALES ON THE  
VARIABLE OF TEMPORAL DIRECTION

Group	N	Temporal Direction Responses			df	Chi <sup>2</sup>
		Past	Present	Future		
Middle Class Non-delinquent	40	24	12	4	1	4.177*
Middle Class Delinquent	40	16	21	3		
						P = 0.05

\*Significant at the 0.05 level of confidence. For P to equal 0.05, Chi<sup>2</sup> must be 3.841.

TABLE 8

COMPARISON OF 40 MIDDLE CLASS NON-DELINQUENT FEMALES  
AND 40 MIDDLE CLASS DELINQUENT FEMALES ON THE  
VARIABLE OF TEMPORAL SPAN

Group	N	Temporal Span Responses		df	Chi <sup>2</sup>
		Under 12 Hours	Over 12 Hours		
Middle Class Non-delinquent	40	18	22	1	7.500*
Middle Class Delinquent	40	30	10		
P = 0.01					

\*Significant at the 0.01 level of confidence. For P to equal 0.01, Chi<sup>2</sup> must be 6.635.

TABLE 9

COMPARISON OF 40 MIDDLE CLASS NON-DELINQUENT FEMALES  
AND 40 MIDDLE CLASS DELINQUENT FEMALES ON THE  
VARIABLE OF TEMPORAL FLUENCY

Group	N	Temporal Fluency Responses			df	Chi <sup>2</sup>
		Past	Present	Future		
Middle Class Non-delinquent	40	15	8	17	2	5.996*
Middle Class Delinquent	40	11	18	11		P = 0.05

\*Significant at the 0.05 level of confidence. For P to equal 0.05, Chi<sup>2</sup> must be 5.991.

at the 0.01 level was found between the two groups on the variable of temporal span, and a significant difference at the 0.05 level on the variable of temporal fluency. In temporal direction the delinquents were in the Present and the non-delinquents in the Not Present. In the temporal span, more of the delinquents were in the Under 12 Hours while the non-delinquents were in the Over 12 Hours category. In temporal fluency more non-delinquent subjects fell in the Not Present category. Hypothesis three was rejected on all three variables of temporal direction, temporal span and temporal fluency.

The results obtained in testing the fourth hypothesis, which compared two groups of 40 non-delinquent females of the

lower class, and 40 delinquent females of the lower class on the variables of temporal direction, temporal span, and temporal fluency, are given in Tables 10, 11, and 12. Table 10 gives the results found between the two groups on the variable of temporal direction, Table 11 for temporal span, and Table 12 for temporal fluency.

TABLE 10

COMPARISON OF 40 NON-DELINQUENT FEMALES OF THE LOWER SOCIAL CLASS AND 40 DELINQUENT FEMALES OF THE LOWER SOCIAL CLASS ON THE VARIABLE OF TEMPORAL DIRECTION

Group	N	Temporal Direction Responses		df	Chi <sup>2</sup>
		Present	Not Present*		
Lower Class Non-delinquent	40	19	21	1	4.177**
Lower Class Delinquent	40	28	12		P = 0.05

\*In the temporal direction category, past and future responses were combined into "Not Present" as the expected cell entry was less than five. This was done for the purpose of calculating Chi Square, with the resulting loss of one degree of freedom.

\*\*Significant at the 0.05 level of confidence. For P to equal 0.05, Chi<sup>2</sup> must be 3.841.

In the three tests of the fourth hypothesis, where the number of subjects in each group was 40 and social class membership was held constant, a statistically different response at the 0.05 level was found between the two groups on

TABLE 11

COMPARISON OF 40 NON-DELINQUENT FEMALES OF THE LOWER SOCIAL CLASS AND 40 DELINQUENT FEMALES OF THE LOWER SOCIAL CLASS ON THE VARIABLE OF TEMPORAL SPAN

Group	N	Temporal Span Responses		df	Chi <sup>2</sup>
		Under 12 Hours	Over 12 Hours		
Lower Class Non-delinquent	40	27	13	1	3.382
Lower Class Delinquent	40	34	6		
					P = 0.10

TABLE 12

COMPARISON OF 40 NON-DELINQUENT FEMALES OF THE LOWER SOCIAL CLASS AND 40 DELINQUENT FEMALES OF THE LOWER SOCIAL CLASS ON THE VARIABLE OF TEMPORAL FLUENCY

Group	N	Temporal Fluency Responses			df	Chi <sup>2</sup>
		Past	Present	Future		
Lower Class Non-delinquent	40	13	14	13	2	1.288
Lower Class Delinquent	40	13	19	8		
						P = 0.50

the variable of temporal direction. No statistically significant difference was found between the two groups on the variables of temporal span and temporal fluency. There was a

trend for more delinquents to be in the Under 12 Hours category in temporal span. Hypothesis four was rejected on the variable of temporal direction and sustained on the variables of temporal span and temporal fluency.

The results obtained in testing the fifth hypothesis which compared two groups of 40 middle class non-delinquent females and 40 lower social class non-delinquent females are given for temporal direction in Table 13, for temporal span in Table 14, and for temporal fluency in Table 15.

TABLE 13

COMPARISON OF 40 LOWER SOCIAL CLASS NON-DELINQUENT FEMALES  
AND 40 MIDDLE SOCIAL CLASS NON-DELINQUENT FEMALES  
ON THE VARIABLE OF TEMPORAL DIRECTION

Group	N	Temporal Direction Responses		df	Chi <sup>2</sup>
		Present	Not Present*		
Lower Class Non-delinquent	40	19	21	1	2.580
Middle Class Non-delinquent	40	12	28		P = 0.20

\*In the temporal direction category, past and future temporal direction responses were combined into "Not Present" as the expected cell entry was less than five. This was done for the purpose of calculating Chi Square, with the resulting loss of one degree of freedom.

In the three tests of the fifth hypothesis, where the number in each group was 40, and the delinquency factor was held constant, a statistically significant difference at the

TABLE 14

COMPARISON OF 40 LOWER SOCIAL CLASS NON-DELINQUENT FEMALES  
AND 40 MIDDLE SOCIAL CLASS NON-DELINQUENT FEMALES  
ON THE VARIABLE OF TEMPORAL SPAN

Group	N	Temporal Span Responses		df	Chi <sup>2</sup>
		Under 12 Hours	Over 12 Hours		
Lower Class Non-delinquent	40	27	13	1	4.114*
Middle Class Non-delinquent	40	18	22		
P = 0.05					

\*Significant at the 0.05 level of confidence. For P to equal 0.05, Chi<sup>2</sup> must be 3.841.

TABLE 15

COMPARISON OF 40 LOWER SOCIAL CLASS NON-DELINQUENT FEMALES  
AND 40 MIDDLE SOCIAL CLASS NON-DELINQUENT FEMALES  
ON THE VARIABLE OF TEMPORAL FLUENCY

Group	N	Temporal Fluency Responses			df	Chi <sup>2</sup>
		Past	Present	Future		
Lower Class Non-delinquent	40	13	14	13	2	2.312
Middle Class Delinquent	40	15	8	17		
						P = 0.20

0.05 level was found between the two groups on the variable of temporal span. The lower class was Under 12 Hours and the

middle class Over 12 Hours. No significant difference was found between the two groups on the variables of temporal direction and temporal fluency. The fifth hypothesis was rejected on the variable of temporal span and sustained on the variables of temporal direction and temporal fluency.

The results obtained in testing the sixth hypothesis, which compared two groups of 40 lower social class delinquent females and 40 middle social class delinquent females, are given for temporal direction in Table 16, for temporal span in Table 17, and for temporal fluency in Table 18.

TABLE 16

COMPARISON OF 40 LOWER SOCIAL CLASS DELINQUENT FEMALES  
AND 40 MIDDLE SOCIAL CLASS DELINQUENT FEMALES  
ON THE VARIABLE OF TEMPORAL DIRECTION

Group	N	Temporal Direction Responses		df	Chi <sup>2</sup>
		Present	Not Present*		
Lower Class Delinquent	40	28	12	1	2.580
Middle Class Delinquent	40	21	19		
					P = 0.20

\* In the temporal direction category, past and future temporal direction responses were combined into "Not Present" as the expected cell entry was less than five. This was done for the purpose of calculating Chi Square, with the resulting loss of one degree of freedom.

TABLE 17

COMPARISON OF 40 LOWER SOCIAL CLASS DELINQUENT FEMALES  
AND 40 MIDDLE SOCIAL CLASS DELINQUENT FEMALES  
ON THE VARIABLE OF TEMPORAL SPAN

Group	N	Temporal Span Responses		df	Chi <sup>2</sup>
		Under 12 Hours	Over 12 Hours		
Lower Class Delinquent	40	34	6	1	1.0250
Middle Class Delinquent	40	30	10		
					P = 0.30

TABLE 18

COMPARISON OF 40 LOWER SOCIAL CLASS DELINQUENT FEMALES  
AND 40 MIDDLE SOCIAL CLASS DELINQUENT FEMALES  
ON THE VARIABLE OF TEMPORAL FLUENCY

Group	N	Temporal Fluency Responses			df	Chi <sup>2</sup>
		Past	Present	Future		
Lower Class Delinquent	40	13	19	8	2	.0502
Middle Class Delinquent	40	11	18	11		
						P = 0.50

In the three tests of the sixth hypothesis, where the number in each group was 40 lower social class delinquent females and 40 middle social class delinquent females, with the factor of delinquency being held constant, no significant

differences were found between the groups on any of the variables. Hypothesis six was sustained on all variables, temporal direction, temporal span, and temporal fluency.

The results obtained in testing the seventh hypothesis, which compared groups of 80 delinquents and 80 non-delinquents with the social class membership held constant on the variable of social - anti-social story content are given in Table 19.

TABLE 19  
COMPARISON OF 80 DELINQUENT AND 80 NON-DELINQUENT  
FEMALES ON THE VARIABLE OF STORY CONTENT

Group	N	Social - Anti-social Responses		df	Chi <sup>2</sup>
		Social	Anti-social		
Delinquent	80	34	46	1	40.366*
Non-delinquent	80	72	8		P = 0.01

\*Significant at the 0.01 level of confidence. For P to equal 0.01, Chi<sup>2</sup> must be 6.635.

A statistically significant difference between the delinquent and non-delinquent groups was obtained. Hypothesis seven was rejected.

The results obtained in testing the eighth hypothesis, which compared groups of 80 non-delinquents and 80 delinquents on the variable of happy - unhappy endings with social class affiliation held constant, are given in Table 20.

TABLE 20

COMPARISON OF 80 NON-DELINQUENTS AND 80 DELINQUENTS ON  
THE VARIABLE OF HAPPY VERSUS UNHAPPY ENDINGS

Group	N	Ending Responses		df	Chi <sup>2</sup>
		Happy	Unhappy		
Non-delinquent	80	54	26	1	30.861*
Delinquent	80	19	61		
					P = 0.01

Significant at the 0.01 level of confidence. For  $P$  to equal 0.01,  $\text{Chi}^2$  must be 6.635.

A statistically significant difference was obtained between the non-delinquent and delinquent groups on the variable of happy - unhappy endings. Thus, hypothesis eight was rejected.

In summary, there were significant differences between the delinquent and non-delinquent subjects on all the variables of temporal direction, temporal fluency, and temporal span.

There were no significant differences between the lower and middle class subjects on the variables of temporal direction and temporal fluency. There was a significant difference between the two groups on the variable of temporal span.

There were significant differences between middle class delinquent and non-delinquent subjects on all three

variables of temporal direction, temporal fluency, and temporal span.

There were no significant differences between the lower class delinquent and non-delinquent subjects on the two variables of temporal span and temporal fluency. There was a significant difference between the two groups on the variable of temporal direction.

There were no significant differences between the lower and middle class non-delinquent subjects on the variables of temporal direction and temporal fluency. There was a significant difference between the two groups on the variable of temporal span.

There were no significant differences on any variable between the lower and middle class delinquent subjects on the three variables of temporal direction, temporal span, and temporal fluency.

There were significant differences between the delinquent and non-delinquent subjects on the variables of social - anti-social story content and happy-unhappy endings.

## CHAPTER V

### DISCUSSION OF RESULTS

This is a study on the time perspective of the delinquent female. By this we mean how the delinquent female sees or places herself in regard to the past, present, and future. The three temporal variables measured were temporal direction, temporal span, and temporal fluency.

The temporal direction variable told us where in time, present, past, or future, the girl placed her stories as happening--that is, did they take place in the past, are they happening at present, or will they happen in the future?

Temporal span was the length of time the girl gave for her stories to happen or take place. The span reached from a very few minutes (in some cases seconds), to years.

The temporal fluency variable, as measured by the number of words used in answering questions which dealt with past, present, or future, told us in which period of time the girl was most fluent.

The purpose of the study was to ascertain if there were significant differences between the delinquent and the non-delinquent females in regard to the way they orient

themselves in time. The questions asked were: Does the delinquent female live more in the present than the non-delinquent? Does she have a shorter time span, and is she less verbal about the past and future than the non-delinquent female?

In this study on the temporal orientation of the female delinquent, two questions seemed important: (1) Is there any significant difference between delinquent and non-delinquent females on the three variables of temporal direction, temporal span, and temporal fluency? and (2) Is there any difference on the three variables as far as social class status is concerned?

In seeking the answer to the first question a comparison on the three time variables between non-delinquent and delinquent females was made. From this comparison, as may be seen in Tables 1, 2, and 3, the factor of delinquency was operating between the two groups. Significant differences between the groups were found on all three temporal variables. However, the two groups were confounded as social class status, as well as delinquency, was involved.

In order to ascertain if social class status was operating, as well as the delinquency factor, a comparison was made between the lower and middle class subjects on the variables of direction, span, and fluency. According to the results shown in Tables 4, 5, and 6, it is evident that the social class factor is operating. There was a significant

difference between the two groups on the variable of temporal span at the 0.05 level, with a decided trend in the expected direction on the variables of fluency and direction. The lower class showed a tendency to be in the Present, with the middle class in the Not Present in temporal direction, and away from the Present in fluency.

From these results in comparing the two social classes, we may consider the possibility that the social class factor is either not operating, or is operating in the same direction as the delinquency factor. These two groups were confounded with delinquency and social class status.

From Tables 7, 8, and 9, which compared the non-delinquent with the delinquent middle social class, it may be seen that the delinquency factor is operating to produce differences between the two groups. Significant differences were found between the two groups on all three variables, as was found between the non-delinquent and delinquent groups, Tables 1, 2, and 3.

To further clarify this, the lower class non-delinquent was compared with the lower class delinquent. By examining Tables 10, 11, and 12, we find a significant difference between the two groups on the variable of temporal direction. Delinquents tended to be in the Under 12 Hours category in temporal span and away from the Future in fluency. Non-delinquents tended to be toward the Future in fluency and in the Over 12 Hours category in temporal span. The delin-

quency factor is operating to differentiate these two groups, although not in as sharp a contrast as was between the middle class non-delinquents and delinquents. The lower class non-delinquents and delinquents are more homogeneous than are the middle class non-delinquents and delinquents.

There are differences between the lower and middle class non-delinquents as may be seen by examining Tables 13, 14, and 15. A significant difference at the 0.05 level was found between the two groups on temporal span. The middle class non-delinquents tended to be in the Not Present in temporal direction and away from the Present in temporal fluency. These results are similar to those found when the lower and middle classes were compared (see Tables 4, 5, and 6). Class status apparently is the significant factor operating here. The middle class non-delinquents have a longer time span than do the lower class non-delinquents. Lower class subjects show a tendency to live in the Present; they have a shorter time span, and are less verbal than the middle class subjects in regard to the Past and Future. As far as the non-delinquent subject is concerned, class status does make a difference in temporal orientation.

Lower class subjects who become delinquent are like middle class delinquent subjects in their temporal orientation. This may be seen in Tables 16, 17, and 18. No significant differences were found between the two groups on any temporal variable.

While there were significant differences on all three temporal variables between the middle class non-delinquents and lower class non-delinquents, no significant differences were found between the middle class delinquent and lower class delinquent. This is a significant finding. With the non-delinquent groups, class status appears to be operating to produce a difference. With the delinquent groups, class status apparently is not the operating factor.

Lower class delinquents and non-delinquents are more alike than are middle class delinquents and non-delinquents. Since there is no significant difference in temporal orientation between the middle class delinquents and lower class delinquents, the delinquent females of the middle class must have some similarity to the lower class females. There appears to be a common factor in the lower non-delinquent, lower delinquent, and middle class delinquent groups, regardless of class status. We may assume then, that social class status and delinquency are both important factors in the temporal orientation of the female juvenile delinquent. There is a significant difference between the delinquent and non-delinquent females on the three time variables. There is also a difference in temporal orientation between the two groups as far as class status is concerned.

In summary, significant differences were found between the non-delinquents and delinquents on all three variables of temporal direction, temporal span, and temporal fluency. The

two groups, however, were confounded by social class status. For this reason the next comparison was made between lower and middle social class subjects. A significant difference was found between the two groups at the 0.05 level on the variable of temporal span. A trend in the expected direction was found on the variables of direction and fluency.

In comparing the middle class non-delinquents with the middle class delinquents, significant differences were found between the groups on all three variables. When the lower class non-delinquents were compared with the lower class delinquents, there was a significant difference at the 0.05 level on the variable of temporal direction, with a trend for more delinquent subjects to be in the Under 12 Hours category in temporal span. There was a sharper contrast between the middle class non-delinquent and middle class delinquent than there was between the lower class non-delinquent and lower class delinquent. These last two groups are more homogeneous than are the middle class non-delinquents and middle class delinquents.

A significant difference was found between the lower and middle class non-delinquents on temporal span. Middle class subjects tended to be in the Past and Future in temporal direction, while the lower class subjects tended to be in the Present. From these findings it appears that social class does make a difference in temporal orientation in non-delinquent subjects.

No significant difference on any variable was found between the lower class delinquents and middle class delinquents. In regard to temporal orientation lower class delinquent females are like middle class delinquent females. It appears that delinquency is a stronger determining factor than social class status with these two groups.

Delinquents and non-delinquents of the lower class are more homogeneous in temporal orientation than are the delinquents and non-delinquents of the middle class. There is not as sharp a contrast between the groups as may be seen by examining Tables 7, 8, 9, 10, 11, and 12. Delinquent females of the middle class appear to have some similarity to the lower class subjects. There is a common factor in the lower class non-delinquent, lower class delinquent, and the middle class delinquent.

Lower and middle class non-delinquents differ in temporal orientation. Lower and middle social class subjects also differ, although the groups are confounded with delinquency. Social class status is apparently operating to differentiate these groups.

This study, as did that of Allison, revealed a decided trend for the delinquent to live in the limited present with both past and future being relatively limited in importance. This finding should have strong significance for educators, guidance workers, and all who are trying to better the adjustment of such children.

For future research in the field of temporal orientation a study could be so designed as to enable one to check which is most involved in temporal orientation as far as the following factors are concerned: age, delinquency, socioeconomic status, and intelligence.

It would also be profitable to design a study toward determining the effects of crippling, brain-injury, and disease upon the temporal orientation of individuals and groups of individuals.

## CHAPTER VI

### SUMMARY

In setting up this study on the temporal orientation of the female juvenile delinquent, two questions were posed:

1. Is there any significant difference between the two groups on the three variables of temporal direction, temporal span, and temporal fluency?
2. Is there any difference between the two groups on the three variables as far as social class status is concerned?

In seeking the answers to these questions the following six comparisons were made: the delinquent group of females with the non-delinquent group; the middle social class group of subjects with the lower social class group; middle social class delinquent with the middle social class non-delinquent; lower class delinquent with the lower class non-delinquent; middle social class non-delinquent with the lower class non-delinquent; and middle class delinquent with the lower class delinquent.

A comparison was also made between the delinquent group and the non-delinquent group in regard to social -

anti-social story content and happy-unhappy endings to the stories told by the two groups of subjects in response to six selected TAT cards.

The delinquent group in this study was composed of 80 juvenile delinquent girls who had been committed by a court to the State Training School for Girls at Tecumseh, and at St. John's Vienney, Jenks, Oklahoma. Eighty non-delinquent girls from the Oklahoma City Public School System were matched with this group of delinquent girls in regard to age, I.Q., and social class affiliation. A total of 160 subjects were divided into four groups of 40 on the basis of social class membership.

Each subject in an individual interview was asked to perform three tasks. These tasks were set up to determine the general orientation on the three variables of temporal direction, temporal span, and temporal fluency of each subject.

Each subject told seven stories in response to the statement, "Tell me a story," and six selected TAT cards. The instruction on each of the cards was, "Tell me a story about this picture." The questions, "What is happening right now in this situation?", "What happened before, or what led up to this situation?" and "What will happen or what will the outcome be?" were asked by the Examiner on the last four TAT cards given in Task Three. The temporal fluency variable was determined by counting the words used by

each subject in answering these three questions. The subject was placed in the category, past, present, or future, in which the majority of her responses fell.

The temporal direction variable was assessed by asking each subject to classify her stories as to whether she believed the action of the story to have occurred in the past, present, or would occur in the future. The temporal span variable was obtained by asking each subject to estimate how much time had elapsed between the beginning and end of each story. In tabulating the data for temporal direction and span a subject was placed in that category--past, present, or future, and Under 12 Hours or Over 12 Hours--in which the majority of her responses occurred.

The stories of each subject were reviewed by two adults and the examiner for story content. This content was categorized into social - anti-social content, and happy-unhappy endings to the stories. Acts of murder, suicide, stealing, fighting, running away, drinking, sex offenses--any act that displayed over aggression toward one's self or others, or was in conflict with the established rules and regulations of society--was classified as anti-social. Social acts were defined as those accepted by society and not in overt conflict with its rules and regulations. Eight null hypotheses were tested in this study. These hypotheses were tested by the use of Chi Square, setting 0.05 as the required statistical level of significance.

The first hypothesis which predicted that there would be no significant difference in temporal orientation between delinquent and non-delinquent females was rejected on all three variables of temporal direction, temporal span, and temporal fluency. There was a significant difference in temporal orientation between the delinquent and non-delinquent females, disregarding social status. The delinquent females told stories primarily in the present. Their stories tended to have a much shorter time span and they were much more fluent in the present than in the past or future. The non-delinquent females told stories primarily in the past, their stories had a longer time span, and they were more fluent in the past and future in about equal proportion.

Hypothesis two which held that there would be no significant differences in temporal orientation between lower and middle class females was rejected on the variable of temporal span, but sustained on the variables of temporal direction and fluency. In temporal span the lower class subjects fell in the Under 12 Hours category. In temporal direction there was a trend for more lower class subjects to be in the Present, and in temporal fluency there was a trend for more middle class subjects to be in the Not Present category. Past and Future responses were combined to form the Not Present category.

Hypothesis three predicted that there would be no difference in temporal orientation between non-delinquent

and delinquent females of the middle class. This hypothesis was rejected on all three variables. The middle class non-delinquents differed significantly from the middle class delinquents on all three variables.

Hypothesis four predicted that there would be no significant difference in temporal orientation between lower class non-delinquent and lower class delinquent females. This hypothesis was rejected on the variable of temporal direction and sustained on the variables of temporal fluency and span. There was a trend for more delinquents to be in the Under 12 Hours category on the variable of temporal span.

The fifth hypothesis held that there would be no significant difference between the lower class non-delinquents and the middle class non-delinquents. This hypothesis was rejected on the variable of temporal span and sustained on the variables of temporal direction and fluency.

Hypothesis six, which predicted that there would be no significant difference in temporal orientation between the lower class delinquent females and the middle class delinquent females, was sustained on all three variables of direction, span, and fluency.

Hypothesis seven, which predicted that there would be no significant difference between delinquent females and non-delinquent females in regard to the variable of social - anti-social story content was rejected. There was a significant difference at the 0.01 level between the two groups.

Hypothesis eight held that there would be no significant difference between the delinquent females and the non-delinquent females in regard to the variable on happy-unhappy endings to their stories. There was a significant difference between the two groups on this variable at the 0.01 level, hence the hypothesis was rejected.

2

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## APPENDIX

## APPENDIX

### SAMPLES OF STORIES TOLD BY SUBJECTS

Stories Told by a Low Social Class Delinquent Girl,  
Age Seventeen Years

#### Task I.

There was a girl that was always blowing her top. She would be punished and than she would run off. She would be punished and than she would cut on her body. She would be put in meditation. Finally, she got a good break and got to go home.

1. Past
2. Seven months

#### Card 5:

This woman is eaves-dropping on someone. She is sneaking near the door so she can hear what is said. Then she'll run and tell.

1. Present
2. Five or ten minutes

#### Card 3 GF:

Someone has beaten up on this girl. She's dragging herself out the door. Maybe she's trying to get away from someone.

1. Present
2. Five minutes

Card 14:

This looks like someone is trying to get out of a window. No, he may be getting in. He did something. He's running. He's trying to get away from the police. Or he may be chasing someone. He may have had a fight, or killed someone, or he may be after someone.

1. Present
2. Five minutes

1. He is trying to get in or out.
2. He did something. He may have stolen something, or he may have to run from the cops.
3. He gets caught.

Card 13 MF:

You don't have to use your imagination on this one. Apparently he's been in bed with her and he's getting up. I'll just leave it at that. You ought to know what's going on.

1. Present
2. Twelve hours

1. He looks sleepy. He has just got up. He has his clothes on. I imagine he's leaving.
2. They have had sexual relationships. They probably had a party and it ended up with too much drinking.
3. It doesn't look like his wife. This is the end of it. It's just another girl.

Card 9 GF:

This girl is running from something or someone. The girl looks mad. The girl behind the tree has been watching

for quite awhile.

1. Present
2. About five minutes

1. The girl is running. The other is watching.
2. The girl that's running maybe had a quarrel with her boy friend. Maybe a fight.
3. The girl will get away, I guess. They generally do.

Card 18 GF:

Looks as if this woman is choking the other one.

They had a quarrel. She's mad enough to kill her.

1. Present
2. Fifteen minutes

1. One woman is choking the other. She is trying to kill her.
2. They had an argument over a man.
3. She kills her and gets caught up with.

Stories Told by a Low Social Class Delinquent Girl,  
Age Sixteen Years

Task I.

I was real attached to a girl. She was like a sister to me. I made her be good and then I moved to another cottage. She cried and cried. She had been cutting her hair real short. It was almost a burr.

Mrs. W said things would work out. She promised to have nothing to do with cronies.

1. Past and present, mostly present.
2. One month.

Card 5:

This woman is pretty young. She's come in off a date. The house is dark. She's looking to see if anyone

is waiting up for her.

1. Present
2. Ten minutes

Card 3 GF:

She looks sick. She had this real nice boy friend. She still thought he was nice for awhile then he wanted to have sexual relationship with her. It happened. This went on for two months. She was pregnant. She didn't tell him. She gets sick and here she's pushing the door open.

1. Present
2. Four months

Card 14:

This here? The room is real dark. He's setting on the window sill. He's just broken up with his girl friend. He's sitting there dreaming about this break-up.

1. Present
2. Forty-five minutes
1. He's sitting in the window thinking about this.
2. He wanted to go steady and she didn't. She gave him his ring back and they broke up.
3. They will never go back together. He will jump out the window.

Card 13 MF:

This is going to be a good one. This is the man's apartment. He takes his girl up with him. He has just finished having sexual relationships with her. He's ashamed of himself. He's older than the girl and he's ashamed of doing this to the girl.

1. Past
2. Thirty minutes

1. He has his hand over his face. He's ashamed.
2. They were both intoxicated.
3. He's ashamed and will just leave. She's so drunk that she doesn't wake up until after he has gone. Then she goes home to mama.

Card 9 GF:

The oldest girl (behind the tree), had a nice boy friend. She introduces him to her sister. She thinks nothing will come of it. She finds that her younger sister had a date with her boy friend. The older sister said, "I'm going to kill you." The younger sister said, "You don't need to do that. I'll do it. If I can't have him, I don't want to live." She's running down to the river to drown herself.

1. Present
2. Three weeks

1. The girl is running to the river.
2. Her older sister is threatening to kill her.
3. The older sister admits she was the cause of it after they find the younger sister in the river. They put her on a suspended sentence.

Card 18 GF:

These look like two elderly people. Of course, the woman is a little older than the man. She has a granddaughter. The man is just boarding with her. He has sexual relations with the granddaughter and she becomes pregnant. The grandmother finds out that he has gotten the girl pregnant, and the grandmother is strangling the man right now.

1. Past and Present
2. Three weeks

1. She's strangling him.
2. His having sexual relationship with the granddaughter.
3. The grandmother was insane, so she was put in a home for the mentally ill.

Stories Told by a Low Social Class Delinquent Girl,  
Age Fifteen Years

Task I. Original Story

I should be a senior. I was ill a lot when I was in the third grade. My mother decided I should take the third grade over. We went to California, then to Nevada and Colorado. Then we came back to Tulsa. My parents were separated several times. Three years ago they separated and didn't go back together. My father had the two little ones. One week-end I went to visit my father and had a big argument. My sister went back, but I didn't. My sister stayed, but I lived with my mother.

One day I became ill. The landlady gave me permission to stay home because my mother wasn't there. My girl friend wanted me to go to town, but I wouldn't go. My friend went out on the porch and the landlady got mad and beat her. My girl friend filed charges against the landlady.

I went to night clubs and the landlady had me picked up. They sent me to Mohawk. They tried to find my mother but she had gone to Sapulpa to eat.

I stayed in Mohawk 'till Monday. They put the hearing off and I ran off.

I used to bleach my hair. My cousin cut my long hair and dyed it brown. I went to Dallas. I then came back to Tulsa and the Juvenile Court said they wouldn't pick me up if I acted right.

Then we went to Dallas. I never missed school. One day I was going to help mother move. She said, "I'm going to take you girls to a boarding school." All the girls were under the court. It was really a place like this. After a week I ran off. I went to find my mother. I was crying. My legs were scratched and everything. She said, "I'll try you for a week and if you don't behave I'll send for you to your father." We came back to Tulsa. I had a quarrel. Then she decided to go to California. The next morning she said, "You are going to stay with your father." My father beat me the first day I was with him. He didn't trust me. My step-mother had two children and my two sisters and one brother. Everyone else went to the show but they wouldn't let me go. I was going to run away. I ran away from school on Monday afternoon. I was going to California to see my mother. Daddy had them bring me out here.

My daddy was in the hospital and he was unconscious. On June 7, Sunday morning he died. I came back Thursday. In September my sister came here.

1. Present
2. 15 minutes

Card 3 GF:

She's been in a fight and she's just coming home.

1. Present
2. One hour

Card 14:

This is a big store room and the man is watching for someone to come out of a building. He wants to get him.

1. Present
2. 15 minutes

1. He's waiting for a man. He is sitting in the window and watching. He's going to jump on him and surprise him.
2. Something in business. He may have had an argument and he doesn't like him.
3. He will beat the man up and he will get into trouble for it.

Card 13 MF:

This man came in to rape the woman and now he's ashamed of it. Maybe he gave her something to knock her out.

1. Present
2. 30 minutes

1. He's ashamed of what he did. He doesn't know what he was doing. He was drunk.
2. He liked her, but she wouldn't go with him.
3. She won't ever speak to him ever again.

Card 18 GF:

A woman is trying to choke another woman that has just come down the stairs.

1. Present
2. 5 minutes

1. She's choking her.
2. She has done something and is afraid the other will tell so she chokes her.

3. She will hide her in the cellar. They will find out about her killing her and she will get in trouble.

Card 9 GF:

A mother is watching her daughter. The daughter is angry and bawling someone out. She's running.

1. Present
2. One hour
1. The mother is watching and the daughter is running. The girl has probably had a big fight with someone and is running to get away.
2. She was too quiet and the mother was watching to see what was on the girl's conscience.
3. She will come back home and not even know her mother was watching her.

Stories Told by a Middle Class Delinquent Girl,  
Age Sixteen Years

Task I.

Just before I came out here, I dreamed that I was going to be sent off. My mother said if I didn't be good, I was going to be sent off. I said, "Well, there's no hope for me." So she said, "Well, just do as you please." And so I did. I ran around with this girl friend and her boy friend. I wouldn't go to school or anything. We did things that were not nice. So my mother had me put in a girls' school where I can't see the other boy and girl. That is all.

1. Present
2. Ten minutes. We fussed about ten minutes.

Card 5:

It looks like a lady is angry. Maybe she's spying

on her daughter or something. The daughter has come home late. Maybe the daughter left without her permission and the lady is real angry and is going to get her for it.

1. Future
2. About ten to fifteen minutes

Card 3 GF:

Maybe she broke up with her boy friend. She could have saw someone killed. She looks like she saw something she shouldn't have saw. Someone in bed, maybe.

1. Present
2. About five or ten minutes

Card 14:

This man is in a real dark room. He may be going to commit suicide or look for someone to come and tell him some top secret things that were supposed to happen. He is in with some gang that is supposed to tell him something. And then maybe he just wants to be alone.

1. Future
2. About thirty minutes. He doesn't sit there long.
1. He could be thinking of something that is bothering him.
2. Maybe he has come home from the army and had no where to go and is just sitting there.
3. Maybe he'll go ahead and listen to the top secret.

Card 13 MF:

Maybe he tried to get fresh with her and she wouldn't let him, so he thought he'd just kill her and get her out of the way.

1. Present
2. I'd say about an hour or two.

1. Maybe he's kinda sorry for what he has done. He's ashamed too. He's hiding his eyes.
2. She wouldn't let him get fresh with her.
3. Maybe he'll go to prison for life or get hung. At least he will be caught and punished.

Card 9 GF:

It looks like this girl is walking down by a stream. This other girl looks like maybe she's trying to kill her. She is hiding in the tree and spying on the other girl. This girl walking here is going to meet this other girl's husband or boy friend. Maybe this girl found out that the other girl knew she was meeting him and she is running away to get away from the other girl. She is scared. She knows she shouldn't go with the girl's husband.

1. Future
2. Two or three minutes
1. The way she's holding her dress, she's running pretty fast. She is scared the other girl will catch up with her and kill her.
2. She has been going out with this girl's husband and she found it out.
3. The girl will get away. But she will be caught later and punished for doing what she shouldn't do. Maybe she will be sent away. She may go to prison for a long time.

Card 18 GF:

This lady must be the daughter and this one the mother. Looks like it is about the middle of the night. The daughter has come in late again and the mother is mad and worried that her daughter would not mind her. She is choking her and trying to make her tell her where she has been.

1. Future
2. Five to ten minutes

1. The mother is trying to make the girl tell her why she is late and where she has been.
2. The girl didn't mind her mother. She came home late again.
3. They will have a big fight and the girl will leave home and get picked up by the cops. This time she may be sent to a girls' school.

Stories Told by a Middle Social Class Delinquent Girl,  
Age Sixteen Years

Task I.

My little sister is one year old today. She was born February 15, 1956, in Ft. Worth. I'll never forget that day. I couldn't believe it. My oldest sister and I saw her. She closed one eye and gave me the sourest look. She was oh, so cute. She's different from all the rest of the family, in looks and everything. She's got blue eyes, blond hair, and light complexion. She's real small. My mother is the only one that has blue eyes besides her. All the rest of us has got brown eyes. I've grown to love my little sister more than the rest of the family. My mother is an alcoholic and all the time I was in Ft. Worth, just my little sister, mother and me, I took care of her all by myself. She was a lot of trouble, but it is ever bit worth it. I'm just hoping that she will grow up and make something of herself and not ever be in my place. She's more to me than anyone will ever be, and I'm hoping to go home so that I can take care of her, since my mother is not capable of it, and never will be. I love my mother, but she seems to think a lot more of drinking than she does of her family. People

think I'm not capable of taking care of my baby sister.

I've done a lot of things, but a person can change, but not over night. You can't expect too much from one person.

1. Past, present, and future. It's happening right now too.
2. In the past year and nine months.

Card 5:

This woman is looking in on a murder. She is scared. Maybe it's her husband.

1. Present
2. About five minutes

Card 3 GF:

Reminds me of when my mother comes in from one of her sprees and apologizes for going out and wants to come back, and of course, my daddy always lets her come back. She knows she's going to do it again, although she may not want to. She makes promises, and promises and more promises, but she never keeps them. A week or two later she's gone again.

1. Present
2. About thirteen years

Card 14:

Reminds me of some times out here. I try not to think of the other world outside. I never do think about going home except when I think of my little sister. The only time I ever think that there is another world is when I take time to look. It isn't very often I take time to look, for

I don't care.

1. Present
2. Just a few minutes--it just flits through my mind.
1. He's just sitting in the window.
2. He's thinking of a little sister.
3. He may jump out.

Card 13 MF:

(Refused at first to look at the card).

I saw this one at Norman, and I didn't talk about it then, and I'm not going to talk about it now. (Then she added later), Reminds me of a man. He had a fight with his wife. Went out on her and afterwards he was sorry for it. He killed her because he was ashamed of her, and couldn't get rid of her, and took the easiest way out by killing her.

1. Past. It might be in the future, too.
2. All night.
1. He's grieving over what he did.
2. He just lost control over himself.
3. He'll be punished.

Card 9 GF:

This girl is trying to escape from prison. This girl is watching her, and she will tell on her.

1. Present
2. Five to ten minutes
1. She's running to get away.
2. She don't like to stay there.
3. She'll get caught and kill herself. She's tried it before.

Card 18 GF:

No, I saw that one in Norman, too. I don't like to

see one person kill another one. That woman--she has the most cruel face on her I ever saw. I don't want to talk about it.

1. It's happening now.
2. All the time.
1. She's killing her.
2. She hates her.
3. She'll get sent to prison.

Stories Told by a Middle Class Non-delinquent Girl,  
Age Seventeen Years

Task I. Original Story.

There was a poor family with four children. One Christmas they didn't have any money to buy the children anything. They felt real hurt about it. Christmas passed and the New Year came. The children had wanted bicycles for Christmas but the parents just couldn't afford them. One day a rather well-to-do friend called on them. He had heard what had happened. He came to visit and stayed awhile. He was talking to the mother and father. He told them that he would buy all four children the bicycles. They were so happy and grateful and everything turned out all right.

1. Past
2. About 4 months

Test II. Card 5:

She's looking at something. One day this woman heard a noise in the living room. It scared her and she went to see what it was. It was the duck and the dog. She didn't know how on earth the duck got in the house. The room was

in an awful mess. The dog had the duck by the neck. She ran in the room and pulled the dog away. Then she put the duck out of the house. She sure had a time.

1. Past
2. About 2 hours

Card 3 GF:

She seems to be sad. Her child had been playing in the street and had been struck by a car. They were playing ball. They took him to the hospital. He is hurt pretty bad, but he got well. The mother in this picture is crying about him.

1. Past
2. At least a day

Card 14. Task III:

This boy had heard the fire trucks and siren and he ran to the window to see what was happening. A house was on fire down the block. A man had fallen asleep smoking and it had caught the house on fire. It was at night and he had company. They got everybody out except the baby. They couldn't find it. The man who had caused the fire wasn't hurt. He went in and saved the baby and everything was all right.

1. Past
2. At least 5 hours
1. He's looking out of the window.
2. He heard fire engines. He was curious and he ran to the window to see what it was because it was so close.
3. He probably ran outside. He stayed in his own yard and watched.

Card 13 MF:

The woman had been awfully ill. She had heart trouble. One night the husband and wife were in the bedroom. She was in bed already. He heard her moan and run up to the room to see what was the matter. (He was down stairs). He saw her so still in the bed. He thought she was dead. He called the doctor. He came and examined her and told the husband that she had a heart attack and would have to be real careful.

1. Past
2. About 5 years

1. The man is crying because he thinks that his wife is dead.
2. She had heart trouble and maybe the climb up the stairs was too much for her.
3. The husband will call the doctor and he will examine the woman and tell them what is wrong with her.

Card 9 GF:

Looks like they're on an island. These women were listening to the radio. All of a sudden a radio bulletin said there was going to be a hurricane or tornado. They had to run for shelter. The hurricane ruined all the valley and village. After they came out the hurricane was over with. So much damage was done that they didn't know what they were going to do. The people needed help. They had a radio and called for help. They heard an airplane and that was the Americans coming to help them. They were real happy and thankful.

1. Past
2. About two days

1. The women are running to get away from the hurricane. They are trying to get to shelter before it hits them.
2. The hurricane came up. The radio bulletin had warned everybody on the island that it was coming.
3. Everybody will be saved, but the village will be ruined.

Card 18 GF:

It's a boy, I guess. All of a sudden the lights went out. This young boy, a teenager, was going to fix the fuse box. All of a sudden the fuse box lighted up and he fell on the floor. The mother picked him up and called the doctor. He came and told the mother that the boy had been electrocuted.

1. Past
  2. About one and one-half hours
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1. The mother is holding the boy.
  2. The light went out and the boy offered to go and fix the lights and all at once it lighted up and the boy was electrocuted.
  3. The boy died.